Pearson BTEC Level 5 Diploma in Teaching English: Literacy (QCF)

Specification

BTEC Professional qualifications

First teaching August 2015

Issue 2

Edexcel, BTEC and LCCI qualifications

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This specification is Issue 2. We will inform centres of any changes to this issue. The latest issue can be found on our website.

References to third-party material made in this specification are made in good faith. We do not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)

All information in this specification is correct at time of publication.

Purpose of this specification

The purpose of a specification as defined by Ofqual is to set out:

- the qualification's objective
- any other qualification that a learner must have completed before taking the qualification
- any prior knowledge, skills or understanding that the learner is required to have before taking the qualification
- units that a learner must have completed before the qualification will be awarded and any optional routes
- any other requirements that a learner must have satisfied before they will be assessed or before the qualification will be awarded
- the knowledge, skills and understanding that will be assessed as part of the qualification (giving a clear indication of their coverage and depth)
- the method of any assessment and any associated requirements relating to it
- the criteria against which the learner's level of attainment will be measured (such as assessment criteria)
- any specimen materials
- any specified levels of attainment.

BTEC Professional qualification titles covered by this specification

Pearson BTEC Level 5 Diploma Teaching English: Literacy (QCF)

This qualification has been accredited to the Qualifications and Credit Framework (QCF) and is eligible for public funding as determined by the Department for Education (DfE) under Section 96 of the Learning and Skills Act 2000.

The qualification title listed above features in the funding lists published annually by the DfE and on the regularly updated website www.education.gov.uk/. The QCF Qualification Number (QN) should be used by centres when they wish to seek public funding for their learners. Each unit within a qualification will also have a QCF unit code.

The QCF qualification and unit codes will appear on learners' final certification documentation.

The QN for the qualification in this publication is:

Pearson BTEC Level 5 Diploma Teaching English: Literacy (QCF)   601/6916/3

This qualification title will appear on learners' certificates. Learners need to be made aware of this when they are recruited by the centre and registered with Pearson.

Contents

What are BTEC Level 5 Professional qualifications?

BTEC Professional qualifications are qualifications at Level 4 to Level 8 in the Qualifications and Credit Framework (QCF) and are designed to provide professional work-related qualifications in a range of sectors. They give learners the knowledge, understanding and skills that they need to prepare for employment. The qualifications also provide career development opportunities for those already in work. Consequently they provide a course of study for full-time or part-time learners in schools, colleges and training centres.

BTEC Professional qualifications provide much of the underpinning knowledge and understanding for the National Occupational Standards for the sector, where these are appropriate. They are supported by the relevant Standards Setting Body (SSB) or Sector Skills Council (SSC). A number of BTEC Professional qualifications are recognised as the knowledge components of Apprenticeships Frameworks.

On successful completion of a BTEC Professional qualification, learners can progress to or within employment and/or continue their study in the same or related vocational area.

The QCF is a framework which awards credit for qualifications and units and aims to present qualifications in a way that is easy to understand and measure. It enables learners to gain qualifications at their own pace along flexible routes.

There are three sizes of qualification in the QCF:

- Award (1 to 12 credits)
- Certificate (13 to 36 credits)
- Diploma (37 credits and above).

Every unit and qualification in the framework will have a credit value.

The credit value of a unit specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of the unit.

The credit value of a unit is based on:

- one credit for those learning outcomes achievable in 10 hours of learning
- learning time – defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria.

The credit value of the unit will remain constant in all contexts, regardless of the assessment method used for the qualification(s) to which it contributes.

Learning time should address all learning (including assessment) relevant to the learning outcomes, regardless of where, when and how the learning has taken place.

BTEC Level 5 Diploma

The Edexcel BTEC Level 5 Diploma offers an engaging programme for those who are clear about the vocational area they want to learn more about. There is potential for the qualification to prepare learners for employment in a particular vocational sector and it is suitable for those who have decided that they wish to enter a specific area of work.

Key features of the Pearson BTEC Level 5 Diploma Teaching English: Literacy (QCF)

The Pearson BTEC Level 5 Diploma Teaching English: Literacy (QCF) has been developed to give learners the opportunity to:

- develop knowledge and understanding of literacy theories and frameworks – relating to language acquisition and learning, literacy learning and development; and of literacy teaching and learning strategies – use of literacy and language teaching approaches, processes involved in the development of literacy and language skills

- develop the skills needed to plan and deliver inclusive teaching and learning, use specialist assessment approaches and tools, analyse spoken and written language and evaluate own teaching practice

- engage in learning that is relevant to them and which gives them opportunities to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life

- achieve a nationally recognised Level 5 vocationally-related qualification

- progress to employment in the teaching and learning sector

- progress to related general and/or vocational qualifications.

For the Pearson BTEC Level 5 Diploma Teaching English: Literacy (QCF), whether pre-service or in-service, learners must have access to 50 teaching practice hours.

National Occupational Standards

Where relevant, BTEC Level 5 qualifications are designed to provide some of the underpinning knowledge and understanding for the National Occupational Standards (NOS), as well as developing practical skills in preparation for work and possible achievement of NVQs in due course. NOS form the basis of National Vocational Qualifications (NVQs). BTEC Level 5 (QCF) qualifications do not purport to deliver occupational competence in the sector, which should be demonstrated in a work context.

Rules of combination

The rules of combination specify the credits that need to be achieved, through the completion of particular units, for the qualification to be awarded. All accredited qualifications within the QCF have rules of combination.

Rules of combination for Pearson BTEC Level 5 qualifications

When combining units for a Pearson BTEC Level 5 Diploma Teaching English: Literacy, it is the centre's responsibility to ensure that the following rules of combination are adhered to.

Pearson BTEC Level 5 Diploma Teaching English: Literacy (QCF)

1   Qualification credit value: minimum of 45 credits.

2   Minimum credit to be achieved at, or above, the level of the qualification: 45 credits.

3   All credits must be achieved from the units listed in this specification.

Pearson BTEC Level 5 Diploma Teaching English: Literacy (QCF)

The Pearson BTEC Level 5 Diploma Teaching English: Literacy (QCF) is a 45-credit and 120-guided-learning-hour (GLH) qualification that consists of two mandatory units **plus** one optional unit that provides for a combined total of 45 credits.

Pearson BTEC Level 5 Diploma Teaching English: Literacy (QCF)			
Unit	**Mandatory units**	**Credit**	**Level**
1	Literacy Teaching and Learning	15	5
2	Literacy Theories and Frameworks	15	5
Unit	**Optional units – learners must choose one optional unit**	**Credit**	**Level**
3	Literacy and the Learners	15	5
4	Literacy, ESOL and the Learners	15	5

Assessment

All units within this qualification are internally assessed. The qualification is criterion referenced, based on the achievement of all the specified learning outcomes.

To achieve a 'pass' a learner must have successfully passed **all** the assessment criteria.

Guidance

The purpose of assessment is to ensure that effective learning has taken place to give learners the opportunity to:

- meet the standard determined by the assessment criteria and
- achieve the learning outcomes.

All the assignments created by centres should be reliable and fit for purpose, and should be built on the unit assessment criteria. Assessment tasks and activities should enable learners to produce valid, sufficient and reliable evidence that relates directly to the specified criteria. Centres should enable learners to produce evidence in a variety of different forms, including performance observation, presentations and posters, along with projects, or time-constrained assessments.

Centres are encouraged to emphasise the practical application of the assessment criteria, providing a realistic scenario for learners to adopt, and making maximum use of practical activities. The creation of assignments that are fit for purpose is vital to achievement and their importance cannot be over-emphasised.

The assessment criteria must be clearly indicated in the assignments briefs. This gives learners focus and helps with internal verification and standardisation processes. It will also help to ensure that learner feedback is specific to the assessment criteria.

When designing assignments briefs, centres are encouraged to identify common topics and themes. A central feature of vocational assessment is that it allows for assessment to be:

- current, i.e. to reflect the most recent developments and issues
- local, i.e. to reflect the employment context of the delivering centre
- flexible to reflect learner needs, i.e. at a time and in a way that matches the learner's requirements so that they can demonstrate achievement.

Qualification grade

Learners who achieve the minimum eligible credit value specified by the rule of combination will achieve the qualification at pass grade.

In BTEC Level 5 Professional qualifications each unit has a credit value that specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of the unit. This has been based on:

- one credit for those learning outcomes achievable in 10 hours of learning time

- learning time being defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria

- the credit value of the unit remaining constant regardless of the method of assessment used or the qualification to which it contributes.

Quality assurance of centres

BTEC Level 4–7 qualifications provide a flexible structure for learners enabling programmes of varying credits and combining different levels. For the purposes of quality assurance, all individual qualifications and units are considered as a whole.

Centres delivering BTEC Level 4–7 qualifications must be committed to ensuring the quality of the units and qualifications they deliver, through effective standardisation of assessors and verification of assessor decisions. Centre quality assurance and assessment is monitored and guaranteed by Pearson.

Pearson quality assurance processes will involve:

- centre approval for those centres not already recognised as a centre for BTEC qualifications

- approval for BTEC Level 4–7 qualifications and units.

For all centres delivering BTEC qualifications at Levels 4–7, Pearson allocates a Standards Verifier (SV) for each sector offered who will conduct an annual visit to quality assure the programmes.

Approval

Centres are required to declare their commitment to ensuring the quality of the programme of learning and providing appropriate assessment opportunities for learners that lead to valid and accurate assessment outcomes. In addition, centres will commit to undertaking defined training and online standardisation activities.

Centres already holding approval are able to gain qualification approval online. New centres must complete a centre approval application.

Quality assurance guidance

Details of quality assurance for BTEC Level 4–7 qualifications are available on our website.

Programme design and delivery

Mode of delivery

Pearson does not normally define the mode of delivery BTEC Level 4 to Level 8 qualifications. Centres are free to offer the qualifications using any mode of delivery (such as full-time, part-time, evening only, distance learning) that meets their learners' needs. Whichever mode of delivery is used, centres must ensure that learners have appropriate access to the resources identified in the specification and to the subject specialists delivering the units. This is particularly important for learners studying for the qualification through open or distance learning.

Learners studying for the qualification on a part-time basis bring with them a wealth of experience that should be utilised to maximum effect by tutors and assessors. The use of assessment evidence drawn from learners' work environments should be encouraged. Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to ensure a course relevant to learners' specific needs
- accessing and using non-confidential data and documents from learners' workplaces
- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment
- linking with company-based/workplace training programmes
- making full use of the variety of experience of work and life that learners bring to the programme.

Where legislation is taught, centres must ensure that it is current and up to date.

Resources

BTEC Level 5 qualifications are designed to give learners an understanding of the skills needed for specific vocational sectors. Physical resources need to support the delivery of the programme and the assessment of the learning outcomes, and should therefore normally be of industry standard. Staff delivering programmes and conducting the assessments should be familiar with current practice and standards in the sector concerned. Centres will need to meet any specific resource requirements to gain approval from Pearson.

Where specific resources are required these have been indicated in individual units in the *Essential resources* sections.

Delivery approach

It is important that centres develop an approach to teaching and learning that supports the vocational nature of BTEC Level 5 qualifications and the mode of delivery. Specifications give a balance of practical skill development and knowledge requirements, some of which can be theoretical in nature. Tutors and assessors need to ensure that appropriate links are made between theory and practical application and that the knowledge base is applied to the sector. This requires the development of relevant and up-to-date teaching materials that allow learners to apply their learning to actual events and activity within the sector. Maximum use should be made of learners' experience.

Access and recruitment

Pearson's policy regarding access to its qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all wishing to access the qualifications.

Centres are required to recruit learners to BTEC qualifications with integrity. This will include ensuring that applicants have appropriate information and advice about the qualifications and that the qualification will meet their needs. Centres should take appropriate steps to assess each applicant's potential and make a professional judgement about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult our policy on learners with particular requirements.

Centres will need to review the entry profile of qualifications and/or experience held by applicants, considering whether this profile shows an ability to progress to a higher level qualification.

Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Pearson's Equality Policy requires all learners to have equal opportunity to access our qualifications and assessments. It also requires our qualifications to be awarded in a way that is fair to every learner.

We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve from undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Learners taking a qualification may be assessed in British sign language or Irish sign language where it is permitted for the purpose of reasonable adjustments.

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational qualifications*.

Details on how to make adjustments for learners with protected characteristics are given in the document *Pearson Supplementary Guidance for Reasonable Adjustment and Special Consideration in Vocational Internally Assessed Units*.

Both documents are on our website.

Restrictions on learner entry

The Pearson BTEC Level 5 Diploma Teaching English: Literacy (QCF) is accredited on the QCF for learners aged 19 and above.

Learners must be qualified/experienced in this specialist subject, i.e. literacy, and must be able to evidence Level 3 personal skills in English or mathematics as appropriate.

Recognising prior learning and achievement

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

Pearson encourages centres to recognise learners' previous achievements and experiences whether at work, home and at leisure, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be sufficient, reliable and valid.

There is further guidance in our policy document *Recognition of Prior Learning Policy and Process,* available on our website.

Credit transfer

Credit transfer describes the process of using a credit or credits awarded in the context of a different qualification or awarded by a different awarding organisation towards the achievement requirements of another qualification. All awarding organisations recognise the credits awarded by all other awarding organisations that operate within the QCF.

If learners achieve credits with other awarding organisations, they do not need to retake any assessment for the same units. The centre must keep evidence of credit achievement.

Unit format

All units in BTEC Level 5 Professional qualifications have a standard format. The unit format is designed to give guidance on the requirements of the qualification for learners, tutors, assessors and those responsible for monitoring national standards.

Each unit has the following sections.

Unit title

The unit title is on the QCF and this form of words will appear on the learner's Notification of Performance (NOP).

Unit reference number

Each unit is assigned a unit reference number that appears with the unit title on the Register of Regulated Qualifications.

QCF level

All units and qualifications within the QCF have a level assigned to them. There are nine levels of achievement, from Entry to Level 8. The QCF Level Descriptors and, where appropriate, the NOS and/or other sector/professional benchmarks, inform the allocation of level.

Credit value

All units have a credit value. The minimum credit value that may be determined for a unit is one, and credits can only be awarded in whole numbers. Learners will be awarded credits for the successful completion of whole units.

