

Pearson BTEC Level 5 Diploma in Teaching English: Literacy and ESOL (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.

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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 and ESOL (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 and ESOL (QCF)	601/6917/5
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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.

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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 and ESOL (QCF)

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

- develop knowledge and understanding of literacy and ESOL theories and frameworks – relating to language acquisition and learning, literacy learning and development; and of literacy and ESOL teaching and learning strategies – use of literacy and language teaching approaches, processes involved in the development of literacy and language skills
- develop an understanding of the significance of language change and variety, the relationship between language and social processes, use of English as a medium for teaching, learning and assessment, and how to promote learning and learner support
- 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 and ESOL (QCF), whether pre-service or in-service, learners must have access to 70 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 and ESOL (QCF), 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 and ESOL (QCF)

- 1 Qualification credit value: minimum of 60 credits.
- 2 Minimum credit to be achieved at, or above, the level of the qualification: 60 credits.
- 3 All credits must be achieved from the units listed in this specification.

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

The Pearson BTEC Level 5 Diploma Teaching English: Literacy and ESOL (QCF) is a 60-credit and 180-guided learning hour (GLH) qualification that consists of three mandatory units.

Pearson BTEC Level 5 Diploma Teaching English: Literacy and ESOL (QCF)			
Unit	Mandatory units	Credit	Level
1	Literacy and ESOL Teaching and Learning	20	5
2	Literacy and ESOL Theories and Frameworks	20	5
3	Literacy and ESOL and the Learners	20	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 of 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 and ESOL (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 ESOL, 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.

Unit 1: Literacy and ESOL Teaching and Learning

Unit reference number: L/505/0788

QCF Level: 5

Credit value: 60

Guided learning hours: 20

Unit introduction

The focus of this unit is on how teachers approach the classroom and prepare to approach literacy, language and ESOL teaching effectively.

In this unit there will be an emphasis on literacy as you consider the different approaches to the learning and resources that can be used in the classroom, for example the audio/visual technologies of communication, the classroom interactive whiteboard, and apps developed for interactive teaching using smartphones. You will also consider practical approaches to teaching and learning for classes that might include learners with literacy issues. This will enable you to develop the knowledge and skills needed to deal with the literacy issues that can affect learning.

On completing the unit, you will be able to approach any class of learners confidently and address their needs in a variety of ways, including initial assessment of their level of literacy to inform teaching and how to communicate with literacy and ESOL learners effectively. You will gain an understanding of how a range of specialist assessment approaches can be used in the classroom to enable positive learner outcomes. As part of the unit you will have the opportunity to reflect on and improve your own teaching practice.

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
<p>1 Understand the use of literacy, ESOL and language teaching approaches and resources to meet the needs of literacy and ESOL learners</p>	<p>1.1 Analyse literacy, ESOL and language teaching and learning approaches and resources, including technologies, for suitability in meeting individual literacy and ESOL learners' needs</p> <p>1.2 Analyse the impact of using technology on learner engagement, motivation and success in literacy, ESOL and language teaching and learning</p>
<p>2 Be able to plan inclusive literacy, ESOL and language teaching and learning for literacy, ESOL and language learners</p>	<p>2.1 Plan literacy, ESOL and language teaching and learning to meet the needs of individual learners using:</p> <ul style="list-style-type: none"> • own specialist knowledge of language systems • the results of specialist initial and diagnostic assessments; and • specialist curricula <p>2.2 Select literacy, ESOL and language approaches, methods, activities and resources to meet the individual needs of literacy and ESOL learners</p>

Learning outcomes	Assessment criteria
<p>3 Be able to deliver inclusive literacy, ESOL and language teaching and learning for literacy and ESOL learners</p>	<p>3.1 Adapt and use literacy, ESOL and language approaches, methods, activities and resources to meet the individual needs of literacy and ESOL learners</p> <p>3.2 Use specialist literacy, ESOL and language approaches, methods, activities and resources to develop literacy and ESOL learners in their:</p> <ul style="list-style-type: none"> • awareness of how language works • basic literacy skills • speaking and listening skills • reading skills; and • writing skills
<p>4 Be able to use specialist approaches and tools in the assessment of literacy, ESOL and language for literacy and ESOL learners</p>	<p>4.1 Carry out specialist initial and diagnostic assessment to identify learners' existing literacy, ESOL and language skills</p> <p>4.2 Use specialist approaches and tools to conduct literacy, ESOL and language assessments for and of learning fairly and equitably</p> <p>4.3 Involve literacy and ESOL learners in the processes of assessment</p> <p>4.4 Record relevant specialist assessment information to inform teaching and learning</p>
<p>5 Be able to communicate effectively with literacy and ESOL learners</p>	<p>5.1 Use metalanguage to meet the needs of learners</p> <p>5.2 Use strategies to check learners' understanding of language and concepts</p> <p>5.3 Use bilingual approaches and materials to meet the needs of ESOL learners</p> <p>5.4 Provide clear instructions to learners for literacy and language activities and assessments</p>

Learning outcomes	Assessment criteria
<p>6 Be able to evaluate and improve own practice in teaching literacy, ESOL and language</p>	<p>6.1 Reflect own practice in teaching literacy, ESOL and language drawing on:</p> <ul style="list-style-type: none"> • own research into specialist area • assessment data • feedback from learners; and • feedback from colleagues <p>6.2 Identify ways to improve own practice in teaching literacy, ESOL and language</p>

Unit content

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

Literacy and ESOL and language learners: 'typical' literacy and ESOL; needs of these learners

Literacy, ESOL and language teaching and learning approaches: how literacy is achieved through baseline approaches of morpheme, word, sentence, text; the role of literacy in inclusion; literacy to develop educational attainment and promote social mobility; semantics, syntax and phonics in developing reading skills; handwriting skills; spelling and punctuation skills; composition skills – knowledge of grammar and sentence structure, use of cohesive devices, e.g. conjunctions, stated topic, controlling ideas; style, register and genre; the influence of individual ESOL learners idiolect on progressing basic literacy; skills needed in reading; skills needed in writing; comprehension; frames of reference

Use of technology: learner engagement and motivation; range of e-learning technologies, e.g. interactive white board; audio-visual recording devices, e.g. smartphones; smartphone apps, e.g. 'Doceri'; tablets; how hand-held technologies can be used in the classroom to directly involve and enhance the learner experience by making use of the interactive nature of smartphone tablet technology to carry out task-based exercises through the interactive whiteboard; these devices can also be used for audio visual recording for literacy, ESOL and language learners to use as tools of development and improvement when they are asked to record things like discussion or individual presentation; use of traditional technologies such as whiteboard, pictures/flashcards, Cuisenaire rods, realia; knowledge of how to use tools of technology – word processing, internet searching, social media – for purposes of accessing available resources, both official state resources and social resources, networking and sharing information

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

Meeting the needs of literacy and ESOL learners: awareness of the need to adopt practices that are inclusive to all learners regardless of learning disabilities or learning problem strategies such as:

- face-to-face direct communication
- using an individual's name each time the person is addressed
- trying to become familiar with the learner's personal preferences and adapting content whenever possible
- never putting an individual learner in a position where there is a strong possibility of failure
- using pre-taught and modelled responses when concept checking
- using praise to highlight successes

Methods of lesson planning: staged procedures; materials to be used; timetable fit; awareness of literacy and ESOL learner profiles; assumptions about literacy and ESOL learner knowledge and how it relates to the particular lesson and outcomes; anticipated problems and how they will be overcome; purpose and use of schemes of work that are designed to satisfy the syllabus of the literacy and ESOL learners being taught

