Arrangements for:

Professional Development Award

in

TESOL at SCQF level 9

Group Award Code: GA53 49

Validated in December 2010

Date of original publication: September 2011

Version: 01

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	Authorised by

Contents

1   Introduction

This is the Arrangements Document for the new Professional Development Award in TESOL (Teaching English to Speakers of Other Languages) at SCQF level 9.
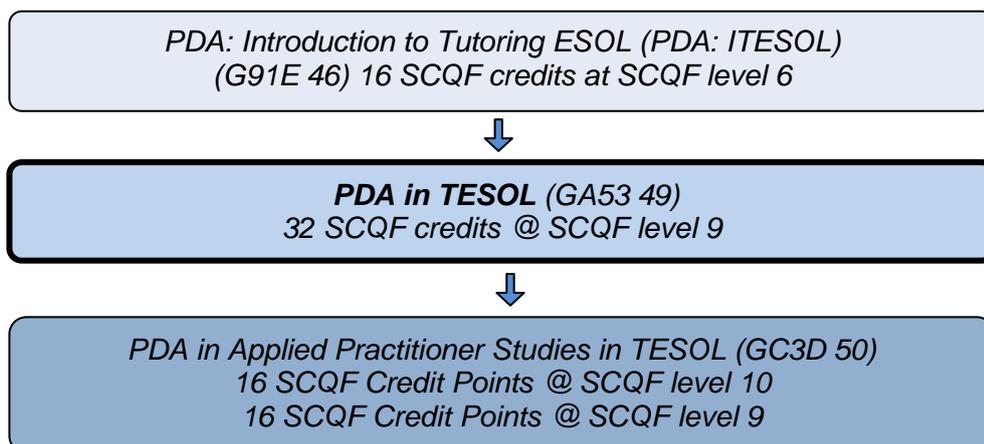
This document includes: background information on the development of the Group Award, its aims, guidance on access, details of the Group Award structure, and guidance on delivery.

The PDA in TESOL at SCQF Level 9 is a new award aimed at ESOL practitioners who intend to deliver, or are already delivering, ESOL in Scotland. These practitioners may be in the role of tutor, teacher or lecturer, depending on the sector in which they are/will be working. The qualification addresses the needs of ESOL practitioners working within the Scottish context, providing theoretical and practical knowledge and skills to ensure ESOL delivery is of a consistently high standard across sectors. Its aim is to provide a qualification which is fit for purpose, by facilitating ESOL practitioner training in Scotland and, importantly, placing the English language needs of the ESOL learner at the centre of ESOL planning, delivery and evaluation processes.

The qualification provides initial TESOL training for candidates who wish to become ESOL practitioners, and for practitioners already involved in ESOL delivery who do not hold a nationally recognised TESOL qualification. It provides a progression route for candidates who have undertaken G91E 46: PDA Introduction to Tutoring ESOL at SCQF level 6, or informal/non-certificated TESOL/TEFL training. It also allows successful participants of this award to access further development by undertaking Units (at SCQF levels 9 and 10) which make up GC3D 50: PDA in Applied Practitioner Studies in TESOL at SCQF level 10.

The PDA in TESOL at SCQF level 9 develops candidates' knowledge and skills to allow them to work independently to deliver ESOL effectively to diverse groups of learners within a variety of contexts and sectors (voluntary, college, community, the workplace etc). Candidates explore areas of English language and its development within ESOL learning environments, reflect on strategies used by ESOL practitioners during delivery, and apply these within the teaching and learning environment to enhance the delivery of learning programmes they engage in.

