Arrangements for:

Professional Development Award

Introduction to Tutoring English to Speakers of Other Languages (ITESOL)

at SCQF level 6

Group Award Code: G91E 46

Validated in April 2008

Date of original publication: October 2008

Version: 02 (March 2021)

Acknowledgement

History of changes

It is anticipated that changes will take place during the life of the qualification, and this section will record these changes. This document is the latest version and incorporates the changes summarised below.

Version number	Description	Date
02	This document has been updated without any change to the requirements of the award.	March 2021

Contents

1   Introduction

This is the arrangements document for the Professional Development Award (PDA) Introduction to Tutoring English to Speakers of Other Languages (ITESOL) at SCQF level 6.

The PDA Introduction to Tutoring English to Speakers of Other Languages (ITESOL) is for volunteers and tutor assistants who tutor, or intend to tutor, English to Speakers of Other Languages (ESOL) learners, but who may have no prior recognised ESOL teaching/tutoring qualifications. It has been designed in Scotland with the active ESOL agenda in mind. It aligns itself to the Professional Qualifications Framework for ESOL practitioners in Scotland. It recognises the need for current and prospective ESOL practitioners to have access to accredited subject specific qualifications, to a consistent national standard. This award is the first stage of this framework.

This PDA is intended to:

♦   provide underpinning core knowledge required to work with ESOL learners
♦   promote awareness of English language skills development
♦   develop skills in integrating language skills in the context of ESOL delivery
♦   provide opportunities to develop practical tutoring skills in the context of ESOL delivery

While the PDA is expected to be undertaken by those new to the field of ESOL, it is also appropriate for teachers and lecturers of other subjects who have ESOL learners in their classes and, therefore, wish to develop a broader understanding of issues related to English language development and how this can impact on their own teaching/tutoring contexts.

This qualification provides candidates with the basic necessary skills and knowledge to allow them to successfully negotiate and deliver ESOL in a supported context. As well as introducing candidates to key terminology, it provides candidates with opportunities to explore the nature of language learning from a learner's perspective, enhancing the delivery of learning programmes they engage in.

This PDA is a first-stage qualification, and as such candidates wishing to develop in the ESOL domain will undertake further study at a higher level and of a more in-depth nature, in recognition of the specialist subject nature of ESOL theory and practice.

The following table illustrates potential progression opportunities currently available in Tutoring English to Speakers of Other Languages (TESOL) qualifications:

Arrangements document: PDA — Introduction to Tutoring English to Speakers of Other Languages (ITESOL) at SCQF level 6 (G91E 46)

1

PDA Introduction to Tutoring English to Speakers of Other Languages (ITESOL) SCQF level 6	
Two mandatory units: Language and Learning in ESOL F43X 33 Developing ESOL: Tutoring Skills F43W 33	**16 SCQF credit points**
PDA in TESOL SCQF level 9	
Four mandatory units: ESOL and the Learners FE71 36 English Language Frameworks (TESOL) FE70 36 Language Skills (TESOL) FE6Y 36 ESOL Planning and Delivery FE72 36	**32 SCQF credit points at level 9**
PDA in Applied Practitioner Studies in TESOL level 10	
Two mandatory units: English Language Analysis for TESOL (SCQF level 10) — double unit FK8X 37 ESOL Assessment and the Scottish Framework (SCQF level 9) — FK8Y 36 **One optional unit from:** ESOL Syllabus Design (SCQF level 9) — FM1G 36 Teaching ESOL Literacies to Adults (SCQF level 9) — FK8W 36	**16 SCQF credit points at level 10** **16 SCQF credit points at level 9**

The PDA ITESOL was developed taking cognizance of the ESOL agenda in Scotland and was a direct response to the call in the Scottish Government's National ESOL Strategy[1], launched in March 2007, to develop a qualification for volunteers who support the delivery of ESOL. The ESOL report, which informed the strategy, recommended that:

'A national minimum level of teacher qualification should be introduced, for both FE and CE sectors and should be available to all teachers wherever they work. The SQA should develop an award for ESOL teachers, based on the FENTO[2] framework.'

---

[1] The Adult ESOL Strategy for Scotland http://www.scotland.gov.uk/Publications/2007/05/09155324/0

[2] Further Education National Training Organisation (now LLUK)

A further recommendation stated that:

Training for volunteers should be developed and certificated.

