



Higher National Unit specification

General information for centres

Unit title: Developing ESOL Tutoring Skills

Unit code: F43W 33

Unit purpose: This Unit is designed for people who are tutoring, or intend to tutor, ESOL (English for Speakers of Other Languages) learners as volunteers or assistants. Candidates may have no prior ESOL teaching/tutoring qualifications. It provides an introduction to the core knowledge required to work with ESOL learners in a supported context.

While the Unit is expected to be undertaken by those new to the field of ESOL, it might also be appropriate for teachers 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 might impact on their own teaching/tutoring contexts. It might also be appropriate for those working in Community Learning and Development who have an added ESOL responsibility.

This Unit is intended to assess candidates' ability in relating planning to delivery and is not intended to assess their skills of teaching.

On completion of the Unit the candidate should be able to:

- 1 Describe strategies for managing an effective learning environment.
- 2 Plan ESOL tutoring sessions.
- 3 Select appropriate learning resources and design appropriate tasks.
- 4 Review the planning and delivery of ESOL tutoring sessions.

Credit points and level: 1 HN credit at SCQF level 6: (8 SCQF credit points at SCQF level 6*)

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

Recommended prior knowledge and skills: Access to the qualification is at the discretion of the centre and it is strongly recommended that centres use selection criteria, including interview and a written statement from potential candidates, to ensure candidates will be able to cope with the language competences necessary to achieve the qualification.

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; for example, EE3T 11 Communication 3, Standard Grade English or C115 Intermediate 2 English. Candidates whose first language is not English should have English Language competence at least at SCQF level 6 across the four linguistic skills of Listening, Speaking, Reading and Writing; for example, C222 12 Higher ESOL.

General information for centres (cont)

In addition, candidates should have an interest in, and commitment to, the development of ESOL nationally and locally and confidence in their own literacy skills. It is also recommended that candidates have basic ICT skills or are willing to learn. The previous educational experience of potential candidates is likely to vary considerably.

This qualification is likely to attract a wide range of candidates from different backgrounds and experience. Therefore, centres are encouraged to take into account experience, lifeskills and potential ability. Formal academic qualifications are not, by themselves, indicators of suitability to this award.

This is the second of two units which make up the *PDA: Introduction to Tutoring ESOL*. The previous Unit *Language and Learning in ESOL* provides essential underpinning knowledge for this Unit. Before embarking on this Unit, candidates should have completed the previous Unit, or be able to demonstrate convincingly that they are aware of and understand the knowledge and skills covered in it.

Core Skills: The achievement of this Unit gives automatic certification of the following: *Problem Solving* at SCQF level 6. There are also opportunities to develop aspects of the Core Skills of *Communication* at SCQF level 6, *Information Technology* at SCQF level 4 and *Working with Others* at SCQF level 4 in this Unit. These are highlighted in the Support Notes of this Unit specification.

Context for delivery: If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

This Unit is the second of two Units which make up the *PDA: Introduction to Tutoring ESOL*. The PDA is intended for candidates who:

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

It is intended for candidates who will deliver ESOL 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.

The candidate must have access to ESOL learner(s) in a tutoring context in order to achieve this Unit. This Unit, and the PDA within which it lies, is designed for those who will be mainly working in 1-1 or small group settings. Therefore it is strongly recommended that the learning/teaching and assessment reflects this wherever possible.

General information for centres (cont)

Assessment: It is recommended that this Unit is assessed by production of a portfolio, which will include:

- ◆ (Outcome 1) a record of the candidate's observation of two tutoring sessions
- ◆ (Outcome 2) a series of three tutoring session plans
- ◆ (Outcome 3) two resources and tasks selected for ESOL tutoring sessions
- ◆ (Outcome 4) a review of the candidate's ESOL tutoring experience.

The portfolio may be presented in any suitable way but should ensure that all aspects of the Evidence Requirements are covered.

