University of the West of Scotland

Module Descriptor

Session: 202425

Title of Module: Supporting Multilingual Learners			
Code: UGED08012	SCQF Level: 8 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: (European Credit Transfer Scheme)
School:	School of Education & Social Sciences		
Module Co-ordinator:	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					
Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
☐	☒	☐	☐	☐	☐
See Guidance Note for details.					

Campus(es) for Module Delivery

The module will **normally** be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate)						
Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
☐	☒	☐	☐	☐	☐	Add name

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1	☐	Term 2	☒	Term 3	☐

Learning Outcomes: (maximum of 5 statements)
These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module.
At the end of this module the student will be able to:

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

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:
Knowledge and Understanding (K and U)	SCQF Level **8** Learners will demonstrate: • A broad knowledge of the scope, defining features, and main areas of a subject/discipline • Detailed knowledge in some areas related to language acquisition theory and practice • Understanding of a limited range of core theories, principles and concepts related to the development of language • Limited knowledge and understanding of some major current issues which underpin multilingualism • An outline knowledge and understanding of research and equivalent scholarly/academic processes which inform the area of multilingualism in order to support English Additional Language (EAL) learners.

Practice: Applied Knowledge and Understanding	SCQF Level **8** Use a range of routine skills, techniques, practices and/or materials associated with this subject, a few of which are advanced or complex. Carry out routine lines of enquiry, development or investigation into professional level problems and issues. Adapt routine practices within accepted standards.
Generic Cognitive skills	SCQF Level **8** Undertake critical analysis, evaluation and/or synthesis of ideas, concepts, information and issues that are within the common understandings of this subject. Use a range of approaches to formulate evidence-based solutions/responses to defined and/or routine problems/issues. Critically evaluate evidence-based solutions/responses to defined and/or routine problems/issues within the EAL context.
Communication, ICT and Numeracy Skills	SCQF Level **8** Use a range of routine skills and some advanced and specialised skills associated with the subject, for example: • Convey complex information to a range of audiences and for a range of purposes. • Use a range of standard applications to process and obtain data. • Use and evaluate numerical and graphical data to measure progress and achieve goals/targets.
Autonomy, Accountability and Working with others	SCQF Level **8** Exercise autonomy and initiative in some activities at a professional level. Take significant managerial or supervisory responsibility for the work of others in defined areas of work. Manage resources within defined areas of work. Take the lead on planning in familiar or defined contexts. Take continuing account of own and others' roles, responsibilities and contributions in carrying out and evaluating tasks. Work in support of current professional practice, under guidance. Deal with ethical and professional issues in accordance with current professional and/or ethical codes or practices, under guidance.

Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	**Module Title:**
	Other:	
Co-requisites	**Module Code:**	**Module Title:**

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

Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Normally totalling 200 hours): (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
	Hours Total 200

**Indicative Resources: (eg. Core text, journals, internet access)

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.Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.

Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.

(**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

Divisional Programme Board	Education
Assessment Results (Pass/Fail)	Yes ☐No ☒

School Assessment Board	Education
Moderator	K Mohammed
External Examiner	L. Waddell
Accreditation Details	General Teaching Council for Scotland
Changes/Version Number	1.03

Assessment: (also refer to Assessment Outcomes Grids below)
This section should make transparent what assessment categories form part of this module (stating what % contributes to the final mark).   Maximum of 3 main assessment categories can be identified (which may comprise smaller elements of assessment).   **NB: The 30% aggregate regulation (Reg. 3.9) (40% for PG) for each main category must be taken into account. When using PSMD, if all assessments are recorded in the one box, only one assessment grid will show and the 30% (40% at PG) aggregate regulation will not stand. For the aggregate regulation to stand, each component of assessment must be captured in a separate box.**   Please provide brief information about the overall approach to assessment that is taken within the module. In order to be flexible with assessment delivery, be brief, but do state assessment type (e.g. written assignment rather than "essay" / presentation, etc) and keep the detail for the module handbook. Click or tap here to enter text.
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.
(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.)

Assessment Outcome Grids (See Guidance Note)

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Workbook/ Laboratory notebook/ Diary/ Training log/ Learning log	✔	✔	✔	✔	100	28

Combined Total for All Components	**100%**	**28 hours**

Change Control:

What	When	Who
Further guidance on aggregate regulation and application when completing template	16/01/2020	H McLean
Updated contact hours	14/09/21	H McLean
Updated Student Attendance and Engagement Procedure	19/10/2023	C Winter
Updated UWS Equality, Diversity and Human Rights Code	19/10/2023	C Winter
Guidance Note 23-24 provided	12/12/23	D Taylor
General housekeeping to text across sections. .	12/12/23	D Taylor

Version Number: MD Template 1 (2023-24)