These recommendations were further endorsed in the strategy itself, calling for SQA to develop professional development awards for ESOL practitioners. In doing so account was to be taken of related developments at a UK level. Assistance was given from LLUK[3] to ensure cross-sectoral continual professional development (CPD) that focused on meeting learners' needs. The strategy also recommended training and accreditation for volunteers:

'Volunteer tutors make a significant contribution to ESOL provision in Scotland. Some volunteers are highly trained and experienced. For those who lack formal training or are new to this field of teaching, a PDA in initial ESOL teaching should be developed. The award should support the skills of volunteers in working one to one or with small groups of ESOL learners. The award should draw on best practice in language learning and ESOL and literacies learning. It should enable progression to the CELTA or equivalent.'

The development of the award took account of the range of sectors involved in ESOL delivery in Scotland. As well as supporting volunteers, it provides a platform for those wishing to build a career in ESOL teaching and tutoring, a base from which to develop more advanced knowledge and skills. It also provides employers with a national qualification, based on UK standards, designed to take account of the specialist nature of ESOL learning and teaching.

Further support for the development of a first-stage qualification for ESOL tutors came from the ATLAS Development Partnership (DP), part of the EQUAL Programme, a European Social Fund Community Initiative providing funds to projects which test and promote new methods of combating discrimination and inequalities in the labour market. ATLAS part-funded this development in recognition of the need to support volunteers working with asylum seekers in Scotland.

---

[3] LLUK Lifelong Learning UK — professional development of staff working in the UK lifelong learning sector

2   Award structure

This PDA is made up of two mandatory units. Both units are single credit units. The award comprises 16 SCQF credit points and 2 SQA credits at SCQF level 6.

Candidates need to achieve both units to gain the award. In each unit there are four mandatory outcomes which must be achieved to successfully complete the unit.

A mapping of Core Skills development opportunities is available in Section 4.

Code	Unit title	Outcomes	SCQF credit points	SCQF level	SQA credit value
F43X 33	Language and Learning in ESOL	1. Explain factors affecting ESOL learning. 2. Identify lexical, grammatical and phonological features of the English language. 3. Describe language skills. 4. Explain factors affecting language selection in ESOL tutoring.	8	6	1
F43W 33	Developing ESOL Tutoring Skills	1. Describe strategies for managing an effective learning environment, including online learning, if applicable. 2. Plan ESOL tutoring sessions. 3. Select appropriate learning resources and design appropriate tasks. 4. Review the planning and delivery of ESOL tutoring sessions.	8	6	1

3 Aims of the qualification

3.1 General aims of the qualification

The principal purpose of this qualification is to provide the core competences, developed to a national standard, required to tutor ESOL in a supported context. This ensures consistency and quality of training for ESOL practitioners and maximises the quality of the learning experience for ESOL learners.

A secondary, but equally vital, aim is to raise the professional standing of ESOL as a subject in its own right, with a well-developed learning and teaching methodology. The award recognises the diversity of sectors and contexts in which ESOL is delivered, and seeks to be useful and flexible for practitioners working across the various sectors and contexts.

The overarching aims are to:

♦ develop subject specialist knowledge in the ESOL domain.
♦ develop practical ESOL tutoring skills.
♦ enhance professional effectiveness of those providing ESOL tuition.

3.2 Specific aims of the qualification

The specific purposes of the qualification link directly with the knowledge and skills listed in the unit specifications. Bearing in mind the introductory nature of this award, successful completion should enable the candidate to begin to:

♦ develop awareness of factors affecting ESOL learners with regard to language learning.
♦ understand the relevance of a learner-centred/social practice approach to ESOL learning and tutoring.
♦ identify and describe lexical, grammatical and phonological features of the English language using linguistic terminology.
♦ develop an awareness of the relationship between semantic (meaning) and syntactic (form) features of language.
♦ develop knowledge of language skills (listening, speaking, reading and writing).
♦ understand the interdependence of the four language skills in successful communication.
♦ understand how purpose, context and audience affect language selection.
♦ understand how language competence of learners (level) affects tutor's own language selection.
♦ acquire skills in grading language according to purpose, context and audience.
♦ acquire knowledge of specialist ESOL pedagogic terminology.
♦ develop learner-centred lesson planning skills.
♦ develop skills in selecting appropriate resources and designing tasks according to learner need, level and interest.
♦ develop skills in managing the ESOL learning environment.
♦ acquire practical skills for tutoring ESOL learners.
♦ develop ability to evaluate one's own tutoring performance.
♦ use reflection and evaluation to inform future goals.
♦ apply learning in a real tutoring context.