Initial assessment: ways in which baseline initial assessments can guide teachers in formulating schemes of work; awareness of any specialist needs for individual learners; initial assessment tools such as the ESOL Scotland Initial Assessment Pack and software from Basic and Key Stage Builder to provide initial diagnostic assessment to help in formulating whole-class schemes of work and individual learning plans (ILPs) to address all individual ESOL learners, including those with special needs

Literacy and language approaches, methods, activities and resources: ways in which teachers can utilise and adapt theories and principles of literacy and ESOL curriculum design to provide a good learning outcome guided by professional knowledge

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

Individual needs of literacy and ESOL learners: the individual ESOL learner's idiolect and how it impacts on their literacy needs, abilities and level; the need to be aware of the range of learner backgrounds, needs, learning goals, cognitive awareness, preferences; the use of strategies to differentiate according to learner skills and prior knowledge and attainment; the need for a holistic approach to developing progress in reading, writing, speaking and listening at text and word level

Delivery of inclusive literacy and language teaching and learning: developing an awareness of what a basic literacy learner is; study of the principles involved in the visual, semantic, syntactic and phonic competencies needed for fluent reading

Adaptation of approaches to ESOL and language: using baseline assessment to develop differentiated approaches in the classroom such as banding ESOL learners according to their ability to recognise and use language at word, phrase and sentence level; developing a framework to provide a consistency of approach that ESOL learners can become familiar with: initial exposition; individual understanding; paired or group learner-to-learner confirmation; teacher verification; input production to consolidate

Specialist literacy and language approaches: skills involved in handwriting, e.g. letter formation, controlled reproduction in a defined space, fluency of letter shape; composition skills, e.g. knowledge of grammar, syntax, vocabulary, lexis, style, genre and purpose; recognising the relationship between the skills of reading and writing and, using a holistic approach, how they relate to speaking and listening where colloquial English does not always follow the same 'rules'; awareness of the literacy and ESOL learners' need to understand the way style and register is influenced according to the purpose for writing and the intended audience; confidence-building approaches to reading that include paired or choral reading with the teacher to develop word stress, intonation; using paired reading where the element of collaboration with another ESOL learner can help confidence especially with more self-conscious learners; beginning with texts that are meaningful to literacy and ESOL learners, e.g. form filling with personal details, simple descriptions of places they know well; using structured questions, responses to which create a simple text; creating a model with gap-fills to be completed from the literacy and ESOL learner's own personal detail; creating a class journal that each individual can contribute to

Strategies to approach and support literacy and language learning: initial exposition of input to be learned; paired and group activities; error correction; frameworks to provide consistency of approach; genre specific guidance to writing styles; provision of authentic texts that are suitable for different purposes and consistent with learner backgrounds, needs and goals

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

Assessment of literacy and ESOL learners: the need to make learners aware of what specifically is being assessed, e.g. knowledge of systems or grammar structures, a particular skill of reading such as scanning for information, abstracting detail, developing understanding from context or a writing skill such as SPG, use of target language, correct structure, appropriate form of verb; giving clear and simple criteria for assessing achievement; make literacy and ESOL learners stakeholders by developing assessment strategies with them; awareness of the need for literacy and ESOL learners to know what initial, formative and summative assessment is and the purpose of diagnosing, monitoring progress and confirming development

Fair and equitable use of specialist approaches and tools: ensuring that any assessment tool used appropriately identifies and targets the needs of the literacy and ESOL learners being assessed; being prepared to give detail and explain the structure and purpose of any assessment tool being used; being prepared to follow the same practice and procedure without bias for all literacy and ESOL learners; being prepared to have targeted strategies predicated on the assessment tool for supporting, guiding and developing the language skills of the individual ESOL learner

Involving literacy and ESOL learners in assessment: purpose and importance of good, collaborative assessment; encouraging and developing a positive culture of learner-to-learner and self-assessment; creating a system of tutorials to provide individual feedback in a tutorial session; using both of these strategies to involve the literacy and ESOL learner directly and create a sense of ownership

Recording specialist assessment information: the need to record results from testing and stage achievements of individual and whole groups of literacy and ESOL learners, and use these observations to plan developmental learning and teaching strategies; using criteria from the Common European Framework to measure the level and achievement of ESOL learners and give them a target for achievement; recording will be in a log or journal and should not contain any personal or character specific comment; recording should be done on a weekly basis and should show measureable achievement that learners can engage with; importance of record keeping and the value of it when considering ILPs and strategies for improvement and progress

5 **Be able to communicate effectively with literacy and ESOL learners**

Metalinguage: using language to talk about language; developing a common teaching and learning language between teachers and literacy and ESOL learners; encouraging literacy and ESOL learners to be stakeholders in their own learning; making ESOL learners familiar with the metalinguage of literacy, e.g. phoneme, morpheme, word, phrase, sentence, noun, verb, syntax, lexis

Strategies to check learner understanding of language and concepts: standard lesson procedure of present, practise and produce; check the target language or concept by using concept checking questions, e.g. yes/no questions, 50/50 questions, information questions, discrimination questions, shared experience questions, life experience/cultural questions; using time lines to check understanding of tense; elicit examples of target language or structure; literacy and ESOL learner-to-learner collaborative check and feedback to aid learning and motivation

Bilingual approaches: approach to second language learning; relative benefits of being taught a second or other language through the mother tongue

6 **Be able to evaluate and improve own practice in teaching literacy, ESOL and language**

Reflect on and improve own practice: developing a principle of self-evaluation by relating theories learned to classroom practice; being active in continued professional development, e.g. INSET training and attending conferences; use of a journal or class record to reflect on what works and what does not; ways of adapting established practice and strategies to suit individual style; positive benefits attached to mentoring, peer observation and learner feedback

Improve professional practices: continuing professional development (CPD) resources and frameworks; planning lessons and courses; understanding learners; managing lessons; knowing the subject; managing resources; assessing learning; integrating ICT; taking responsibility for professional development; using inclusive practices; exploring multilingual approaches; promoting 21st century skills; understanding educational policies and practices

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 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 being 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 multimedia, 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 become familiar with the ideas of giving feedback, using peer observation and feedback.

Learners should be encouraged to explore the ways in which we encounter other literacies. For example, how we become computer literate and the different levels of literacy that can be obtained. Learners could discuss what is meant by literacy in relation to new technologies, for example computer games, tablets, smart/android phones.

The use of popular culture, especially certain genres of music that rely on scansion and rhyme, can help to illuminate how spoken language is affected by the media.

Learners could use a selection of popular tabloid and broadsheet newspapers reporting the same news stories to analyse how language is used to convey meaning and then compare this to the use of spoken language. For example, learners could compare printed articles with radio news from a range of stations. Why do TV channels aimed at a younger audience (BBC3 for example) give a shorter, less comprehensive coverage of news items compared to those aimed at an older audience (BBC1)?

Learners should be encouraged to consider how the concepts they study in this unit can inform their approach to preparing lessons for the classroom and the importance of these concepts when considering how learners acquire language.

Learners could consider the kinds of writing appropriate for teaching literacy – are they meaningful (for example form filling for becoming part of their community)?

If possible, learners could visit a local primary school to see how programmes and schemes of work are designed and what strategies are used. This could include meeting with the SENCO.

For learning outcome 1, learners could explore a range of realia, particularly official documentation from government agencies, community services, local government texts, sports, leisure and amenity brochures/leaflets, and review and analyse some of the texts to consider how information is presented from the perspective of language acquisition – how might a basic literacy and ESOL learner have particular problems with everyday texts?

Learners could focus on word recognition processes such as whole-word 'what', 'sign' and word patterns such as 'ed' regular past tenses, 'tion' as a word ending.

Tutors should encourage learners to explore the ways in which phonic skills are of particular importance when considering literacy – perhaps using the phonic alphabet. To gain understanding of how a literacy or ESOL learner may need to develop these skills, learners could develop their handwriting skills to practise how literacy or ESOL learners would approach this.