Higher National Unit specification: statement of standards

Unit title: Developing ESOL Tutoring Skills

Unit code: F43W 33

The sections of the Unit stating the Outcomes, Knowledge and/or Skills, and Evidence Requirements are mandatory.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the Knowledge and/or Skills section must be taught and available for assessment. Candidates should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

Outcome 1

Describe strategies for managing an effective learning environment

Knowledge and/or Skills

- ◆ Managing the learning environment
- ◆ Setting up tasks
- ◆ Giving feedback
- ◆ Maintaining Interaction
- ◆ Building Rapport
- ◆ Using Teaching Aids

Evidence Requirements

Candidates will need to provide evidence of their Knowledge and/or Skills by describing strategies for managing an effective learning environment as evidenced through two observations of at least 45 minutes of qualified ESOL tutors (holding at least a CELTA/CertTESOL or equivalent qualification) in two different contexts, one of which must be of a group of four or more learners. Candidates must observe at least one live tutoring session. Over the two descriptions the candidate must:

- ◆ use specialist vocabulary where appropriate.
- ◆ demonstrate an adequate understanding of the following: managing the learning environment, setting up tasks, giving feedback, maintaining interaction, building rapport, and using Teaching Aids.

It is recommended that the maximum word count for both descriptions is 500 words. Candidates must meet all of the Evidence Requirements in order to achieve the Outcome.

Evidence must be submitted together with Outcomes 2, 3 and 4.

Assessment Guidelines

In this assessment it is recommended that assessment takes the form of a brief written record based on their observations. The record may be presented in any suitable way, for example bullet points or continuous prose, and pro formas designed by the centre would be acceptable. Centres should encourage candidates to reflect as well as describe.

Higher National Unit specification: statement of standards (cont)

Unit title: Developing ESOL Tutoring Skills

Outcome 2

Plan ESOL tutoring sessions

Knowledge and/or Skills

- ◆ Describing ESOL learning needs
- ◆ Describing aims and rationale
- ◆ Selecting topics/theme
- ◆ Selecting and sequencing activities
- ◆ Introducing and clarifying language
- ◆ Checking understanding
- ◆ Anticipating problems and identifying solutions

Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by producing a short profile of their learner(s) and their learning needs, plus plans for three tutoring sessions, each of 45-60 minutes, to be used with the same learner(s). These plans will form the basis of the delivery of the three tutoring sessions which will be reviewed in Outcome 4.

- ◆ the plans must be appropriate for the ESOL learner(s) described.
- ◆ the plans must include the following: aims and rationale, topic and theme, appropriately sequenced activities, introduction and clarification of language, checking of understanding, anticipated problems and their solutions.
- ◆ the plans must have an appropriate layout and sufficient detail so as to allow an experienced ESOL practitioner to have an overview of the planned sessions.

Time for producing the plans must be allowed for, with appropriate guidance as part of the process.

Candidates must meet all the Evidence Requirements in order to achieve the Outcome.

Evidence must be submitted together with Outcomes 1, 3 and 4.

Assessment Guidelines

It is expected that centres will provide an appropriate level of guidance throughout this Outcome. It is also expected that centres will provide feedback throughout the planning and review process, and on any draft plans submitted. The plans may be presented in any suitable format and pro formas designed by the centre would be acceptable.

Higher National Unit specification: statement of standards (cont)

Unit title: Developing ESOL Tutoring Skills

Outcome 3

Select appropriate learning resources and design appropriate tasks

Knowledge and/or Skills

- ◆ Selecting published resources
- ◆ Selecting authentic resources
- ◆ Awareness of task types
- ◆ Producing appropriate tasks

Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by selecting two resources. These resources will be used during the delivery of the three tutoring sessions which will be reviewed in Outcome 4. Each of the resources must be used in separate tutoring sessions.

- ◆ the resources must be selected from one published and one authentic source.
- ◆ an appropriate task must be submitted with each resource.
- ◆ each resource and task must focus on a different skill or language area (vocabulary or grammar).
- ◆ the resources and task(s) designed must be appropriate to the needs and levels of the ESOL learner(s).
- ◆ for the published resource the existing task may be used if appropriate.

Time for selecting the resources and producing the tasks must be allowed for, with appropriate guidance as part of the process.

Candidates must meet all the Evidence Requirements in order to achieve the Outcome.

Evidence must be submitted together with Outcomes 1, 2 and 4.

Assessment Guidelines

It is expected that centres will provide an appropriate level of guidance for candidates when selecting resources and designing tasks. It is also expected that centres will provide feedback throughout. The resources and tasks may be presented in any suitable format.