Arrangements document: PDA — Introduction to Tutoring English to Speakers of Other Languages (ITESOL) at SCQF level 6 (G91E 46)

5

4 Recommended entry to the qualification

This qualification is for candidates who:

♦ are new to the field of ESOL delivery.
♦ are following a training programme for ESOL volunteer tutors or tutor assistants.
♦ are currently involved in ESOL delivery and seek recognition through national certification.
♦ are teachers/lecturers of other subjects who have ESOL learners in their classes.
♦ have an added ESOL responsibility in their work.

The range of candidates is likely to be diverse. The qualification is designed for candidates who will deliver ESOL in a supported context under the supervision of a qualified ESOL practitioner*.

4.1 Access to awards

Entry to this qualification is at the discretion of the centre. It is strongly recommended that centres use selection criteria including interview and a written statement from the potential candidate.

On entry the candidates' own use of spoken and written English, as well as their aural and reading skills, must be sufficient to equip them to participate effectively on a training course and to meet the assessment requirements.

Although there are no formal entry requirements for this award, it is recommended that candidates should have, or should be working towards, an SCQF level 5 qualification or equivalent in communication/English.

Candidates whose first language is not English should have English language competence at least at SCQF level 6, CEFR (Common European Framework of Reference for Languages) C1 across the four linguistic skills of listening, speaking, reading and writing.

It is important that the qualification is accessible to a wide range of candidates. At the same time, in order to set a benchmark national standard, it is necessary to ensure that candidates have (or can acquire) the linguistic and communicative competences to become successful ESOL tutor assistants.

In addition, candidates should have an interest in and commitment to the development of ESOL in Scotland, and confidence in their own literacy and communication abilities. It is also essential that candidates have a willingness to learn and use ICT.

This qualification seeks to attract a wide range of applicants from different backgrounds and experience. Therefore, centres are encouraged to consider experience, life skills and potential ability. Formal academic qualifications are not, by themselves, indicators of suitability to this award.

---

*For the purposes of this PDA, 'qualified ESOL practitioners' means tutors/teachers with minimum qualifications of CELTA (Cambridge Certificate in Teaching English to speakers of other Languages); Trinity CertTESOL (Trinity College Certificate in Teaching English to Speakers of Other Languages) or equivalent at SCQF level 9.

In cases where a potential candidate does not have the necessary level of competence, centres should provide guidance on learning which could be undertaken to allow access to the award at a later date. This could be through further study of English either through a communication, English or ESOL course.

4.2   Core skills entry profile

Candidates undertaking this qualification will already possess a good level of core skills particularly in the areas of *Working with Others* and *Communication*. However, many candidates may have skills above this level. Candidates are likely to have diverse academic backgrounds; some may have few formal academic qualifications, while others may be graduates.

Recommended Entry level of Core Skills		SCQF level
Communication	Oral Communication	5
	Written Communication	5
Numeracy	Using Graphical Information	3
	Using Number	3
Information and Communication Technology		3
Problem Solving	Critical Thinking	4
	Planning and Organising	4
	Reviewing and evaluating	4
Working with Others		3

4.3   Core skills Exit profile

The core skill of *Problem Solving* at SCQF level 6 is embedded within the unit *Developing ESOL Tutoring Skills* unit **.** Candidates who successfully achieve this unit will automatically be certificated with this core skill. It is recommended that candidates are informed of this during the delivery of the unit.

While undertaking this qualification, candidates will have opportunities to develop all the core skills, in particular, *Communication* (both Oral and Written) at SCQF level 6, *Working with Others* and *Information and Communication Technology* at SCQF level 4.