Guided learning hours

Guided learning hours are defined as all the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes time spent by staff assessing learners' achievements. It does not include the time spent by staff marking assignments or homework where the learner is not present.

Unit introduction

The unit introduction gives the reader an appreciation of the unit in the vocational setting of the qualification, as well as highlighting the focus of the unit. It gives the reader a snapshot of the unit and the key knowledge, skills and understanding gained while studying the unit. The unit introduction also highlights any links to the appropriate vocational sector by describing how the unit relates to that sector.

Learning outcomes

The learning outcomes of a unit set out what a learner knows, understands or is able to do as the result of a process of learning.

Assessment criteria

Assessment criteria specify the standard required by the learner to achieve each learning outcome.

Unit content

The unit content identifies the breadth of knowledge, skills and understanding needed to design and deliver a programme of learning to achieve each of the learning outcomes. This is informed by the underpinning knowledge and understanding requirements of the related National Occupational Standards (NOS), where relevant. The content provides the range of subject material for the programme of learning and specifies the skills, knowledge and understanding required for achievement of the unit.

Each learning outcome is stated in full and then the key phrases or concepts related to that learning outcome are listed in italics followed by the subsequent range of related topics.

Relationship between content and assessment criteria

The learner should have the opportunity to cover all of the unit content.

It is not a requirement of the unit specification that all of the content is assessed. However, the indicative content will need to be covered in a programme of learning in order for learners to be able to meet the standard determined in the assessment criteria.

Legislation

Legislation cited in the units is current at time of publication. The most recent legislation should be taught and assessed internally.

Content structure and terminology

The information below shows the unit content is structured and gives the terminology used to explain the different components within the content.

- Learning outcome: this is shown in bold at the beginning of each section of content.

- Italicised sub-heading: it contains a key phrase or concept. This is content that should be covered in the delivery of the unit. Colons mark the end of an italicised sub-heading.

- Elements of content: the elements are in plain text and amplify the sub-heading. The elements should be covered in the delivery of the unit. Semi-colons mark the end of an element.

- Brackets contain amplification of content that must be covered in the delivery of the unit.

- 'e.g.' is a list of examples, used for indicative amplification of an element (that is, the content specified in this amplification could be covered or could be replaced by other, similar material).

Essential guidance for tutors

This section gives tutors additional guidance and amplification to aid understanding and a consistent level of delivery and assessment. It is divided into the following sections.

- *Delivery* – explains the content's relationship to the learning outcomes and offers guidance about possible approaches to delivery. This section is based on the more usual delivery modes but is not intended to rule out alternative approaches.

- *Assessment* – gives amplification about the nature and type of evidence that learners need to produce in order to achieve the unit. This section should be read in conjunction with the assessment criteria.

- *Essential resources* – identifies any specialist resources needed to allow learners to generate the evidence required for each unit. The centre will be asked to ensure that any requirements are in place when it seeks approval from Pearson to offer the qualification.

- *Indicative resource materials* – gives a list of resource material that benchmarks the level of study.

Units

Units

Unit 1: Literacy Teaching and Learning

Unit reference number: A/505/0771

QCF Level: 5

Credit value: 15

Guided learning hours: 40

Unit introduction

The aim of this unit is to give you the opportunity to develop your practice specifically in the context of literacy teaching. As well as specialist approaches, the unit focuses on developing approaches to inclusion.

In this unit you will learn how to carry out specialist assessments of your learners' literacy and language skills, and how to plan and develop programmes of learning that meet their needs as individuals and within a group setting. You will learn the specialist approaches to literacy teaching which you need to teach effectively and to support your learners to progress. So that you can adapt your teaching to support learner development in and between lessons as required, you will practise techniques of assessment for learning in the classroom. You will involve your learners in setting targets for themselves and will develop and adapt activities and resources to ensure that they are appropriate for their needs, interests and aspirations. You will also learn more about how English fits into other curricula and you will have the opportunity to liaise and collaborate with other staff for the benefit of learners.

You will deepen your understanding of your professional role, developing your practical skills through carrying out observed teaching practice and reflecting and acting on developmental feedback. Through your reflection on teaching groups of learners at two different levels (Entry and Level 1 or Level 2), you will build a portfolio based on your teaching practice and have the opportunity to plan and record the development of your own learning.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the use of literacy and language teaching approaches and resources to meet the needs of individual literacy learners	1.1 Analyse literacy teaching and learning approaches and resources, including technologies, for suitability in meeting individual learners' needs
	1.2 Analyse the impact of using technology on learner engagement, motivation and success in literacy teaching and learning
2 Be able to plan inclusive literacy and language teaching and learning	2.1 Plan literacy and language teaching and learning to meet the needs of individual learners using: • own specialist knowledge of language systems • the results of specialist initial and diagnostic assessments; and • specialist curricula
	2.2 Select literacy and language approaches, methods, activities and resources to meet the individual needs of literacy learners
3 Be able to deliver inclusive literacy and language teaching and learning	3.1 Use literacy and language approaches, methods, activities and resources to meet the individual needs of literacy learners
	3.2 Use specialist literacy and language approaches, methods, activities and resources to develop literacy learners in their: • awareness of how language works • basic literacy skills • speaking and listening skills • reading skills; and • writing skills

Learning outcomes	Assessment criteria
4 Be able to use specialist approaches and tools in the assessment of literacy and language learners	4.1 Carry out specialist initial and diagnostic assessment to identify learners' existing literacy and language skills
	4.2 Use specialist approaches and tools to conduct literacy and language assessments of learning to meet the needs of individual learners
	4.3 Involve literacy learners in target setting and the processes of assessment
	4.4 Record relevant specialist assessment information to inform teaching and learning
5 Be able to evaluate own practice in teaching literacy and language	5.1 Reflect own practice in teaching literacy and language drawing on: - own research into specialist area - assessment data - feedback from learners; and - feedback from colleagues
	5.2 Identify ways to improve own practice in teaching literacy and language

Unit content

1 **Understand the use of literacy and language teaching approaches and resources to meet the needs of individual literacy learners**

Language and literacy teaching approaches: personalised learning and differentiation; managing individual, pair, small- and whole-group work effectively; evaluating the effectiveness of different approaches for groups and individual learners; engaging the four skills of speaking, listening, reading and writing; researching into what works best in literacy and language teaching, including Ivanic, Edwards and Barton (2009), to inform teaching approaches; engaging and motivating learners through a range of activities designed to measure and demonstrate progress and development of skills based on assessment for learning principles and practice (Wiliam and others, 2002)

Meeting the needs of individual literacy learners: finding out about learners through a range of personalised approaches that meet their needs; developing individual learning plans based on learners' needs interests and aspirations; adapting teaching methods and approaches to meet learners' needs; evaluating existing and published resources and developing and adapting resources for learners of different abilities and skill levels; using technology, such as smartphones, computers, tablets, and web searches, quizzes and interactive learning apps, and reflecting on the use of technology in engaging and meeting the needs of learners

2 **Be able to plan inclusive literacy and language teaching and learning**

Planning coherent and inclusive programmes of learning: use information about learners and their contexts and about skills they need in relation to their curricula to plan and develop balanced programmes of learning that meet their needs and develop their skills; supporting language and literacy development and study skills; interpreting and using the results of specialist initial and diagnostic assessment to plan for inclusive literacy teaching and learning; producing coherent schemes of work, lesson plans, and individual learning plans for literacy learners that take all these elements into account

Inclusive practice that addresses barriers: strategies to overcome barriers such as attitudes, exclusion or isolation because of poor previous educational experience, social and economic disadvantage, gender, race, disability, social class, or linguistic difference *(this is not intended to be a comprehensive list of potential barriers but a guide to possible barriers. Learners are expected to apply frameworks and research as required and should refer to* Access for All, DfES, 2002*, for guidance)*

3 **Be able to deliver inclusive literacy and language teaching and learning**

Delivering inclusive literacy and language teaching and learning: approaches that take into account the range of learners' backgrounds, histories, learning goals and preferences and cognitive styles; strategies to differentiate teaching and learning according to learners' different skills and previous experiences of literacy and language learning; integrating the development of listening, speaking, reading and writing skills at word, sentence and text level; social practice approaches to literacy and language learning, including learners' existing literacy practices so that learners learn what they need and can see is useful to them; how to teach beginner reading and writing, including social sight reading, language experience, phonic awareness, whole-word reading, developing fluency and comprehension, teaching spelling

Inclusive approaches and addressing barriers: the importance of knowing learners and their needs and personalities; ensuring each individual is spoken to and monitored in every lesson; adapting resources as necessary for content and accessibility according to the individual learner's needs, interests and abilities; ensuring no learner is isolated and that a culture of respect prevails in all lessons; ensuring that good practice is modelled in working with learners with a range of difficulties and disabilities

4 **Be able to use specialist approaches and tools in the assessment of literacy and language learners**

Using different forms of assessment to develop learning: ways and stages of assessment such as initial, diagnostic, formative and summative; selecting and using approaches and assessment tools to ensure effective assessment of learners' starting points; engaging learners in setting relevant and individualised targets for skills development; carrying out sustained and continuous assessment of, and for, learning to inform all teaching and skills development support; recording progress and achievement so that all information is recorded and used to plan future teaching and learning; understanding ways of identifying dyslexia and other literacy and language difficulties and implementing teaching and learning strategies that will work for as many learners as possible; knowing when to refer learners for specialist assessment and support

5 **Be able to evaluate own practice in teaching literacy and language**

Undertaking reflective practice: developing appropriate self-critical skills; undertaking background reading and drawing on relevant research to inform approaches and literacy teaching skills development; receiving and acting on developmental feedback from learners, colleagues and other professionals; engaging in continuous professional learning and development

Setting personal developmental priorities and targets: identifying ways in which practice can be developed further; considering feedback from learners, colleagues and observed teaching practice to set personal development targets and evaluate progress against these; recording progress and key learning points; reflecting on own progress at different stages of the course and teaching practice

Essential guidance for tutors

Delivery

The following guidance is not a checklist but gives suggestions of how the unit can be delivered. Tutors can order and combine points to suit their own programmes of study and schemes of work. It is essential that all the learning outcomes, informed by the assessment criteria, are covered comprehensively.

In general, this unit focuses on the practice of teaching and the relationship between the learner and the teacher. It deals with how the teacher recognises the needs of the learner and prepares accordingly.

Learners should be given every opportunity to relate theories to practice. They should be encouraged to reflect on the theory they have learned and consider strategies for putting this learning into effective practice.

Tutors need to give learners guidance on effective lesson planning using techniques to deliver literacy and basic understanding, and more advanced understanding of grammar structures.

Tutors should also demonstrate how to develop and prepare coherent sequences of purposeful activities related to core input. Learners need to be aware of staging, timing and linking of activities, and the need for a clear purpose to the activities. This should include learning teaching techniques that are appropriate to the objectives, levels and needs of the groups taught and how to differentiate between individual learners.

Learners should be encouraged to familiarise themselves with the range of resources available to teachers, for example, audio-visual aids, whiteboards, interactive whiteboards, tablets, apps.

Tutors could present and demonstrate a variety of classroom techniques, including appropriate feedback and correction, which learners could practise using with each other. To encourage a relaxed and positive learning atmosphere, tutors should include the need to demonstrate sensitivity both to the class and to individuals in the class.

Learners could begin to develop systems of self-appraisal and to become familiar with the ideas of giving feedback, using peer observation and peer feedback.

Delivery sessions could involve an overview of government policy, funding and contexts for adult literacy learning. Learners need a deeper understanding of who their literacy learners are, of their backgrounds, needs, interests and aspirations, and the barriers they face. This could, for example, be carried out through the use of their written case studies. At an early stage in the unit, it would be useful for learners to carry out a process of sub-skilling – taking different listening and speaking, reading and writing skills and breaking them down into their constituent parts. This will enable learners to see the different steps that need to be taught and learned incrementally to develop literacy skills. (Please refer to the Adult Literacy Core Curriculum, DfES 2001.)

In addition, learners could explore research and presentations on theories of adult literacy teaching and learning; watch film clips and deconstruct what teachers do. Tutors could encourage learners to compile, write, share and explore case studies of learners, using a range of perspectives to deepen their understanding of how learners' needs are met. Learners need to consider the purpose of initial, formative and summative assessment in diagnosing, monitoring progress and confirming development, so it is important that they explore and compare these different forms of and apply the concept of assessment for learning in their teaching.

Tutors could run sessions that highlight the differences between teaching individuals and groups of learners, and engage learners in writing individual and group learning plans, lesson plans and schemes of work.

Learners could plan and deliver practical and critical workshops for creation, adaptation, development, critiquing and sharing of resources and pivotal teaching moments (where participants discuss what they have learned in their actual teaching practice) and explore how to use different teaching approaches to develop learner engagement and motivation. Learners could also research theories and practice of how to teach speaking and listening, how to teach people to read, and how to teach and develop writing skills.

Tutors could lead a session on the importance of developing tools of self-analysis for their own teaching – perhaps record or video a lesson or part of a lesson, then evaluate their own performance.

As a whole group, learners could be given the same specific item of learning and then asked to prepare detailed notes on how they would present it. The findings could then be discussed as a group.

Tutors should encourage learners to develop their own individual strengths and mentor fellow learners, and to observe each other from the perspective of learning from the ways in which each learner approaches preparation and practice.

Assessment

This section should be read in conjunction with the *Assessment* section at the front of the document.

To pass this unit, the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria, and the requirements of *Summary of practice, including observed and assessed practice*, requirements given in *Annexe A*.

As part of this unit learners will demonstrate that they can teach literacy learners effectively, reflect on their own practice and that they are developing in line with the overarching professional standards. To complete the Pearson BTEC Level 5 Diploma in Teaching English: Literacy (QCF), learners should complete a minimum of 50 hours of teaching practice in a literacy teaching and learning environment.

The minimum number of practice hours for this unit is not specified but will be a cumulative part of the 50 hours of teaching literacy required to achieve the Pearson BTEC Level 5 Diploma in Teaching English: Literacy (QCF).