Tutors could work with learners to help them become familiar with the interactive whiteboard and how it can be used to involve learners.

Learners should be encouraged to conduct internet searches for technologies that support language teaching, especially apps.

As part of this, learners can analyse different genres and styles, for example narrative, descriptive, discursive, to consider issues of composition and register and review punctuation and how it can affect meaning.

Learners should be encouraged to conduct internet searches for technologies that support language teaching, especially apps (for example *padlet*, *quizlet*).

For learning outcome 2, tutors should lead a session considering the main way in which ESOL learners differ from first language learners – ESOL learners will have a much more diverse idiolect that will affect the way in which they receive and process information. In this session tutors can introduce learners to how initial and summative testing can help with understanding skills, ability and prior knowledge, and how this can be developed to set realistic learning goals and develop learner ability.

Tutors could give learners a range of authentic texts from a variety of sources and genres, for example newspapers, magazines, emails, advertisements, public service leaflets, application forms, to demonstrate that all texts have an internal grammar that literacy or ESOL learners need to understand and use. Tutors should explore with learners the relationship between written and spoken language and how literacy or ESOL learners need to be given frameworks of how the different skills can be approached and developed.

Learners should be encouraged to always be aware of the possibility of differentiating within learner groups. Tutors could lead a group discussion on good classroom management in relation to individual learners and the need for all learners to feel comfortable and secure in the classroom: the use of the ESOL learner's first name; pairing learners to encourage collaborative learning and create a collegiate atmosphere; including all ESOL learners in classroom production and feedback participation. Learners should become familiar with how to use concept checking techniques to aid understanding and assess ESOL learner understanding and progress informally.

For learning outcome 3, learners could analyse recordings of ESOL learners (with permission) with a particular focus on phonetics. Using this analysis, learners can isolate the individual phonemes to discover patterns of error in pronunciation. Learners can then develop individual learning plans (ILPs) for ESOL learners that use the phonetic alphabet to demonstrate the relationship between vowels and vowel combinations and the sound made.

Learners could use a specialist initial diagnostic assessment to highlight any areas of literacy that need to be addressed. Using this information, learners could devise ILPs that focus on the main language components of phoneme, morpheme, grammar and syntax, and how they combine to deliver written and spoken English.

If possible, tutors should make links with a local primary school and use the school's policy document addressing inclusion and approaches to literacy so that learners can consider how it might be adapted by a teacher of ESOL.

Tutors could explain the benefits of keeping a log that records the details of assessment of the ESOL learners being taught, to include: the baseline assessment of the learner, the cultural background of the learner, the stated needs and goals of the learner, targets set by the teacher and how to achieve them.

Learners would benefit from a lesson given by a teacher of a language that is not English, in which they learn how to use three basic units of communication in speech and writing and how to recognise their use in a passage of writing.

Learners could work in pairs or small groups, facilitated by the tutor, to look at a structure of planning and preparation for every lesson they teach and develop their awareness of classroom management and approaches. Tutors should highlight the importance of presenting new vocabulary in context and giving learners time to practise new vocabulary in speaking and listening exercises.

Following on from this, tutors should highlight the need for consistency in approach, so that frameworks for both the teacher to present and the learner to receive are an essential to good practice.

Wherever possible, learners should be encouraged to make use of media to give context to their teaching.

A tutor-led session to demonstrate to learners how to transcribe the words of learners with differing levels of ability and use the finished text to create ILPs. Learners could then produce ILPs for the ESOL learners.

For learning outcome 4, learners should explore testing models that are used, highlighting the purposes and benefits that can be gained from each. Also, tutors should encourage learners to adapt these models so that they are suitable for a range of learner ability, including learners with literacy issues.

Secure recording should be highlighted as an important aspect of developing an approach to inclusivity and developing a holistic overview of the individual ESOL learner.

Following on from this, learners need to consider the purpose of initial, formative and summative assessment in diagnosing, monitoring progress and confirming development.

Tutors need to guide learners in the ways in which assessment tools and models should inform ILPs and underline any tutorial practice and target setting undertaken with ESOL learners.

As well as the more traditional forms of assessment, tutors could demonstrate how language games and quizzes can be considered as tools of assessment.

Tutors should highlight how learner-to-learner peer assessment can be beneficial to both those being assessed and those carrying out the assessment. Learners must be made aware of the need to provide feedback after assessment, focusing on any of the issues raised and using the metalanguage of language systems to add precision to the feedback. ESOL learners can be helped to develop when they have had their knowledge tested and are given specific targets for improvement along with ways of attaining the targets.

For learning outcome 5, learners could interview ESOL learners to discover the ESOL learners' knowledge of the metalanguage of their own first language.

Tutors devise sets of sentences (for example, '*A likes football, but does not like cricket*'/'*A went to the match yesterday*') and ask learners to compile concept checking sentences for basic time reference. Learners can then build on this to use more complex structures (*continuous/perfect forms*) that can be checked for a variety of concept checking questions (yes/no questions, 50/50 questions, information questions, discrimination questions, shared experience questions, life experience/cultural questions).

Tutors should model ways in which tasks can be set that have a defined set of assessment criteria relevant to the task, and that are targeted at the level of the ESOL learner being taught. Learners should develop this to show how they can approach the learning of a particular construct, then accurately check understanding and suggest targets for improvement.

For learning outcome 6, learners could conduct research into key areas of literacy using government websites (www.gov.uk) and ESOL teaching websites (www.englishclub.com/www.britishcouncil.com). Learners should use this research to inform their lesson planning for specific areas of literacy and the language systems involved: vocabulary/lexis, syntax, phonology, grammar and morphology.

Learners could be guided as to how to devise an observation pro forma that can be used in a peer observation. This should not be a lesson plan, but a document that focuses clearly on an aspect of teaching, for example classroom management; giving feedback; concept checking; teaching grammar; developing vocabulary; giving instruction. Learners should then use the pro forma in a peer observation session. The observation should be reflected on with a written report highlighting the issues raised and how the learner intends to approach the issues.

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 the *Summary of practice, including observed and assessed practice, requirements* given in *Annexe A*.

The learning outcomes must be assessed in a teaching and learning environment. Simulation is not permitted.

As part of this unit, learners will demonstrate that they can teach, reflect on their own practice and that they are developing in line with the overarching professional standards. To successfully achieve the Pearson BTEC Level 5 Diploma in Teaching English: Literacy and ESOL (QCF), learners must complete a minimum of 70 hours of teaching practice. At least 25 hours of the teaching practice should be in teaching and learning environments with a literacy context, and a minimum of 25 hours should be in an ESOL context. The remaining practice hours can be in a teaching and learning environment in either context.

The minimum number of practice hours for this unit is not specified but will be a cumulative part of the 70 hours of teaching literacy required to achieve the qualification.

For this unit to be awarded, learners must have evidence of a minimum of six assessed observations of practice at the required standard. Observations should total a minimum of six hours and any single observation session must be a minimum of 30 minutes. All of these observations must be in a literacy and ESOL context. A minimum of two observations must be in a literacy context and a minimum of two in an ESOL context. While changing learner placement practices can mean it is difficult to identify whether a placement is specifically literacy or ESOL, it is important to select observation contexts that reflect the 'spirit' of the aim of this qualification.

Assessed observations should include at least one literacy and one ESOL observation at Entry Level. Detailed information is provided in *Observation recording requirements* in *Annexe B*.

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

For learning outcome 1, learners could write an essay of around 2000 words outlining and commenting on the importance of the stages of learning involved in basic literacy and why literacy is important to educational attainment and social mobility.

