



Higher National Unit specification: general information

Unit title: ESOL and the Learners

Unit code: FE71 36

Superclass: GC

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Unit purpose

This Unit is designed for candidates who intend to deliver, or are already delivering, ESOL in a variety of teaching contexts. It will also be relevant for candidates who have, or anticipate having, responsibility for assessing the needs of ESOL learners. The primary focus is on adult ESOL learning.

It is designed to enable candidates to develop the knowledge and skills required to analyse and evaluate ESOL contexts, the personal, social and cultural factors of ESOL learners and the potential impact these factors may have on learners' English language development. This Unit also provides opportunities to analyse how the ESOL teacher takes account of factors related to the needs of the learners within the ESOL learning environment.

On completion of the Unit the candidate should be able to:

- 1 Describe and evaluate the context of ESOL learning/teaching at a local and national level.
- 2 Identify and analyse personal, social and cultural factors that impact on ESOL learning.
- 3 Apply appropriate strategies and skills to analyse the needs of ESOL learners.
- 4 Describe and analyse ESOL teaching strategies which take account of learner needs.

Centres delivering this Unit must be approved to deliver the PDA in TESOL at SCQF level 9.

It is recommended that centres are familiar with the *Assessment Strategy*, available on the SQA website at www.sqa.org.uk/tesol, before delivering this Unit.

General information (cont)

Recommended prior knowledge and skills

Access to the qualification is at the discretion of the centre. However, candidates would normally be expected to have competence in Communication skills at SCQF level 6, Numeracy skills and ICT skills at SCQF level 5, or similar qualifications or experience.

Centres must use selection criteria for potential candidates to ensure the candidates have English language content knowledge and skills at SCQF level 6. Centres must have initial assessment procedures in place for all potential candidates. This process and the instruments used will be checked during the approval and verification process.

Candidates who have achieved the PDA: *Introduction to Tutoring ESOL* (G91E 46) at SCQF level 6 will have satisfied the English language content knowledge and skills criteria.

This qualification is likely to attract a wide range of candidates from different backgrounds and experience. Therefore, centres are encouraged to take into account experience, lifeskills and potential suitability for the Course. While it would be useful for candidates to have had some experience of working with ESOL learners, this is not a requirement.

Credit points and level

1 HN credit at SCQF level 9: (8 SCQF credit points at SCQF level 9*)

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

Core Skills

There are opportunities to develop the Core Skills of *Communication, Problem Solving and Working with Others* at SCQF level 6, and *Information and Communications Technology* at SCQF level 5, in this Unit, although there is no automatic certification of Core Skills or Core Skills components.

Context for delivery

If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

This is one of four mandatory Units in the PDA in TESOL at SCQF level 9 and it is recommended that it should be taught and assessed within this framework. Where this Unit is taught and assessed within the Group Award, delivery and assessment of this Unit should be integrated with the Units: *English Language Frameworks (TESOL)*, *Language Skills (TESOL)*, and *ESOL Planning and Delivery*. The Units should be fully integrated to create a coherent training course for ESOL teachers. See Guidance on the content and context for this Unit and Guidance on the delivery and assessment of this Unit.

Where the Unit is being delivered as a freestanding Unit, it is recommended that the evidence generated for the assessments is retained by the candidate in order that this can be later compiled within the portfolio required to achieve the Group Award.

General information (cont)

The principal context will be an ESOL teaching environment. The candidate should have access to an environment where the required evidence can be generated. In particular, the Unit should be delivered in a context which enables candidates to work with ESOL learners and observe ESOL delivery. Candidates must have access to authentic ESOL learners to achieve this Unit.

Assessment

This Unit will be assessed using practical Instruments of Assessment. The candidate is required to produce an analytical and contextualised report (case study) of an ESOL learner and a reflective account on ESOL planning and delivery. There must be arrangements in place to ensure the authenticity of the work produced.

This Unit could be assessed as part of a portfolio which holistically assesses all four Units of the Group Award. See guidance in the *Assessment Strategy*.

Exemplar Instruments of Assessment and marking guidelines are produced to show the national standard of achievement required at SCQF level 9.