Anticipated Exit profile of Core Skills		SCQF level
Communication	Oral Communication	6
	Written Communication	6
Numeracy	Using Graphical Information	3
	Using Number	3
Information and Communication Technology		4
Problem Solving	Critical Thinking	6
	Planning and Organising	6
	Reviewing and evaluating	6
Working with Others		4

Strength of components against the Core Skills framework

Core Skill		Mode/method	Strength against Core Skills framework
Communication	Written communication: — Reading — Writing	Formative/Summative Assessment Teaching and Learning	Good
	Oral Communication	Formative/Summative Assessment Teaching and Learning	Good
Numeracy	Using Graphical Information Using Number	Teaching and Learning	Weak
Information and Communication Technology		Formative Assessment Teaching and Learning	Good
Problem Solving	Critical Thinking Planning and Organising Reviewing and Evaluating	Teaching and Learning Formative/Summative Assessment	Good
Working with Others		Teaching and Learning	Limited

5 Additional benefits of the qualification in meeting employer needs

5.1 Mapping information

The principal, specific and general aims of the qualification are integrated throughout the two mandatory units.

This qualification was mapped to two UK-based ESOL subject specific frameworks to help provide a solid base from which other qualifications on the Professional Development Framework for Scotland can be benchmarked:

♦ *Subject Specifications for teachers of English for Speakers of Other Languages (ESOL). FENTO (now subsumed into LLUK), 2002.*
♦ *New overarching professional Standards for Teachers, Tutors and Trainers in the Life Long Learning Sector. Application for the Professional Standard for teachers of English (Literacy and ESOL) Lifelong Learning UK, 2007*

This award recognises the five guiding principles of the Adult ESOL Strategy for Scotland 2007 and Welcoming Our Learners: Scotland's ESOL Strategy 2015–2020.

♦ **Inclusion** — supporting migrant and refugee settlement through professional development of ESOL tutors
♦ **Diversity** — recognising the values/cultures of ESOL learners through a learner-centred approach
♦ **Quality** — positioning effective practice at the heart of ESOL learning and tutoring
♦ **Achievement** — promoting personal, social and professional achievement of volunteer tutors and tutor assistants through an accredited route
♦ **Progression** — supporting and encouraging further learning and development through the award's positioning as a first-stage qualification

The PDA ITESOL takes account of the values and principles of community learning in Scotland and these are embedded within the outcomes of this award.

Candidates:

♦ consider their own language and the needs of their learners.
♦ work with their learners, recognising them as individuals.
♦ provide appropriate, challenging learning events.
♦ develop their own communicative skills and those of their learners.
♦ plan, manage and organise the learning environment and learning events, while taking account of their learners.

The PDA ITESOL also takes account of The Professional Standards for Lecturers in Scotland's Colleges, and recognises their importance for those involved in teaching and learning in Scotland.

Arrangements document: PDA — Introduction to Tutoring English to Speakers of Other Languages (ITESOL) at SCQF level 6 (G91E 46)

9

5.2 Articulation and progression

The award is a first-stage, introductory qualification for ESOL practitioners. It will facilitate progression onto other qualifications within the Professional Development framework for ESOL practitioners in Scotland.

Candidates wishing to develop in the ESOL domain will undertake further study at a higher SCQF level, in recognition of the specialist subject nature of ESOL theory and practice.

The PDA ITESOL facilitates progression to other qualifications such as Cert TESOL (Trinity College, London) and CELTA (Cambridge ESOL), although there is no guarantee of automatic entry onto a course leading to these qualifications, as the relevant awarding bodies and course providers may have specific selection criteria.

5.3 Employment opportunities

Many candidates will take this qualification as part of a training programme prior to becoming an unpaid volunteer tutor. Others will find paid employment within an adult training environment or in roles which offer support to ESOL learners through language delivery. There are employment opportunities for those seeking work in the ESOL domain, with a diverse range of sectors involved in ESOL delivery.

6 Approaches to delivery and assessment

6.1 Content and context

The PDA ITESOL provides an introduction to the core knowledge and skills required to work with ESOL learners as a tutor in a supported context. It should be delivered in the context of a suitable training programme, which aims to enable candidates to contribute to tutoring in ESOL.

It is particularly important that centres consider the context in which candidates are (or will be) delivering ESOL and that the course content specifically addresses this. The award is designed to allow for flexibility of delivery, eg if the course is being delivered to candidates teaching/tutoring ESOL in the workplace, trainers should be able to select materials and contexts relevant to the candidates. In another scenario candidates may be delivering ESOL/EAL to school students. Again, it is the responsibility of the centre to develop a course which meets the needs of their candidates. Where this is not possible, candidates should be informed of this before embarking on the course.