Higher National Unit specification: statement of standards (cont)

Unit title: Developing ESOL Tutoring Skills

Outcome 4

Review the planning and delivery of ESOL tutoring sessions

Knowledge and/or Skills

- ◆ Recording progress
- ◆ Obtaining learner feedback
- ◆ Identifying own tutoring strengths and weaknesses
- ◆ Identifying personal tutoring aims

Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by producing reviews of three of their own ESOL tutoring sessions. The reviews must be completed after each tutoring session and must reflect the plans developed in Outcome 2 and the resources selected in Outcome 3. Each review must be between 200 and 300 words. Each review must include the following:

- ◆ a brief record of learner progress, including learner feedback.
- ◆ identification of learner(s) future learning needs.
- ◆ a brief account of the effectiveness and appropriacy of the plan.
- ◆ a brief account of the effectiveness of the resources and tasks.
- ◆ identification of tutoring strengths and weaknesses.
- ◆ identification of personal tutoring aims.

One of the reviews must include an audio/audio visual recording of one tutoring session covering at least one complete activity from set-up to feedback, lasting a minimum of 15 minutes.

Candidates must meet all the Evidence Requirements in order to achieve the Outcome.

Evidence must be submitted together with Outcomes 1, 2 and 3.

Assessment Guidelines

It is recommended that assessment takes the form of a written record based on tutoring sessions. The record may be presented in any suitable way, for example bullet points or continuous prose, and pro formas designed by the centre would be acceptable. Centres should encourage candidates to reflect as well as describe. The review may be presented in any suitable format, but must include at least one audio/audio-visual recording of at least part of one of the candidate's tutoring sessions.

It is recommended that this recording takes place in either the first or second tutoring session so that candidates can use this as part of the review and development process.

It is expected that centres will provide feedback after each review, and it is hoped that centres will provide feedback before the planning of the subsequent session(s). It is recommended that centres use the learner feedback and the audio/audio visual recording when helping candidates identify strengths and weaknesses and set targets for future sessions.

Administrative Information

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Unit title: Developing ESOL Tutoring Skills
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Higher National Unit specification: support notes

Unit title: Developing ESOL Tutoring Skills

This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

Guidance on the content and context for this Unit

This Unit is the second of two units which make up the *PDA: Introduction to Tutoring ESOL*. It is intended for people who are tutoring, or intend to tutor ESOL learners, as volunteers or assistants, are interested in ESOL tutoring or who, in their work, have an added ESOL responsibility. It should be delivered in the context of a suitable training programme, which aims to enable candidates to contribute to tutoring in ESOL.

The Outcomes have been arranged so that there is a logical progression from:

- 1 observation of qualified teachers, to
- 2 planning and selection of resources, to
- 3 review of planning and delivery.

Refer also to Guidance on delivery and assessment below.

Candidates should recognise the importance of using the learners' own life experiences in this Unit. They should apply the learner centred 'social practice' approach in their ESOL tutoring programme to encourage the development of the learners' skills of listening, speaking, reading, and writing, along with lexis and grammar, in a context which is meaningful and relevant.

In **Outcome 1** there should be input on the following before candidates observe qualified tutors:

- ◆ Learning environment. This includes seating arrangements, lighting, heating, décor.
- ◆ Setting up tasks. This includes grouping students, giving and checking instructions, organisation of resources.
- ◆ Giving feedback. This includes monitoring, praise and encouragement, error correction, checking answers.
- ◆ Interaction. This includes balance of tutor talking time to learner talking time, variety of activities.
- ◆ Rapport. This includes building and maintaining good relationships between tutor and learner(s), group dynamic.
- ◆ Using Teaching Aids. For example, whiteboard, smart board, MP3/CD player/cassette recorder, video, DVD, flipcharts, realia.

One observation must be of a group of four or more learners. Observed lessons must be at least 45 minutes in length. Candidates must observe at least one live tutoring session. Every effort should be made to ensure that candidates observe differing tutoring scenarios for example, varying levels, different tutors, different session types.