Higher National Unit specification: statement of standards

Unit title: ESOL and the Learners

Unit code: TBC

The sections of the Unit stating the Outcomes, Knowledge and/or Skills, and Evidence Requirements are mandatory.

The Unit will be assessed holistically. Evidence Requirements and Assessment Guidelines for the Unit appear after Outcome 4.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the Knowledge and/or Skills section must be taught and available for assessment. Candidates should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

Outcome 1

Describe and evaluate the context of ESOL learning/teaching at a local and national level.

Knowledge and/or Skills

Local ESOL issues and developments
Recent national developments in ESOL
ESOL and statutory requirements
Funding for ESOL
Contexts for provision
Organisational requirements and constraints
ESOL assessment and qualifications

Outcome 2

Identify and analyse personal, social and cultural factors that impact on ESOL learning.

Knowledge and/or Skills

Learner background
Current context of the learner
Learner motivation
Reasons for learning
Potential barriers to learning
Cultural factors

Outcome 3

Apply appropriate strategies and skills to analyse the needs of ESOL learners.

Knowledge and/or Skills

Purpose of a needs analysis
Social practice approach
Content and structure of a needs analysis

Higher National Unit specification: statement of standards (cont)

Unit title: ESOL and the Learners

Process for needs analysis
Practicalities of conducting needs analysis
Rapport building
Learner goals and aspirations (short and long-term)

Outcome 4

Describe and analyse ESOL teaching strategies which take account of learner needs.

Knowledge and/or Skills

Learning styles and preferences
Learning and teaching strategies
Individual and group goals
Interaction patterns
Engagement
Differentiated teaching and learning approaches
Teacher roles, responsibilities and boundaries
The reflective practitioner

Evidence Requirements

The Outcomes of this Unit are assessed holistically. Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills for all Outcomes. Candidates will provide written evidence in the form of:

1 Learner Profile (needs analysis)

A needs analysis of an ESOL learner, of approximately 1000 words, to include identification and critical analysis of:

- ◆ how the local and national ESOL context impacts on the learner
- ◆ learner background and current context
- ◆ learner motivation
- ◆ other factors influencing his/her learning (eg any additional support needs)
- ◆ learner goals and aspirations
- ◆ appropriate learning context for this learner

The criteria analysed must be linked to the ESOL context. The case study must evidence that the candidate has an understanding of the contexts and constraints within which ESOL is delivered locally and nationally, and provide specific examples of how this relates to the learner being profiled. Evidence of research and reading should be provided within the needs analysis to situate the needs of the learner within a wider context, taking account of the social practice approach. The candidate should also make recommendations regarding appropriate ESOL provision.

Higher National Unit specification: statement of standards (cont)

Unit title: ESOL and the Learners

The candidate should reference a minimum of three sources which they have used during research for this assignment. The candidate should use a standard referencing format, such as Harvard. The tasks and questions used during the needs analysis must be included as an appendix to the report.

The learner selected by the candidate must be agreed with his/her assessor. The candidate must interview the learner face to face to obtain information for the needs analysis.

The candidate must obtain written permission from the learner they will work with for the assessment.

It is not acceptable for the learner profile to be based on any kind of simulation or hypothetical case study.

2 Teaching Observation and Reflection

A reflective account of ESOL lesson observation(s) of at least 1 hour to include identification and analysis of at least **four** of the following:

- ◆ teaching strategies to meet different learning styles, preferences and strategies
- ◆ teaching strategies to promote equality and diversity
- ◆ teaching strategies to encourage learner interaction (whole class, group, pairs)
- ◆ teaching strategies to encourage learner engagement (whole group, individual learners)
- ◆ activities which take account of learner diversity (backgrounds, experiences, cultures, etc)
- ◆ differentiated learning and teaching activities
- ◆ teacher roles and responsibilities

Video observations are not acceptable for this assessment.

NB While there is no stipulated word count, (a suggested guide is 500–800 words), it is important that the evidence generated reflects SCQF level 9 in the depth of analysis provided in this reflective account.

The candidate must base their reflective account on the observation of experienced, qualified ESOL practitioners. (Observed practitioners should hold a relevant TESOL qualification at SCQF level 8 or above and have substantial experience of delivering ESOL.)