For learning outcome 2, learners could prepare a programme of study for learners with low levels of literacy. Learners should include what methods they will use and why, with emphasis on: their goals; the specific areas of language they are emphasising; the main characteristics of the teaching/learning process to be used; the role of the teacher in the process; how they will evaluate the programme from the perspective of the learner.

For learning outcome 3, learners could write a 2000-word essay to explain the reasons for inclusivity and how language teaching and learning for ESOL learners can help to achieve this. The essay should clearly demonstrate a knowledge of specialist approaches and methods and consider the inter-relatedness between reading, writing and speaking and listening skills.

For learning outcome 4, learners could devise a pro forma to use in an individual tutorial with literacy or ESOL learners with basic levels of literacy. The pro forma should show: the literacy or ESOL learner's attainment at the point of the tutorial; any achievements made; areas where improvement is needed; targets for improvement with a detailed programme of how those targets can be achieved. Learners should aim to use the pro forma with at least three different learners from three different cultural backgrounds.

For learning outcome 5, learners can carry out case studies for two learners of different nationalities. The case studies need to highlight the ability level and literacy development needs of the learners and include baseline diagnostic testing. Learners can use the findings to devise ILPs that focus directly on the specific needs shown by the diagnostic testing. The plans should show the exact reading and writing levels of the literacy or ESOL learners and set graduated, measurable and achievable tasks with clear assessment objectives.

For learning outcome 6, learners should keep a journal of eight hours of observed lessons, recording details of the lessons observed, including: the class level; the learning point of the lesson; basic procedure; anticipated problems; desired outcomes; feedback from the tutor; things they thought went well; areas for improvement and how they intend to make the improvements; a summary of what they believe they have learned and how they intend to follow up the observations.

Essential resources

Learners should have access to an interactive whiteboard and smartphones, if possible.

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

Celce-Murcia M – *Teaching English as a Second or Foreign Language*, 3rd Edition (Cengage ELT, 2001) ISBN 9780838419922

Cooke M, Bushell P, Hepworth M – *ESOL Developing Adult Teaching and Learning: Practitioner Guides* (National Institute of Adult Continuing Education) (OUP, 2007) ISBN 9781862013360

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

Epstein R and Ormiston M – *Tools and Tips for Using ELT Materials* (University of Michigan, 2007) ISBN 9780472032037

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

Gairns R and Redman S – *Working with Words: A Guide to Teaching and Learning Vocabulary* (Cambridge Handbooks for Language Teachers), (Cambridge University Press, 1986) ISBN 9780521317092

Gebhard J – *Teaching English as a Foreign or Second Language: A Teacher Self-Development and Methodology Guide*, 2nd Edition (University of Michigan, 2006) ISBN 9780472031030

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

Harmer J – *How to Teach English, 2nd Edition* (Longman ELT, 2007) ISBN 9781405853095

Harmer J – *How to Teach Writing* (Longman, 2004) ISBN 978-0582779983

Harmer J – *The Practice of English Language Teaching, 4th Edition* (Longman ELT, 2007) ISBN 9781405853118

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

Herrell A and Jordan M – *Fifty Strategies for Teaching English Language Learners (Teaching Strategies)*, 4th Edition (Pearson, 2011) ISBN 9780132487504

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

Kenworthy J – *Teaching English Pronunciation* (Longman Handbooks for Language Teachers Series, 1987) ISBN 9780582746213

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

Larsen-Freeman D and Anderson M – *Techniques and Principles in Language Teaching*, 3rd Edition (OUP Oxford, 2011) ISBN 9780194423601

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

Lightbown P and Spada N – *How Languages are Learned*, 3rd Edition (OUP, 2010) ISBN 9780194422246

Nunan D, Lamb C – *The Self-Directed Teacher: Managing the Learning Process* (Cambridge University Press, 1996) ISBN 9780521497732

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

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

Powell S, 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, 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

Scrivener J – *Learning Teaching*, 2nd Edition (Macmillan, 2005) ISBN 9781405013994

Scrivener J – *Teaching English Grammar: What to Teach and How to Teach it* (Macmillan, 2010) ISBN 9780230723214

Spiegel M, Sunderland H – *Teaching Basic Literacy to ESOL Learners* (Learning Unlimited, 2000) ISBN 9781872972602

Tarone E and Yule G – *Focus on the Language Learner* (OUP, 1989) ISBN 9780194370615

Thornbury S – *About Language: Tasks for Teachers of English* (Cambridge University Press ELT, 1997) ISBN 9780521427203

Thornbury S – *An A-Z of ELT (Methodology)* (Macmillan, 2006) ISBN 9781405070638

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

Journals

EA Journals – international platform designed for researchers to publish research

ELT Journal – Quarterly publication for those involved in the field of teaching English as a second or foreign language.

International Journal of English Language Teaching – international, peer-reviewed, open-access journal. Specialisms include English language teaching and learning and ESOL

Journal of Language Teaching and Learning – peer-reviewed international journal for teachers and researchers in the field of English Language Teaching and Learning

The Journal of Second Language Teaching and Research – open-access journal for established and early-career researchers in second language teaching and research.

Language Teaching (Cambridge Journals Online) – research resource for language professionals

TESOL Journal – refereed, practitioner-oriented electronic journal based on current theory and research in the field of TESOL

Websites

www.about.com/education/	Information, resources and homework help for elementary, secondary, and college students, teachers, and parents.
www.britishcouncil.org/education	Focuses on internationalising education, sharing the UK's expertise and innovation globally
www.developingteachers.com	Website for developing language teachers, providing online support and a hosting environment for courses
www.educatorstechnology.com	Educational resources for teachers
www.esl-lounge.com	Lesson plans and resources for ESL teachers
www.esolscotland.com/documents/	ESOL Scotland Initial Assessment Pack
www.etprofessional.com	Articles from <i>English Teaching Professional</i>

www.iatefl.org

International Association of Teachers of
English as a Foreign Language

www.onestopenglish.com

Resource site for English language teachers

www.teachingenglish.org.uk

Lesson plans and resources for English
teachers

Other

teachingwithapps.blogspot.co.uk – IWB/tablet/smart phone apps

Unit 2: Literacy and ESOL Theories and Frameworks

Unit reference number: J/505/0790

QCF Level: 5

Credit value: 20

Guided learning hours: 60

Unit introduction

This unit covers the theoretical background to teaching and classroom practice, with an emphasis on literacy issues. The unit aims to develop your understanding of the issues involved in preparing and presenting language lessons, focusing on the background knowledge of how and why the different aspects are taught when promoting language acquisition. As an area of study, this unit is invaluable in preparing you to construct practical schemes and applications for the classroom. You will also have the opportunity to explore the issues involved in language learning for learners whose first language is not English. In many ways, this unit underpins the other units in the qualification as it will give you a deeper understanding of the concepts of how a language has recognisable and assessable constructs that apply to all skill areas and systems.

You will study broad theories about how language is acquired and focus on key linguistic features that need to be understood when considering language acquisition. You will also cover the issues involved in understanding the principle of literacy and how it relates to different disciplines. As part of understanding the structure of language, you will explore the grammar of sentencing from the smallest particle to the complex sentence, and consider the function of language and its importance to the learner. In addition, you will develop the skills needed to teach basic literacy.

