



## Module Descriptor

<b>Title</b>	Supporting Multilingual Learners		
<b>Session</b>	2025/26	<b>Status</b>	
<b>Code</b>	UGED08011	<b>SCQF Level</b>	8
<b>Credit Points</b>	20	<b>ECTS (European Credit Transfer Scheme)</b>	10
<b>School</b>	Education and Social Sciences		
<b>Module Co-ordinator</b>	R. Fotheringham		

### Summary of Module

This module is designed to enable participants to explore multilingualism in a range of contexts. Students will study a variety of related topics the help them gain a better appreciation and knowledge of multilingualism, including but not limited to: definitions of bilingualism and multilingualism; theories of language acquisition and motivation in practice; multilingualism and individuals (cognition and identity); language, culture and power in society; and supporting English Additional Language (EAL) learners in the classroom. As this module is offered not only to students on the B.A. Education programme, but to other students on a range of programmes, it is not exclusively designed to support students towards meeting the GTCS Standard for Provisional Registration. Through studying this module, however, students will know how to access and apply relevant findings from educational research (2.1.2) and will work collaboratively to share their professional learning and development with colleagues (1.2). In relation to learning for sustainability, students will engage in critical reflection and use enquiring/critical approaches. They will also engage with issues around Human Rights, Global citizenship, Inclusion and Social Justice. Through participating in the module, students will develop UWS Graduate Attributes and will demonstrate, in particular, that they are critical thinkers, effective communicators, collaborative and research-minded as well as developing as emotionally intelligent and research-minded learners.

Module Delivery Method	On-Campus <sup>1</sup>	Hybrid <sup>2</sup>	Online <sup>3</sup>	Work -Based Learning <sup>4</sup>
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<sup>1</sup> Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

<sup>2</sup> The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

<sup>3</sup> Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

<sup>4</sup> Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

<b>Campuses for Module Delivery</b>	<input checked="" type="checkbox"/> Ayr		<input type="checkbox"/> Lanarkshire		<input type="checkbox"/> Online / Distance Learning	
	<input type="checkbox"/> Dumfries		<input type="checkbox"/> London		<input type="checkbox"/> Other (specify)	
<b>Terms for Module Delivery</b>	Term 1	<input type="checkbox"/>	Term 2	<input checked="" type="checkbox"/>	Term 3	<input type="checkbox"/>
	Term 1 – Term 2	<input type="checkbox"/>	Term 2 – Term 3	<input type="checkbox"/>	Term 3 – Term 1	<input type="checkbox"/>
<b>Long-thin Delivery over more than one Term</b>	Term 1 – Term 2	<input type="checkbox"/>	Term 2 – Term 3	<input type="checkbox"/>	Term 3 – Term 1	<input type="checkbox"/>

Learning Outcomes	
<b>L1</b>	Demonstrate a broad knowledge of the scope and main areas of research related to multilingualism in practice
<b>L2</b>	Evaluate the multilingual context in Scotland using a range of analytical skills.
<b>L3</b>	Investigate recommendations for supporting English Additional Language learners, and their use in practice.
<b>L4</b>	Interpret information (including qualitative and quantitative data) with reference to core themes of multilingualism.
<b>L5</b>	

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	During completion of this module, there will be an opportunity to achieve core skills in:
<b>Knowledge and Understanding (K and U)</b>	<p><b>SCQF 8</b></p> <p>Learners will demonstrate:</p> <ul style="list-style-type: none"> <li>• A broad knowledge of the scope, defining features, and main areas of a subject/discipline</li> <li>• Detailed knowledge in some areas related to language acquisition theory and practice</li> <li>• Understanding of a limited range of core theories, principles and concepts related to the development of language</li> <li>• Limited knowledge and understanding of some major current issues which underpin multilingualism</li> <li>• An outline knowledge and understanding of research and equivalent scholarly/academic processes which inform the area of multilingualism</li> </ul> <p>in order to support English Additional Language (EAL) learners</p>
<b>Practice: Applied Knowledge and Understanding</b>	<p><b>SCQF 8</b></p> <p>Use a range of routine skills, techniques, practices and/or materials associated with this subject, a few of which are advanced or complex.</p> <p>Carry out routine lines of enquiry, development or investigation into professional level problems and issues. Adapt routine practices within accepted standards.</p>