This award is part of a new suite of Professional Development Awards (PDAs) in TESOL ranging from SCQF level 6 to SCQF level 10. The awards are:

> *PDA: Introduction to Tutoring ESOL (PDA: ITESOL)*
> *(G91E 46) 16 SCQF credits at SCQF level 6*

⬇

> **PDA in TESOL** *(GA53 49)*
> *32 SCQF credits @ SCQF level 9*

⬇

> *PDA in Applied Practitioner Studies in TESOL (GC3D 50)*
> *16 SCQF Credit Points @ SCQF level 10*
> *16 SCQF Credit Points @ SCQF level 9*

2 Rationale for the development of the Group Award

Background

Since the launch of the [Adult ESOL Strategy for Scotland](#) in March 2007, SQA has developed a suite of TESOL qualifications to provide professional development for ESOL practitioners in Scotland, in line with the Strategy's aspiration of:

♦ '*a fully professional workforce with recognised career structures*' and its recognition that '*ESOL practitioners need to show knowledge, technical competence, and expertise at a level consistent with effective programme delivery.*'

In 2008, the Professional Development Working Party, established by the National ESOL Panel to support the work of the Panel and take forward key strands within the Adult ESOL Strategy, was given the remit of mapping existing qualifications which ESOL practitioners in Scotland hold and developing a Professional Development Framework for ESOL Practitioners in Scotland, which would take account of current qualifications and make recommendations for further TESOL qualification development.

The proposed Framework[1] recommends a range of flexible pathways for practitioners, to include current qualifications offered by other providers, such as the qualifications offered by Cambridge ESOL and Trinity College, London, and the development of this new qualification by SQA at SCQF level 9.

SQA was contracted by the Scottish Government's Lifelong Learning Directorate, again through the National ESOL Panel, to carry out national research into the need for this new qualification.

Research

SQA conducted this research in three strands:

♦ desk research
♦ the 2009 TESOL Survey (for practitioners and managers)
♦ a number of practitioner focus groups

The results from the research provided evidence of a need for a new, flexible qualification set within the Scottish Framework. This qualification had to allow candidates holding no subject specific qualifications, a contextualised training pathway, which took account of current ESOL provision in Scotland.

In November 2009, the Scottish Government's Lifelong Learning Directorate endorsed the proposed Framework, and provided funding to SQA to develop the PDA in TESOL at SCQF level 9.

---

[1] An updated version of this framework is provided in Appendix 1.

During the research phase, practitioners and employers also made clear that they wanted any new qualification to meet criteria set for TESOL qualifications by the British Council's accreditation arm, Accreditation UK.[2] While this Accreditation Scheme is not an accreditation scheme for ELT/TESOL qualifications, the scheme assesses qualifications for the purposes of deciding whether a provider meets its requirements for 'Teaching and learning'. By providing a qualification which meets these criteria, SQA can ensure that employers seeking British Council Accreditation can be comfortable employing staff holding this award. The design of the PDA in TESOL at SCQF level 9 ensures that the criteria for a qualification to be recognised as 'TESOL Initiated' are met.

This qualification takes account of the developments in other parts of the UK. In particular, standards and entry requirements for ESOL practitioners developed by Lifelong Learning UK (LLUK)[3] have been key to this development.

---

[2] Accreditation UK is the British Council's accreditation scheme for the UK ELT Sector
[3] LLUK is the independent employer-led sector skills council responsible for the professional development of staff working in the UK lifelong learning sector.

3   Aims of the Group Award

3.1   General aims of the Group Award

The principal aim of the PDA in TESOL at SCQF level 9 is to provide the knowledge and skills required to deliver ESOL within a variety of contexts within Scotland, developed to a national standard. The qualification will ensure consistency in the quality of training for ESOL practitioners, which, in turn, will have a positive impact on the quality of the learning experience for ESOL learners in Scotland. 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 teaching methodology. The award recognises the need to address the range of contexts in which ESOL is delivered, the diversity of learners in Scotland, and seeks to be flexible and relevant for practitioners working across the various sectors where ESOL is delivered.

