



Higher National Unit specification: general information

Unit title: ESOL Syllabus Design

Unit code: FM1G 36

Superclass: GC

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Unit purpose

This Unit is designed for candidates who are ESOL practitioners, delivering ESOL in a variety of contexts. The primary focus is on adult ESOL learning. It may also be appropriate for EAL teachers working with secondary school age learners. It is designed to enable candidates to develop the knowledge and skills to effectively evaluate and design syllabuses for specific ESOL teaching and learning contexts.

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

- 1 Critically analyse theories, models and approaches to syllabus design.
- 2 Analyse factors affecting ESOL syllabus design.
- 3 Design and justify contextualised ESOL syllabuses.

Prior to delivery, centres must gain specific qualification approval for this Unit.

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 Information and Communication Technology (ICT)* skills at SCQF level 5 or similar qualifications or experience. In addition, candidates should have experience of working with ESOL learners.

General information (cont)

Candidates undertaking this Unit must have demonstrable knowledge of:

- ◆ cultural, social and linguistic diversity of ESOL learners
- ◆ specific methodologies and the language/linguistics involved in teaching English to Speakers of Other Languages.

This knowledge will be demonstrated by candidates holding, as a minimum, the SQA PDA in TESOL at SCQF level 9 or an equivalent TESOL/ELT qualification which can be demonstrated to meet the following criteria:

- ◆ is externally validated by a reputable examination body (usually a university or recognised examination board)
- ◆ contains at least six hours' supervised teaching practice (ie teaching practice where the trainee teacher is observed and assessed teaching genuine ESOL learners, and given feedback on his or her performance)
- ◆ contains at least 100 hours of ELT/TESOL input.

This Unit is an optional Unit in the PDA in Applied Practitioner Studies in TESOL. Centres must inform candidates that it is not possible to achieve the Group Award towards which this Unit contributes unless they already hold a TESOL/ELT qualification which meets the above criteria.

Selection criteria procedures will be checked at approval stage. Qualifications and experience of candidates will be checked during verification.

Credit points and level

1 Higher National Unit 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 *Problem Solving, Communication and Working with Others* at SCQF level 6 and *Information and Communication 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 Unit is an optional Unit in the PDA in Applied Practitioner Studies in TESOL. However, the Unit can also be delivered as a free standing Unit as professional development for ESOL practitioners.

General information (cont)

The principal context will be an ESOL specific teaching environment. Candidates should have access to a training environment where the required evidence can be generated. In particular, the Unit should be delivered in a context which enables candidates to design a syllabus for a specific ESOL teaching and learning context. Candidates will need access to a learner group in order to design this syllabus.

Assessment

This Unit will be assessed by written and practical evidence in the form of a portfolio of work. The candidate is required to produce and submit a written assignment critically analysing theories, models and approaches to syllabus design, a group profile, a rationale for the candidate's syllabus design, a scheme of work, and a lesson plan with resources linked to the scheme of work. The centre must put arrangements in place to ensure the authenticity of the work produced.

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

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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 3.

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

Critically analyse theories, models and approaches to syllabus design.

Knowledge and Skills

- ◆ Terminology and definitions
- ◆ Syllabus types
- ◆ Syllabus design methodology
- ◆ Relationships between learning theories, teaching methodologies and syllabus design

Outcome 2

Analyse factors affecting ESOL syllabus design.

Outcome 3

Design and justify contextualised ESOL syllabuses.

Knowledge and Skills

(For Outcome 2 and Outcome 3)

- ◆ Contexts and settings for learning
- ◆ Educational frameworks and progression routes
- ◆ Stakeholders
- ◆ Needs analysis
- ◆ Content selection
- ◆ Grading and sequencing
- ◆ Teaching and learning materials
- ◆ Constraints on syllabus design and implementation
- ◆ Assessment
- ◆ Syllabus design rationale
- ◆ Syllabus evaluation
- ◆ The reflective practitioner

Higher National Unit specification: statement of standards (cont)

Unit title: ESOL Syllabus Design

Evidence Requirements for the Unit

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills for all Outcomes. All assessments are open-book assessments which will be completed in the candidate's own time.

Candidates will provide evidence in the form of:

- 1 A written assignment of approximately 1,000–1,500 words describing and critically evaluating theories, methods and approaches to syllabus design within an ESOL teaching and learning environment.

The assignment will:

- ◆ identify and describe the main features of at least two syllabus types
- ◆ outline the rationale for each type of syllabus, including assumptions about language and language learning that underpin approaches to syllabus design
- ◆ critically examine the strengths and weaknesses of each syllabus type.