<b>Generic Cognitive skills</b>	<p><b>SCQF 8</b></p> <p>Undertake critical analysis, evaluation and/or synthesis of ideas, concepts, information and issues that are within the common understandings of this subject.</p> <p>Use a range of approaches to formulate evidence-based solutions/responses to defined and/or routine problems/issues.</p> <p>Critically evaluate evidence-based solutions/responses to defined and/or routine problems/issues within the EAL context.</p>
<b>Communication, ICT and Numeracy Skills</b>	<p><b>SCQF 8</b></p> <p>Use a range of routine skills and some advanced and specialised skills associated with the subject, for example:</p> <ul style="list-style-type: none"> <li>• Convey complex information to a range of audiences and for a range of purposes.</li> <li>• Use a range of standard applications to process and obtain data.</li> <li>• Use and evaluate numerical and graphical data to measure progress and achieve goals/targets.</li> </ul>
<b>Autonomy, Accountability and Working with Others</b>	<p><b>SCQF 8</b></p> <p>Exercise autonomy and initiative in some activities at a professional level.</p> <p>Take significant managerial or supervisory responsibility for the work of others in defined areas of work.</p> <p>Manage resources within defined areas of work.</p> <p>Take the lead on planning in familiar or defined contexts.</p> <p>Take continuing account of own and others' roles, responsibilities and contributions in carrying out and evaluating tasks.</p> <p>Work in support of current professional practice, under guidance.</p> <p>Deal with ethical and professional issues in accordance with current professional and/or ethical codes or practices, under guidance</p>

<b>Prerequisites</b>	<b>Module Code</b>	<b>Module Title</b>
	<b>Other</b>	
<b>Co-requisites</b>	<b>Module Code</b>	<b>Module Title</b>

<b>Learning and Teaching</b>
<p>In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.</p> <p>In all modules on the BA Education programme, we take an authentic, best-practice and forward-looking approach to learning activities and assessment. There is a strong emphasis on situated learning and real professional scenarios. We are committed to interactive learning and the small number of learning activities that are purely transmission of information are normally pre-recorded. In workshops, which utilise classrooms, and other facilities as appropriate, the outdoors and the Aula VLE, main methodologies include collaborative working, problem-based learning, real-world tasks, research-based learning, placement-based learning. All learning activities are aligned to relevant aspects of the professional standards. Individual, group or tutor-led reflection is required throughout. Learning activities develop 21st century skills such as communication, collaboration, digital</p>

skills, creativity and critical thinking. Learning activities, assessment and feedback, where appropriate, provide students with choice.

<b>Learning Activities</b>	<b>Student Learning Hours</b>
During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	(Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	18
Tutorial / Synchronous Support Activity	18
Independent Study	164
Please select	
Please select	
Please select	
<b>TOTAL</b>	<b>200</b>

### **Indicative Resources**

**The following materials form essential underpinning for the module content and ultimately for the learning outcomes:**

Anderson, C., Foley, Y., Sangster, P., Edwards, V. and Rassool, N. (2016) Policy, Pedagogy and Pupil Perceptions: EAL in Scotland and England. Cambridge: The Bell Foundation.

Baker, C. (2011) Foundations of Bilingual Education and Bilingualism. 5th ed. Bristol: Multilingual Matters.

Foley, Y., Sangster, P. and Anderson, C. (2013) Examining EAL policy and practice in mainstream schools. Language and Education. Vol.27(3), pp.191–206.

Garcia, O. (2009) Bilingual Education in the 21st Century: A Global Perspective. Oxford: Blackwell.

Hancock, A. (2012) Inclusive practices for pupils with English as an additional language. In: Arshsad, R., Wrigley, T., and Pratt, L. (eds.). Social Justice Re examined: Dilemmas and Solutions for the Classroom Teacher. London: Institute of Education Press, pp.97–111.