The overarching aims are to:

♦ develop theoretical knowledge of ESOL and related areas
♦ develop subject specialist knowledge related to English language awareness
♦ develop subject specialist knowledge related to ESOL planning and delivery
♦ develop analytical skills in ESOL planning and delivery
♦ develop practical approaches, strategies and techniques for ESOL planning and delivery

3.2   Specific aims of the Group Award

The specific aims of the award define the core competences (knowledge and skills) that the candidate will acquire. Successful completion of the award should enable the candidate to:

♦ describe and evaluate the context of ESOL learning/teaching at a local and national level
♦ identify and analyse personal, social and cultural factors that impact on ESOL learning
♦ apply appropriate strategies and skills to analyse the needs of ESOL learners
♦ identify, analyse and evaluate the linguistic strengths and weaknesses of ESOL learners
♦ analyse and evaluate the English language skills of ESOL learners
♦ assess ESOL learner needs and English language levels
♦ describe and analyse ESOL teaching strategies (through observation and reflection)
♦ identify and analyse grammatical, lexical and phonological features of English and develop approaches to planning and delivery of language-focused lessons
♦ develop an awareness of the relationship between semantic (meaning) and syntactic (form) features of language
♦ analyse the skills of listening, reading, speaking and writing and develop approaches to planning and delivery of skills-based lessons
♦ understand the interdependence of the four language skills for successful communication

- acquire knowledge of specialist terminology and develop skills in using appropriately
- Plan for and reflect on ESOL delivery
- develop learner-centred lesson planning skills for the delivery of a variety of lesson types
- select, design and use appropriate resources for ESOL delivery
- identify and apply a range of ESOL teaching approaches and methods
- identify and apply appropriate teaching and classroom management strategies to enable successful ESOL learning
- apply knowledge and skills to authentic ESOL delivery contexts
- develop the skills to deliver ESOL independently
- develop strategies and techniques to assess ESOL learning
- use evaluation and reflection to inform future goals

3.3   Other aims of the Group Award

Transferable Skills

The above knowledge and skills are situated primarily in an ESOL teaching and learning context. However, many of the knowledge and skills developed while undertaking the award will be relevant and transferable to other sectors of employment. These include:

- the learner-centred (social practice approach) which values the skills, knowledge and experience which individuals bring to their learning or employment
- the development of knowledge about language, its structure and how it is situated
- the value of negotiated learning
- the potential impact of individual learning styles/preferences
- integration of a variety of skills within a teaching/training context
- the cycle of planning, delivery and reflective evaluation to inform future action
- the development of communication and presentation skills
- the development of generic teaching skills, strategies and techniques
- the development of analytical, critical thinking and problem solving skills
- the development of ICT skills
- the development of collaborative approaches to teaching and learning
- the development of an ability to work flexibly and adapt/respond to situations spontaneously

Other more general aims of this qualification include:

- the development of a qualification which addresses the recommendations contained within the Scottish Government's National ESOL Strategy
- the provision of a progression route for ESOL practitioners which sits within Scotland's national qualification framework and within the SCQF
- the provision of a subject specific, contextualised professional qualification which will enable wider access to quality training regardless of geographical location in Scotland

3.4 Target groups

The PDA in TESOL at SCQF level 9 is designed for both current and future ESOL practitioners who are working/intend to work in a variety of ESOL teaching contexts and settings. The award is intended for candidates who:

♦ wish to enter the field of ESOL delivery
♦ are already involved in the delivery of ESOL and seek recognition through national certification
♦ are teachers/lecturers of other subjects who have ESOL learners in their classes
♦ are not ESOL practitioners, but have an added ESOL-related responsibility in their work

Candidates may be working in a variety of settings and sectors. While the primary focus is on adult ESOL learning, this qualification is also suitable for people working in other sectors, such as school teachers teaching towards SQA NQ ESOL qualifications, particularly with pupils in the upper levels of secondary school.

The candidates may be:

♦ College lecturers working in Further Education (college and community-based)
♦ Community Learning practitioners
♦ Support for Learning teachers (in mainstream schools)
♦ EAL teachers
♦ Workplace ESOL practitioners
♦ Adult literacies practitioners who work with ESOL learners
♦ Adult Basic Education tutors
♦ Prison ESOL tutors
♦ ESOL tutors working in the voluntary sector
♦ ESOL volunteer tutors

3.5 Employment opportunities

Many candidates will take this qualification as part of a training programme prior to seeking employment within the field of ESOL teaching. Job opportunities exist in a variety of settings and sectors (college, community learning, voluntary and work-based). There are also opportunities to find employment within private language schools, particularly during the summer period in the UK. Candidates may also wish to use this qualification when seeking employment overseas in the wider international ELT field. Others will find employment within an adult training environment (eg an adult literacy partnership) or in roles which offer support to ESOL learners (eg support for learning). There is a growing demand for ESOL practitioners in Scotland with demand outstripping supply in many regions. Employment opportunities for those seeking work in the ESOL domain is growing, with a diverse range of sectors involved in ESOL delivery.