Learner-centred approach in ESOL

Candidates should develop an awareness of the current context of ESOL in Scotland. They should understand and recognise the benefits of the social practice approach, and how this is an important element in a learner-centred approach contextualizing tuition and choice of topic to make it relevant to the learner(s) needs and aspirations. The experience and existing knowledge and skills of learner(s) should be recognised when designing a programme.

Candidates should:

♦ recognise the importance of ensuring that the learner is involved in the learning process.
♦ in negotiation with the learner and an experienced ESOL practitioner, devise and agree a programme of work which addresses the ESOL needs of the learner(s) .
♦ understand the role of reflection and evaluation in the programme of work and the positive impact this has on future delivery.

6.2 Delivery mechanisms

While the exact time allocated to the PDA is at the discretion of the centre, the notional design length is 80 hours. It is anticipated that time allocated to each unit would be:

Unit	Title	Hours
1	Language and Learning in ESOL	40
2	Developing ESOL Tutoring Skills	40

Modes of delivery

This award is designed to be delivered as part of a taught course. The course could be run either full-time or part-time. The course can also be delivered in a physical, online or blended learning environment. Various delivery mechanisms are possible, eg one full day per week over 8–10 weeks, one evening per week over 16–20 weeks. It would also be possible to run the training intensively. However, in such a case, care should be taken to give candidates enough time to work with their learners and for review and reflection. Course tutors, assessors and internal verifiers are advised to include a timetable for assessment in the course programme for candidates.

Online Learning

This qualification is also suitable for online learning and some centres, particularly those situated in rural or isolated areas, may wish to consider this option; however, candidates following this option will benefit from peer discussion and review opportunities and where possible, at least some face to face delivery . It is recommended that if the course is delivered online, online forums, and online group tutorials be an integral part of the programme for candidates.

For the Developing ESOL Tutoring Skills unit, candidates must also have access to a live or live online observation of a qualified ESOL tutor for outcome 1 and access to learners in a physical or online environment to meet the evidence requirements in outcomes 2-4. In order to ensure the validity of observation and tutoring evidence, centres should ensure that there is a system in place for internal verification of this evidence.

Assessments could be submitted via VLE, email or post. Guidance on remote assessment is available on this link https://www.sqa.org.uk/sqa/96137.html

6.3　Delivery of the units

The units are written sequentially. The outcomes in unit 1, Language and Learning in ESOL provide logical progression and essential scaffolding for successful delivery of the ESOL tutoring sessions undertaken by candidates in unit 2, Developing ESOL Tutoring Skills.

It is not, however, necessary to complete an outcome before embarking on the next stage of input. Aspects of different outcomes will be integrated, developed and reviewed at various stages throughout the course. Best practice in ESOL teacher education should ensure that during delivery of the course, candidates are introduced to, and experience in their own learning, a variety of techniques and methods which are relevant and applicable to the ESOL learning environment. Experiential learning and loop input can be used to exemplify good practice. Candidates may take part in discovery type activities similar to those they would use with their learners when exploring grammatical, lexical or phonological aspects of language.

Throughout delivery, centres should allocate enough time for exploration of theory into practice, debate and exchange of ideas and observation of good practice.

6.4   Assessment of the units

Integration of content and assessment

Unit 1, Language and Learning in ESOL, introduces candidates to the context of ESOL in terms of the learners and the learning contexts they may encounter when tutoring ESOL. It explores fundamental aspects of language and develops the link between linguistic knowledge and its application when tutoring.

While this unit may have a more theoretical base than the following unit, centres should ensure that candidates have opportunities to develop an awareness of the practical application of theoretical knowledge in the ESOL domain. Opportunities to view ESOL 'in action' through DVDs of good practice, interviews with learners and role-play will help to make the learning more 'real'.

The unit outcomes are assessed through written and oral accounts and (a) closed-book test(s). Centres should ensure that candidates are assessed once they have covered all the knowledge and skills for the outcomes. Candidates should also be given frequent formative assessments to prepare for the summative closed-book assessment.

Unit 2, Developing ESOL Tutoring Skills, is assessed through a portfolio which will include evidence of observation, planning, material selection, task design, delivery considerations and evaluations which then feed into the next session of delivery.