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 first and second language acquisition and learning 1.2 Analyse language teaching approaches associated with theories of first and second 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 Identify significant differences between the description and conventions of English and other languages 3.4 Analyse spoken and written language at: <ul style="list-style-type: none"> • text and discourse level • sentence and phrase level • word level; and • phoneme level 3.5 Analyse the impact of phonological features of spoken English on the communication of ESOL learners 3.6 Use key discursal, grammatical, lexical and phonological terms accurately

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

Unit content

1 Understand theories and principles relating to language acquisition and learning

Theories concerning the acquisition of first language and learning: Chomsky and universal grammar; Skinner and behaviourism; Piaget and cognitive/developmental generative grammar; Vygotsky and socio-historical interactionist theory of language acquisition

Principles relating to first language acquisition and learning: how these principles might inform programmes of study and schemes of work, e.g. word recognition and use; order of grammar acquisition, e.g. '-ing' appearing before the regular plural '-s', followed by irregular past, then regular past forms; how first language acquisition theories can be used to inform the teaching of second language teaching, especially the key linguistic features involved in language acquisition theory, e.g. phonology, morphology, syntax and lexis

Theories about language acquisition and language learning and the effect on classroom practice: ideas of 'learning' as opposed to 'acquisition' (Krashen) and their impact on how the teacher prepares frameworks for programmes of study and manages the classroom

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

Key concepts discussed in language acquisition theories: task-based learning/communicative language theory, structuralism, behaviourist models; how these can be approached as a methodology with particular reference to developing literacy; 'new literacies' as a concept, e.g. computer literacy, media literacy, digital literacy; how these relate to conventional ideas of reading and writing literacy

Theories of learning and development and the effect on classroom practice: the issues of 'passive' learning as implied by behaviourist theories and the theory of constructivism with particular reference to the lifelong learner

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

Language as a functional skill for communication in everyday situations: comparison with language that follows prescribed rules; how the relative merits of each mode are best utilised

Conventions and formats agreed for different genres of texts: how they affect choices in relation to grammar and lexis; how the intended audience for the text can influence the presentation

Elements of analysis involved in sentence structure and type: simple sentence; compound sentence; complex sentence; the role of clauses and phrases within sentence structure

Phonological features: sound system of language and how speakers express meaning: phonemes and vowel (monophthong)/consonant (diphthong) structure

Analysis of sentences for word level classifications: nouns, pronouns, adjectives, adverbs, verbs and tenses

Role of intonation in presenting or adding meaning to discourse: syllable stress and the effect on pronunciation; the use of word stress to form the rhythm patterns of sentences

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

Processes in the development of speaking and listening skills: the primacy of listening and speaking in learning literacy and ESOL; developing confidence in spoken language and building fluency; relating the learning of speaking and listening to the functional and developmental needs of the literacy and ESOL learner; responding appropriately to listening in a variety of situations; interests and aspirations; developing listening comprehension skills; assessment of skills; speaking and listening as the foundations for reading and writing; developing spoken vocabulary, turn taking and social interaction, paralinguistics and pragmatics

Processes in the development of reading and writing skills: the interdependence of reading and writing; study of grammar as a tool of decoding meaning; focus on structure at word, phrase, clause and sentence and text level; developing skills at word, sentence, and text level; skimming and scanning for gist and overall meaning in texts; comparing texts for different purposes; how style and structure differs (e.g. between formal and informal writing); texts and writing styles that literacy and ESOL learners need to use in social processes; planning and structuring to enhance coherence and cohesion; syllabification; language experience approaches, word recognition, social sight vocabulary; 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

Range of situations: formal or informal; question and response on a one-to-one basis; individual classroom situation; classroom group situation; social interactivity; how these may require different speaking styles and responses

Features of language learned through language analysis: how they can be used to help decode meanings of first seen vocabulary and taught structures

Mutual dependence: features of language and sentence construction and how reading, writing and speaking share a common set of principles involving phonology, grammar and lexis

Language features that make up the grammar and phonology common to reading, writing, speaking and listening: tense, modality, vocabulary, discourse analysis, phonemes, stress and imagination

Essential guidance for tutors

Delivery

The following guidance is not a checklist, but gives some suggestions as to 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 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 and ESOL. 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.

Learners should be encouraged to explore the ways in which we encounter other literacies. For example, how we become computer literate and the different levels of literacy that can be obtained. Also, learners could discuss what is meant by literacy in relation to new technologies, for example computer games, tablets, smart/android phones.

The use of popular culture, especially certain genres of music that rely on scansion and rhyme, can help illuminate how spoken language is affected by the media.

Tutors can use a selection of popular tabloid newspapers and broadsheet newspapers reporting the same news stories for learners to analyse how language is used to convey meaning and then compare this to the use of spoken language. For example, learners could compare printed articles with radio news from a range of stations. Why do TV channels aimed at a younger audience (BBC3 for example) give a shorter, less comprehensive coverage of news items compared to those aimed at an older audience (BBC1)?

Learners should be encouraged to consider how the concepts they study in this unit can inform their approach to preparing lessons for the classroom and the importance of these concepts when considering how learners acquire language.

For learning outcome 1, tutors could lead a session introducing learners to the theories of first language acquisition, considering how relevant the theory is to second or other language learning: can the ideas be adapted to teaching ESOL learners? Tutors could lead the whole group in a session looking at major theories such as cognitive linguistics and generative grammar and discuss the relative merits of these theories. Tutors should work with learners to help them develop ways of applying the theories to practice by creating frameworks that can be used in class. Individual learners could prepare an item of learning directly from the theory being considered, and then deliver it to the whole group. Learners could analyse examples of recorded speech from ESOL learners from beginner to a more advanced level, along with examples of writing from language learners and analyse these for features associated with theories of second language acquisition.

Learners should be encouraged to consider some of the issues of the key linguistic features, for example morphology as an aid to learning, and how features such as language contraction (he is/he has), possessive's', irregular plurals, etc. can be problematic for learners.

Tutors could give learners exemplar methodologies that they can use to incorporate these linguistic features into formats in a classroom situation.

For learning outcome 2, tutors could lead a session to develop learner awareness of what basic literacy is, i.e. the ability to compose simple statements in writing or read simple texts. Learners could compare the way in which other main languages are structured and convey meaning: is the basic subject, verb, object structure common? How are future tenses conveyed? Do they have a continuous/progressive form? How are questions formed? Learners could analyse two different texts taken from news items, one written and the other spoken, focusing on the grammatical and lexical structure and how meaning is conveyed, considering the concept of idiolect in relation to regional differences and how this can help inform understanding of issues involved in ESOL language learning. Learners could also look at a range of texts and consider what is involved in understanding them from the standpoint of linguistic features – how can the theories of language acquisition be used for the practical purpose of helping develop literacy?

In small groups, learners could explore the ideas of other 'literacies,' such as computer literacy or media literacy, and try to relate the ways in which basic building blocks become procedures that are followed consistently. For example, how computer programme updates can be navigated using the existing 'literacy' from the already known original programme. As part of this learners could consider the ways in which features of media texts can be recognised to give meaning and understanding as in, for example, the key features of a crime drama.

Learners should be encouraged to explore the ways in which we encounter other literacies. For example, how we become computer literate and the different levels of computer literacy that can be obtained and what is meant by literacy in relation to new technologies, for example computer games, tablets, smart/android phones. Learners could then use the ideas explored above to consider whether language acquisition is aided by having a clear set of principles that can be followed.

For learning outcome 3, learners could consider the relative merits of grammar that is prescribed and gives clear rules, and of grammar that is descriptive in its explanation of how language is systematic.

Tutors could lead learners in discussion that focuses on the main language components of phoneme, morpheme, grammar and syntax, and how they combine to deliver written and spoken English. Learners could record their discussions and analyse them for features of spoken discourse as opposed to written: the short and often incomplete sentencing; the informality of some of the lexis; the use of stress and intonation to aid meaning; the use of discourse markers. They could then use this analysis to consider how this same discourse would be presented as written language.

Individually or in small groups, learners could create a table of when and where formal or informal language is encountered and used. They could take part in role-play activities where formal situations are conducted using informal language and vice versa.

Learners could focus on language needs and the issues raised for language learners in everyday situations. They could look at a variety of situations where communication is important, for example making appointments; joining community groups or taking part in organised activities; discourse with service providers, basic shopping and consider the language needs.