Evidence must be generated by the candidate while undertaking the Unit. It is not acceptable for candidates to evidence previous observation experiences. However, evidence may be generated over more than one observation event.

Candidates must meet all the Evidence Requirements in order to achieve the Unit.

Higher National Unit specification: statement of standards (cont)

Unit title: ESOL and the Learners

Assessment Guidelines

The evidence generated may be presented in any appropriate written format but should ensure that all aspects of the Evidence Requirements are covered. Pro forma designed by the centre would help to provide an appropriate format.

1 Learner Profile (needs analysis)

The learner profile takes the form of a detailed written case study based on a face to face interview with an ESOL learner, other appropriate tasks (such as a piece of writing from the learner) and analysis of data. It should be written in continuous prose, with bullet points where appropriate.

The needs analysis should clearly identify how the learner fits into the wider context of ESOL.

The learner selected by the candidate must be agreed with his/her assessor before the needs analysis commences. The learner must provide written permission for their inclusion in the portfolio of evidence.

Where the candidate is taking this Unit as part of the Group Award they should, if at all possible, profile the same learner within the needs analysis and English language and skills assessments in the Units: *English Language Frameworks (TESOL)* and *Language Skills (TESOL)*

The needs analysis generated may be used as a basis for the analysis of an ESOL learner's English language strengths and weaknesses in the Unit: *English Language Frameworks (TESOL)* and for the detailed analysis of an ESOL learner's English language skills in the Unit: *Language Skills (TESOL)*. The face to face interview and/or written task could be used to generate evidence across the three Units.

2 Teaching Observation and Reflection

The reflective account of live lesson observation(s) should be written in continuous prose, with bullet points where appropriate.

The observed teacher(s) must be appropriately qualified and should be aware of the focus of the observation task being carried out by the candidates and the Evidence Requirements for the assessment. It is strongly recommended that the assessor should not undertake the role of the observed teacher for this assignment.

The evidence may be generated over more than one observation event.

The evidence provided must reflect the candidate's view of the lesson(s) rather than that of the observed teacher. While it is likely that the candidate may wish to discuss aspects of the lesson with the teacher being observed, the completion of this assessment should reflect the candidate's own evaluation. Centres should make sure they can authenticate a candidate's work. This may be done through professional discussion with the candidate about the lesson(s) they have observed.

Higher National Unit specification: statement of standards (cont)

Unit title: ESOL and the Learners

While video observations are not acceptable for summative assessment, they provide useful vehicles for delivery input and formative assessment. Candidates should be made aware of the role of the observer before they undertake any observation.

It would be useful for the candidate to undertake observation within a group containing the ESOL learner they are profiling. However, where the candidate is undertaking the Group Award opportunities to observe more than one level of ESOL group are highly recommended.

Candidates undertaking this Unit as part of the Group Award may produce one reflective account, covering the 4 hours of observation across the Units, to meet the Evidence Requirements. See *Assessment Strategy* for guidance.

Higher National Unit specification: support notes

Unit title: ESOL and the Learners

This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

Guidance on the content and context for this Unit

This Unit is designed for candidates who intend to deliver, or are already delivering, ESOL in a variety of teaching contexts. It will also be relevant for candidates who have, or anticipate having, responsibility for assessing the needs of ESOL learners. The experience of conducting a needs analysis of an ESOL learner, which takes account of the local and national contexts within which the learner will develop English language competence, and the reflection on delivery which takes account of individual and group needs, will provide candidates with knowledge and skills which are crucial when designing learner-centred ESOL learning programmes.

The principal context will be an ESOL teaching environment. The candidate should have access to an environment where the required evidence can be generated. Integration in the delivery and assessment of Units: *ESOL and the Learners*, *English Language Frameworks (TESOL)*, *Language Skills (TESOL)*, and *ESOL Planning and Delivery* is highly recommended. Similarly, integration of the Outcomes throughout the delivery of the Unit is recommended.

Indicative content on a taught programme:

(Please note that there is overlap across individual areas and the information below provides only examples of areas to focus on.)