To meet the requirements of this unit, learners should be observed teaching a minimum of four times for at least four hours in total. An observation should last for at least half an hour. In addition, they should be teaching at two levels, Entry Level and either Level 1 or Level 2, and teaching groups of learners. All four observations should be in a literacy setting.

The *Qualification Guidance for Awarding Organisations* (LSIS, 2013) stipulates that the following assessment criteria are covered in the teaching practice: AC2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 4.3.

To provide evidence for all the learning outcomes, learners could produce a portfolio of their teaching, and they should integrate theory with observed practice, which they reflect on.

For learning outcome 1, learners should produce a rationale for each lesson they teach. It should demonstrate that they have taken into account the needs of their learners and the theoretical background for the teaching and learning methods being implemented. They should explain how the methods, approaches and resources they choose meet their learners' needs. Learners could write an in-depth language and literacy profile of a learner to understand in greater detail the learner's education and social background, interests and influences, and how these have affected their language and literacy learning. They could produce this literacy profile in whatever format they choose and could include sound files of a learner talking accompanied by analysis and priorities for learning development.

For learning outcome 2, learners could produce a scheme of work and a series of lesson plans, and teaching resources for those lessons, to demonstrate that they can act on information about learners taken from initial and diagnostic assessment, and from ongoing formative assessment, to create coherent and personalised learning programmes. In this planning, learners should demonstrate that they understand inclusive practice and that they can incorporate support strategies within their teaching.

For learning outcome 3, learners could create, and assess the effectiveness of, a resource designed to meet the learning needs of a learner with a stated disability or learning difficulty. They could, within their lesson planning and reflection, show they have considered activities and resources that match the learning needs of all learners within the group, producing a group profile outlining priorities for all learners. Learners should show that they understand the teaching of reading and writing at two levels by writing a brief account of the approaches outlined in research they have carried out, then applying one method at each level and evaluating its effectiveness.

For learning outcome 4, learners should demonstrate that they can apply, interpret and implement assessment methods that support their teaching choices and planning for the benefit of learners. In their record keeping and planning, learners should show that they can record learner progress and use it further to inform their own planning and teaching. Learners should demonstrate that they can refer to and liaise with specialists (such as dyslexia teachers) and act on advice, where possible, to benefit learners.

For learning outcome 5, learners should keep a reflective practice log that details their ongoing skill development. It should include information such as critical incidents, reflections on reading and research they have carried out and a personal development profile for their own professional development. They should keep records and reflections of any additional continuous professional development they have participated in and demonstrate that they are a reflective practitioner. They should also produce a Personal and Professional Development Plan.

The whole portfolio should be approximately 4,000 words but as learners may produce material in a range of formats, this is a guide only.

Essential resources

There are no special resources needed for this unit.

Indicative resource materials

Books

Appleyard N and Appleyard K – *Communicating with learners in the lifelong learning sector* (Exeter Learning Matters, 2010) ISBN 9781844453771

Armitage A and Poma S, Flanagan K, Donovan G and Moss J – *Developing professional practice, 14-19 years* (Pearson Education, 2010) ISBN 9781405841160

Didau D – *The secret of literacy: making the implicit explicit* (Crown House Publishing, 2014) ISBN 9781781351277

Fairclough M – *Supporting Learners in the Lifelong Learning Sector* (Open University Press/McGraw-Hill Education, 2008) ISBN 9780335233625

Gravells A – *Principles and Practice of Assessment in the Lifelong Learning Sector* (Learning Matters Ltd, 2011) ISBN 9780857252609

Hannon P – *Reflecting on Literacy in Education* (Routledge, 2000) ISBN 9780750708319

Herrington M – *Insights from Research and Practice: a handbook for adult literacy, numeracy and ESOL practice* (NIACE, 2005) ISBN 9781862012028

Ivanic R, Edwards R, Barton D, Martin-Jones M, et al – *Improving Learning in College: Rethinking literacies across the curriculum* (Routledge, 2009) ISBN 9780415469128

Klein C and Millar R – *Unscrambling spelling* (Hodder and Stoughton, 1990) ISBN 9780340512340

Lightbody B – *Outstanding Teaching and Learning* (Collegenet, 2009) ISBN 9780956324504

Petty G – *Teaching Today (5th edition)* (Oxford, 2014) ISBN 9781408523148

Petty G – *Evidenced-based Teaching: A Practical Approach* (Oxford, 2009) ISBN 9781408504529

Powell S and Tummons J – *Inclusive Practice in the Lifelong Learning Sector* (Exeter Learning Matters, 2011*)* ISBN 9780857251022

Professional Standards for Teachers and Trainers in Education and Training England (Education and Training Foundation, 2014) ISBN 978956722805

Reece I and Walker S – *Teaching, training and Learning: a Practical Guide* (Houghton-le-Spring: Business Education Publishers, 2011) ISBN 9781901888560

Rodriguez-Falcon E, Evans M, Allam C, Barrett J and Forrest D – *The inclusive learning and teaching handbook* (University of Sheffield, 2010) ISBN 9780956722805

Wallace S – *The Lifelong Learning Sector Reflective Reader* (Exeter: Learning Matters Ltd, 2010) ISBN 9781844452965

Journals

Lawton T and Turnbull T – *Inclusive learning approaches for literacy, language, numeracy and ICT: A companion guide to the Minimum Core* (London LLUK, 2007)

Self-development using the 2014 Professional Standards – a guide for practitioners (Education and Training Foundation, 2015)

Websites

www.excellencegateway.org.uk	Links to the Adult Literacy Core Curriculum, Adult ESOL Core Curriculum and Access for All, as well as teaching and learning improvement materials
www.literacytrust.org.uk	A useful source of information and background reading for literacy
www.niace.org.uk	The National Institute of Adult and Continuing Education
www.nrdc.org.uk/	National Research and Development Centre for Adult Literacy

Unit 2: Literacy Theories and Frameworks

Unit reference number: J/505/0773

QCF Level: 5

Credit value: 15

Guided learning hours: 40

Unit introduction

In this unit you will have the opportunity to gain a deeper understanding of language and literacy acquisition, and the theories and principles of literacy learning and skills development. The unit looks in detail at the frameworks used to describe and analyse language, you will have opportunities to use these frameworks.

You will learn about how we acquire language and about the processes involved in learning to speak, read and write. You will also learn how to analyse and describe language in its spoken and written forms, using the appropriate terminology. You will explore in depth the different grammatical structures of English, and how words are constructed.

You will learn about the sound system of English, how spelling works, how sentences are put together and how ideas are joined into coherent texts. This involves looking at language from a range of perspectives and learning about words, sentences and texts. To do this, you will have the opportunity to read a range of texts and apply the frameworks to them. All of this will have an impact on your understanding of learner skills and how to develop them further.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand theories and principles relating to language acquisition and learning	1.1 Analyse theories of language acquisition and learning
	1.2 Analyse language teaching approaches associated with theories of language acquisition and learning
2 Understand theories and principles relating to literacy learning and development	2.1 Analyse theories of literacy learning and development
	2.2 Analyse literacy teaching approaches associated with theories of literacy learning and development
3 Be able to analyse spoken and written language	3.1 Analyse ways in which language can be described
	3.2 Explain descriptive and prescriptive approaches to language analysis
	3.3 Analyse spoken and written language at: • text and discourse level • sentence and phrase level • word level; and • phoneme level
	3.4 Use key discoursal, grammatical, lexical and phonological terms accurately

Learning outcomes	Assessment criteria
4 Understand the processes involved in the development of speaking, listening, reading and writing skills	4.1 Analyse the processes involved in speaking and listening for literacy learners
	4.2 Analyse the processes involved in reading and writing for literacy learners
	4.3 Explain the mutual dependence of reading, listening, writing and speaking in literacy and language teaching and learning
	4.4 Analyse the implications of the processes involved in the development of speaking, listening, reading and writing skills on teaching and learning

Unit content

1 **Understand theories and principles relating to language acquisition and learning**

First language acquisition: the stages of child language acquisition; cooing, babbling, holophrastic, two word, telegraphic and post-telegraphic stages; nativist: Language Acquisition Device theory (Chomsky, 1965), cognitive (Piaget), behaviourist (Skinner), interactional: Language Acquisition Support System (Bruner, 1966, 1976), Critical Period theory (Lenneberg, 1967), labelling, packaging, network building model (Aitchison, 1987), language acquisition theories (Pinker, 1994)

Second and additional language acquisition: Interlanguage theory (Selinker 1987, and others), first language interference (various), acquisition learning theory (Krashen, 1983)

Associated language teaching approaches: structuralist approaches to language teaching and learning, behaviourist approaches (Skinner, 1957), task, direct method, and activity-based learning

2 **Understand theories and principles relating to literacy learning and development**

Theories of literacy learning and development: New Literacy Studies (Street, 1985), notions of literacies (Barton, Hamilton, and others, 2000); literacy processing theory (Clay, 2001), discourse theory (Halliday, 1975)

Associated literacy teaching approaches: how to teach reading and writing (McGuinness, 1998), phonics, whole-word reading; social sight reading, language experience approaches; reading recovery; multisensory approaches

3 **Be able to analyse spoken and written language**

Describing and analysing language: the features of language structure including grammatical, lexical and phonological systems; how grammar works including word classes, verbs, tense, mood and sentence structure; phrases, clauses, sentences, key differences between spoken and written language; understanding how discourse works and how written and spoken texts are structured; cohesion and joining ideas; the writing system of English including the spelling system; word structure and morphology; the sound system of English; phonetics and phonology; how meanings are conveyed in spoken and written language including semantics and pragmatics, implied meaning and inference; opening, turn-taking, adjacency pairs, dominance, closure in spoken language, prosodic and paralinguistic features

Descriptive approaches to language analysis: the difference between descriptive and prescriptive approaches to English; analysing and describing a range of texts from different sources according to function, genre, language structure, lexis used, and other theoretical frameworks; formality and register; semantics and pragmatics and decoding meaning

Key language terms: discoursal, e.g. text, connectives, cohesive devices, synonym, antonym, hyponym, anaphoric, cataphoric and exophoric reference, ellipsis, collocation; grammatical, e.g. noun, verb, adjective, adverb, modification, pronoun, preposition, article, infinitive, participle, auxiliary, tense, regular/irregular, active, passive, subject, object, clause, phrase, determiner, simple, compound, complex sentences; lexical, e.g. root, etymology, morpheme, prefix, suffix, denotation, connotation, closed and open word classes; phonological, e.g. phoneme, consonant, vowel, diphthong, minimal pairs, glottal stop, elision, assimilation, intonation, rise, fall, syllable, stress, voiced, unvoiced or voiceless, fluency, hesitancy and non-fluency features

4 **Understand the processes involved in the development of speaking, listening, reading and writing skills**

Processes involved in the development of speaking and listening skills: the primacy of listening and speaking; building confidence in spoken language; developing confidence and fluency; making speaking and listening meaningful for the learners' needs, interests and aspirations; developing listening comprehension skills; assessment of skills; developing skills according to learners' needs; speaking and listening as the foundations for reading and writing; developing spoken vocabulary, turn-taking and social interaction, paralinguistics and pragmatics

Processes involved in the development of reading and writing: the interdependence of reading and writing skills; making reading and writing relevant to the learner; decoding meaning; developing skills at word, sentence, and text level; syllabification; language experience approaches, word recognition, social sight vocabulary, skimming and scanning, reading for gist and intensive reading; strategies for reading and understanding a range of text types; choosing and using different reading approaches for different purposes; developing writing including spelling and punctuation, developing vocabulary, planning writing, drafting and editing, proofreading

Essential guidance for tutors

Delivery

The following guidance is not a checklist, but gives some suggestions of how the unit may be delivered. Tutors can order and combine points to suit their own programmes of study and schemes of work. It is only essential that all the learning outcomes, informed by the assessment criteria, are covered comprehensively.

In general, this unit provides the theoretical background to the practice of teaching learners of literacy. However, it should not be delivered in isolation but related to the practical aspects of teaching, learning and assessment. Tutors must ensure that learners understand the importance of applying theory in the classroom.

For language acquisition, learners could research the ways in which children learn to speak and the stages involved in typical language development. They could relate these to literacy development, for example drawing out the close relationships between speech and writing, and how spoken language informs reading and writing. Listening to young children's language is a helpful way of starting to consider phonology, with pronunciation and phonetics made realistic in this context.

Morphology can be turned into a number of puzzles and games, with learners exploring the derivation of words and their meanings, so that spelling becomes linked to units of sound and meaning. It is important to remember that spelling is a largely visual motor skill and is more useful when taught as part of writing rather than as a separate abstract skill. Learners could be asked to develop a rationale to justify the role of phonetics and phonological strategies in reading and spelling or to design teaching materials to promote an understanding of sound-symbol relationships.

Learners could consider a range of different teaching materials and resources designed to teach grammar. They could discuss how they would adapt these for their own use, identifying throughout the aspects of language that they, and in turn their learners, are likely to find difficult. They could also discuss, for example, the differences in approach between their own learning of syntax and morphology, and what their learners need to know about grammar. They could be asked to compile a grammar resource collection with activities they have devised as a group, making the correct application of metalanguage explicit throughout in the teacher notes.

In learning about theories and frameworks, learners could research theories and then analyse texts in order to apply the different frameworks. Practising this will deepen their understanding of how language works, always relating it to the development needs of their learners. Working through analysis and comparison at word, sentence and text level, will give learners the skills to describe language better.

To deepen their understanding, learners could compare approaches between adult literacy teaching and how literacy is taught in schools, not only of the ways in which reading and writing can be taught, for example, but also at policy level.

They could observe others teaching aspects of grammar, phonology or morphology and analyse the processes involved.

Assessment

This section should be read in conjunction with the *Assessment* section at the front of the document.

To pass this unit, the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria, and the requirements of *Summary of practice, including observed and assessed practice, requirements* given in *Annexe A*.

For learning outcome 1, learners could write a critical comparative essay based on the evaluation of at least three theories of language acquisition, including their relevance to the literacy learner. They could analyse the application of their chosen theories and include examples of relevance to their own teaching. The essay could be 1200 to 1500 words in length.