Learners could also look at a variety of print media that is targeted at different audiences and analyse and compare the language used. What issues are raised for language learners? Can a learner with basic literacy approach the print media and if not, why not? How can an understanding of the theories of language acquisition be used to aid literacy in this area?

Learners need to be able to deconstruct sentences of all types to understand the grammatical structuring that takes place. They need to consider the syntactical and lexical issues involved in structuring grammatically accurate sentences.

Learners should also analyse spoken language to consider how meaning is conveyed through stress and intonation. Tutors could facilitate this by utilising strategies such as using a formal register and negative tone to give praise.

Many of the approaches used for learning outcome 3 are directly relevant for learning outcome 4, for example a variety of situations where communication is important – making appointments; joining community groups or taking part in organised activities; discourse with service providers, basic shopping. The processes for developing these skills in language learners should be explored further by considering actual classroom strategies and practices that learners can usefully adopt. These could include:

- analysing realia documents such as application forms, leaflets from both governmental and non-governmental agencies, emails, social media postings, newspapers, etc.
- how to conduct question and response between ESOL learners and teachers without ambiguity
- how to encourage question and response between ESOL learners
- how to respond in group situations
- conducting role-play activities with learners and ESOL learners of varying ability.

Tutors could give learners gap-fill type tasks to complete, demonstrating how grammatical features such as lexis, syntax, and knowledge of parts of speech can contextualise the missing items of vocabulary.

Learners should consider the importance of contextualising by structuring sentences that can demonstrate meaning, for example:

*It was a very hot day and I was **thirsty**.* [no context]

It was a very hot day and I was thirsty, so I drank a bottle of water.

Tutors should stress to learners the holistic nature of language in relation to the skill areas of reading, writing, speaking and listening:

- word recognition and visual clues
- phonic skills and oral skills
- syntactic clues in all three skill areas
- the semantic clues of meaning and context.

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 the *Summary of practice, including observed and assessed practice, requirements* given in *Annexe A*.

For learning outcome 1, learners could consider and discuss the relative merits of language acquisition theory (universal grammar; behaviourism; cognitive/generative grammar; interactionist theory) in the form of a 2000 word essay. Learners could use their findings to highlight the problems that literacy and ESOL learners' idiolect might present when considering approaches to developing an understanding of grammar structure and syntax in the literacy and ESOL learner.

For learning outcome 2, learners could consider the theories of language acquisition covered in learning outcome 1 and analyse the importance of one of the major systems involved (grammar, syntax, lexis). Learners could present this in the form of a report. Using this report, learners should devise a model that could be used by teachers of literacy and ESOL. The model should give details of the specific system studied, and highlight potential problems that might be encountered when presenting the systems to literacy and ESOL learners. The model should also include suggestions for overcoming those problems, and give specific aims for the presentation and learner outcome.

For learning outcome 3, learners could analyse a variety of comparable texts (for example tabloid and broadsheet newspapers; short report television news and current affairs programmes; poems and modern popular song) for grammatical and lexical structure. This analysis should also include some reference to historical texts. Learners should consider the differences in text to text comparison and the ways in which the spoken text differs from the written. Using this analysis, and any findings from a comparison with historical texts, learners should comment on any changes and differences noted to include: lexical, grammatical, structural and phonological differences. The outcome should be in the form of a report that is presented to a group of the learner's peers.

For learning outcome 4, learners could analyse two detailed case studies of literacy and ESOL learners. Case studies should be drawn from literacy and ESOL learners from more than one level – one of basic literacy level and the other from Level 2. With reference to the literacy and ESOL learners' separate idiolects, aims, needs and aspirations, the case studies should analyse, in detail, the literacy and ESOL learners' current levels of attainment using the theories and practice of language acquisition and development studied in this unit. From this analysis, learners should indicate how the literacy and ESOL learners can be helped to develop their language skills. If possible (i.e. with the learners' permission), samples of writing and speech recording – audio or video – should be included.

Essential resources

There are no special resources needed for this unit.

Indicative resource materials

Books

Celce-Murcia M – *Teaching English as a Second or Foreign Language*, 3rd Edition (Cengage ELT, 2001) ISBN 9780838419922

Chomsky N – *Aspects of the Theory of Syntax* (MIT Press, 1965) ISBN 9780262530071

Epstein R and Ormiston M – *Tools and Tips for Using ELT Materials* (University of Michigan, 2007) ISBN 9780472032037

Freeman D and Freeman Y – *Essential Linguistics* (Heinemann Educational, 2004) ISBN 9780325002743

Gairns R and Redman S – *Working with Words: A Guide to Teaching and Learning Vocabulary* (Cambridge Handbooks for Language Teachers), (Cambridge University Press, 1986) ISBN 9780521317092

Gebhard J – *Teaching English as a Foreign or Second Language: A Teacher Self-Development and Methodology Guide*, 2nd Edition (University of Michigan, 2006) ISBN 9780472031030

Harmer J – *How to Teach Writing* (Longman, 2004) ISBN 9780582779983

Harmer J – *The Practice of English Language Teaching*, 4th Edition (Longman ELT, 2007) ISBN 9781405853118

Harmer J – *How to Teach English, 2nd Edition* (Longman ELT, 2007) ISBN 9781405853095

Herrell A and Jordan M – *Fifty Strategies for Teaching English Language Learners (Teaching Strategies)*, 4th Edition (Pearson, 2011) ISBN 9780132487504

Kenworthy J – *Teaching English Pronunciation* (Longman, 1987) ISBN 9780582746213

Krashen S – *Principles and Practice in Second Language Acquisition* (Prentice-Hall, 1981) ISBN 9780080286280

Larsen-Freeman D, Anderson M – *Techniques and Principles in Language Teaching*, 3rd Edition (OUP Oxford, 2011) ISBN 9780194423601

Nunan D and Lamb C – *The Self-Directed Teacher: Managing the Learning Process* (Cambridge University Press, 1996) ISBN 9780521497732

Skinner BF – *About Behaviorism* (Vintage Books, 1976) ISBN 9780307797841

Thornbury S – *About Language: Tasks for Teachers of English* (Cambridge University Press ELT, 1997) ISBN 9780521427203

Thornbury S – *An A-Z of ELT (Methodology)* (Macmillan, 2006) ISBN 9781405070638

Vygotsky LS – *Mind in Society* (Harvard University Press, 1978) ISBN 9780674876292

Journals

International Journal of English Language Teaching

Journal of English Language Teaching and Learning

Language Teaching – Cambridge Journals Online

The Journal of Second Language Teaching and Research

Websites

www.about.com/education/	Information, resources and homework help for elementary, secondary, and college students, teachers, and parents.
www.britishcouncil.org/education	Focuses on internationalising education, sharing the UK's expertise and innovation globally
www.developingteachers.com	Website for developing language teachers, providing online support and a hosting environment for courses
www.educatorstechnology.com	Educational resources for teachers
www.esl-lounge.com	Lesson plans and resources for ESL teachers
www.etprofessional.com	Articles from English Teaching Professional
www.iatefl.org	International Association of Teachers of English as a Foreign Language
www.onestopenglish.com	Resource site for English language teachers
www.teachingenglish.org.uk	Lesson plans and resources for English teachers

Other

teachingwithapps.blogspot.co.uk (IWB/tablet/smart phone apps)