Higher National Unit specification: support notes (cont)

Unit title: Developing ESOL Tutoring Skills

Outcome 2

The range of knowledge/skills in this Outcome is very wide; centres should take care not to overload candidates with too much information above the level of the Unit; the aim is to raise awareness rather than expect in-depth understanding. The input should be broken down into stages:

- ◆ ESOL learner needs. This includes levels, strengths and weaknesses (literacy and communication skills, lexis, grammar, pronunciation), reasons for learning English and future plans/goals.
- ◆ Describing aims and rationale. This includes what the tutor hopes the learner(s) will achieve by the end of the session, why the tutor has chosen these areas to focus on, how this session is developed in the light of previous sessions.
- ◆ Selecting topics and theme. This includes the content of the session and the situation in which it is placed.
- ◆ Selecting and sequencing activities. This includes the staging of the session and choice of tasks appropriate to aims.
- ◆ Introducing and clarifying language. This includes an overview of presentation techniques, and eliciting.
- ◆ Checking understanding. This includes ways of concept checking.
- ◆ Anticipating problems and identifying solutions. This includes an awareness of the learners, their levels and practical considerations, such as room size, seating etc.

Centres should be aware that this is an introductory level qualification and, as such, they should limit their input for this Outcome accordingly.

Outcome 3 is a very practical one, involving candidates being introduced to a range of published ESOL and authentic resources suitable for use with 1-1 or groups at different levels and for different age groups. 'Published resources' refers in the first instance to ESOL coursebooks and the like. Candidates should be introduced to visual, audio and paper-based resources, including the wide range that the internet can provide. The purpose for which each resource can be used should be explored, such as for skills practice (individual and integrated), for vocabulary or grammar practice. It is, however, important to remember that candidates are not being asked to evaluate resources per se; but rather to identify resources appropriate to their learner(s). Candidates also need to be introduced to the range of task types which can be used to exploit the resource such as, matching, information gap, questions appropriate for gist and detail, role play etc.

Outcome 4 is a very practical one and is underpinned by Outcomes 2 and 3. Candidates will require access to ESOL learner(s) in a tutoring context and it is expected that centres will organise access to learners where necessary. This can be 1-1 or small group. Centres will need to give guidance to candidates on how to:

- ◆ frame the review process by means of guided review tasks.
- ◆ record progress, for example through samples of learner work, recording tutoring sessions;
- ◆ get learner feedback, for example by interview, written questionnaire.

Higher National Unit specification: support notes (cont)

Unit title: Developing ESOL Tutoring Skills

This process should encourage candidates to reflect on learner feedback and progress, their own tutoring skills (strengths and weaknesses), the appropriacy and effectiveness of the plans and the suitability of the resources. These reflections should help candidates to determine future personal tutoring aims and set targets. The audio/audio-visual recording can help candidates focus on particular elements of their tutoring which need to be focused on, such as giving instructions, language grading, error correction. Candidates should be encouraged to focus on the positive aspects of their sessions, as well as to critically review them.

Guidance on the delivery and assessment of this Unit

Centres must be aware of the timing of delivery necessary for the achievement of the Outcomes, which are closely interlinked and integrated. As an example:

Outcome 1 necessitates observation of qualified ESOL tutors (holding at least CELTA/CertTESOL or equivalent), and it is suggested that arrangements for these are made early in the course since the knowledge and skills gained from these observations and related input will underpin the candidates' own delivery of tutoring sessions.

Outcomes 2, 3 and 4 are all related to the delivery of tutoring sessions by candidates and as such the knowledge and skills involved in planning, resources and review (Outcomes 2, 3 and 4) need to be integrated rather than presented sequentially. It is hoped that candidates will have access to learners throughout their course and that formative assessment and high levels of candidate support will be ongoing throughout.

It is suggested that centres use a wide range of delivery methods appropriate to a training environment. This could include; lectures, groupwork, workshops, loop input, peer teaching. Use of a wide variety of resources, such as DVD, video, cassette recorders, smart boards, realia, may help familiarise candidates to the kinds of resources they might encounter in a tutoring situation.

Centres should take care to develop and deliver courses appropriate to the learners which candidates encounter. Learners may be adults and/or primary and secondary pupils. It is particularly important that centres and their respective courses take account of the context in which candidates are (or will be) delivering ESOL and that the course content specifically addresses this.

With reference to candidates' written English, centres should ensure that candidates can produce writing which is at SCQF level 6. The general skill for the component Written Communication of the Core Skill *Communication* at SCQF 6 is 'Produce well-structured written communication on complex topics'. Further guidance on this can be found in the Core Skills Framework, but, as a general guide, candidates must:

- ◆ present all essential ideas/information and supporting detail in a logical and effective order
- ◆ use a format, layout and word choice which are appropriate to the content and context, adapted to meet the needs of the target audience and effective in meeting the purpose
- ◆ where a prescribed format is used, it should be used consistently and effectively
- ◆ use spelling, punctuation and sentence structures which are consistently accurate (a few errors may be present but will not be significant)
- ◆ use some specialist vocabulary where appropriate.