4   Access to Group Award

Access to the qualification is at the discretion of the centre. However, candidates would normally be expected to have competence in *Communication* skills at SCQF level 6, *Working with Others* at SCQF level 5, *Problem Solving* at SCQF level 5, Numeracy at SCQF level 5 and *Information and Communication Technology (ICT)* skills at SCQF level 5, or similar qualifications or experience.

While access to the qualification is at the discretion of the centre, and a broad range of candidates with different backgrounds and experience may wish to undertake this qualification, it is also recognised that all candidates must be able to acquire the relevant knowledge and skills to deliver ESOL effectively and independently. The entrance requirements take account of the entrance levels for other Professional Development Awards at this level related to teaching in lifelong learning sectors (in particular the guidance set out by the Professional Learning and Development Forum Scotland).[4]

To take account of the specific subject specialist knowledge and skills required to effectively engage in a programme leading to a TESOL qualification at SCQF level 9, requirements have been set to ensure that the candidates can demonstrate a sufficient level of competence and understanding prior to entry to a taught programme — the equivalent of English language content knowledge and skills at SCQF level 6, (QCF level 3), as set out in the *Entry Criteria for Teachers of Literacy and ESOL[5]* Lifelong Learning UK (LLUK) in February 2010. The criteria cover the demonstration of competence across the four English language skills, the demonstration of an explicit knowledge of language and how it is situated (without the requirement to use specialist terminology), and the ability to apply language knowledge and skills to complex and non-routine contexts.

Centres must use selection criteria for potential candidates to ensure candidates meet this. Centres must have initial assessment procedures in place for all potential candidates. This process and the instruments used will be checked during the approval and verification process.

While candidates who have achieved G91E 46: PDA Introduction to Tutoring ESOL at SCQF level 6 will have satisfied the English language content knowledge and skills criteria, it is still highly recommended that centres carry out initial selection procedures with all candidates (as a check on suitability for entry to the course). Centres should be wary of accepting the completion of short introductory courses in TESOL or TEFL (eg online or informal courses) as evidence of suitability, as it will be difficult to check the validity of the outcomes of such courses when, potentially, no formal assessment has taken place.

Whether English is the candidate's first, second or other language, they must be able to satisfy the entrance requirements. Centres may decide to set English language requirements for those candidates whose first language is not English (eg by holding an internationally recognised qualification in ESOL/EFL). However, the structured entry process should

---

[4] Further information on the PLDF Scotland can be accessed at Professional Learning and Development Forum | pldf-home | pldf
[5] This document can be accessed on the LLUK website at: www.lluk.org/standards-and-qualifications/qualifications/ldd-qualifications/learning-delivery/areas-for-review/teachers-of-literacy-and-esol/

ensure that all candidates have a high level of competence in reading, writing, aural and oral skills in English as appropriate to an ESOL teacher, whose role is to facilitate English language development. On entry to the course 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.

In cases where a potential candidate is not considered to 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 might be through further study of Communication, English, or via undertaking a relevant qualification in this area such as G91E 46: PDA *Introduction to Tutoring ESOL* at SCQF level 6.

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 suitability. While it would be useful for candidates to have had some experience of working with ESOL learners, this is not a requirement.

5 Group Award Structure

The award is achieved on the successful attainment of four mandatory Units which are listed in the table in 5.1. The award comprises a total of 4 SQA credits making up 32 credits points at SCQF Level 9.