For learning outcome 2, learners could research an aspect of literacy acquisition such as New Literacy Studies, language experience approaches, phonics, or whole-word reading, and its relevance to current adult literacy learning and teaching. They could present their research to their peers, submitting a paper to accompany this. Presentations could be presented as a blog, a podcast, using Padlet or other similar tool, as well as face-to-face. The paper to accompany the presentation could be approximately 1000 words.

For learning outcome 3, learners could compare a selection of different kinds of text and classify and describe the texts according to the range of frameworks. If they are given a selection of texts that reflect how language has changed over time, they could comment on the structural and lexical changes that have occurred, as well as, for example, any changes in spelling and punctuation,. Texts selected could include examples of contemporary as well as historical texts, and learners could include discussion of attitudes to language. They should show that they can apply the metalanguage accurately, including word classes and their functions, tense, word order and cohesion, phonology, morphology, graphology and punctuation, and pragmatics. Learners could present their findings as a written report of 1200–1500 words.

For learning outcome 4, learners could carry out an in-depth interview/analysis of the work of two learners at different levels, Entry and Level 1 or Level 2. From this they could produce case studies that account for the learners' current skills, needs, interests and aspirations, targets and goals, and a detailed analysis of their oral and written skills, applying the language frameworks studied in the unit.
This could also include ways in which each learner could be taught, as well as recommendations for their next steps in terms of teaching and learning. Speech recordings (made with learners' permission) and, where possible, samples of learners' writing could be included. The case studies and analytical commentary could be 1500-2000 words.

Essential resources

There are no special resources needed for this unit.

Indicative resource materials

Books

Barton G – *Grammar Survival: A teacher's toolkit* (Routledge, 2010)
ISBN 9780415554053

Crystal D – The *Cambridge Encyclopedia of the English Language* (2nd edition)
(CUP, 2003) ISBN 9780521530330

Crystal D – *Making Sense of Grammar* (Pearson Longman, 2004)
ISBN 9780582848634

DfE – *What is the research evidence on writing?* (2012) ISBN 978181051443

Goswami U and Bryant P – *Phonological Skills and Learning to Read (Essays in Developmental Psychology)* (Psychology Press, 1990) ISBN 9780863771514

Graddol D, Cheshire J and Swann J – *Describing* Language (2nd edition)
(Open University Press, 1994) ISBN 9780335159796

Hornsby B, Shear F and Pool J – *Alpha to Omega: The A–Z of Teaching Reading, Writing and Spelling* (6th edition) (Heinemann, 2006) ISBN 9780435125929

Hughes A and Trudgill P – *English accents and dialects* (Arnold, 1994)
ISBN 9781444121384

McGuinness D – *Early Reading Instruction. What science really tells us about how to teach reading* (MIT Press, 2004) ISBN 9780262633352

O'Grady W, Dobrovolsky M and Katamba F – *Contemporary Linguistics. An Introduction* (2nd edition) (Longman, 2011) ISBN 9781405899307

Ott P – *How to Detect and Manage Dyslexia* (Heinemann, 1997)
ISBN 9780435104191

Pinker S – *The Language Instinct* (Penguin, 2015) ISBN 9780141980775

Pinker S – Words and Rules (Weidenfeld and Nicolson, 1999) ISBN 9780753810255

Russell S – *Grammar, Structure and Style: A Practical Guide to A-Level English* (Oxford University Press, 2001) ISBN 9780198314783

Thorne S – *Mastering Advanced English Language* (2nd edition)
(Palgrave Macmillan, 2008) ISBN 9781403994837

Trask R and Maybin B – *Introducing Linguistics: A Graphic Guide*
(Icon Books, 2001) ISBN 9781848310889

Journal

Journal of Literacy Research

Websites

www.excellencegateway.org.uk	Materials and teaching and learning improvement sponsored by the Education and Training Foundation (ETF). Contains literacy and ESOL-related curricula and resources
www.set.et-foundation.co.uk	Society for Education and Training (SET)

Unit 3: Literacy and the Learners

Unit reference number:	**L/505/0774**
QCF Level:	**5**
Credit value:	**15**
Guided learning hours:	**40**

Unit introduction

In this unit, you will have opportunities to explore the social, political and other factors that have influenced language development over time. The unit makes links between these factors and what is happening currently in terms of language change. It will help learners to develop approaches that are flexible and deepen their understanding of language. The unit is relevant to learners and learning programmes as it explores factors that affect us all, such as language and power relations, social class, disadvantage, and, for example, how the way in which we speak, influences, and can limit, others' opinions and impressions of us. It is important to understand the influences on our own attitudes towards language so that we can help learners to understand and make choices about how they choose to express themselves.

You will learn how to analyse written and spoken language in terms of social identity. You will consider language change over time, how English is in a constant state of flux and the factors that have, and continue to, influence language development. You will have the opportunity to explore the social and political context of language, as well as accent, dialect, Standard English and 'correctness', in more depth. You will relate these factors to your own learners, considering their personal, social and cultural identities as members of families, groups and other networks. You will learn more about equality, diversity, disadvantage and empowerment and will develop your approaches to inclusion by learning more about disabilities and learning difficulties and adapting your teaching to meet your learners' needs. You will also consider the importance of collaborating with other professionals on learning programmes.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the significance of language change and variety for literacy learners	1.1 Analyse Standard English and other varieties of English in both spoken and written forms with reference to specific features including phonology, grammar and lexis
	1.2 Analyse ways in which spoken and written language can change over time and vary according to context at: • text and discourse level • sentence and phrase level • word level; and • phoneme level
	1.3 Explain ways in which language change and variety can have an impact on literacy learners' literacy and language development
2 Understand the relationship between language and social processes	2.1 Analyse how individual speakers and writers choose varieties, registers and styles according to personal, social, political and cultural factors
	2.2 Analyse how language is used in the formation, maintenance and transformation of power relations
3 Understand factors that influence literacy and language acquisition, learning and use	3.1 Analyse personal, social and cultural factors influencing literacy learners' language acquisition, learning and use
	3.2 Analyse the impact of a range of learning difficulties and disabilities on literacy and language teaching and learning

Learning outcomes	Assessment criteria
4 Understand the use of assessment approaches to meet the needs of literacy learners	4.1 Identify the skills, knowledge and understanding that can be assessed in literacy
	4.2 Analyse approaches to initial and diagnostic assessment to identify the literacy and language skills of learners
	4.3 Analyse the use of assessment tools in literacy and language teaching and learning
5 Understand how to promote learning and learner support within literacy and language teaching and learning	5.1 Explain the boundaries between own specialist area and those of other specialists and practitioners
	5.2 Analyse literacy and language learning opportunities to determine how teaching and support needs may be shared between learning professionals
6 Understand how to liaise with others to promote the inclusion of literacy and language skills in learning programmes	6.1 Identify literacy and language skills needed across contexts and subjects
	6.2 Explain how to liaise with other professionals to provide specialist knowledge of how to include literacy and language in vocational and other subject areas

Unit content

1 **Understand the significance of language change and variety for literacy learners**

Standard and other varieties of English: the notion of standardisation; different varieties of English, e.g. national and international English; Standard and non-Standard English; accent, dialect and idiolect and their importance in literacy teaching and learning; making choices about which variety of English to teach and to correct; Received Pronunciation and its relation to social class; English as a global language; English as a language belonging to all its speakers wherever they may live

Spoken and written language change: how written language has changed over time, including the printed word as in religious texts, e.g. the Bible or in newspapers; the influences on the grammatical, phonological and lexical development of language, e.g. invasion and war, colonialism, empire, exploration and trade; how words come into the language as well as how words become obsolete; how spoken English sounds have changed, e.g. changes in English used on the BBC, the rise and acceptance of Estuary English; youth culture and language; corporate language constructs; current change and influences on language including the media and globalisation, technological innovation, migration, education and travel

The impact of change and variety on learners and their development: deciding on models and varieties of English to use and teach in the classroom, e.g. implications of using local dialect in class and the differences between teaching social and class-based varieties of English; teaching about varieties of English and their impact; how all of this information may inform and have an impact on learners' literacy and language development; acknowledging and valuing learners' own personal and social varieties; developing learners' understanding of the impact of their use of the different varieties of language; the impact (intended or otherwise) that other people's choice of language can have in including or excluding learners

2 **Understand the relationship between language and social processes**

Language choice and personal, social, political and cultural factors: prescriptivist and descriptivist approaches and how they inform ideas of correctness in the classroom; social attitudes to language variety, including accent and dialect (Trudgill, 1974); language taboos and variation in meaning, e.g. whether and in what contexts swearing and some taboo words are becoming socially acceptable; variation according to regional, ethnic and class differences, e.g. the exploring the origins and characteristics of language used by young Black and Asian people in the UK and the difference between their varieties and Standard English; language and gender and how language is used differently in spoken language, as well as in lexical choices, e.g. the predominant use of the male pronoun 'he' and the use of the male form as generic (Cheshire, 1982); semantic derogation as in the connotations of male and female forms of words, e.g. the difference between 'master' and 'mistress', the use of the term 'male nurse' to suggest that this is an exception; how language is used by different social groups to establish identity and make it known; idiolect and how individual and personal varieties confirm and express identity; literacy as a tool for social change

Language and social identity: the limited range of choices of language available to some literacy learners and how this range widens as they develop their language skills; how language is used by different social groups to establish, maintain and develop identity and make it known (Labov, 1966); how literacy learners' choices of language can impact on communication, e.g. the impression that may be formed of speakers if their language has non-standard intonation or vocabulary limits their self-expression; idiolect and how individual and personal varieties confirm and express identity; switching between varieties; literacy as a tool for social change

Language and power: the use of language in maintaining the status quo, e.g. how the language varieties of politics and law exclude people through the complexity of their structure and lexis (Bernstein, 1971); how language is used as an instrument of power to include or exclude those who do not speak fluently or who have poor literacy; how acquisition of literacy can empower (Freire, 1968, *The Pedagogy of the Oppressed*); how society takes advantage of those with insecure English language backgrounds; the language of social and professional groups, e.g. education, religion, journalism, social care, football or other sports; literacy and language development as tools for social change and empowerment; social turn theory, (Block, 2003), the limiting impact of didactic teaching on developing expression and identity

3 **Understand factors that influence literacy and language acquisition, learning and use**

Literacy learners' backgrounds and circumstances: prior and current educational and life experiences; the effects of financial and social dependency; backgrounds and experiences of learners within the same groups and how this should be taken into account when developing programmes of learning, e.g. using knowledge of prior learning and educational attainment as a guide towards how learners will learn; being aware of potential conflict and tension within groups of learners with different educational, social, religious and political affiliation

Knowing learners' skills levels, needs and aspirations: factors that impact on learning and development, e.g. prior learning experiences, occupational and social background, aspiration; the different backgrounds and experiences of learners within the same group and how this should be taken into account; language and literacy learning inside and outside the classroom including informal learning; the influence of cognitive and affective factors on language and literacy learning, e.g. using active learning techniques and assessment for learning strategies to engage and motivate successful learning and having awareness of learners' emotional states and preoccupations so that any personal and social problems can be considered; the impact of disadvantage and fear of failure; using learner needs, interests and aspirations to develop their skills and create positive experiences of learning; the impact of government policy on access to literacy learning for adult learners; the social and personal impact of poor literacy and language skills

Learning difficulties and disabilities and their impact on literacy and language teaching and learning: the impact on skills, self-esteem and attainment of general and specific learning difficulties and disabilities, e.g. dyslexia, autistic spectrum disorder (ASD), Asperger's syndrome, dyspraxia, hearing impairment, visual impairment, mental health difficulties, and other difficulties and disabilities; the impact learning difficulties and mental health difficulties can have on learners and learning; inclusive teaching approaches to enable learners with difficulties and disabilities to most effectively learn, such as clear sharing of aims, purpose and outcome, multisensory approaches, and overlearning; adaptation and development of resources to promote inclusion; perceptions and attitudes towards disability and mental health; medical rather than social approaches to disability; the impact of limited literacy on a learner's ability to express their needs and wants when compounded with a disability; the limiting factors that poor expression as well as disability can have; the difficulty of acquiring literacy and language skills where speech, hearing and communication are affected by disability

4 **Understand the use of assessment approaches to meet the needs of literacy learners**

The skills to be assessed: the difference between the receptive skills of listening and reading, and productive skills of speaking and writing*;* skills of phonological and literacy awareness, e.g. identifying and matching signs and symbols to sounds, recognising the alphabet, forming letters; comprehension and use of grammatical structure, listening and reading comprehension; the incremental nature of all language and literacy skills so that learners progress in developing their skills; the interdependence of skills; the differences between learners' levels across the range of skills and 'spiky profiles'; assessment of skills as part of an integrated communicative whole to inform learning rather than as isolated units

Assessment tools in literacy and language teaching and learning: initial, diagnostic, formative and summative assessment and their uses and purposes; evaluating assessment tools and their strengths and limitations; commercially-available tools including online and paper-based assessments; task-based assessments, such as diagnostic writing and listening and reading comprehension; recording and developing learner targets and learning plans; contextualised assessment to promote learning as well as assessing it; social interaction and learner-centred assessment

Choosing and using assessment methods: the ways in which initial and diagnostic assessment can be used to determine learners' starting points and to inform targets and individual learning plans; analysing what assessment tells us about learners' different skills, knowledge and understanding at the start of programmes and throughout the learner journey; developing learner participation and empowerment in the assessment process; using peer and self-assessment as tools in the classroom; using assessment to inform ongoing teaching and learning programmes; links between teaching and assessment using Assessment for Learning approaches and methodology (Black and Wiliam, 1998)

5 **Understand how to promote learning and learner support within literacy and language teaching and learning**

The boundaries between specialist areas and different practitioners: the roles, strengths and remit of the specialist literacy teacher, e.g. primary responsibility for the language and literacy development of the learner, collaboration with other professionals to ensure smooth progression and transition into mainstream learning programmes, to identify and break down the language and literacy demands of programmes in support of to benefit learners; the roles and remit of other teachers and support professionals, e.g. liaison with others including literacy specialist teachers, scaffolding learning to ensure it is accessible especially at the transition phase and contributing to the development of learner skills on-programme; development of learning programmes and ILPs so that learners needs are identified and shared; approaches and resources such as personalised resources, realia and resources that are contextualised and meaningful to learners to ensure their needs are met and that they are stretched to progress appropriately; ensuring that those who need it are supported appropriately; ensuring support is timely and targeted and knowing when to refer to other specialists

Literacy and language learning opportunities: how literacy learners learn skills inside and outside the specialist classroom; bringing the outside world into the classroom so that learners benefit from situated literacies and develop meaningful skills that can be transferred to their 'real' lives; how different professionals can support the development of learners' skills; identifying how learners develop their skills in other contexts and learning situations, such as on vocational or academic courses, in their communities, on work experience, or in part-time work

6 **Understand how to liaise with others to promote the inclusion of literacy and language skills in learning programmes**

Literacy and language skills across contexts and subjects: the underpinning literacy and language skill demands of vocational and academic programmes; literacy and language teaching techniques that can be taught alongside vocational or academic content to improve learners' skills and access to the curriculum; what embedding means and how to embed literacy and language learning into vocational programmes

Liaising with other professionals for the benefit of learners: the range of support; collaborating with colleagues to develop coherent and shared programmes; working with vocational teachers who may also teach literacy learners to ensure that vocational learning is supported in literacy teaching and vice versa; recognising the boundaries of the teacher's remit and role; using opportunities to refer learners to access additional and/or literacy support; liaising with colleagues

Essential guidance for tutors

Delivery

The following guidance is not a checklist, but gives some suggestions of how the unit can be delivered. It is presented in order of learning outcome, but is not meant to be a chronological list. Tutors can order and combine points to suit their own programmes of study and schemes of work. It is only essential that all the learning outcomes, informed by the assessment criteria, are covered comprehensively.