Higher National Unit specification: support notes (cont)

Unit title: Developing ESOL Tutoring Skills

Outcome 1 — Describe strategies for managing an effective learning environment

Areas to consider when devising training sessions:

Refer to content and context above.

It is expected that centres will provide candidates with appropriate and accessible times for observation. It is also expected that centres will develop their own observation tasks, or use existing pro formas to assist candidates in meaningful observation. These tasks could be in any format and are to be included in the portfolio. Candidates should be made aware that the focus of this Outcome is observation and not participation in the tutoring sessions observed. Centres should ensure that the tasks cover all mandatory elements as detailed in the Evidence Requirements.

Although reflection is not assessed in this Outcome it is a natural part of the observation experience, and efforts should be made to encourage candidates to reflect on what they have observed. One way to do this is to encourage candidates to keep an observation journal for their own benefit.

Outcome 2 — Plan ESOL tutoring sessions

Areas to consider when devising training sessions:

Refer to Content and Context above.

It is expected that centres will develop a session plan pro forma for candidates to use. Centres should ensure that the plans cover all mandatory elements as detailed in the Evidence Requirements. However, these elements only need provide a basic guide to the tutoring sessions and do not need to be overly detailed or ambitious. It is expected that centres will provide a high level of support and guidance when planning and setting up tutoring sessions. Some candidates may be tutoring throughout the course whereas others may have less frequent access to learners and it is expected that centres will provide considerable support for candidates throughout their tutoring. Insights gained from observations in Outcome 1 should prove useful in this Outcome.

Outcome 3 — Select appropriate learning resources and design appropriate tasks

Areas to consider when devising training sessions:

Refer to Content and Context above.

It is important that centres are aware of the tutoring situations of their candidates so that the centres can select appropriate resources at a range of levels for use in input sessions. Resources and tasks selected/produced by candidates do not need to be overly detailed and ambitious. It is expected that centres will provide a high level of support and guidance. Centres should note that although candidates may wish to adapt resources this is not part of their assessment; selection of resources and creation of a task is what is required.

Higher National Unit specification: support notes (cont)

Unit title: Developing ESOL Tutoring Skills

Outcome 4 — Review the planning and delivery of ESOL tutoring sessions

Areas to consider when devising training sessions:

Refer to Content and Context above.

It is important to note that candidates will not be observed while tutoring. The achievement of the Outcome depends on the review of tutoring and not the tutoring itself. Therefore, the audio/visual recording which makes up part of the Evidence Requirements is a tool for review and reflection, and is not an assessed component. Candidates should be made aware of the fact that the recording will be used for development rather than assessment purposes.

Since each review must be submitted after each of the tutoring sessions around which Outcomes 2 and 3 are based, centres need to remember that the knowledge and skills for this Outcome need to be introduced earlier rather than later in the course.

Pro formas and/or questionnaires for recording progress, obtaining learner feedback and also for other elements of this Outcome could be provided by centres and could be valuable tools for candidates. Centres may also wish to encourage candidates to keep a personal diary or log (not to be included in the portfolio) of their experiences throughout the course, and this may prove very helpful when candidates are producing their reviews.

If a candidate does not deliver a prepared session because of the immediate needs/goals of their learner(s), it is expected that the candidate will deliver the prepared session at another time so that it can form part of the assessment.

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, since, if the learner drops out of tutoring sessions, another learner will need to be found. If this happens late in the course, it could complicate assessment. In the exceptional circumstances of the learner withdrawing before the assessment is completed, the candidate may evidence work with another learner. However, the candidate will need to complete a profile for this 'new' learner.

Whatever the situation is regarding access to their 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 in order 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.

Although Outcomes 2–4 can be undertaken at any time, it is envisaged that Outcome 1 will be completed first to ensure candidates have opportunities to observe experienced tutors before planning and delivering their own tutoring sessions. It is also recommended that tutoring takes place near the end of the course.

