OCR
Oxford Cambridge and RSA

Unit Title:	**Support bilingual learners**
OCR Unit No:	20
Sector Unit No:	TDA 3.17
Level:	3
Credit value:	4
Guided learning hours:	23
Unit accreditation number:	Y/601/7724

Unit purpose and aim

This unit provides the knowledge and skills to support bilingual learners. It is suitable for those who provide support for English as an additional language (EAL), or Welsh or Gaeilge as a second language. The unit requires competence in supporting bilingual learners in language development and learning in the appropriate second or additional language.

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
1. Be able to interact with bilingual learners	1.1 Interact with **bilingual learners** in a way that: a) demonstrates respect for their first or home language(s), values, culture and beliefs b) shows sensitivity to individual needs c) reinforces positive self-images for the learners 1.2 Use language and vocabulary which is appropriate to the learner's age, level of understanding and proficiency in the	Centres must ensure that all assessment criteria are met. **Bilingual learners** are those who have been exposed to two or more languages. The term encompasses both those who are newly arrived and who are new to the language used to deliver the curriculum, and those more advanced bilingual learners who can communicate confidently in the language used to deliver the curriculum but need further support with language use in academic contexts. **Target language** is the additional or second language needed by

		target language	bilingual learners i.e. English as an additional language (EAL) or Welsh/Gaeilge as a second language.
2. Be able to support bilingual learners to develop skills in the target language	2.1	Summarise the organisation's policy and procedures for supporting bilingual learners	
	2.2	Summarise theories of first language acquisition and additional language acquisition and learning	
	2.3	Use knowledge of language acquisition theories and the needs and interests of individual learners to support learning and development of the target language	
	2.4	Demonstrate ways of introducing learners to new words and language structures to extend their vocabulary and structural command of the target language	
3. Be able to support bilingual learners to access the curriculum	3.1	Develop learning resources to meet the needs of bilingual learners	**Teaching, learning and assessment methods** to support the learning and language development of bilingual learners eg:
	3.2	Demonstrate **teaching, learning and assessment methods** to support the learning and language development of individual learners	• allowing time for learners to adjust and become familiar with the structure and pace of lessons
			• ensuring learning objectives are explained clearly through visual supports
	3.3	Deal with the challenges of the language demands of learning activities in ways that maintain the learner's confidence	• introducing,

	and self-esteem	explaining and illustrating key vocabulary related to subject content
	3.4 Encourage learners to become increasingly independent in their learning	
		• providing key visuals and displays that illustrate the process of tasks and the steps to take
	3.5 Provide feedback to the teacher on the learner's participation and progress in relation to:	• scaffolding writing tasks
	a) the learning activities	• scaffolding oracy
	b) language development	• modelling oral and written language to support acquisition
	c) subject knowledge, understanding and skills	• using ICT programs to support language skills and to reinforce learning
		• integrating speaking, listening, reading and writing in the target language
		• reinforcing language learning and understanding through repetition, highlighting vocabulary learnt, summarising and recording what has been learnt and creating opportunities to revisit key concepts through questioning
		• encouraging learner responses and promoting interaction using different forms of questioning
		• using culturally accessible learning materials
		• differentiating

		learning tasks including homework
		• using peer support to promote thinking and talking in first languages to support understanding

Assessment

This unit needs to be assessed in line with the Training and Development Agency (TDA) QCF Assessment principles.

Assessment decisions for competence based learning outcomes (eg those beginning with 'Be able to') must be made in a real work environment by an occupationally competent assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real work environment.

This unit is competence based. This means that it is linked to the candidate's ability to competently perform a range of tasks connected with their work. This unit may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met. This unit requires workplace assessment of occupational competence.

Competence based assessment must include direct observation as the main source of evidence.

Guidance on assessment and evidence requirements

OCR does not stipulate the mode of delivery for the teaching of the content of this unit. Centres are free to deliver this unit using any mode of delivery that meets the needs of their candidates. Centres should consider the candidates' complete learning experience when designing learning programmes.

Assessment criteria 1.1, 1.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4 and 3.5 must be assessed in the workplace.

Details of relationship between the unit and national occupational standards

STL35 Support bilingual/ multilingual pupils

Introductory training materials for teaching assistants:

- Inclusion

NOS can viewed on the relevant Sector Skills Council's website or the Occupational standards directory at www.ukstandards.co.uk.

Functional skills signposting

This section indicates where candidates may have an opportunity to develop their functional skills.

Functional Skills Standards					
English		**Mathematics**		**ICT**	
Speaking and Listening	✓	Representing		Use ICT systems	✓
Reading	✓	Analysing		Find and select information	✓
Writing	✓	Interpreting		Develop, present and communicate information	✓

Additional information

For further information regarding administration for this qualification, please refer to the OCR document '*Admin Guide: Vocational Qualifications' (A850)* on the OCR website www.ocr.org.uk .