The use of role play should be considered wherever possible.

This unit contains much that will already be familiar to learners at the level of general knowledge, i.e.as lifelong language users. However, as part of this unit, they will need to apply systematic frameworks to language description in terms of language use and the user. It is useful for tutors to explore attitudes to language with learners early in the unit, so that learners are aware of their own feelings towards, for example, accent, dialect, Received Pronunciation, Standard English, and variation according to geography, social class, gender, and power. The notion of 'good and bad' English can be explored more deeply by considering attitudes towards swearing, taboo language, and media influence are also interesting. To cover this area, it is interesting to use sound and film clips, discussion and 'think' pieces, teaching the theoretical and research background while tapping into learners' prior learning and emotional responses. Learners could be encouraged to find texts and clips between sessions and share these with their peers to analyse. These could be shared using electronic platforms as available, so that learners are encouraged to develop their use of media and a resource bank is also built up.

Notions of 'world English' and the debate over whose language English actually is can be taught alongside analysis of pronunciation, lexis, stress, intonation, pitch and so on. It is helpful for learners to have samples (transcripts and/or sound files) of, for example, Indian, Australian, and/or Singaporean English for analysis, as well as US English and the various forms of British English. Learners could study the differences between English as an additional language and as a *lingua franca*, with a whole class debate of the probability of the development of one Standard English for the world. Alongside this, learners could explore etymology by looking at word origins and words derived from different languages.

All of the above leads well into an exploration of language, society, gender, and power, and builds on work learners have carried out on attitudes in order to examine more deeply how language and society interrelate. This could include research into how society labels people and how disadvantage and power situations are reinforced and promoted.

This unit includes an exploration of inclusion and, moving on from the contextual elements, it is important to focus on who the learners are and the difficulties they face. Having considered the social and political context, learners should focus on their own learners and the barriers they face, observing confidentiality and ethics throughout, with a study of disabilities and learning difficulties such as dyslexia, dyspraxia, hearing or visual impairment and autism, as well as mental health difficulties, for example, as influences on literacy acquisition and achievement. Individual learners or small groups could be allocated different aspects to explore and share with others through presentations or by creating a resource. They could research the support arrangements available for learners in their own college or work setting and give recommendations for further development, making links between learner need and professional collaboration.

In terms of processes of assessment, learners could compare different assessment tools available, including their purposes and methods, as well as the information they give about learners' skills. They could critique existing tools and devise a way of assessing the skills of their own learners, carrying out an assessment and analysis, and using this to inform a learning programme. This relates closely to *Unit 1: Literacy Teaching and Learning*.

Assessment

This section should be read in conjunction with the Assessment section at the front of this document.

To pass this unit, the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria, and the requirements of the document *Summary of practice, including observed and assessed practice, requirements* given in *Annexe A*.

For learning outcome 1, learners could write an essay (1500 words) outlining the development of the English language, taking either a chronological approach, looking at field-specific lexis and its development over time, or a current approach, considering ongoing and recent changes and the influences on spoken and written language, looking at whole text, sentence and word level changes. They could investigate aspects of how change affects learners' literacy and language development and share these in an observed group discussion. An example of this might be an investigation of whether the use of technology can affect the development of literacy skills.

For learning outcome 2, learners could carry out, for example, research into an aspect of language such as language and gender, language and social class, language and power, accent and dialect, and present their findings to the group, leading to a discussion with feedback from all group members. This should include some analysis of research into attitudes to language and the effects of different language varieties (with examples of regional or occupational varieties) on the listener or reader. This should be written up as a paper of 1200 words. Learners could also debate notions of correctness and descriptivist or prescriptivist approaches to language, taking into consideration the impact on learners of these attitudes, and classify and group a range of texts applying sociolinguistic frameworks, drawing conclusions about each one.

For learning outcomes 3 and 4, learners could use an assessment tool to undertake a detailed analysis of the language and skills (speaking, listening, reading, writing and use of grammar) of one of their literacy learners.. They could investigate the initial and diagnostic assessment tools that are used regularly at their place of work and, in particular, what each assessment tells them about the different skills and levels of their learners and their starting points. They could then produce a detailed analysis (1000 words) at text, sentence and word level, as well as an analysis of the learner's spoken language, including pronunciation and communicative competence.

Learners could consider some of the following topics, as well as other ideas that emerge as part of the research process:

- the learner's educational, occupational and social background

- the impact of the learner's background on their language and literacy skills

- the learner's needs, interests and aspirations

- the learner's own literacy practices

- whether they can adapt styles according to audience and purpose

- to what extent the learner has linguistic choices at their disposal

- the key indicators of this learner's difficulties.

They could also research at least two learning difficulties or disabilities (such as dyslexia, dyspraxia, Asperger syndrome, ADHD, visual or hearing impairment) and write an information sheet or web page for each, advising teachers on successful approaches and using current research to inform their ideas. Learners should consider the cultural aspects of perceptions of disability in their account, including appropriate information. This should total around 800 words.

For learning outcomes 5 and 6, learners could undertake an investigation of the support that exists for learners in their own work setting. They could outline significant roles and responsibilities, as well as referral systems, and the effectiveness of communication processes and their impact on learners. They could select a vocational area in which their learners might be based, or to which they aspire to enter, and explain how they could liaise with vocational or subject-specialist teachers to develop collaborative working so that learners' literacy and language skills are supported and developed. They could identify any good practice that exists and make recommendations for what could be improved to ensure that the needs of learners with language and literacy development needs, specific learning difficulties or disabilities are met. This should be written up as a paper of 1000 words.

Essential resources

There are no special resources needed for this unit.

Indicative resource materials

Books

Addy L – *How to Understand and Support Children with Dyspraxia* (LDA, 2003) ISBN 9781855033818

Appleyard N and Appleyard K – *Communicating with learners in the lifelong learning sector* (Exeter Learning Matters, 2010) ISBN 9781844453771

Beard A – *The Language of Politics* (Routledge, 1999) ISBN 9780415201780

Birkett V – *How to Manage and Teach Children with Challenging Behaviour* (LDA, 2006) ISBN 9781855034006

Brattland Nielsen L – *Brief Reference of Student Disabilities: With Strategies for the Classroom* (Corwin, 2008) ISBN 9781412966337

Fairclough M – *Supporting Learners in the Lifelong Learning Sector* (Open University Press/McGraw-Hill Education, 2008) ISBN 9780335233625

Gravells A – *Principles and Practice of Assessment in the Lifelong Learning Sector* (Learning Matters Ltd, 2011) ISBN 9780857252609

Hargreaves S – *Study Skills for Students with Dyslexia* (London: Sage Publications, 2012) ISBN 9781446202876

Hatton S and Broughton T – *An introduction to supporting people with autistic spectrum conditions* (Learning Matters, 2011) ISBN 9780857257093

Holmes J – *An introduction to Sociolinguistics* (Routledge, 2013) ISBN 9781408276747

Montgomery M – *An introduction to Language and Society* (Routledge, 2008) ISBN 9780415382748

Mooney A and Evans B – *Language, Society and Power: an introduction* (Routledge, 2015) ISBN 9780415740005

O'Regan F – *How to Teach and Manage Children with ADHD* (LDA, 2002) ISBN 9781855033481

Ott P – *How to Detect and Manage Dyslexia* (Heinemann, 1997) ISBN 9780435104191

Powell S and Tummons J – *Inclusive Practice in the Lifelong Learning Sector* (Exeter Learning Matters, 2011) ISBN 9780857251022

Reah D – *The Language of Newspapers* (Routledge, 2002) ISBN 9780415278058

Simpson P and Mayr A – *Language and Power: a resource book for students* (Routledge, 2009) ISBN 9780415469005

Thorne S – *Mastering Advanced English Language* (Palgrave Macmillan, 2008) ISBN 9781403994837

Tummons J – *Assessing Learning in the Lifelong Learning Sector* (Sage, 2011) ISBN 9780857252685

Websites

www.excellencegateway.org.uk/	ESOL Access for All Parts 1 and 2 gives guidance on working with learners with a range of learning difficulties and disabilities
www.foundationonline.org.uk/course	Supporting dyslexic learners
www.journeytoexcellence.org.uk/videos/	Assessment for Learning information
www.nrdc.org.uk/	National Research and Development Centre for Adult Literacy
www.teachit.co.uk	English teaching materials: topic and skill-based
www.universalteacher.org.uk/	All aspects of English language history, variety, change and society designed originally for A Level learners

Unit 4: Literacy, ESOL and the Learners

Unit reference number: Y/505/0776

QCF Level: 5

Credit value: 15

Guided learning hours: 40

Unit introduction

In this unit you will have opportunities to explore the social, political and other factors that have influenced language development over time. The unit makes links between these factors and what is current in terms of language change and will help you to develop approaches that are flexible and deepen your understanding of language to inform your literacy and ESOL teaching and learning. The unit is relevant to literacy and ESOL learners and learning programmes as it explores factors that affect them such as language and power relations, social class, disadvantage, and how the way in which we speak, for example, influences, and can limit, others' opinions and impressions of us. It is important to understand the influences on our own attitudes towards language so that we can help learners to understand and make choices about how they choose to express themselves.

In this unit you will learn how to analyse written and spoken language in terms of social identity. You will consider language change, how English is in a constant state of flux and the factors that have, and which continue to, influence language development. You will have the opportunity to explore the social and political context of language, as well as accent, dialect, Standard English and 'correctness', in more depth. You will relate these factors to literacy and ESOL learners, considering their personal, social and cultural identities as well as the impact these identities have on their language acquisition and development. You will learn more about equality, diversity, disadvantage and empowerment and will develop your approaches to inclusion by learning more about disabilities and learning difficulties and adapting your teaching to meet your learners' needs. You will also consider the importance of collaborating with other professionals on learning programmes.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the significance of language change and variety for literacy and ESOL learners	1.1 Analyse Standard English and other varieties of English in both spoken and written forms with reference to specific features including phonology, grammar and lexis
	1.2 Analyse ways in which spoken and written language can change over time and vary according to context at: • text and discourse level • sentence and phrase level • word level; and • phoneme level
	1.3 Explain ways in which language change and variety can have an impact on literacy and ESOL learners' literacy and language development
2 Understand the relationship between language and social processes	2.1 Analyse how individual speakers and writers choose varieties, registers and styles according to personal, social, political and cultural factors
	2.2 Analyse how language is used in the formation, maintenance and transformation of power relations
3 Understand factors that influence literacy, ESOL and language acquisition, learning and use	3.1 Analyse personal, social and cultural factors influencing literacy and ESOL learners' language acquisition, learning and use
	3.2 Analyse the impact of a range of learning difficulties and disabilities on literacy and language teaching and learning

Learning outcomes	Assessment criteria
4 Understand the use of assessment approaches to meet the needs of literacy and ESOL learners	4.1 Identify the skills, knowledge and understanding that can be assessed in literacy and ESOL
	4.2 Analyse approaches to initial and diagnostic assessment to identify the literacy and language skills of learners
	4.3 Analyse the use of assessment tools in literacy and language teaching and learning
5 Understand how to promote learning and learner support within literacy and language teaching and learning	5.1 Explain the boundaries between own specialist area and those of other specialists and practitioners
	5.2 Analyse literacy and language learning opportunities to determine how teaching and support needs may be shared between learning professionals
6 Understand how to liaise with others to promote the inclusion of literacy and language skills in learning programmes	6.1 Identify literacy and language skills needed across contexts and subjects
	6.2 Explain how to liaise with other professionals to provide specialist knowledge of how to include literacy and language in vocational and other subject areas

Unit content

1 Understand the significance of language change and variety for literacy and ESOL learners

Standard and other varieties of English: the notion of standardisation; different varieties of English, e.g. national and international English; Standard and non-Standard English; accent, dialect and idiolect and their importance in literacy and ESOL teaching and learning; making choices about which variety of English to teach; Received Pronunciation and its relation to social class; notion of 'Englishes'; English as a global language; English as a language belonging to all its speakers wherever they may live

Spoken and written language change: how the written language has changed over time, including the printed word, e.g. religious texts such as the Bible, newspapers; the influences on the grammatical, phonological and lexical development of language, e.g. invasion and war, colonialism, empire, exploration and trade; how words come into the language as well as how words become obsolete; how spoken English sounds have changed, e.g. changes in English used on the BBC, the rise and acceptance of Estuary English; youth culture and language; corporate language constructs; current change and influences on language, e.g. media and globalisation, technological innovation, migration, education, travel