Unit 3: Literacy and ESOL and the Learners

Unit reference number: L/505/0791

QCF Level: 5

Credit value: 20

Guided learning hours: 60

Unit introduction

The aim of this unit is to give you the opportunity 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. The unit 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, for example, 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, 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 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 learning disabilities and 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
<p>1 Understand the significance of language change and variety for literacy and ESOL learners</p>	<p>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</p> <p>1.2 Analyse ways in which spoken and written language can change over time and vary according to context at:</p> <ul style="list-style-type: none"> • text and discourse level • sentence and phrase level • word level; and • phoneme level <p>1.3 Explain ways in which language change and variety can have an impact on literacy and ESOL learners' literacy and language development</p>
<p>2 Understand the relationship between language and social processes</p>	<p>2.1 Analyse how individual speakers and writers choose varieties, registers and styles according to personal, social, political and cultural factors</p> <p>2.2 Analyse how language is used in the formation, maintenance and transformation of power relations</p>
<p>3 Understand factors that influence literacy, ESOL and language acquisition, learning and use.</p>	<p>3.1 Analyse personal, social and cultural factors influencing literacy and ESOL learners' language acquisition, learning and use</p> <p>3.2 Analyse the impact of a range of learning difficulties and disabilities on literacy and language teaching and learning</p>

Learning outcomes	Assessment criteria
<p>4 Understand the use of English as a medium for teaching and learning</p>	<p>4.1 Explain the challenge for ESOL learners using English as a medium for learning</p> <p>4.2 Analyse the role of metalanguage in literacy and language teaching and learning</p>
<p>5 Understand the use of assessment approaches to meet the needs of literacy and ESOL learners</p>	<p>5.1 Identify the skills, knowledge and understanding that can be assessed in literacy and ESOL</p> <p>5.2 Analyse approaches to initial and diagnostic assessment to identify the literacy and language skills of learners</p> <p>5.3 Analyse the use of assessment tools in literacy and language teaching and learning</p>
<p>6 Understand how to promote learning and learner support within literacy, ESOL and language teaching and learning</p>	<p>6.1 Explain the boundaries between own specialist area and those of other specialists and practitioners</p> <p>6.2 Analyse literacy and language learning opportunities to determine how teaching and support needs may be shared between learning professionals</p>
<p>7 Understand how to liaise with others to promote the inclusion of literacy and language skills in learning programmes</p>	<p>7.1 Identify literacy and language skills needed across contexts and subjects</p> <p>7.2 Explain how to liaise with other professionals to provide specialist knowledge of how to include literacy and language in vocational and other subject areas</p>

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 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 for example, the implications of using local dialect in class and 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 learner's 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. the predominant use of the male pronoun 'he', 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

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 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 including: how some varieties of English, e.g. 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 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 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 groups and how this should be taken into account when developing programmes of learning, for example using knowledge of prior learning and educational attainment as a guide towards how learners will learn, if whether a learner is literate in another language 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' skill 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 groups and how these 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, for example 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 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, 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 literacy and language teaching and learning; inclusive teaching approaches to enable learners with difficulties and disabilities to most effectively learn, e.g. clear sharing of aims, purpose and outcome, multi-sensory approaches, 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 English as a medium for teaching and learning**

Ways in which learning can be difficult for ESOL learners in the mainstream classroom or in mixed groups: teaching and learning methods likely to be different from their prior experience; learners may experience bewilderment and stress at times; pace of learning likely to be varied with periods of fast acquisition contrasting with plateau periods where progress may be slow; if transferring to mainstream programmes, learners used to supportive incremental ways of learning in ESOL classes may need to adapt when this support is withdrawn; learning technical and vocational lexis; learners may delay in responding to and asking questions as their comprehension and processing skills may be slower than other learners' and this may be construed as underperformance; learners may experience frustration because of difficulty; learners lacking in fluency may not be able to prioritise what is and isn't important; the importance of differentiating 'carrier language' from content; vocational and academic teachers' possible lack of linguistic awareness leaving them unable to answer learner questions about language and to re-express concepts where needed; lack of language awareness in the classroom leading to learners becoming confused, left behind or excluded through teachers' use of colloquialisms, accent, dialect, inference, inappropriate register, speed of delivery; teacher attitudes to learners unable to perform consistently; teacher understanding that weak English language skills often do not correspond to poor cognitive skills and that their learners may/may not be highly educated in another language and that English may be one of several languages an ESOL learner speaks

Analysing the role of metalanguage in literacy and language teaching and learning: the creation and communication of a clear, logical shared framework for language acquisition; establishing quick and efficient ways of explaining language points and structures; aiding comparison between languages; raising confidence as this helps learners in measuring their own progress

5 **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, e.g. diagnostic writing, 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 tell 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)

6 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, 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 appropriately to progress; 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 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, e.g. on vocational or academic courses, in their communities, on work experience, in part-time work

7 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 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 they 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. Notions of 'good' and 'bad' English can be explored more deeply by looking at attitudes towards swearing, taboo language, and media influence. 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 is 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 speakers 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 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 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. 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.

Following on from notions of language and power, this unit also looks at the challenge for learners of English as a medium for teaching and learning. The 'direct method' commonly used in EFL teaching, where learners are immersed in English-only classes from the outset, may not be appropriate for ESOL learners who may have migrated to this country for social and political reasons rather than economic ones. Tutors can discuss with learners ideas of interlanguage alongside the benefits of learning curriculum through English rather than the idea that ESOL learners need to be fluent before they can learn anything else. Learners could explore the levels of English required for vocational subjects and the challenges to learners transferring from ESOL-only classes into mainstream education. Learners could also learn more about the use of metalanguage, relating its use in literacy and ESOL classes to mainstream provision where teachers who are native speakers of English are unlikely to share this linguistic framework. They could examine the consequences of this, if any.

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, for example 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 of these 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 and ESOL Teaching and Learning*.

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 the *Summary of practice, including observed and assessed practice, requirements* given in *Annexe A*.

For learning outcome 1, learners could write an essay of 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 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, for example, and present their findings to the group, leading to a discussion with feedback from all group members. Learners 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 5, 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 learner. 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. Learners 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. They could consider some of the following topics, for example, 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 these
- 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's 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 outcome 4, learners could carry out an observation and write a case study of learners who have transferred from ESOL-only provision into mainstream vocational or academic provision. They could observe how these learners contribute and make progress in lessons, comparing their performance with others who have English as their first/only language. As part of this process, learners could carry out an audit of the linguistic demands of the course and which listening, speaking, reading, writing and other skills are required to succeed in the classroom. As well as this, they could note some of the difficulties, if any, presented by the mainstream teachers' delivery styles and, as a result, produce a practical guidance sheet for vocational teachers on language awareness. They should include advice to teachers about metalanguage, ensuring that their writing takes into account their readers' potential level of understanding of this area, prioritising what to include. In their analysis, learners should ensure that their own use of metalanguage is accurate. This should total around 800 words.

For learning outcomes 6 and 7, 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 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

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 et al – *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* (Macmillan, 2005) ISBN 9781405080057

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

Schneider C, Daview-Tutt D et al – *School approaches to the education of EAL students: language development, social integration and achievement*. (University of Cambridge, Anglia Ruskin University and the Bell Foundation, 2014) ISBN 978099289401

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

Tett L, Hamilton M and Hillier Y – *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

Journals

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*

Pettit SK – *Teachers' beliefs about English language learners in the mainstream classroom: a review of the literature* in *International Multilingual Research Journal* 5:2, 123-147, August 2011

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/initialassessmentguide.cfm	Assessment tools from Scottish ESOL resources
www.lancaster.ac.uk/lflife/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 and ESOL (QCF)

Unit	Practice requirement	Observation and assessment of practice requirement	Notes on requirements
Literacy and ESOL Teaching and Learning Level 5	Yes	Yes	<p>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.</p> <p>Practice must be in teaching and learning environments with a literacy and ESOL context, and should involve working with groups of learners. Across the full qualification, practice must be undertaken within at least two of the three levels of both the literacy and the ESOL curriculum – Entry Level and one other level (Level 1 or Level 2). Across the full qualification, a minimum of 25 hours of practice must be undertaken in a literacy context and 25 hours in an ESOL context. The remaining hours can be in either context.</p>