Three tutoring sessions will be delivered. There will be no formal observed assessment of the candidate working with ESOL learners. Therefore, candidates will not be assessed on their performance during delivery. However, candidates are required to include an audio/audio-visual recording of part of one of the tutoring sessions in their portfolio. A high level of guidance and support should be given to the candidates throughout this process.

The portfolio will include the mandatory components, as detailed in the evidence requirements for the unit. Each candidate must deliver a tutoring programme to ESOL learner(s) of three sessions, each of 45–60 minutes. The teaching and learning should take place with a minimum of one learner but could also take place with a group. The needs and level(s) of the individual/group must be considered during the planning stage and must be evidenced in the lesson plans.

Guidance for this planning must be given by a CELTA/CertTESOL qualified practitioner with at least 2 years post qualification experience. Centres should ensure that this mentor/tutor has enough relevant experience in this area to support the candidate.

The portfolio must comprise of:
♦   a record of the candidate's observations of two ESOL tutoring sessions
♦   a profile of the learner(s)
♦   a series of tutoring session plans
♦   two resources and tasks selected for and used during two of the tutoring sessions
♦   an audio/audio-visual recording of part of one of the tutoring sessions
♦   a completed record of progress of the sessions
♦   a review and self-evaluation of each session

The planning and other preparation may be completed in time set aside during a training programme or in the candidate's own time. While most portfolios will be in written format the use of other formats such as audio accounts or a video diary may also be used.

In order to complete the outcomes in unit 2, Developing ESOL Tutoring Skills, the candidate will work with (an) ESOL learner(s), supported by an experienced ESOL practitioner. The candidate could choose to undertake the work for assessment with a learner they know and already work with in their normal working practice. If this is not appropriate, or the candidate is not already involved in ESOL delivery, the centre must organise this placement. It is essential that the candidate has enough time with the learner(s) to meet the evidence requirements.

The candidate will need to meet the learner(s) before the planning process begins to ensure that learner needs are taken account of, and the learner(s) must agree in writing to the placement.

Within ESOL it is acknowledged that learner attendance can sometimes be irregular. This is of particular significance where a candidate is using 1–1 tutoring as evidence for assessment. If the learner drops out of tutoring sessions, another learner will need to be found and if this happens late in the course it could complicate assessment.

In the exceptional circumstances of the learner withdrawing before the candidate's assessment is completed, the candidate may evidence work with another learner. However, the candidate will need to complete a profile for this 'new' learner.

Centres must ensure that at least two of the lessons planned for and reviewed in the assessment of outcomes 2 and 4 are with the same learner to maintain sufficient continuity and development opportunities. Where a candidate is tutoring a group of learners there must be some continuity within the group (ie some of the learners must remain the same) for the lessons planned for and reviewed.

Further guidance on assessment is given in the Assessment Guidelines and Support Notes for the units.

Assessment Exemplars are available from the SQA secure website.

7   General information for centres

Candidates with disabilities and/or additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative outcomes for units. Further advice on Assessment Arrangements can be found on this link
https://www.sqa.org.uk/sqa/14976.779.html

Approval

SQA has removed devolved approval status for this PDA due to the specialised nature of the qualification. All SQA approved centres will need to apply for qualification approval prior to delivery of the PDA and should contact the SQA Approval Section. There will be 100% visiting or virtual visiting verification for a minimum of the first year of delivery.

In recognition of the need for ESOL subject specialists to deliver the award, care should be taken by centres when selecting staff to be involved in training. It is expected **trainers** delivering the PDA ITESOL will have **all** of the following:

1   **A minimum of 3 years recent, relevant experience of teaching/tutoring ESOL.**

   This experience must include teaching/tutoring in a UK or other appropriate national ESOL context. Experience must also cover working with learners across a wide range of levels from beginner to advanced.

2   **A specialist TESOL qualification at SCQF level 9 or above.**

   Examples of appropriate qualifications include:

   ♦   SQA PDA in TESOL
   ♦   Cambridge CELTA
   ♦   Trinity CertTESOL
   ♦   SQA PDA in Applied Practitioner Studies in TESOL

   ♦   Cambridge DELTA
   ♦   Trinity DipTESOL

3   **Relevant and recent experience of delivering ESOL teacher/tutor training courses.**

   Assessors and internal verifiers must comply with the requirements above. Qualifications and experience of staff will be checked at the qualification approval stage.