The candidate must use relevant specialist terminology within the assignment and, where different interpretations exist, these terms should be clearly defined/clarified.

Candidates must reference a minimum of three sources (eg published studies/articles on syllabus design) which they have used during research for this assignment. The candidate should use a standard referencing format such as Harvard or APA.

This assessment can have a general theoretical approach or can be based around one or more specific syllabus samples (eg from a coursebook, syllabus the candidate is using/has used). Where specific syllabus samples are referred to, the samples should be submitted as an appendix to the assignment and sources acknowledged.

- 2 An ESOL syllabus designed for a short learning programme.

The syllabus will be submitted as a portfolio, which will include:

- ◆ A profile of the ESOL learner group for which the syllabus has been designed, detailing learner needs, goals and aspirations.
- ◆ Information on the factors which have an impact on the design of the syllabus (eg learning context, Outcomes, assessment).
- ◆ A rationale for the syllabus design (including reference to syllabus design theories).
- ◆ A 20 hour scheme of work which outlines aims, learning Outcomes, activities, materials and assessment plan.
- ◆ A sample lesson plan with accompanying resources, showing how this fits into the scheme of work and highlighting approaches which take individual learning needs into consideration.
- ◆ A summary of the methods/techniques that would be used to evaluate the learning programme. The learners must be included in this evaluation process.
- ◆ An evaluation of candidate's own strength and weaknesses in relation to syllabus design with suggestions for professional development

Higher National Unit specification: statement of standards (cont)

Unit title: ESOL Syllabus Design

The syllabus must be designed for a group of no fewer than four learners. It is expected that candidates will have access to learners in order to generate the evidence. Where the group is not deemed appropriate, arrangements must be put in place by the centre to allow the candidate to access information about appropriate learners for the assignment. In some cases it may be necessary to use a case study approach. In this instance, the case study should be based on realistic and appropriate examples and must not be purely hypothetical.

The scheme of work must have sufficient detail and clarity to be used by an experienced ESOL practitioner as a basis for delivering the programme outlined. Within the scheme of work, the aims, structure and sequence of the programme must be clear.

The lesson plan must be sufficiently detailed to allow for delivery of the lesson by an experienced ESOL practitioner. The plan must include aims, materials, anticipated problems and solutions, teacher and learner activities, timing and interaction patterns as a minimum. The plan must not be for the first session within the scheme of work.

The candidate must clearly acknowledge the sources of materials and resources where applicable.

The syllabus must be designed by the candidate while undertaking the Unit and should clearly link to the needs and context of the learners profiled. It must not simply be the contents of an ELT coursebook or a syllabus already in use in the candidate's workplace.

Assessment Guidelines for the Unit

The evidence generated may be presented in any appropriate format but should ensure that all aspects of the Evidence Requirements are covered.

Centres will need to put procedures in place to ensure the authenticity of the evidence generated. The use of professional discussion is highly recommended.

1 Written assignment

The written assignment should be a continuous piece of writing, with tables and bullet points where appropriate.

Candidates may choose to exemplify the syllabus types they are discussing by using samples of syllabuses they have used, are currently using, or are familiar with (eg from a coursebook/their own workplace). Alternatively, the assignment could be written from a general theoretical approach, without reference to specific samples of syllabuses.

Higher National Unit specification: statement of standards (cont)

Unit title: ESOL Syllabus Design

Examples of syllabus types which could be explored include:

- ◆ Communicative
- ◆ Structural
- ◆ Topic based
- ◆ Task based
- ◆ Functional/notional
- ◆ Lexical
- ◆ Integrated
- ◆ Multi-componential
- ◆ Negotiated

It is recommended that candidates have the opportunity to discuss a plan of their assignment with a course tutor before beginning the first draft and a further opportunity to discuss the draft before submitting the final version.

2 An ESOL syllabus designed for a short learning programme

The syllabus could be designed and presented in a number of ways:

- ◆ The group profile could be a continuous piece of writing providing an overview of the learners or a completed chart with collated information on individual learners.
- ◆ The scheme of work should be a document which allows an experienced ESOL practitioner to design appropriate lesson plans. It should include course Outcomes, aim(s), topic, function, language, resources and activities etc for each lesson (with the duration of each lesson stated). A tabular form would be effective. The centre could provide a template for the scheme of work with relevant headings.
- ◆ A pro forma, with sections for aims, materials, anticipated problems and solutions, teacher and learner activities, timing and interaction patterns, could be used for the detailed lesson plan.
- ◆ The rationale, summary of evaluation and candidate's own reflection are likely to be continuous prose writing, with bullet points where relevant.