Outcome 1

In Outcome 1 candidates should develop their understanding of the current context of ESOL provision at both local and national level. This should include where and when the learning takes place, the target learners and the support mechanisms available.

- ◆ **Local issues:** accessibility to learning programmes; available provision; learner groups according to status and nationalities; migration patterns.
- ◆ **Recent national developments in ESOL:** relevant demographic changes; ESOL policy and planning at local and national government level (National ESOL curriculum, CPD framework); links to other national and local policies.
- ◆ **ESOL and statutory requirements:** English language requirements related to immigration, settlement, and citizenship; English language requirements for access to work and articulation onto mainstream educational programmes.
- ◆ **Funding for ESOL:** types and sources of funding; access to funding according to status; changes in funding policies within different lifelong learning sectors.

Higher National Unit specification: support notes (cont)

Unit title: ESOL and the Learners

- ◆ **Contexts of provision:** types of provision (eg general, work-related, embedded ESOL, ESOL literacies, part, full-time, blended); the range of sectors within which ESOL is delivered (college, community-based, voluntary settings, workplace, home-based, higher education and the private sector); the range of learning environments which constitute classroom settings. This also takes account of related provision such as learning support in other education settings/provision.
- ◆ **Organisational requirements and constraints:** funding; access to, and experience of teachers; types and levels of provision available; formal and informal assessment requirements.
- ◆ **ESOL assessment and qualifications:** local and national contexts within which the candidates are/will be delivering ESOL; national and international ESOL/EFL qualifications and assessments (including work-based qualifications); recognised exam boards and awarding bodies; national credit and qualifications frameworks including SCQF; ESOL equivalencies and levels of qualifications and assessments.

Outcome 2

In Outcome 2 the focus is on the learner, their background and current context and the factors which will have an impact on successful English language development within the current context of ESOL provision at both local and national level.

- ◆ **Learner background and its potential effect on the learning experience:** countries of origin and language background; previous educational experience; employment history within and outside the UK; family and individual circumstances.
- ◆ **The diversity of ESOL learners:** race, ethnic background, religious, gender, age and so on; the impact and value of this diversity within an ESOL group learning environment.
- ◆ **Current context of the learner:** family, work, social, economic and immigration status; integration into wider communities.
- ◆ **Learner motivation and its impact on the learning experience:** intrinsic, extrinsic, integrative and instrumental motivation.
- ◆ **Reasons for learning:** personal/social purposes; integration; study or work purposes; learner goals and aspirations (short and long-term).
- ◆ **Potential barriers to learning and their effect on the learning experience and learning achievement:** 1st language interference; literacy needs and specific learning difficulties; affective variables (eg surroundings, emotional factors); family and work constraints; economic, social and economic barriers.
- ◆ **Cultural issues and their effect on the learning experience:** interaction between learners with differing cultures, gender, religious and socio-economic issues; educational expectations.

Candidates should be given opportunities to explore the relevance of the above factors in contextualising ESOL teaching and learning and consider how this contextualisation takes account of learners' experiences, goals and aspirations and makes learning relevant and accessible. They should become familiar with and understand the value of a learner-centred (social practice) approach, which puts the learner, their needs and goals, at the centre of ESOL delivery.

Higher National Unit specification: support notes (cont)

Unit title: ESOL and the Learners

Outcome 3

In Outcome 3 the focus is on applying the knowledge and skills developed within Outcomes 1 and 2 to identify and analyse the needs of an individual ESOL learner within their specific context.

- ◆ **Purposes of a needs analysis:** identifying and analysing learner needs as an integral dimension of planning; meeting the goals of individuals within a group; providing motivating and relevant delivery which takes account of the individual and the group.
- ◆ **Social practice:** the complex nature of individual learner needs and choices; individual goals and aspirations; the impact of language development for home, work, study and integration; the notions of learner autonomy and independence; the need for learners to set their own informed learning goals and be an active participant in the learning cycle.
- ◆ **Content, structure and process of conducting a needs analysis:** models of identifying and analysing needs; selection of appropriate materials and tasks for needs analysis; different modes of eliciting information; question types and techniques; identifying needs of learners with limited English language competency; recording of data.
- ◆ **Practicalities of conducting needs analysis:** issues related to the complexities of working one to one, particularly where vulnerable adults may be involved (such as personal safety of candidate and learner, responsibilities and boundaries); data protection issues.
- ◆ **Rapport building:** strategies for setting learners at ease; appropriate use of language when interviewing learners; non-verbal communication; relevant and sensitive approaches to questioning; active listening and responding to content.
- ◆ **Learner goals and aspirations:** how to identify realistic and achievable learning goals; how to prioritise goals in collaboration with the learner; the use, value and potential limitations of individual and group learning plans.