Recommendations for delivery

It is recommended that a course leading to the award is delivered by two trainers. This will encourage effective practice where candidates are exposed to different techniques, methods and 'voices'.

Where a centre does not have two trainers with relevant ESOL teacher/tutor training experience (requirement 3 above), an experienced trainer could act as course leader while the 'trainee' trainer shadows input sessions, undertaking some of the sessions themselves in a context supervised and supported by the course leader. When the trainee trainer has developed sufficiently, they may then become part of the core team.

It will be necessary to work in partnership for assessment and internal verification purposes where there is only one trainer with the required qualifications and expertise.

All three areas of expertise should be reflected by those delivering: ESOL practice, pedagogy in appropriate context, subject knowledge of ESOL. Centres should ensure that the trainers delivering the *PDA ITESOL* have sufficient knowledge and skills to cover all outcomes in the award, and have experience relevant to the candidates undertaking a course with the centre, eg if candidates are delivering ESOL in the workplace, trainers should be able to select materials and contexts appropriate for that learning environment .

Mentors may be used during unit 2, Developing ESOL Tutoring Skills, to support and provide guidance to candidates in the planning and review process for outcomes 2, 3 and 4. Mentors should have appropriate TESOL qualifications and a range of ESOL teaching/tutoring experience. Guidance on what is expected in terms of providing support, knowledge of the centre syllabus and an awareness of the evidence requirements should be provided for mentors.

Observation of experienced ESOL specialist teachers

The centre must ensure that the teachers used for observation purposes, outcome 1 unit 2 have both experience and a TESOL qualification at a minimum of SCQF level 9.

Candidates should always be working under the guidance of a trained ESOL specialist teacher who has, as a minimum, a TESOL qualification at SCQF level 9 and 2 years post-qualification ESOL teaching/tutoring experience.

Resources

Centres must have an adequate physical or online learning environment. Candidates should have access to resources which reflect the specialist nature of the qualification, ie up to date Information and Communication Technology and specialist software, specialist reading materials, journals and published teaching materials. Some resources may not be appropriate at this level and candidates should be advised of those relevant to this first-stage qualification.

Internal and external verification

All instruments of assessment used within this qualification should be internally verified, using the appropriate policy within the centre and the guidelines set by SQA.

External verification will be carried out by SQA to ensure that internal assessment is within the national guidelines for these qualifications.

The SQA Internal Verification Toolkit can be found on this link
https://www.sqa.org.uk/sqa/74679.html

Internal verification: A guide for centres can be found on this link
https://www.sqa.org.uk/files_ccc/InternalVerificationGuideforCentres.pdf

Information on external qualification verification can be found on this link
https://www.sqa.org.uk/sqa/74664.html

8   General information for candidates

The Professional Development Award (PDA): Introduction to Tutoring English to Speakers of Other Languages (ITESOL) at SCQF level 6 is a first stage qualification for candidates who would like to work in a supportive role in an ESOL/EAL setting You could be new to the field of ESOL or have been involved in ESOL delivery for some time.

While there are no formal entry requirements you are expected to have or be working towards a communication or English qualification at SCQF level 5 or equivalent. If English is not your first language, you should have English language competence at least at SCQF level 6, CEFR (Common European Framework of Reference for Languages) C1 across the four linguistic skills of listening, speaking, reading and writing.

You should be confident in your own literacy skills and have an interest in and commitment to the development of ESOL nationally and locally. You must also have a willingness to learn and use ICT skills. Access to the qualification is at the discretion of the centre which will apply its own selection criteria such as interview and a written statement.

The qualification is made up of two units:

Language and Learning in ESOL
Developing ESOL Tutoring Skills

Language and Learning in ESOL introduces the learner-centred (social practice approach) to ESOL which will be developed throughout the qualification. It considers the diversity of ESOL learners and learning and sees the ESOL learner as a unique individual, bringing their own knowledge and skills to the language learning environment.

This unit also develops your own explicit knowledge of the structure of English in the areas of lexis, grammar and phonology (pronunciation features such as stress patterns rhythm and intonation). It explores the four main skills of listening, speaking, reading and writing associated with language development and their constituent subskills. Finally it develops an awareness of the implications of these components for ESOL delivery in terms of language selection appropriate to purpose, setting and audience.

This unit should take about 40 hours to complete.