Centres should encourage candidates to design a syllabus which is relevant to their own working contexts. At the same time, where at all practical, focusing on a context and setting which allows for development of a syllabus for a programme other than General ESOL should be encouraged (eg for a specific workplace, ESOL for Citizenship, ESOL to prepare for a specific exam, study skills course etc).

As candidates will design the syllabus in their own time, centre will need to ensure that it has been originally authored and is **not** simply be the contents of an ELT coursebook or a syllabus already in use in the candidate's workplace (ie that it clearly links to the needs and context of the learners profiled). It is the responsibility of the centre to ensure the authenticity of the work produced and professional discussion is highly recommended.

Higher National Unit specification: statement of standards (cont)

Unit title: ESOL Syllabus Design

In the event that the candidate is not working with their own group of learners, they should be given guidance on potential ways of generating the evidence. This could include basing the design of the syllabus on a specific scenario and identified group of learners. The candidate could use observation of a group and discussion with the tutor and/or learners to collate information and create the group profile from this. They will then complete the rest of the assessment based on this profile. In exceptional circumstances, a case study approach may be required.

In some circumstances the candidates may have opportunities to deliver the learning programme based on the syllabus they have designed. In such circumstances, candidates may provide evidence of evaluation instruments and methods which they have used, rather than describe how they *would* evaluate it. However, candidates are not required to deliver a learning programme as part of this assessment.

Higher National Unit specification: support notes

Unit title: ESOL Syllabus Design

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 ESOL practitioners, delivering ESOL in a variety of teaching contexts. It is designed to enable candidates to acquire skills in designing and evaluating syllabuses within an ESOL teaching and learning context.

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 of the Outcomes throughout delivery of the Unit is recommended.

The following topic areas provide recommended content for a taught programme. While centres will use their own judgement as to the content appropriate to the delivery context, candidates should be made aware of the need to undertake further background reading and research around the input sessions.

Indicative content on a taught programme

The following list of topics gives a suggested content for a taught programme. The list is neither prescriptive nor exhaustive and should be used as a guide only.

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

Outcome 1

In Outcome 1 candidates develop their knowledge and understanding of theories and approaches to syllabus design and the link between syllabus design and language learning theories. Candidates will explore the terminology related to syllabus design, analyse different ESOL syllabus types and design methods, and evaluate them within an ESOL context.

- ◆ **Terminology and definitions:** terms commonly used to describe teaching and learning programmes (eg curriculum, syllabus, course, scheme of work; differing interpretations of terminology).
- ◆ **Syllabus types:** description and analysis of product and process syllabuses such as communicative, structural, functional/notional, task based, topic based, lexical, integrated, multi-componential, negotiated etc; advantages and disadvantages of syllabus types (eg related to learning, specific learner groups, contexts and settings).
- ◆ **Syllabus design methodology:** principles affecting syllabus design (eg synthetic versus analytic, process-oriented versus product-oriented, atomistic versus holistic); organisation and sequencing.

Higher National Unit specification: support notes (cont)

Unit title: ESOL Syllabus Design

- ◆ **Relationships between learning theories, teaching methodologies and ESOL syllabus design:** learning theories related to Second Language Acquisition (SLA) (eg behaviourism, cognitivism, natural approach etc) and their impact on language teaching methodologies and syllabus design; interdependence of the syllabus and teaching methodologies (eg impact of the communicative approach).

Outcomes 2 and 3

In Outcomes 2 and 3 candidates develop their understanding of the different factors that affect ESOL syllabus design, implementation and evaluation. Candidates will develop professional practice in the field of syllabus and programme design by exploring the process of designing a syllabus. Candidates will develop skills in creating learner-centred, contextualised ESOL syllabuses with a coherent scheme of work.