Outcome 4

In Outcome 4 the focus is on analysing the ways in which an ESOL teacher takes account of the needs and learning preferences of a specific group of ESOL learners within the learning environment in terms of teaching approaches, strategies, and techniques.

- ◆ **Learning styles and preference:** an introduction to different learning styles and preferences models; exploration of how these relate to learners and their potential impact on the learning experience.
- ◆ **Learning strategies:** approaches to learning which the learner prefers to use, has had experience of, is comfortable with or is used to, eg rote, rule-based, task-based, independent, etc.
- ◆ **Individual and group goals and aspirations:** identifying the interplay between personal and group goals; how the ESOL teacher can manage potentially conflicting needs.
- ◆ **Interaction patterns:** how the learner interacts with others in the learning environment; how the teacher fosters collaborative learning approaches.

Higher National Unit specification: support notes (cont)

Unit title: ESOL and the Learners

- ◆ **Engagement:** factors affecting the learner's engagement throughout the lesson; to what extent the learner is involved in the lesson; strategies taken by the teacher to foster active participation.
- ◆ **Teacher role, responsibilities and boundaries:** different roles the ESOL teacher may have within the learning environment; teacher responsibilities within and outside the learning environment and the limitations and boundaries of this role.
- ◆ **The reflective practitioner:** identification of own strengths and weaknesses; setting personal development goals.

Guidance on the delivery and assessment of this Unit

The main focus of this Unit is on developing the skills and knowledge required to analyse and evaluate ESOL learner diversity and the various factors which affect their learning. The candidates are also given the opportunity to explore how an ESOL teacher takes account of this when delivering a learning programme.

Where candidates are undertaking the Group Award, it is recommended that a holistic and integrative approach to delivery and assessment across the four mandatory Units of the PDA in TESOL is used. See *Assessment Strategy*.

Candidates should be encouraged to generate evidence within an appropriate ESOL environment. Direct observation, interview, written/documentary evidence are appropriate methods of evidence gathering for this Unit.

It is suggested that centres use a wide range of delivery methods appropriate to training for ESOL teachers. These could include ice breaker activities, group and pair work activities and discussions, micro-teaching, simulations and case studies, completion of learning style questionnaires, workshop activities, role-play, reading and research activities. Delivery methods should ensure that models for ESOL teaching are built in through the use of loop input approaches, where candidates have the opportunity to engage in activities and tasks which mirror those used when working with ESOL learners.

Use of a wide variety of resources, such as DVD, video, cassette recorders, interactive whiteboards, realia, may help familiarise candidates with the kinds of equipment they might encounter and be expected to use in a variety of learning environments.

Learner Profile (needs analysis)

The centre should provide guidance to candidates with regards to where and when it is appropriate to meet with the learner. Candidates should be made aware of issues related to working one to one. It would be useful for the centre to provide, where necessary, a neutral space for the candidate and learner to meet.

For candidates taking the Group Award, centres should ensure, if at all possible, that the learner profiled for the needs analysis is the same learner profiled for the language and skills analyses in the Units: *English Language Frameworks (TESOL)* and *Language Skills (TESOL)*.

Higher National Unit specification: support notes (cont)

Unit title: ESOL and the Learners

Teaching Observation and Reflection

The assessment of this Unit incorporates observation of an ESOL lesson delivered by a qualified ESOL tutor (holding a TESOL qualification at SCQF level 8 or above). It is recommended that arrangements for this are made after relevant input and formative work.

It is recommended that candidates are provided with opportunities to observe ESOL delivery additional to the summative assessment for the Unit. Ideally, candidates should have access to live ESOL delivery. However, this could incorporate the use of video footage during input or provided as self-access via a VLE for example. It would also be useful to focus on the role of an observer before the candidate undertakes observations.