Developing ESOL Tutoring Skills introduces the notions of good practice in delivering ESOL through observation of experienced practitioners. The unit addresses appropriate methods and techniques for delivery of ESOL tutoring and how delivery can integrate a range of aims related to language development.

You will be introduced to the cycle of planning, delivering and reviewing. This unit provides the opportunity to practise and develop the theory and skills you have acquired in this and the previous unit.

You will undertake a placement in a physical or online ESOL learning environment under the supervision of an experienced, qualified ESOL practitioner. This practice could entail either working with an individual or a small group. If you are already working in such an environment, you may already know the learner(s). If not, the centre will provide you with an appropriate learner/group of learners to undertake your placement with. You will plan, deliver and evaluate a series of lessons to support their learning.

This unit should take around 40 hours to complete.

Your training course

Your course may be delivered face-to-face, online or take a blended learning approach in a series of input sessions.

Delivery will include input sessions from your tutor (s), with extensive use of discussion and reflection on your own experiences of learning. You will contribute to group discussions and work in small groups/pairs on tasks which will give you insights into, and understanding of issues in, ESOL learning.

You will be encouraged to adopt a reflective approach to learning. You may be asked to do some background reading, making use of internet searches and other resources. You will also work with (an) ESOL learner(s), under the supervision of an experienced ESOL practitioner.

Assessment

Each unit is made up of four outcomes. To achieve each unit you must show that you have acquired sufficient knowledge and understanding in each outcome.

Assessment for *Language and Learning in ESOL* is by written accounts or oral presentations for outcomes 1 and 4. For outcomes 2 and 3 there is a closed-book test which assesses your knowledge of terminology, form and meaning of English language structure and skills.

Developing ESOL Tutoring Skills is assessed through explanatory accounts detailing the observations and tutoring sessions you have undertaken. The assessment will be evidenced through a portfolio which must contain:

♦ Outcome 1 — a record of your observation of two tutoring sessions with completed observation tasks
♦ Outcome 2 — a series of three tutoring session plans and a profile of your learner(s)
♦ Outcome 3 — two resources and tasks selected for and used during the ESOL tutoring sessions
♦ Outcome 2/3/4 — a record of the work undertaken to include an evaluation and review of each of the tutoring sessions

You will not be observed during the sessions you deliver but will be given guidance on selection of tasks and delivery before and after each session. You will make an audio/video recording of a part of one of the sessions.

Core Skills

Participation in this course will provide opportunities to develop all core skills in particular *Communication, Working with Others* and ICT. The unit *Developing ESOL Tutoring Skills* has *Problem Solving* at SCQF level 6 embedded which means certification will be automatic upon successful completion of the unit.

Progression opportunities

PDA ITESOL is an introductory award for ESOL practitioners. It facilitates progression to other qualifications such as SQA PDA in TESOL, Trinity CertTESOL and Cambridge CELTA. There is no automatic guarantee of progression onto a course leading to these qualifications as the relevant awarding bodies and course providers may have specific selection criteria.

Although this qualification is designed for tutor assistants who work with the support of an experienced and qualified ESOL practitioner, opportunities for paid employment in teaching and tutoring may arise for experienced tutor assistants with the PDA ITESOL.

9   Glossary of terms

SCQF: This stands for the Scottish Credit and Qualification Framework. The SCQF covers 12 levels of learning. HN Units will normally be at levels 6–9. We use SCQF terminology throughout this guide to refer to credits and levels. For further information on the SCQF visit the SCQF website at **www.scqf.org.uk**

SCQF credit points: One HN credit is equivalent to 8 SCQF credit points. This applies to all HN units, irrespective of their level.

Dedicated Core Skill Unit: This is a unit that is written to cover one or more particular core skills, eg HN Units in Information and Communication Technology or Communications.

Embedded Core Skills: This is where the development of a core skill is incorporated into the unit and where the unit assessment also covers the requirements of core skill assessment at a particular level.

Signposted Core Skills: This refers to the opportunities to develop a particular core skill at a specified level but for which there is no automatic certification.

CEFR: The Common European Framework of Reference for Languages is an international standard for describing language ability. It describes language ability on a six-point scale, from A1 for beginners, up to C2 for those who have mastered a language. You can find more information on this link
https://www.coe.int/en/web/common-european-framework-reference-languages