The impact of change and variety on literacy and ESOL learners and their development: deciding on models and varieties of English to use and teach in the classroom, e.g. implications of using local dialect in class and the differences between teaching social and class-based varieties of English; teaching about varieties of English and their impact; acknowledging and valuing learners' own personal and social varieties; developing learners' understanding of the impact of their use of the different varieties of language; the impact (intended or otherwise) that other people's choice of language can have in including or excluding learners

2 Understand the relationship between language and social processes

Language choice and personal, social, political and cultural factors: prescriptivist and descriptivist approaches and how they inform ideas of correctness in the classroom; social attitudes to language variety, including accent and dialect (Trudgill, 1974); language taboos and variation in meaning, e.g. whether and in what contexts swearing and some taboo words are becoming socially acceptable; variation according to regional, ethnic and class differences, e.g. exploring the origins and characteristics of language used by young Black and Asian people in the UK and the difference between their varieties and Standard English; language and gender and how language is used differently in spoken language, as well as in lexical choice, e.g. predominant use of the male pronoun 'he' and the use of the male form as generic (Cheshire, 1982); semantic derogation as in the connotations of male and female forms of words, e.g. the difference between 'master' and 'mistress', and the use of the term 'male nurse' to suggest that this is an exception

Language and social identity: the limited range of choices of language available to ESOL learners and how this range widens as they develop their language skills; how language is used by different social groups to establish, maintain and develop identity and make it known (Labov, 1966); how literacy and ESOL learners' choices of language can impact on communication, e.g. the impression that may be formed of speakers if their language has non-standard intonation or vocabulary limits their self-expression; idiolect and how individual and personal varieties confirm and express identity; switching between varieties; literacy as a tool for social change

Language and power:how some varieties of English such as educated Standard English are valued more than others; the use of language in maintaining the status quo, e.g. how the language varieties of politics and law exclude people through the complexity of their structure and lexis (Bernstein, 1971); how language is used as an instrument of power to include or exclude those who do not speak fluently or who have poor literacy; how acquisition of literacy can empower (Freire, 1968, *The Pedagogy of the Oppressed*); how society takes advantage of those with impoverished English language backgrounds; the language of social and professional groups, e.g. education, religion, journalism, social care, football or other sports; literacy and language development as tools for social change and empowerment; social turn theory (Block, 2003), the acculturation model (Schumann, 1978); the limiting impact of didactic teaching on developing expression and identity

3 **Understand factors that influence literacy, ESOL and language acquisition, learning and use**

ESOL and literacy learners' backgrounds and circumstances: prior and current educational and life experiences; the effects of migration, including forced migration; (potentially, for those seeking asylum or refugee status) the impact of trauma, changed circumstances, lack of contact with family, exile, forced financial and social dependency; backgrounds and experiences of learners within the same group and how this should be taken into account when developing programmes of learning, e.g. using knowledge of prior learning and educational attainment as a guide towards how learners will learn, whether if a learner is literate in another language this will aid literacy acquisition in English and whether insecure financial and emotional states will affect asylum seekers; being aware of potential conflict and tension within groups of learners with different educational, social, religious and political affiliation

Knowing learners' skills levels, needs and aspirations: factors that impact on the differences between teaching literacy to learners with English as a first language and to ESOL learners, e.g. levels of education, occupational and social background, aspiration; the different backgrounds and experiences of learners within the same group and how this should be taken into account; interlanguage; valuing first and additional languages in the classroom; language learning inside and outside the classroom; the influence of cognitive and affective factors on language and literacy learning, e.g. using active learning techniques and assessment for learning strategies to engage learners and motivate successful learning, and having awareness of learners' emotional states and preoccupations so that any personal and social problems can be considered; the impact of disadvantage and fear of failure; using learner needs interests and aspirations to develop their skills and create positive experiences of learning; the impact of government policy on access to ESOL and literacy learning for adult learners; the social and personal impact of poor literacy and language skills

Application of theories to support analysis of literacy and ESOL learners' language acquisition: Interlanguage theory (Selinker 1987, and others), first language interference (various), acquisition learning theory (Krashen, 1983)

Learning difficulties and disabilities and their impact on literacy and language teaching and learning: the impact on skills, self-esteem and attainment of general and specific learning difficulties and disabilities, such as dyslexia, autistic spectrum disorder (ASD), Asperger's syndrome, dyspraxia, hearing impairment, visual impairment, mental health difficulties, and other difficulties and disabilities; the impact learning difficulties and mental health difficulties can have on learners and learning; inclusive teaching approaches to enable learners with difficulties and disabilities to most effectively learn, such as clear sharing of aims, purpose and outcome, multisensory approaches, and overlearning; adaptation and development of resources to promote inclusion; cultural perceptions and attitudes towards disability and mental health such as the idea that disability is fixed and the person with the disability should be taken care of; medical rather than social approaches to disability; the impact of limited language on a learner's ability to express their needs and wants when compounded with a disability; and the limiting factors that poor expression as well as disability can have; the difficulty of acquiring an additional language where speech, hearing and communication are affected by disability

4 **Understand the use of assessment approaches to meet the needs of literacy and ESOL learners**

The skills to be assessed: the difference between the receptive skills of listening and reading, and productive skills of speaking and writing*;* skills of articulation and pronunciation, phonological awareness, comprehension and use of grammatical structure, listening and reading comprehension; the incremental nature of all language skills so that learners progress in developing their skills; the interdependence of skills; the differences between learners' levels across the range of skills and 'spiky profiles'; literacy awareness, e.g. identifying and matching signs and symbols to sounds, recognising the alphabet, the direction of English writing, forming letters; assessment of skills as part of an integrated communicative whole to inform learning rather than as isolated units

Assessment tools in literacy and language teaching and learning; initial, diagnostic, formative and summative assessment and their uses and purposes; evaluating assessment tools and their strengths and limitations; commercially-available tools including online and paper-based assessments; task-based assessments, such as diagnostic writing and listening and reading comprehension; recording and developing learner targets and learning plans; contextualised assessment to promote learning as well as assessing it; social interaction and learner-centred assessment

Choosing and using assessment methods: the ways in which initial and diagnostic assessment can be used to determine learners' starting points and to inform targets and individual learning plans; analysing what assessment tells us about learners' different skills, knowledge and understanding at the start of programmes and throughout the learner journey; developing learner participation and empowerment in the assessment process; using peer- and self-assessment as tools in the classroom; using assessment to inform ongoing teaching and learning programmes; links between teaching and assessment using Assessment for Learning approaches and methodology (Black and Wiliam, 1998)

5 **Understand how to promote learning and learner support within literacy and language teaching and learning**

The boundaries between specialist areas and different practitioners: the roles, strengths and remit of the specialist language and literacy teacher, e.g. primary responsibility for the language and literacy development of the learner, collaboration with other professionals to ensure smooth progression and transition into mainstream learning programmes, to identify and break down the language and literacy demands of programmes in support of this to benefit learners; the roles and remit of other teachers and support professionals, e.g. liaison with others including the language and literacy specialist teachers, scaffolding learning to ensure it is accessible especially at the transition phase and contributing to the development of learner skills on-programme; development of learning programmes and ILPs so that learners needs are identified and shared; approaches and resources, e.g. personalised resources, realia and resources that are contextualised and meaningful to learners to ensure their needs are met and that they are stretched to progress appropriately; ensuring that those who need it are supported appropriately; ensuring support is timely and targeted and when to refer to other specialists

Literacy and language learning opportunities: how ESOL and literacy learners learn language and literacy skills inside and outside the specialist classroom; bringing the outside world into the classroom so that learners benefit from situated language and literacies and develop meaningful skills that can be transferred to their 'real' lives; how different professionals can support the development of learners' skills; identifying how learners develop their skills in other contexts and learning situations, such as on vocational or academic courses, in their communities, on work experience, or in part-time work

6 **Understand how to liaise with others to promote the inclusion of literacy and language skills in learning programmes**

Literacy and language skills across contexts and subjects: the underpinning literacy and language skill demands of vocational and academic programmes; literacy and language teaching techniques that can be taught alongside vocational or academic content to improve learners' skills and access to the curriculum; what embedding means and how to embed literacy and language learning into vocational programmes

Liaising with other professionals for the benefit of learners: range of support*;* collaborating with colleagues to develop coherent and shared programmes; working with vocational teachers who may also teach ESOL and literacy learners to ensure that vocational learning is supported in ESOL and literacy teaching and vice versa; recognising the boundaries of the teacher's remit and role; using opportunities to refer learners to access additional and/or language support; liaising with colleagues

Essential guidance for tutors

Delivery

The following guidance is not a checklist, but gives some suggestions of how the unit may be delivered. Tutors can order and combine points to suit their own programmes of study and schemes of work. It is only essential that all the learning outcomes, informed by the assessment criteria, are covered comprehensively.

This unit contains much that will already be familiar to learners at the level of general knowledge, i.e. as lifelong language users. However, as part of this unit they will need to apply systematic frameworks to language description in terms of language use and the user. It is useful for tutors to explore attitudes to language with learners early in the unit, so that learners are aware of their own feelings towards, for example, accent, dialect, Received Pronunciation, Standard English, and variation according to geography, social class, gender, and power. The notion of 'good and bad' English can be explored more deeply by considering attitudes towards swearing, taboo language, and media. The debate about which English to teach and which forms of pronunciation should be modelled is an interesting one and links the socio-political context to linguistics and the social contexts ESOL learners are likely to find themselves in. How learners' English is corrected connects well to the whole debate on Standard English and the varieties of English that ESOL learners need to grasp in order to cope and function well in an English-speaking society. To cover this area, it could be interesting to use sound and film clips, as well as learner writing, as discussion and 'think' pieces, teaching the theoretical and research background while tapping into learners' prior learning and emotional responses. Learners could be encouraged to find texts and clips between sessions and share these with their peers to analyse. These could be shared using electronic platforms as available, so that learners are encouraged to develop their use of media and a resource bank is also built up. Real recordings of ESOL learners speaking to illustrate language variation would be useful for analysis, with follow-up discussion linking to the teaching of pronunciation, stress, intonation, etc.

Learners could investigate the differences between English spoken by ESOL speakers in the UK and as a *lingua franca* in other countries, with a whole class debate on the probability of the development of one Standard English for the world. Alongside this, learners could explore etymology by looking at word origins and words derived from different languages.

All of the above leads well into an exploration of language, society, gender, and power, and builds on work learners have carried out in relation to attitudes in order to examine more deeply how language and society interrelate. This could include research into how society labels people and how disadvantage and power situations are reinforced and promoted. Learners could explore the link between language and culture, with discussion of the notion that to teach language is to teach culture. Learners could investigate ESOL provision available for asylum seekers or other disadvantaged groups, for example collating what they would consider to be essential elements of a learning programme for these learners and justifying their case.

This unit includes an exploration of inclusion and, moving on from the contextual elements, it is important to focus on who the learners are and the difficulties they face. Having considered the social and political context, learners should focus on their own learners and the barriers they face, observing confidentiality and ethics throughout, with a study of disabilities and learning difficulties such as dyslexia, dyspraxia, hearing or visual impairment and autism, as well as mental health difficulties, for example, as influences on literacy and ESOL acquisition and achievement. Individual learners or small groups could be allocated different aspects to explore and share with others through presentations or by creating a resource. They could research the support arrangements available for ESOL learners in their own college or work setting and give recommendations for further development, making links between learner need and professional collaboration. There may be significant differences between attitudes towards learning difficulties and disabilities according to culture, giving opportunities for these attitudes and the impact on learners to be examined.

In terms of processes of assessment, learners could compare different assessment tools available, including their purposes and methods, as well as the information they give about learners' skills. They could critique existing tools and devise a way of assessing the skills of their own learners, carrying out an assessment and analysis, and using this to inform a learning programme. Learners could consider how to teach literacy and ESOL learners in the same group, bearing in mind the likelihood for huge discrepancies in skills and 'spiky' profiles, which may be culturally determined. This relates closely to *Unit 1: Literacy Teaching and Learning*.

Assessment

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For learning outcome 2, learners could carry out research into a topic such as language and migration, language and empowerment, ESOL provision for refugees and asylum seekers, teaching literacy to people with no prior literacy, the differences between teaching native speakers and ESOL learners, and teaching reading, and present their findings to the group, leading to a discussion with feedback from all group members. This should include some analysis of research into attitudes to language and the effects of different language varieties (with examples of regional or occupational varieties) on the listener or reader. This should be written up as a paper of 1200 words. Learners could also debate notions of correctness and descriptivist or prescriptivist approaches to language, taking into consideration the impact on learners of these attitudes, and classify and group a range of texts applying sociolinguistic frameworks, drawing conclusions about each one.

For learning outcomes 3 and 4, learners could use an assessment tool to undertake a detailed analysis of the language and skills (speaking, listening, reading, writing and use of grammar) of a literacy or ESOL learner that they teach. They could investigate the initial and diagnostic assessment tools that are used regularly at their place of work and, in particular, what each assessment tells them about the different skills and levels of their learners and their starting points. They could then produce a detailed analysis (1000 words) at text, sentence and word level, as well as an analysis of the learner's spoken language, including pronunciation and communicative competence.

Learners could consider some of the following topics, as well as other ideas that emerge as part of the research process:

- the learner's educational, occupational and linguistic background
- the impact of the learner's background on their linguistic skills and output
- the learner's needs, interests and aspirations
- the forms of language they use, with consideration of structure and pronunciation and how far first language influences them
- whether they can adapt styles according to audience and purpose
- to what extent the learner has linguistic choices at their disposal
- the key indicators of this learner's difficulties.

Learners could also research at least two learning difficulties or disabilities (such as dyslexia, dyspraxia, Asperger syndrome, ADHD, visual or hearing impairment) and write an information sheet or web page for each, advising teachers on successful approaches and using current research to inform their ideas. They should consider the cultural aspects of perceptions of disability in their account, including appropriate information. This should total around 800 words.

For learning outcomes 5 and 6, learners could investigate the support that exists for learners in their own work setting. They could outline significant roles and responsibilities, as well as referral systems, and the effectiveness of communication processes and their impact on learners. They could select a vocational area in which their learners might be based, or to which they aspire to enter, and explain how they could liaise with vocational or subject-specialist teachers to develop collaborative working so that learners' literacy and language skills are supported and developed. They could identify any good practice that exists and make recommendations for what could be improved to ensure that the needs of learners with ESOL, language and literacy development needs, specific learning difficulties or disabilities are met. This should be written up as a paper of 1000 words.