- ◆ **Context and settings for learning:** diversity of contexts and settings (eg location, mode, purpose); variety of learning programmes (eg general ESOL, language support on non-ESOL courses, English for Specific Purposes), certificated and non-certificated courses; learner diversity and variety of factors affecting learning (eg age, gender, educational background, culture, physical environment, funding); impact of all of above on syllabus design.
- ◆ **Educational frameworks and progression routes:** impact of national and international educational frameworks (eg SCQF, QCF); the impact of Common European Framework of Reference: the use of 'can do' statements in syllabus Outcomes and objectives, CEFR levels and bench marking; certification and progression routes using different qualification frameworks.
- ◆ **Stakeholders:** the roles and requirements of individuals and organisations with a stake in the learning programme (eg learners, teachers, institutions, managers, sponsors (funders), policy makers).
- ◆ **Needs analysis:** purposes and methods of in-depth needs analysis; inclusion of all with a stake in design and implementation of syllabus; needs analysis of learners, learning styles and preferences, identifying learner goals, strategies for dealing with different goals; stakeholder needs analysis, issues of disparity between sponsors, other stakeholders and learner needs, meeting diverse needs of different stakeholders; issues related to inclusiveness (eg identification of resources and equipment to facilitate inclusive learning, identification of strategies to accommodate differentiated learning needs).
- ◆ **Content selection:** selecting appropriate teaching aims and learning Outcomes; contrasts between syllabus and schemes of work; internal and external coherence of syllabus, logic and clarity of syllabus (particularly to allow use by other practitioners), integration of language skills.
- ◆ **Grading and sequencing:** appropriate selection of language related to learner level and need; appropriate sequencing of language presentation and input (coherence), inclusion of skills development (taking account of spiky profiles); recycling, consolidation and review of previously taught areas (eg linear, spiral sequencing models).
- ◆ **Teaching and learning materials:** selection and creation of resources to meet programme and learner needs; range of published and authentic materials; materials design, adaptation and evaluation; differentiation of materials; ICT use.

Higher National Unit specification: support notes (cont)

Unit title: ESOL Syllabus Design

- ◆ **Constraints on syllabus design and implementation:** stakeholder requirements (eg specified learning content and Outcomes, external assessment); resource constraints (eg available materials, coursebooks/materials specified by centre); availability and expertise of staff; timetable issues, such as length of programme, length and frequency of sessions, session times (eg linked to childcare, travel, work issues); physical constraints (eg environment, available equipment, group size); additional learning needs; spiky profiles of learners.
- ◆ **Assessment:** the role of assessment in designing the syllabus (eg initial/diagnostic assessment to assess prior knowledge and skills, language needs), methods of assessing learners (informal and formal, internal and external); measuring distance travelled; incorporation of assessment plan within syllabus design.
- ◆ **Syllabus design rationale:** rationale for design of syllabus (eg context and setting, stakeholder requirements and learner needs); reflection on choices within scheme of work; justification of choices within scheme of work (eg layout, amount of detail, pace progression/development), justification linked to syllabus design theories.
- ◆ **Syllabus evaluation:** terms and definitions (eg feedback, review, evaluation); evaluation models; purposes of evaluation; internal and external review; range of formal and informal evaluation methods (eg oral/written feedback including questionnaires, course reviews, professional discussion, analysis of results, learner/teacher records of learning/achievement, observations); methods of reporting, making recommendations and implementing changes.
- ◆ **The reflective practitioner:** candidates' self evaluation of knowledge and skills related to syllabus design, developing awareness of their own strengths and weaknesses in this area; identifying potential and realistic goals to inform and enhance future practice.

Guidance on the delivery and assessment of this Unit

This Unit focuses on the knowledge and skills required to understand and apply the principles and processes of ESOL syllabus design. Outcome 1 considers types of syllabus in ESOL, different design methodologies and the effect that learning theories can have on syllabus design. Outcomes 2 and 3 develop practical skills in syllabus design, implementation and evaluation, focussing on a variety of factors that impact on design choices.

Candidates should be encouraged, where possible, to generate evidence related to their own teaching context.

It is suggested that centres use a wide range of delivery methods appropriate to training ESOL teachers. This could include: ice breaker activities, case studies of different learner groups and their respective learning programmes, reading and discussion on syllabus and course design models from the wide range of materials available, research activities to access different theories of syllabus design, group discussions (both face-to-face and online), workshop activities. Time should be spent looking at a wide range of syllabuses currently in use in a variety of contexts, and those now considered outdated or inappropriate for ESOL learners. Although candidates do not have to produce evaluation instruments, it is recommended that centres provide candidates with practice in designing and evaluating a range of evaluation instruments.

Higher National Unit specification: support notes (cont)

Unit title: ESOL Syllabus Design

Centres will need to put procedures in place to ensure the authenticity of the evidence generated. The use of professional discussion would be appropriate.

