

# **Ensuring Quality in Specialist Support for Students with SpLDs in Higher Education**

**Workshop: NADP Conference July 2009  
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# Workshop Aims

- Introduce ADSHE Guidelines
- Explore the SpLD profile and its link to academic challenges
- Understand key features of specialist support in HE

# ADSHE Mission Statement

- To share knowledge and disseminate good practice, including promoting and developing the understanding of all aspects of dyslexia (now extended to other SpLDs)
- To clarify and promote students' entitlement to dyslexia support within individual institutions and throughout the sector

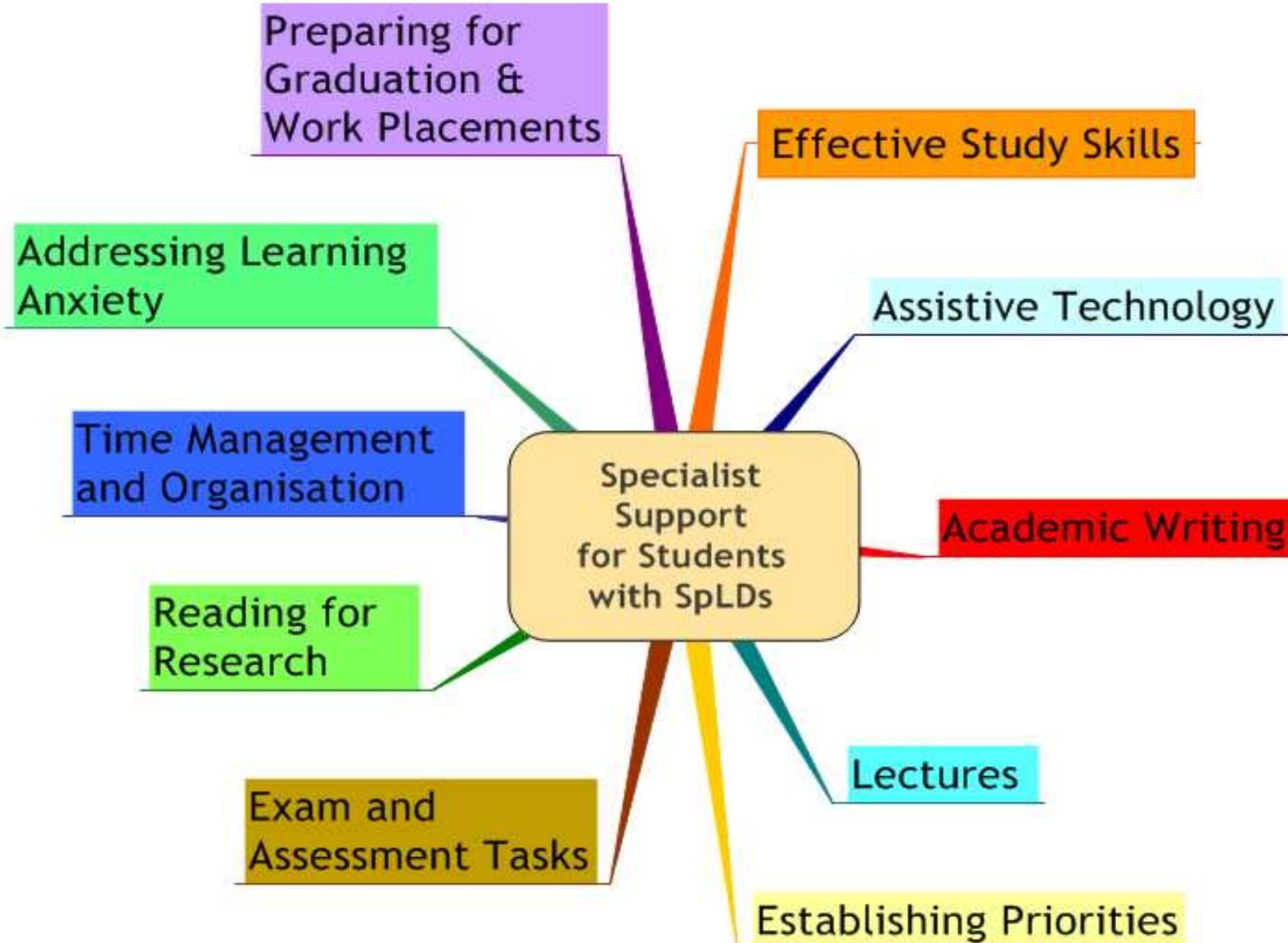
# The ADSHE Guidelines

## Working Party:

- to establish consistency of quality provision of specialist 1:1 support in HE
- to draw up guidance for best practice
- to encourage reflective practice

# Guidelines for Quality Assurance in Specialist Support for Students with SpLDs in Higher Education

- Identification of SpLDs
- Administration for best practice
- The specialist Dyslexia Tutor in HE
- Support
- **Mind Map**
- Definitions and References



# Effective 1:1 Specialist Support

## Seven Key Principles Underpin Specialist 1:1 Support

- Meta-cognition
- Relevance
- Over Learning
- Modelling
- Multi-sensory
- Motivation
- “Little and Often”

# Three Dimensions of Learning

Robert Burden author of *Dyslexia and Self-Concept* (2005)

“All learning includes three dimensions, namely, the cognitive dimension of knowledge and skills, the psychodynamic dimension of motivation and emotions , and the social dimension of communication and co-operation - all of which are embedded in a societally situated context.”



# Case Study

- The SpLD profile and its links to academic challenges, exploring a case study of work that was carried out by a Dyslexia Support Tutor with an undergraduate student studying English Literature
- Jane Eyre Case Study
- Example of HE student's writing

# **Understand the Key Principles that Underpin Specialist Support**

## **Mind Map Activity**

- **Break into small groups with a facilitator**
- **Use the time as an opportunity to reflect on the case study, raise any questions with the facilitator and discuss how the key principles underpin all the support .**

# Conclusion

- ADSHE Guidelines
- The SpLD profile and its link to academic challenges
- Key features of specialist support in HE

# References

- **ADSHE (2009) Guidelines for Quality Assurance in Specialist Support for Students with SpLDs (Revised) and Mind Map**  
Available from [www.adshe.org.uk](http://www.adshe.org.uk)
- **Burden R. (2005) Dyslexia and Self-Concept . Wiley Blackwell**