Higher National Unit specification: support notes (cont)

Unit title: Developing ESOL Tutoring Skills

Opportunities for developing Core Skills

Problem Solving is embedded within this Unit. Therefore, candidates who successfully achieve this Unit will also achieve the Core Skill of Problem Solving at SCQF level 6.

Opportunities exist to develop aspects of the Core Skill of *Communication* at SCQF level 6 while undertaking this Unit through talking, negotiating and working with their learner(s) and support tutor. Written communication will also be developed in planning, giving written feedback to learners and writing evaluations of delivery. There are also opportunities to develop aspects of the Core Skill of *Information Technology* at SCQF level 4 through the selection and creation of learning resources and tasks, recording of work and reflective accounts. *Working with Others* at SCQF level 4 can be developed through a learner-centred approach to delivery which takes account of goals, aspirations and linguistic competence of the learner(s). Planning which is negotiated with the learner and guided by the tutor is encouraged. Centres should highlight collaborative learning as good practice in the ESOL learning environment through peer group activities and review. Evidence could be gathered in a portfolio and used for certification purposes through the discrete Core Skills Units.

Open learning

This qualification is suitable for delivery by distance 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 at least some face-to-face delivery, peer discussion and review opportunities. Therefore, it is recommended that facilities be put in place to enable this, such as e-groups, online forums, group tutorials. Candidates must also have access to a live observation of a qualified ESOL tutor for Outcome 1 and access to learners in order 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 verification of this evidence. Assessments could be submitted via VLE, email or post.

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 can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (www.sqa.org.uk).

General information for candidates

Unit title: Developing ESOL Tutoring Skills

Developing ESOL Tutoring Skills

This is the second of two units in the *Professional Development Award: Introduction to Tutoring English to Speakers of Other Languages*. The Unit has a credit value of 1 HN credit at SCQF level 6: (8 SCQF credit points at SCQF level 6).

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

This Unit provides the opportunity to practise and develop the theory, skills and knowledge you have acquired in this and the previous Unit *Language and Learning in ESOL*.

This Unit introduces you to notions and exemplification of good practice in delivering ESOL. The Unit addresses appropriate methods and techniques for delivery of ESOL tutoring and looks at how delivery can integrate a range of aims related to language development. You will observe experienced ESOL practitioners and carry out observation tasks which provide opportunities to identify factors which need to be taken into account when managing the ESOL learning environment.

You will develop your knowledge of how to select and design resources and tasks appropriate to your learners' language needs and how to incorporate these resources/tasks into your tutoring.

You will be introduced to the cycle of planning, delivering and reviewing. You will undertake a placement in an ESOL learning environment with the support and guidance 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, the learner(s) may already be known to you. 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.

Assessment

There are four Outcomes for this Unit. The Outcomes have been arranged so that there is a logical progression from:

- 1 observation of qualified teachers (Outcome 1), to
- 2 planning and selection of resources (Outcomes 2 and 3), to
- 3 review of planning and delivery (Outcome 4).

General information for candidates (cont)

Unit title: Developing ESOL Tutoring Skills

Assessment for this Unit is through explanatory accounts, which detail the observations and placement you have undertaken. The assessment will be evidenced through a portfolio, which must contain:

- ◆ a record of your observations of two tutoring sessions with completed observation tasks (Outcome 1).
- ◆ a series of three tutoring session plans (Outcome 2).
- ◆ two resources and tasks selected for and used during the ESOL tutoring sessions (Outcome 3).
- ◆ a record of the work undertaken to include an evaluation and review of each of the tutoring sessions (Outcomes 2, 3 and 4).

You will not be observed during the sessions you deliver, but will be given guidance and feedback on selection of tasks and delivery before and after each session. You are, therefore, not assessed on the delivery of the tutoring sessions, but rather on your ability to use a reflective, evaluative approach in your tutoring.

Core Skills

The Core Skill of *Problem Solving* at SCQF level 6 is embedded in this Unit.

Progression opportunities

This Unit is the second of two Units in the *Professional Development Award: Introduction to Tutoring ESOL*. The award is designed as a first stage, introductory qualification for ESOL practitioners. It is anticipated that this award will facilitate progression onto other qualifications within an emerging Professional Development framework for ESOL practitioners in Scotland. It facilitates progression to other qualifications such as Cert TESOL (Trinity College, London) and CELTA (Cambridge ESOL), although 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.