Learning and Teaching Scotland (2005) Learning in 2(+) Languages. Ensuring Effective Inclusion for Bilingual Learners. Good practice for Teachers, Educational Establishments and Local Authorities. Dundee: LTS.

**(N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk\*) to wait until the start of session for confirmation of the most up-to-date material)**

### **Attendance and Engagement Requirements**

In line with the [Student Attendance and Engagement Procedure](#), Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

**For the purposes of this module, academic engagement equates to the following:**

All fulltime students (part-time and distant learning students should check with their programme leader for any queries) are required to attend all scheduled classes and participate with all delivered elements of the module as part of their engagement with their programme of study. Consideration will be given to students who have protection under the appropriate equality law. Please refer to UWS Regulations, Chapter 1, 1.64 – 1.67, available at the following link: <http://www.uws.ac.uk/current-students/rights-and-regulations/regulatory-framework/> In accordance with module and programme handbooks, any student whose attendance has fallen below the 75% minimum requirement for a module could be withdrawn from and given a re-attend decision for that module. To assure placement partners that students are appropriately prepared to undertake periods of school experience, unsatisfactory attendance across academic modules may prevent progress to placement, or result in withdrawal from the programme, as a student would be deemed not to have met the professional requirements of the programme as accredited by the GTCS.

### Equality and Diversity

**The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: [UWS Equality, Diversity and Human Rights Code](#).**

Please ensure any specific requirements are detailed in this section. Module Co ordinators should consider the accessibility of their module for groups with protected characteristics.. Aligned with the overall commitment to equality and diversity stated in the Programme Specification, the module supports equality of opportunity for students from all backgrounds and with different learning needs. Using the VLE, learning materials will be presented electronically in formats that allow flexible access and manipulation of content. The module complies with University regulations and guidance on inclusive learning and teaching practice. Specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. Student teachers are encouraged to reflect on their developing understanding of aspects relating to equality and diversity and to consider how this helps them to work towards meeting the Standard for Provisional Registration (GTCS, 2021), of which demonstrating commitment to social justice and inclusion is a significant part. Through studying this module, student teachers create a safe, caring and purposeful learning environment which is welcoming and inclusive, well managed and well organised and commit to and demonstrate equity and inclusion.

A direct focus on these aspects not only advances equality in the student environment, by promoting empathy and affiliation, but also within the school settings where student teachers undertake their school experience.

**(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)**

### Supplemental Information

<b>Divisional Programme Board</b>	<b>Education</b>
<b>Overall Assessment Results</b>	<input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded
<b>Module Eligible for Compensation</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No  <b>If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.</b>

<b>School Assessment Board</b>	Education
<b>Moderator</b>	K Mohammed
<b>External Examiner</b>	L. Waddle
<b>Accreditation Details</b>	General Teaching Council for Scotland
<b>Module Appears in CPD catalogue</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>Changes / Version Number</b>	1.03

### Assessment (also refer to Assessment Outcomes Grids below)

#### Assessment 1

The summative assessment of this course will be through a weekly Reflective Learning Journal.

Each journal entry, of 500 words (+/-10%), will be made in response to a taught session. Formative feedback will be provided prior to summative submission.

Students are able to select their strongest six journal entries for assessment, to create a total submission of 3000 words. This must reference academic journals or articles, policies and/or statistical datasets where relevant. (100% weighting)

Student handbooks, and other detailed material made available to students, will clarify the relationship between formative assessment and the specific learning outcomes for the module. This will ensure that students can relate feedback from formative assessment to their individual progress on the learning outcomes for the module. On summative assessments, students will receive detailed information indicating the ways in which summative assessments will assess individual learning outcomes for the module. As appropriate, students will also receive detailed information on how feedback will be provided for assessments.

#### Assessment 2

#### Assessment 3

(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed.

(ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

#### Component 1

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Workbook/ Laboratory notebook/ Diary/ Training log/ Learning log	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	100	28

#### Component 2

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Component 3							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<b>Combined total for all components</b>						100%	28 hours

### Change Control

What	When	Who
New template, no changes for 25/26	Mar 25	S Wylie