5.1 Framework

Unit title	Code	SCQF credit points	SCQF level	SQA credit value
ESOL and the Learners	FE71 36	8	9	1
English Language Frameworks (TESOL)	FE70 36	8	9	1
Language Skills (TESOL)	FE6Y 36	8	9	1
ESOL Planning and Delivery	FE72 36	8	9	1

The Outcomes within each Unit are integrated and co-dependent. In each Unit there are four mandatory Outcomes, with the exception of Language Skills TESOL, which has five Outcomes. There are no optional Outcomes. Candidates must achieve all Outcomes to achieve the Group Award. The Outcomes within each Unit are assessed holistically.

ESOL and the Learners

1 Describe and evaluate the context of ESOL learning/teaching at a local and national level.
2 Identify and analyse personal, social and cultural factors that impact on ESOL learning.
3 Apply appropriate strategies and skills to analyse the needs of ESOL learners.
4 Describe and analyse ESOL teaching strategies which take account of learner needs.

English Language Frameworks (TESOL)

1 Identify and analyse English grammatical features and develop approaches to planning and delivery.
2 Identify and analyse English lexical features and develop approaches to planning and delivery.
3 Identify and analyse phonological features of English and develop approaches to planning and delivery.
4 Identify, analyse and evaluate the linguistic strengths and weaknesses of ESOL learners.

Language Skills (TESOL)

1 Analyse the skill of Listening and develop approaches to planning and delivery.
2 Analyse the skill of Reading and develop approaches to planning and delivery.
3 Analyse the skill of Speaking and develop approaches to planning and delivery.

4   Analyse the skill of Writing and develop approaches to planning and delivery.
5   Analyse and evaluate the English language skills of ESOL learners.

ESOL Planning and Delivery

1   Identify and apply a range of ESOL teaching approaches and methods.
2   Plan for and reflect on ESOL delivery.
3   Select, design and use appropriate resources for ESOL delivery.
4   Identify and apply appropriate teaching and classroom management strategies to enable successful ESOL learning.

Candidates need to successfully complete all four Units to achieve the Group Award. It is highly recommended that the delivery of the Units is integrated, non-sequential and allows for holistic assessment.

The Unit *ESOL Planning and Delivery* provides the lynchpin for the Group Award and cannot be undertaken on a freestanding basis. Candidates must evidence all assessments for the Units (forming the Teaching Portfolio) when undertaking the Unit *ESOL Planning and Delivery*. Therefore, for the candidate to achieve the Group Award, they must complete the Units; ESOL and the Learners; English Language Frameworks (TESOL) and Language Skills (TESOL) in conjunction with *ESOL Planning and Delivery*.

Three of the Units can be taken on a freestanding basis. These are:

♦   *ESOL and the Learners*
♦   *English Language Frameworks (TESOL)*
♦   *Language Skills (TESOL)*

Where a candidate undertakes these Units on a freestanding basis, they will be assessed only on the Outcomes within that particular Unit.

Where a centre enrols a candidate for the Group Award who has already completed individual Units within the PDA in TESOL at SCQF level 9, they will need to ensure that the candidate can provide the evidence to complete the required teaching portfolio. In such cases, the centre should take account the evidence already generated, and assessments successfully completed, when providing guidance to the candidate on any components and sessions within the taught programme.

For more information on the individual Unit and Group Award assessment requirements, see the *Assessment Strategy* for this award.

5.2   Core Skills

There may be opportunities to gather evidence towards Core Skills in this qualification, although there is no automatic certification of Core Skills or Core Skills components.

Entry Profile for Core Skills:
Candidates will already possess a high level of Core Skills and would normally be expected to have competence in *Communication* skills at SCQF level 6, *Working with Others* at SCQF level 5, *Problem Solving* at SCQF level 5, *Numeracy* skills at SCQF level 5 and *ICT* skills at SCQF level 5, or similar qualifications or experience.

