



Oxford Cambridge and RSA

Unit Title:	Contribute to supporting bilingual learners
OCR unit number:	12
Sector unit number:	TDA 2.11
Level:	2
Credit value:	2
Guided learning hours:	12
Unit accreditation number:	L/601/7414

Unit purpose and aim

This unit provides the knowledge, understanding 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 demonstration of competence in supporting bilingual learners in language development and learning in the appropriate second or additional language.

Learning Outcomes	Assessment Criteria	Exemplification
The learner will:	The learner can:	
1. Be able to interact with bilingual learners	1.1 Interact with bilingual learners in a way that demonstrates: <ul style="list-style-type: none"> a) respect for their first or home language(s), values, culture and beliefs b) sensitivity to individual needs 1.2 Use language and vocabulary which is appropriate to the learner's age, level of understanding and proficiency in the target language	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

		bilingual learners to access the curriculum 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	<p>2.1 Use knowledge of the needs and interests of individual learners to support development of the target language</p> <p>2.2 Use a range of techniques for supporting learners in developing language skills in the target language</p> <p>2.3 Show ways of encouraging and supporting bilingual learners to interact with others using the target language</p>	
3. Be able to support bilingual learners during learning activities	<p>3.1 Select learning resources to meet the needs of bilingual learners</p> <p>3.2 Apply skills and techniques for including bilingual learners in learning activities</p> <p>3.3 Use appropriate techniques to support the learning and language development needs of individual learners</p> <p>3.4 Provide feedback to the teacher on the learner's participation and progress in relation to:</p> <p>a) the learning activities</p> <p>b) language development</p>	<p>Techniques to support the learning and language development needs of individual learners eg:</p> <ul style="list-style-type: none"> • introducing, explaining and illustrating key vocabulary related to subject content • scaffolding writing tasks, for example modelling writing action (such as correct letter formation), matching, sequencing, providing writing frames and word banks • scaffolding oracy, for example using frameworks for talking and active listening tasks • modelling oral and written language to support acquisition

		<ul style="list-style-type: none"> • integrating speaking, listening, reading and writing in the target language, and using one language skill to support and reinforce another • 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 • using peer support to promote thinking and talking in first languages to support understanding
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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.

National Occupational Standards (NOS) mapping/signposting

STL11 Contribute to supporting 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 .