While an integrated approach to delivery is recommended, the sequence of the Outcomes follows a logical order. Assessments should be set at an appropriate stage of the taught Course, with sufficient time given for candidates to acquire the necessary knowledge and skills. Centres are advised not to leave all assessments until the end of the Course. It is suggested that centres deal with theoretical models early, allowing candidates to complete the written assignment before they start to design their own syllabus. Candidates should be encouraged to begin planning for the syllabus they will design early. In particular, the identification of the learner group and context on which the syllabus will be based will allow centres to direct candidates to appropriate research resources and help give candidates a clear focus for their portfolio.

1 Written assignment

Candidates should be introduced to published articles on different syllabus types and also have access to samples of different syllabuses from a variety of sources which reflect the current range within ESOL. Centres can provide candidates with access to coursebooks and other published syllabuses. Centres should provide guidance on where candidates can find relevant resources eg providing access to coursebooks and other published syllabuses. The use of a VLE for providing access to articles, references to journals and a space for candidates to share ideas would be particularly useful. The wide range of web-based resources available should be exploited. Candidates will find it useful to be given advice on relevant websites/links to explore and use as starting points for research purposes. Centres may wish to recommend set textbooks or provide access to relevant resources through the centre's library system. Centres should provide an appropriate reading list for this purpose. However, candidates are expected to undertake independent research into syllabus design and are should be able to work autonomously on the written assignment.

Centres may wish to organise tutorial times with candidates to allow discussion on the planning and drafts of their assignment.

2 An ESOL syllabus designed for a short learning programme

Centres should include practical tasks aimed at developing skills in syllabus design. These could include designing and/or evaluating needs analysis instruments, discussion of case study scenarios, selecting language areas to meet specific real-life goals, selecting appropriate materials for a given group of learners, designing and 'test-driving' evaluation instruments and so on.

Candidates should consider the different contexts in which ESOL learning takes place and how learning programmes can be designed to reflect these situations and address learner needs. Candidates are likely to have diverse experience of using a variety of syllabuses within their own workplaces and this experience can be incorporated into the taught programme, eg through group discussion and presentation. This type of professional peer discussion will help to make the links between syllabus design and contexts/settings explicit.

Higher National Unit specification: support notes (cont)

Unit title: ESOL Syllabus Design

Centres should encourage candidates to design a syllabus which reflects their own working practice, particularly where they have the opportunity to focus on a non-general ESOL programme. The use of case studies (eg using written information, video footage, candidate and tutor experiences) will help to explore the diversity of ESOL teaching and learning contexts and settings and the potential 'types' of teaching and learning programmes the candidates may be expected to plan for.

Centres should organise tutorials to support candidates as they compile the portfolio. Centres should approve the context of the syllabus at an early stage. Ongoing professional discussion will support the candidate.

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 *ICT* 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 thinking, analytical and critical skills, and research and essay writing skills.

Candidates undertaking this Unit will have a high standard of Communication Skills. 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 and analyse complex topics (eg when focusing on and contrasting a range of syllabus types for the written assignment, and when designing and justifying a contextualised ESOL syllabus). Delivery of this Unit could include tasks which help develop a range of appropriate techniques and skills necessary in producing effective written communication, such as being able to organise complex written content, use specialist terminology, and include and acknowledge relevant sources. Candidates could also work on the coherence and clarity of writing a scheme of work to be used by another ESOL professional. This will include the use of abbreviations, acronyms and specialist terminology which are understood and constitute a 'shared code' for ESOL professionals. Working on these areas will help to build the candidates' knowledge of how written language is developed and constructed and should have a direct affect on their own effectiveness when communicating in a written mode.

For **Oral Communication at SCQF level 6** the skill is '**Produce and respond to oral communication on a complex topic**'. Candidates will have the opportunity to analyse and discuss a range of interrelated themes relevant to ESOL syllabus design with professional peers and their course tutor. For this communication to be effective the acquisition and use of a wide range of specialist terminology linked to this field will be required. Communication could also be conducted through an online forum. Candidates will focus on both written and spoken language when designing a syllabus. They will spend time on the grading and sequencing of language input for the scheme of work they produce. Delivery can focus on identifying the potential complexities in grading language (eg functions) or of determining areas for language focus (eg when designing a task-based syllabus). Any syllabus designed will need to take account of the learners and therefore a focus on spoken language is fundamental.