Centres could provide guided tasks and pro forma for candidates to use for observation and delivery. It would be useful for candidates to have the opportunity to try out these tasks during formative work (eg using video footage of classroom practice).

Centres should provide guidance on identifying suitable classes for observation. The observation task is intended to provide a vehicle for the candidate's personal reflection on delivery. Centres may need to provide guidance on the extent to which candidates should discuss the lesson with the observed teacher without affecting the integrity of the assessment, eg by avoiding questions directly related to the observation task. The use of professional discussion with the candidate would help to ensure that this guidance has been followed.

Opportunities for developing Core Skills

There are opportunities to develop the Core Skills of *Communication*, *Problem Solving* and *Working with Others* at SCQF level 6, and *Information and Communications Technology* at SCQF level 5, in this Unit, although there is no automatic certification of Core Skills or Core Skills components. It can also support the development of other transferable skills, such as essay/report writing, referencing, citation and bibliography skills and thinking, analytical and critical skills.

Candidates undertaking this Unit will have a high standard of Communication Skills, as evidenced in the Entry Requirements. However, there are opportunities to develop these further within delivery and through the process of producing the Evidence Requirements.

It is possible to develop **Communication: Written Communication at SCQF level 6** within this Unit. The General Skills for **Written Communication at SCQF 6** are 'Read, understand, and evaluate complex written communication' and 'Produce well-structured written communication on complex topics'. The candidate will explore, analyse and present information on complex topics, such as the impact of local and national ESOL contexts on ESOL learners and their learning experiences. In addition, the candidate may be required to present written material to an ESOL learner, such as guided questions to obtain information. Delivery could, therefore, include tasks which help develop a range of appropriate techniques and skills necessary in producing written communication, from being able to organise complex written content and use specialist terminology, to the appropriate grading or modification of written language to make it accessible for the learner (in terms of grammatical complexity, lexical density, register and style).

Higher National Unit specification: support notes (cont)

Unit title: ESOL and the Learners

For **Oral Communication at SCQF level 6** the skill is '**Produce and respond to oral communication on a complex topic**'. During delivery and/or assessment of this Unit, candidates will have opportunities to develop a sophisticated level of oral communication skills. During delivery candidates will discuss complex topics related to ESOL and acquire knowledge of specialist terminology linked to this field. Formative tasks which check candidate's understanding of terminology would be useful. Delivery could also include project/research work (individual or group-based) on relevant topics with findings presented by candidates through structured oral presentations, taking account of the purpose and audience. Candidates could be guided to convey information, opinions or ideas accurately and coherently and provide supporting detail where required.

Signposting, grading language, adapting register and style and responding appropriately to learner contributions is essential when conducting the Learner Profile (needs analysis) interviews. While candidates have the opportunity to analyse and reflect on these notions when observing qualified ESOL practitioners, delivery could additionally provide candidates with practice in language grading techniques including verbal and non-verbal communication (eg eye contact, gesture) appropriate to learners of various levels, social and cultural backgrounds. Delivery could also include tasks which focus on how best to take account of the learner's contributions and respond appropriately, (such as asking questions to clarify, or expanding upon response given) and explore the value and impact of open and closed questioning.

The elements of the Core Skill of **Problem Solving at SCQF Level 6** are **Planning and Organising, Critical Thinking, and Reviewing and Evaluating**. Completion of the Learner Profile will involve a significant degree of planning and organising and critical thinking. Candidates should be given guidance on how to best prepare and organise the interview, and explore challenges which may arise in the process of conducting a Learner Profile (related to, for example, learner's understanding, rapport, or effectiveness of questioning techniques) and strategies which could address them.

The use of simulations or case study material will help prepare for the analysis of a learner's needs. Candidates should be encouraged to consider critically the notions of, for example, how external factors impact on learning and what constitutes realistic goals and aspirations.