Unit	Practice requirement	Observation and assessment of practice requirement	Notes on requirements
			<p><i>continued</i></p> <p>To be eligible for the award of credit for this unit, learners must have evidence of a minimum of six assessed observations of practice at the required standard, totalling a minimum of six hours. All of these observations must be in teaching and learning environments and in a literacy/ESOL context, with at least one observation in each area at Entry Level. Across the whole qualification, assessed observations should include at least one literacy and one ESOL observation at Entry Level, and at least one literacy and one ESOL observation at Level 1 or 2. The remaining observations can be at either level and in either context.</p> <p>There is no transfer of practice, or of observed and assessed practice, from a previously achieved Level 4 education and training qualification.</p>
Literacy and ESOL and the Learners Level 5	No	No	n/a
Literacy and ESOL Theories and Frameworks Level 5	No	No	n/a

Annexe B – Observation recording requirements

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

To successfully achieve the Pearson BTEC Level 5 Diploma in Teaching English: Literacy and ESOL (QCF), learners must complete a minimum of 70 hours of teaching practice. At least 25 hours of the teaching practice should be in teaching and learning environments with a literacy context, and a minimum of 25 hours should be in an ESOL context. The remaining practice hours can be in a teaching and learning environment in either context.

There must be a minimum of six observations totalling a minimum of six hours and any single observation session must be of a minimum of 30 minutes. There is a requirement to evidence working with groups to achieve this qualification. All six observations must be in a literacy and ESOL context.

A minimum of two observations must be in a literacy context and a minimum of two in an ESOL context. While changing learner placement practices can mean it is difficult to identify whether a placement is specifically literacy or ESOL, it is important to select observation contexts that reflect the ‘spirit’ of the aim of this qualification.

Assessed observations should include at least:

- a minimum of one literacy observation at Entry Level and a minimum of one at another level (Level 1 or Level 2), and
- a minimum of one ESOL observation at Entry Level and a minimum of one at another level (Level 1 or Level 2).

The other two assessed observations can be in either context and at any level.

All six observations must be linked to *Unit 1: Literacy and ESOL Teaching and Learning*. To be eligible for the award of credit for this unit, trainee teachers must have evidence of a minimum of six assessed observations of practice at the required standard.

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 *Annexe C*.

Summary of Ofsted grading criteria – grade 1 (Outstanding)

Planning and preparation	Learning and teaching	Assessment of learning
Outstanding		
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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		
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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		
<ul style="list-style-type: none"> Teaching, learning and assessment are not yet good. 	<ul style="list-style-type: none"> Teaching, learning and assessment are not yet good. 	<ul style="list-style-type: none"> 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		
<ul style="list-style-type: none"> Teaching and/or assessment is poorly planned. 	<ul style="list-style-type: none"> Learners or particular groups of learners are making inadequate progress because teaching does not develop their knowledge, understanding and skills sufficiently. 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. 	<ul style="list-style-type: none"> Weak assessment practice means that teaching fails to meet learners' needs.

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						

*Literacy, Language, Numeracy, ICT

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					
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 and ESOL Teaching and Learning

Learning outcomes		Assessment criteria		Portfolio reference	Date
1	Understand the use of literacy, ESOL and language teaching approaches and resources to meet the needs of literacy and ESOL learners	1.1	Analyse literacy, ESOL and language teaching and learning approaches and resources, including technologies, for suitability in meeting individual literacy and ESOL learners’ needs		
		1.2	Analyse the impact of using technology on learner engagement, motivation and success in literacy, ESOL and language teaching and learning		

Learning outcomes		Assessment criteria		Portfolio reference	Date
2	Be able to plan inclusive literacy, ESOL and language teaching and learning for literacy, ESOL and language learners	2.1	Plan literacy, ESOL and language teaching and learning to meet the needs of individual learners using: <ul style="list-style-type: none"> • own specialist knowledge of language systems • the results of specialist initial and diagnostic assessments; and • specialist curricula 		
		2.2	Select literacy, ESOL and language approaches, methods, activities and resources to meet the individual needs of literacy and ESOL learners		

Learning outcomes		Assessment criteria		Portfolio reference	Date
3	Be able to deliver inclusive literacy, ESOL and language teaching and learning for literacy and ESOL learners	3.1	Adapt and use literacy, ESOL and language approaches, methods, activities and resources to meet the individual needs of literacy and ESOL learners		
		3.2	Use specialist literacy, ESOL and language approaches, methods, activities and resources to develop literacy and ESOL learners in their: <ul style="list-style-type: none"> • awareness of how language works • basic literacy • speaking and listening skills • reading skills; and • writing skills 		
4	Be able to use specialist approaches and tools in the assessment of literacy, ESOL and language for literacy and ESOL learners	4.1	Carry out specialist initial and diagnostic assessment to identify learners' existing literacy, ESOL and language skills		
		4.2	Use specialist approaches and tools to conduct literacy, ESOL and language assessments for and of learning fairly and equitably		
		4.3	Involve literacy and ESOL learners in 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 communicate effectively with literacy and ESOL learners	5.1	Use metalanguage to meet the needs of learners		
		5.2	Use strategies to check learners' understanding of language and concepts		
		5.3	Use bilingual approaches and materials to meet the needs of ESOL learners		
		5.4	Provide clear instructions to learners for literacy and language activities and assessments		
6	Be able to evaluate and improve own practice in teaching literacy, ESOL and language	6.1	Reflect own practice in teaching literacy, ESOL and language drawing on: <ul style="list-style-type: none"> • own research into specialist area • assessment data • feedback from learners; and • feedback from colleagues 		
		6.2	Identify ways to improve own practice in teaching literacy, ESOL 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 and ESOL 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 first and second language acquisition and learning		
		1.2	Analyse language teaching approaches associated with theories of first and second 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	Identify significant differences between the description and conventions of English and other languages		
		3.4	Analyse spoken and written language at: <ul style="list-style-type: none"> • text and discourse level • sentence and phrase level • word level; and • phoneme level 		
		3.5	Analyse the impact of phonological features of spoken English on the communication of ESOL learners		
		3.6	Use key discursal, grammatical, lexical and phonological terms accurately		

Learning outcomes		Assessment criteria		Portfolio reference	Date
4	Understand the processes involved in the development of speaking, listening, reading and writing skills of literacy and ESOL learners	4.1	Analyse the processes involved in speaking and listening for literacy and ESOL learners		
		4.2	Analyse the processes involved in reading and writing for literacy and ESOL learners		
		4.3	Explain the mutual dependence of speaking, listening, reading and writing 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 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: <ul style="list-style-type: none"> • 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 English as a medium for teaching and learning	4.1	Explain the challenge for ESOL learners using English as a medium for learning		
		4.2	Analyse the role of metalanguage in literacy and language teaching and learning		
5	Understand the use of assessment approaches to meet the needs of literacy and ESOL learners	5.1	Identify the skills, knowledge and understanding that can be assessed in literacy and ESOL		
		5.2	Analyse approaches to initial and diagnostic assessment to identify the literacy and language skills of learners		
		5.1	Analyse the use of assessment tools in literacy and language teaching and learning		
6	Understand how to promote learning and learner support within literacy, ESOL and language teaching and learning	6.1	Explain the boundaries between own specialist area and those of other specialists and practitioners		
		6.2	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
7	Understand how to liaise with others to promote the inclusion of literacy and language skills in learning programmes	7.1	Identify literacy and language skills needed across contexts and subjects		
		7.2	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

February 2016

For information about Edexcel, BTEC or LCCI qualifications visit qualifications.pearson.com

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