Essential resources

There are no special resources needed for this unit.

Indicative resource materials

Books

Appleyard N and Appleyard K – *Communicating with learners in the lifelong learning sector* (Exeter Learning Matters, 2010) ISBN 9781844453771

Beard A – *The Language of Politics* (Routledge, 1999) ISBN 9780415201780

Carter R and Nunan D – *The Cambridge Guide to Teaching English to Speakers of Other Languages* (Cambridge University Press, 2001) ISBN 9780521805162

Collins J and Blot RK – *Literacy and Literacies: Texts, Power and Identity* (CUP, 2003) ISBN 9780521596619

Crystal D – The *Cambridge Encyclopedia of the English Language* (CUP, 2003) ISBN 9780521823487

DfES – *It's not as simple as you think: Cultural viewpoints around disability* (DfES, 2006) ISBN 9781844786633

Ellis R – *Understanding Second Language Acquisition* (Oxford University Press, 1986) ISBN 978019430813

Fairclough M – *Supporting Learners in the Lifelong Learning Sector* (Open University Press/McGraw-Hill Education, 2008) ISBN 9780335233625

Freire P – *The Pedagogy of the Oppressed* (Penguin, 1996) ISBN 9780140254037

Gravells A – *Principles and Practice of Assessment in the Lifelong Learning Sector* (Learning Matters Ltd, 2011) ISBN 9780857252609

Hargreaves S – *Study Skills for Students with Dyslexia* (London: Sage Publications, 2012) ISBN 9781446202876

Herrington M – *Insights from Research and Practice: a handbook for adult literacy, numeracy and ESOL practice (*NIACE, 2005*)* ISBN 9781852012028

Holmes J – *An introduction to Sociolinguistics* (Routledge, 2013) ISBN 9781408276747

Ivanic R, Edwards R, Barton D, Martin-Jones M, Fowler Z, Hughes B, Mannion G, Miller K, Satchwell C, Smith J – *Improving Learning in College: Rethinking literacies across the curriculum* (Routledge, 2009) ISBN 9780415469128

Montgomery M – *An introduction to Language and Society* (Routledge, 2008) ISBN 9780415382748

Mooney A and Evans B – *Language, Society and Power: an introduction* (Routledge, 2015) ISBN 9780415740005

Nuttall C – *Teaching Reading skills in a Foreign Language*, 3rd edition (Macmillan, 2005) ISBN 9781405080057

Ott P – *How to detect and manage dyslexia* (Heinemann, 1997) ISBN 9780435104191

Simpson P and Mayr A – *Language and Power: a resource book for students* (Routledge, 2009) ISBN 9780415469005

Tett L, Hamilton M and Y Hillier – *Adult Literacy, Numeracy and Language: Policy, Practice and Research* (Open University Press, 2006) ISBN 9780335219377

Thorne S – *Mastering Advanced English Language* (Palgrave Macmillan, 2008) ISBN 9781403994837

Journal

Edward M – *Literacy Practices: using the literacies for learning in further education framework to analyse literacy practices on a post-compulsory education and training teacher education programme*

Websites

www.excellencegateway.org.uk	ESOL Access for All Parts 1 and 2 gives guidance on working with learners with a range of learning difficulties and disabilities
www.esolscotland.com/	ESOL Scotland
www.esolscotland.com/initialassessment guide.cfm	Assessment tools from Scottish ESOL resources
www.lancaster.ac.uk/lflfe/index.htm	Lancaster University Literacy for Learning information
www.learningunlimited.co/files/Welcome _to_the_UK_Toolkit.pdf	Assessment pack for ESOL recent arrivals from the University of London
www.literacytrust.org.uk	A useful source of information and background reading for literacy
www.niace.org.uk	The National Institute of Adult and Continuing Education
www.nrdc.org.uk/	National Research and Development Centre for Adult Literacy
www.sounds.bl.uk/Accents-and-dialects/Survey-of-English-dialects	The British Library has a huge amount of material for language history, change and variety
www.universalteacher.org.uk/	All aspects of English language history, variety, change and society designed originally for A Level learners

Further information and useful publications

To get in touch with us visit our 'Contact us' pages:

- Edexcel, BTEC and Pearson Work Based Learning contact details: qualifications.pearson.com/en/support/contact-us.html

- books, software and online resources for UK schools and colleges: www.pearsonschoolsandfecolleges.co.uk

Key publications

- *Adjustments for candidates with disabilities and learning difficulties, Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ))

- *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units* (Pearson)

- *General and Vocational qualifications, Suspected Malpractice in Examination and Assessments: Policies and Procedures* (JCQ)

- *Equality Policy* (Pearson)

- *Recognition of Prior Learning Policy and Process* (Pearson)

- *UK Information Manual* (Pearson)

- *BTEC UK Quality Assurance Centre Handbook*.

All of these publications are available on our website.

Publications on the quality assurance of BTEC qualifications are also available on our website. Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please visit our website.

Additional resources

If you need further learning and teaching materials to support planning and delivery for your learners, there is a wide range of BTEC resources available. Any publisher can seek endorsement for their resources and, if they are successful, we will list their BTEC resources on our website.

Professional development and training

Pearson supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered on our website.

The support we offer focuses on a range of issues, such as:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing learner-centred learning and teaching approaches
- building in effective and efficient quality assurance systems.

The national programme of training we offer is on our website. You can request centre-based training through the website or you can contact one of our advisers in the Training from Pearson UK team via Customer Services to discuss your training needs.

BTEC training and support for the lifetime of the qualifications

Training and networks: our training programme ranges from free introductory events through sector-specific opportunities to detailed training on all aspects of delivery, assignments and assessment. We also host some regional network events to allow you to share your experiences, ideas and best practice with other BTEC colleagues in your region.

Regional support: our team of Curriculum Development Managers and Curriculum Support Consultants, based around the country, are responsible for providing advice and support in centres. They can help you with planning and curriculum developments.

To get in touch with our dedicated support teams please visit our website.

Your Pearson support team

Whether you want to talk to a sector specialist, browse online or submit your query for an individual response, there's someone in our Pearson support team to help you whenever – and however – you need:

- Subject Advisors: find out more about our subject advisor team – immediate, reliable support from a fellow subject expert
- Ask the Expert: submit your question online to our Ask the Expert online service and we will make sure your query is handled by a subject specialist.

Please visit our website at qualifications.pearson.com/en/support/contact-us.htm

Annexe A – Summary of practice, including observed and assessed practice, requirements

Pearson BTEC Level 5 Diploma in Teaching English: Literacy (QCF)

Unit	Practice requirement	Observation and assessment of practice requirement	Notes on requirements
Literacy Teaching and Learning Level 5	Yes	Yes	The minimum number of practice hours for this unit is not specified. However, it is not possible to achieve this unit without completing some hours of practice.
			Practice must be in teaching and learning environments with a literacy context, and should involve working with groups of learners. Practice must be undertaken within at least two of the three levels of the literacy curriculum Entry Level and one other level.
			To be eligible for the award of credit for this unit, trainee teachers must have evidence of a minimum of four assessed observations of practice at the required standard, totalling a minimum of four hours. All four of these observations must be in teaching and learning environments and in a literacy context. Assessed observations should include at least one literacy observation at Entry Level.
			There is no transfer of practice, or of observed and assessed practice, from a previously achieved Level 4 education and training qualification.

Unit	Practice requirement	Observation and assessment of practice requirement	Notes on requirements
Literacy Theories and Frameworks* Level 5	No	No	n/a
Literacy and the Learners* Level 5	No	No	n/a
Literacy, ESOL and the Learners* Level 5	No	No	n/a

Annexe B – Observation recording requirements

Pearson BTEC Level 5 Diploma in Teaching English: Literacy (QCF)

To successfully achieve the Pearson BTEC Level 5 Diploma in Teaching English: Literacy (QCF), learners must complete a minimum of 50 hours of teaching practice in a literacy teaching and learning environment. There must be a minimum of four observations totalling a minimum of four hours and any single observation session must be of a minimum of 30 minutes. There is a requirement to evidence working with groups of learners to achieve this qualification. In addition, practice must be undertaken within at least two of the three levels in the literacy curriculum – Entry Level and one other (Level 1 or Level 2).

All four observations must be linked to Unit 1: *Literacy Teaching and Learning*. To be eligible for the award of credit for this unit, trainee teachers must have evidence of a minimum of four assessed observations of practice at the required standard, totalling a minimum of four hours. All four of these observations must be in teaching and learning environments and in a literacy context. Assessed observations should include at least one literacy observation at Entry Level.

Summaries of the Ofsted grading criteria are given on the following pages.

As grading of observations can be viewed as intimidating by learners, grading should be used only later on in the programme. This allows learners time to practise and develop skills. If learners fail to demonstrate at least grade 2 characteristics, a further observation will be required, once appropriate feedback and support has been given.

A pro forma for the observed teaching report is provided in this annexe.

Summary of Ofsted grading criteria – grade 1 (Outstanding)

Planning and preparation	Learning and teaching	Assessment of learning
Outstanding		
- Teachers have consistently high expectations of all learners' attitudes to learning and learners are set challenging targets to achieve. - Teachers plan learning sessions and assessments very effectively so that all learners undertake demanding work that helps them to realise their potential. - Teachers effectively identify and plan support for learners who require additional support for their learning.	- Teachers promote curiosity and interest in their learners who are keen to learn. Teachers encourage learners to seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. - Teachers have excellent subject knowledge and motivate and engage learners who enjoy the work they complete. - Teachers promote, where appropriate, English, mathematics, ICT and employability skills exceptionally well. - Teachers set work that consolidates learning, deepens understanding and develops skills, and prepares learners very well for their next steps. - Teachers are quick to challenge stereotypes and the use of derogatory language. - Resources and teaching strategies reflect and value the diversity of learners' experiences and provide learners with a comprehensive understanding of people and communities beyond their immediate experience.	- Teachers check learners' understanding systematically and effectively, offering clearly directed and timely support that has a notable impact on improving learning. - Teachers gather a useful range of accurate assessment information and use this to give learners incisive feedback about what they can do to improve their knowledge, understanding and skills. Learners are committed to taking these next steps and their work shows that almost all are making substantial and sustained progress.

Summary of Ofsted grading criteria – grade 2 (Good)

Planning and preparation	Learning and teaching	Assessment of learning
Good		
• Teachers plan and set work that builds on previous learning, extends learners' knowledge and understanding and develops their skills to ensure that they are prepared for their future. • Teachers use assessment information well to plan activities in which learners undertake demanding work that helps them to make strong progress. They identify, plan and support effectively those learners who have additional learning needs.	• Teaching challenges learners and enables them to develop, consolidate and deepen their knowledge, understanding and skills well. • Teachers develop, where appropriate, learners' English, mathematics, ICT and employability skills to prepare them for their future progression. • Teachers challenge stereotypes and the use of derogatory language. • Teachers promote equality of opportunity and diversity in teaching and learning. • Teachers listen to, carefully observe and skilfully question learners during learning sessions. They reshape tasks and explanations and provide feedback to tackle misconceptions and build on learners' strengths. This has a positive impact on learning.	• Teachers give learners feedback that details what they need to do to improve; many learners act on this to make improvements. • Most learners want to know how to improve their learning and act on feedback to help them to improve. • Teachers assess learners' knowledge and understanding frequently to ensure that they are making expected progress.

Summary of Ofsted grading criteria – grade 3 (Requires improvement)

Planning and preparation	Learning and teaching	Assessment of learning
Requires improvement		
• Teaching, learning and assessment are not yet good.	• Teaching, learning and assessment are not yet good.	• Teaching, learning and assessment are not yet good.

Summary of Ofsted grading criteria – grade 4 (Inadequate)

Planning and preparation	Learning and teaching	Assessment of learning
Inadequate		
• Teaching and/or assessment is poorly planned.	• Learners or particular groups of learners are making inadequate progress because teaching does not develop their knowledge, understanding and skills sufficiently.	• Weak assessment practice means that teaching fails to meet learners' needs.
	• Learners are not developing English, mathematics, ICT or employability skills adequately to equip them for their future progression.	
	• Teachers do not promote equality of opportunity or understanding of diversity effectively and this disadvantages individuals or groups of learners.	
	• As a result of weak teaching, learning and assessment over time, learners or groups of learners make insufficient progress and are unsuccessful in attaining their learning goals and progressing to their planned next steps.	
	• Teachers lack expertise and the ability to promote learning and learners do not see its relevance to their everyday lives and planned next steps.	

Annexe C – Graded observation pro forma

Observation report							
Teacher							
Observer			Learners on register			Present	
Date		Time from		Time to			
Subject/topic							
Location			Duration				
No. of learners with additional support needs				No. of support staff			
Context of learning							

1 = Outstanding, 2 = Good, 3 = Requiring improvement, 4 = Inadequate							
Planning and preparation		Grade	1	2	3	4	
Rationale for grade:		Criteria				Met	
		Plan is clear and relevant					
		Outcomes identified					
		Teaching methods identified					
		Learning activities identified					
		Learner needs identified					
		Assessment planned					
		Appropriate, sufficient resources					
		Learner support is planned					
Learning and teaching		Grade	1	2	3	4	
Rationale for grade:		Criteria				Met	
		Purpose of learning introduced					
		Assessment of prior learning					
		Effective communication					
		Inclusive delivery and resource use					
		Effective interaction with learners					
		Management of behaviour					
		Management of learner support					
		Effective motivation/challenge					
		Clear evidence of active learning					
		Individual learner needs recognised					
		LLN and ICT* skills used in context					
		Opportunities for learner feedback					
		Effective learning summary					
Assessment of learning		Grade	1	2	3	4	
Rationale for grade:		Criteria				Met	
		Effective formative assessment					
		Effective summative assessment					
		Differentiated assessment					
		Effective feedback methods used					
		Effective recording of assessment					

*Literacy, language, numeracy, information technology

Observation summary review

Progress towards meeting action points identified in previous observations

Areas for improvement

The learner has, on the basis of the observed session, demonstrated the characteristics of grade _____	Grade	1 2 3 4

Observer's signature _____

Date_____

Annexe D – Session plan pro forma

Learning Group		Teacher		Session no.		Date		No. of learners	
Subject/topic					Location				

Learners with additional learning needs - support requirements		
Learner/s	**Support strategy for session**	**Support staff name/s**

What is the session aim?