Opportunities to develop **Working with Others** can be incorporated into the delivery of the Unit and will contribute towards the general skills '**In complex interactions, work with others co-operatively on an activity and/or activities**' and '**Review work with others in a co-operative activity and/or activities**' at **SCQF level 6**. A tutor could actively choose to develop this skill by setting tasks for group activity and arranging joint information feedback/presentation sessions. This skill has a direct impact on the needs analysis, which must be conducted collaboratively with the learner(s) to be effective. The candidate will need to ensure the learner is aware of, and comfortable with, the purpose, process and content of the interview and related tasks. The onus is on the candidate to support co-operative working by, for example, offering encouragement and modifying behaviour to meet needs as they arise. Candidates should be encouraged to reflect on their contributions to any group activities.

Higher National Unit specification: support notes (cont)

Unit title: ESOL and the Learners

Opportunities to develop **ICT** skills can be incorporated into the delivery of the Unit and will contribute towards the general skills **‘Use ICT independently, effectively, and responsibly to access information within a range of tasks’** and **‘Use ICT independently, effectively, and responsibly to carry out a range of processing tasks’** at **SCQF level 5**. The candidate can be supported in carrying out safe and effective information searches on relevant complex topics (for example, recent developments in the local ESOL context which may affect learners). The presentation of formative and summative work could be supported by ICT. Power point presentation or word-processed acetates could be used for oral presentation of project work, and texts, graphics, sound or videos could be integrated to improve delivery. Candidates will be required to produce any written assessments to a high quality and will use word processing, embedded links, images, graphs and tables where appropriate to improve style and layout.

The use of VLE could provide opportunities for peer discussion, or to upload relevant documents, and along with web conferencing, could be very useful where delivery takes place in an open/distance mode. VLE/DVD could also be used for formative observation of ESOL delivery.

Open learning

This Unit may be suitable for open and blended learning delivery. However, centres must take account of the nature of an initial teaching qualification and its desired Outcomes to ensure that candidates are given sufficient opportunities for discussion and to allow for modelling of effective teaching strategies to be embedded within the training environment. Candidates will need to have access to ESOL delivery and ESOL learners to achieve the Unit. The *Assessment Strategy* and guidelines described in this specification must still be applied if this method of delivery is chosen.

Disabled candidates and/or those with additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

History of changes to Unit

Version	Description of change	Date

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General information for candidates

Unit title: ESOL and the Learners

What this Unit is about

ESOL and the Learners is one of four Units in the PDA in TESOL at SCQF level 9. This Unit is relevant to you if you are delivering ESOL, or if you plan to do so. It may also be appropriate for you if you have responsibility for placing ESOL learners in appropriate provision.

This Unit is designed to introduce you to the variety of contexts in which ESOL delivery takes place, the variety of ESOL learning needs and the approaches, strategies and techniques used in an ESOL delivery context to take account of these diverse needs. It considers the values and principles which underpin working with ESOL learners. The Unit raises awareness of a range of issues facing ESOL learners, and ESOL teachers when working with a diverse range of learners.

What you will learn:

In this Unit you will have opportunities to observe qualified ESOL teachers and work with an individual ESOL learner. You will:

- ◆ Develop skills in analysing the impact of the local and national ESOL context on ESOL learners and their learning.
- ◆ Learn how to identify and analyse an ESOL learner's English language needs.
- ◆ Learn how to carry out a needs analysis.
- ◆ Develop skills in analysing ESOL teaching strategies which take account of learner needs.

How you will be assessed:

You will be assessed through practical assignments. Assessment takes the form of:

- ◆ A learner profile focusing on a learner's English language needs within the context and constraints of local and national ESOL. This profile will include references which provide evidence of wider reading.
- ◆ A reflective account on ESOL observation, focusing on the teaching strategies employed to take account of learner needs.

If you are taking the Group Award, there are opportunities to use the assessment in this Unit to evidence required elements of the teaching portfolio. Assessments can be integrated with those in the other Units of the Award.

On completion of the Unit you should be able to:

- 1 Describe and evaluate the context of ESOL learning/teaching at a local and national level.
- 2 Identify and analyse personal, social and cultural factors that impact on ESOL learning.
- 3 Apply appropriate strategies and skills to analyse the needs of ESOL learners.
- 4 Describe and analyse ESOL teaching strategies which take account of learner needs.