Higher National Unit specification: support notes (cont)

Unit title: ESOL Syllabus Design

The elements of the Core Skill of **Problem Solving at SCQF level 6** are **Planning and Organising, Critical Thinking, and Reviewing and Evaluating**. These elements are developed throughout this Unit, during the research, planning and writing of the written assignment and the design of a contextualised ESOL syllabus. The skill of **Planning and Organising a complex task** is developed as the candidate must create a short course taking account of a variety of criteria, such as context, learner need, level, assessment needs, timing and resources available etc, and justifying the design decisions made. Throughout delivery centres can focus on activities and tasks which allow candidates to breakdown the different components of course design logically and effectively. For **Critical Thinking at SCQF level 6**, the general skill is **'Analyse a complex situation or issue'**. When designing a learning programme, candidates must relate content and design to specific learner needs and goals. Formative tasks focusing on analysis of different language learning contexts and needs will help candidates develop this ability. The skill of **Reviewing and Evaluating** is integral to the development of a reflective ESOL practitioner; candidates will draw on and develop this skill when evaluating and justifying their own syllabus design and reflecting on tasks they found more challenging in order to set development goals.

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**. The key theme of collaboration to ensure standards of course design should be explored (eg peer review, internal and external verification and so on). During delivery, candidates could work in pairs/small groups to come to design decisions, exploring the subjective nature of course design. Formative work related to course design could also be undertaken as collaborative activities. Candidates could be given the opportunity to discuss ideas on different course and syllabus design methods with other candidates and with their course tutor.

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**. Candidates can be supported in producing high quality assessment materials using *ICT*, and carrying out safe and effective searches for information or resources. Candidates will be required to produce any written assessments to a high quality and should use word processing, embedded links, graphs and tables where appropriate to improve style and layout.

The use of VLEs 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.

Higher National Unit specification: support notes (cont)

Unit title: ESOL Syllabus Design

Open learning

This Unit is highly suitable for open and blended learning delivery. However, centres must ensure that candidates are given sufficient opportunities for discussion, collaborative working and feedback. The use of a VLE would allow for peer discussion on relevant topics, tutor contact and feedback on assessments. Additional face-to-face group work and tutorials would provide further support.

Candidates will need access to ESOL learners to achieve the Unit. Candidates currently working in ESOL will be able to focus on their own professional environment and practice. However, the centre will need to give candidates not currently working in ESOL access to learners. The Unit could be delivered through a rolling programme with a tutor facilitator responsible for overseeing candidate projects.

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 Syllabus Design

What this Unit is about

ESOL Syllabus Design is an optional Unit in the PDA in Applied Practitioner Studies in TESOL. However, the Unit can also be taken as a freestanding Unit as professional development for ESOL practitioners. This Unit is relevant to you if you deliver ESOL and would like to develop your knowledge and skills in designing effective, learner-centred ESOL syllabuses.

This Unit is designed to develop knowledge and skills related to ESOL syllabus design and evaluation. It will explore the theories and approaches to syllabus design and their application when designing and evaluating syllabuses. This will enable you to plan effective, coherent learning programmes for a diverse range of ESOL teaching and learning contexts.

What you will learn

In this Unit you will have opportunities to investigate and reflect on factors which relate to ESOL syllabus design, evaluate approaches to syllabus design and design a learner-centred, contextualised ESOL syllabus within a specific learning and teaching context and setting. You will:

- ◆ explore the relationships between learning theories, teaching methodologies and syllabus design
- ◆ analyse and evaluate ESOL syllabus types
- ◆ develop in-depth knowledge of the factors impacting on ESOL syllabus design
- ◆ develop skills in creating learner-centred, contextualised ESOL syllabuses
- ◆ engage in the detailed planning and design of an ESOL syllabus
- ◆ design a coherent scheme of work
- ◆ develop professional practice in the field of ESOL syllabus and programme design.

How you will be assessed

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

- ◆ a written assignment critically evaluating theories, methods and approaches to syllabus design within an ESOL teaching and learning environment.
- ◆ a portfolio covering an ESOL syllabus designed to meet the specific needs of an identified group of learners. The portfolio will include group profile and context; syllabus rationale, scheme of work, lesson plan, suggestions for evaluation and self-reflection.

On completion of the Unit you will be able to:

- 1 Critically analyse theories, models and approaches to syllabus design.
- 2 Analyse factors affecting ESOL syllabus design.
- 3 Design and justify contextualised ESOL syllabuses.

General information for candidates (cont)

Unit title: ESOL Syllabus Design

Core Skills

You will have opportunities to develop the Core Skills of *Communication*, *Problem Solving* and *Working with Others* at SCQF level 6, and *ICT* at SCQF level 5, in this Unit, although there is no automatic certification of Core Skills or Core Skills components.