What will be learned? (Learning outcomes)

Include any differentiated outcomes for learners with additional learning needs

What will I teach and how?		
Include opportunities for literacy, language, numeracy and ICT		
Timing	**Activity and resource**	**Teaching method**

How will I check learning? (Assessment methods)
Include any differentiated methods for learners with additional learning needs

What evidence will be produced?

Resource arrangements (Room booking, equipment hire, transport etc.)	

Self-reflective evaluation of session
What worked well?
What could be improved?
Unexpected outcomes
Reminders for next session

Annexe E – Portfolio building record sheets

Using the table below, centres can provide references to where each assessment criterion can be evidenced in the learner's portfolio.

Additionally, within each assignment submitted, mapping of the tasks to the assessment criteria must be included. The assessment tasks should cover all the assessment criteria of the unit at a particular level.

Unit 1: Literacy Teaching and Learning

Learning outcomes		Assessment criteria		Portfolio reference	Date
1	Understand the use of literacy and language teaching approaches and resources to meet the needs of individual literacy learners	1.1	Analyse literacy teaching and learning approaches and resources, including technologies, for suitability in meeting individual learners' needs		
		1.2	Analyse the impact of using technology on learner engagement, motivation and success in literacy teaching and learning		
2	Be able to plan inclusive literacy and language teaching and learning	2.1	Plan literacy and language teaching and learning to meet the needs of individual learners using: • own specialist knowledge of language systems • the results of specialist initial and diagnostic assessments; and • specialist curricula		
		2.2	Select literacy and language approaches, methods, activities and resources to meet the individual needs of literacy learners		

Learning outcomes		Assessment criteria		Portfolio reference	Date
3	Be able to deliver inclusive literacy and language teaching and learning	3.1	Use literacy and language approaches, methods, activities and resources to meet the individual needs of literacy learners		
		3.2	Use specialist literacy and language approaches, methods, activities and resources to develop literacy learners in their: • awareness of how language works • basic literacy skills • speaking and listening skills • reading skills; and • writing skills		
4	Be able to use specialist approaches and tools in the assessment of literacy and language learners	4.1	Carry out specialist initial and diagnostic assessment to identify learners' existing literacy and language skills		
		4.2	Use specialist approaches and tools to conduct literacy and language assessments of learning to meet the needs of individual learners		
		4.3	Involve literacy learners in target setting and the processes of assessment		
		4.4	Record relevant specialist assessment information to inform teaching and learning		

Learning outcomes		Assessment criteria		Portfolio reference	Date
5	Be able to evaluate own practice in teaching literacy and language	5.1	Reflect own practice in teaching literacy and language drawing on: • own research into specialist area • assessment data • feedback from learners; and • feedback from colleagues		
		5.2	Identify ways to improve own practice in teaching literacy and language		

I certify that the assessments are all my own work and any sources are duly acknowledged.

Learner signature_____Date_____

I confirm that the minimum number of credits at the appropriate level has been achieved in order for a claim for certification to be made.
I can confirm that the credit has been achieved from the correct combination of mandatory units as specified within the Rules of Combination.

Assessor signature_____Date_____

Internal Verifier signature (if sampled)_____Date_____

Unit 2: Literacy Theories and Frameworks

Learning outcomes		Assessment criteria		Portfolio reference	Date
1	Understand theories and principles relating to language acquisition and learning	1.1	Analyse theories of language acquisition and learning		
		1.2	Analyse language teaching approaches associated with theories of language acquisition and learning		
2	Understand theories and principles relating to literacy learning and development	2.1	Analyse theories of literacy learning and development		
		2.2	Analyse literacy teaching approaches associated with theories of literacy learning and development		

Learning outcomes		Assessment criteria		Portfolio reference	Date
3	Be able to analyse spoken and written language	3.1	Analyse ways in which language can be described		
		3.2	Explain descriptive and prescriptive approaches to language analysis		
		3.3	Analyse spoken and written language at: • text and discourse level • sentence and phrase level • word level; and • phoneme level		
		3.4	Use key discoursal, grammatical, lexical and phonological terms accurately		
4	Understand the processes involved in the development of speaking, listening, reading and writing skills	4.1	Analyse the processes involved in speaking and listening for literacy learners		
		4.2	Analyse the processes involved in reading and writing for literacy learners		
		4.3	Explain the mutual dependence of reading, listening, writing and speaking in literacy and language teaching and learning		
		4.4	Analyse the implications of the processes involved in the development of speaking, listening, reading and writing skills on teaching and learning		

I certify that the assessments are all my own work and any sources are duly acknowledged.

Learner signature_____Date_____

I confirm that the minimum number of credits at the appropriate level has been achieved in order for a claim for certification to be made.
I can confirm that the credit has been achieved from the correct combination of mandatory units as specified within the
Rules of Combination.

Assessor signature_____Date_____

Internal Verifier signature (if sampled)_____Date_____

Unit 3: Literacy and the Learners

Learning outcomes		Assessment criteria		Portfolio reference	Date
1	Understand the significance of language change and variety for literacy learners	1.1	Analyse Standard English and other varieties of English in both spoken and written forms with reference to specific features including phonology, grammar and lexis		
		1.2	Analyse ways in which spoken and written language can change over time and vary according to context at: • text and discourse level • sentence and phrase level • word level; and • phoneme level		
		1.3	Explain ways in which language change and variety can have an impact on literacy learners' literacy and language development		
2	Understand the relationship between language and social processes	2.1	Analyse how individual speakers and writers choose varieties, registers and styles according to personal, social, political and cultural factors		
		2.2	Analyse how language is used in the formation, maintenance and transformation of power relations		

Learning outcomes		Assessment criteria		Portfolio reference	Date
3	Understand factors that influence literacy and language acquisition, learning and use	3.1	Analyse personal, social and cultural factors influencing literacy learners' language acquisition, learning and use		
		3.2	Analyse the impact of a range of learning difficulties and disabilities on literacy and language teaching and learning		
4	Understand the use of assessment approaches to meet the needs of literacy learners	4.1	Identify the skills, knowledge and understanding that can be assessed in literacy		
		4.2	Analyse approaches to initial and diagnostic assessment to identify the literacy and language skills of learners		
		4.3	Analyse the use of assessment tools in literacy and language teaching and learning		

Learning outcomes		Assessment criteria		Portfolio reference	Date
5	Understand how to promote learning and learner support within literacy and language teaching and learning	5.1	Explain the boundaries between own specialist area and those of other specialists and practitioners		
		5.2	Analyse literacy and language learning opportunities to determine how teaching and support needs may be shared between learning professionals		
6	Understand how to liaise with others to promote the inclusion of literacy and language skills in learning programmes	6.1	Identify literacy and language skills needed across contexts and subjects		
		6.2	Explain how to liaise with other professionals to provide specialist knowledge of how to include literacy and language in vocational and other subject areas		

I certify that the assessments are all my own work and any sources are duly acknowledged.

Learner signature_____Date_____

I confirm that the minimum number of credits at the appropriate level has been achieved in order for a claim for certification to be made.
I can confirm that the credit has been achieved from the correct combination of mandatory units as specified within the
Rules of Combination.

Assessor signature_____Date_____

Internal Verifier signature (if sampled)_____Date_____

Unit 4: Literacy, ESOL and the Learners

Learning outcomes		Assessment criteria		Portfolio reference	Date
1	Understand the significance of language change and variety for literacy and ESOL learners	1.1	Analyse Standard English and other varieties of English in both spoken and written forms with reference to specific features including phonology, grammar and lexis		
		1.2	Analyse ways in which spoken and written language can change over time and vary according to context at: • text and discourse level • sentence and phrase level • word level; and • phoneme level		
		1.3	Explain ways in which language change and variety can have an impact on literacy and ESOL learners' literacy and language development		
2	Understand the relationship between language and social processes	2.1	Analyse how individual speakers and writers choose varieties, registers and styles according to personal, social, political and cultural factors		
		2.2	Analyse how language is used in the formation, maintenance and transformation of power relations		

Learning outcomes		Assessment criteria		Portfolio reference	Date
3	Understand factors that influence literacy, ESOL and language acquisition, learning and use	3.1	Analyse personal, social and cultural factors influencing literacy and ESOL learners' language acquisition, learning and use		
		3.2	Analyse the impact of a range of learning difficulties and disabilities on literacy and language teaching and learning		
4	Understand the use of assessment approaches to meet the needs of literacy and ESOL learners	4.1	Identify the skills, knowledge and understanding that can be assessed in literacy and ESOL		
		4.2	Analyse approaches to initial and diagnostic assessment to identify the literacy and language skills of learners		
		4.1	Analyse the use of assessment tools in literacy and language teaching and learning		
5	Understand how to promote learning and learner support within literacy and language teaching and learning	5.1	Explain the boundaries between own specialist area and those of other specialists and practitioners		
		5.2	Analyse literacy and language learning opportunities to determine how teaching and support needs may be shared between learning professionals		

Learning outcomes		Assessment criteria		Portfolio reference	Date
6	Understand how to liaise with others to promote the inclusion of literacy and language skills in learning programmes	6.1	Identify literacy and language skills needed across contexts and subjects		
		6.2	Explain how to liaise with other professionals to provide specialist knowledge of how to include literacy and language in vocational and other subject areas		

I certify that the assessments are all my own work and any sources are duly acknowledged.

Learner signature_____Date_____

I confirm that the minimum number of credits at the appropriate level has been achieved in order for a claim for certification to be made.
I can confirm that the credit has been achieved from the correct combination of mandatory units as specified within the
Rules of Combination.

Assessor signature_____Date_____

Internal Verifier signature (if sampled)_____Date_____

Annexe F – Wider curriculum mapping

BTEC Level 5 qualifications give learners opportunities to develop an understanding of spiritual, moral, ethical, social and cultural issues as well as an awareness of citizenship, environmental issues, European developments, health and safety considerations and equal opportunities issues.

Spiritual, moral, ethical, social and cultural issues

Throughout the delivery of this qualification learners will have the opportunity to actively participate in different kinds of decision making. They will have to consider fair and unfair situations and explore how to resolve conflict. Working in small groups they will learn how to respect and value others' beliefs, backgrounds and traditions.

Citizenship

Learners undertaking this qualification will have the opportunity to develop their understanding of citizenship issues.

Environmental issues

Developing a responsible attitude towards the care of the environment is an integral part of this qualification. Learners are encouraged to minimise waste and discuss controversial issues.

European developments

Much of the content of the qualification applies throughout Europe, even though the delivery is in a UK context.

Health and safety considerations

Health and safety is embedded within many of the units in this qualification. Learners will consider their own health and safety at work, how to identify risks and hazards and how to minimise those risks.

Equal opportunities issues

There will be opportunities throughout this qualification to explore different kinds of rights and how these affect both individuals and communities, for example learners will consider their rights at work and the rights of employers and how these rights affect the work community.

Annexe G – BTEC Specialist and Professional qualifications

BTEC qualifications on the NQF	Level	BTEC Specialist and Professional qualifications on the QCF	BTEC qualification suites on the QCF
BTEC Level 7 Advanced Professional qualifications BTEC Advanced Professional Award, Certificate and Diploma	**7**	**BTEC Level 7 Professional qualifications** BTEC Level 7 Award, Certificate, Extended Certificate and Diploma	
BTEC Level 6 Professional qualifications BTEC Professional Award, Certificate and Diploma	**6**	**BTEC Level 6 Professional qualifications** BTEC Level 6 Award, Certificate, Extended Certificate and Diploma	
BTEC Level 5 Professional qualifications BTEC Professional Award, Certificate and Diploma	**5**	**BTEC Level 5 Professional qualifications** BTEC Level 5 Award, Certificate, Extended Certificate and Diploma	**BTEC Level 5 Higher Nationals** BTEC Level 5 HND Diploma
BTEC Level 4 Professional qualifications BTEC Professional Award, Certificate and Diploma	**4**	**BTEC Level 4 Professional qualifications** BTEC Level 4 Award, Certificate, Extended Certificate and Diploma	**BTEC Level 4 Higher Nationals** BTEC Level 4 HNC Diploma
BTEC Level 3 qualifications BTEC Award, Certificate, Extended Certificate and Diploma	**3**	**BTEC Level 3 Specialist qualifications** BTEC Level 3 Award, Certificate, Extended Certificate and Diploma	**BTEC Level 3 Nationals** BTEC Level 3 Certificate, Subsidiary Diploma, Diploma and Extended Diploma

BTEC qualifications on the NQF	Level	BTEC Specialist and Professional qualifications on the QCF	BTEC qualification suites on the QCF
BTEC Level 2 qualifications BTEC Award, Certificate, Extended Certificate and Diploma	**2**	**BTEC Level 2 Specialist qualifications** BTEC Level 2 Award, Certificate, Extended Certificate and Diploma	**BTEC Level 2 Firsts** BTEC Level 2 Certificate, Extended Certificate and Diploma
BTEC Level 1 qualifications BTEC Award, Certificate, Extended Certificate and Diploma	**1**	**BTEC Level 1 Specialist qualifications** BTEC Level 1 Award, Certificate, Extended Certificate and Diploma	**BTEC Level 1 qualifications** BTEC Level 1 Award, Certificate and Diploma (vocational component of Foundation Learning)
	E	**BTEC Entry Level Specialist qualifications** BTEC Entry Level Award, Certificate, Extended Certificate and Diploma	**BTEC Entry Level qualifications (E3)** BTEC Entry Level 3 Award, Certificate and Diploma (vocational component of Foundation Learning)

NQF = National Qualifications Framework

QCF = Qualifications and Credit Framework

For most qualifications on the **NQF**, the accreditation end date is normally 31 August 2010 or 31 December 2010.

For qualifications on the **QCF**, the accreditation start date is usually 1 September 2010 or 1 January 2011.

QCF qualification sizes	
Award	1–12 credits
Certificate	13–36 credits
Diploma	37+ credits