Recommended Entry Level of Core Skills	SCQF Level
Communication	
Oral Communication	6
Written Communication (Reading)	6
Written Communication (Writing	6
Numeracy	
Using Graphical Information	5
Using Number	5
Information and Communication Technology	
Accessing Information	5
Providing/Creating Information	5
Problem Solving	
Critical Thinking	5
Planning and Organising	5
Reviewing and Evaluating	5
Working with others	
Working Co-operatively with Others	5
Reviewing Co-operative Contribution	5

Throughout the award there are opportunities to develop Core Skills, particularly in Communication, ICT, Problem Solving and Working with Others. The nature of the qualification ensures that Problem Solving is a key skill. However, there is no automatic certification of any Core Skills. The anticipated exit profile of the candidate Core Skills is provided.

Anticipated Exit Profile of Core Skills	SCQF Level
Communication	
Oral Communication	6
Written Communication (Reading)	6
Written Communication (Writing	6
Numeracy	
Using Graphical Information	5
Using Number	5
Information and Communication Technology	
Accessing Information	5
Providing/Creating Information	5
Problem Solving	
Critical Thinking	6
Planning and Organising	6
Reviewing and Evaluating	6
Working with Others	
Working Co-operatively with Others	6
Reviewing Co-operative Contribution	6

Strength of Components against the Core Skills Framework

Core Skill	Mode/method	Strength against Core Skills Framework
Communication		
Oral Communication Written Communication (Reading) Written Communication (Writing	Teaching and Learning Formative/Summative Assessment	good
Numeracy		
Using Graphical Information Using Number	Teaching and Learning	weak
Information and Communication Technology		
Accessing Information Providing/Creating Information	Teaching and Learning Formative Assessment	good
Problem Solving		
Critical Thinking Planning and Organising Reviewing and Evaluating	Teaching and Learning Formative/Summative Assessment	good
Working with Others		
Working Co-operatively with Others Reviewing Co-operative Contribution	Teaching and Learning Formative/Summative Assessment	good

Full Core Skills signposting is provided in Appendix 2.

5.3 Mapping information

As with the first stage PDA Introduction to Tutoring ESOL at SCQF level 6, the PDA in TESOL at SCQF level 9 is mapped to a UK-based ESOL subject-specific framework. This mapping provides a solid base from which other qualifications developed on the TESOL Professional Development Framework for Scotland can be benchmarked. Prior to validation of this qualification, a mapping process was completed against:

♦ *New overarching professional Standards for Teachers, Tutors and Trainers in the Life Long Leaning Sector. Application for the Professional Standard for teachers of English (Literacy and ESOL)* Lifelong Learning UK, 2007

This award recognises the *Adult ESOL Strategy for Scotland* guiding principles;

Inclusion

The award helps to provide ESOL learners with access to a quality learning experience. The qualification supports all those residing in Scotland who have English language development needs, inclusive of individuals and families from both settled and newly formed BME groups, those resident in Scotland while seeking asylum to the UK, refugees, migrant workers, international students and their dependants. It fully supports integration and settlement of 'New Scots' in Scotland.

Diversity

The award values the cultural and linguistic diversity of ESOL learners in Scotland, promoting a learner-centred approach to ESOL delivery.

Quality

The award embeds effective practice within ESOL planning and delivery.

Achievement

The award promotes personal, social and professional achievement of the ESOL practitioner in Scotland. It provides a contextualised, nationally recognised qualification, which sits within the (TESOL) Professional Development Framework. Further, it recognises that effective ESOL delivery will have a direct impact on the achievements of ESOL learners in Scotland.

Progression

The award sits at the core of the Professional Development Framework, providing ESOL practitioners in Scotland with access to a qualification which articulates within a wider framework, providing access to further professional development and employment.

The award fully aligns itself with the *Value Base and Principles of Community Education in Scotland*, which highlights six key areas of competence for part-time and voluntary workers:

♦ Understanding Self and Others
♦ Engaging with participants
♦ Helping people to learning
♦ Communicating
♦ Planning
♦ Managing and organising

These overarching principles are integral to the Outcomes of this qualification. Candidates consider their own language and the needs of their learners. Candidates work collaboratively with their learners, recognising them as individuals. Candidates provide appropriate and challenging ESOL learning events. Candidates develop their own communicative skills and those of their learners. Candidates plan, manage and organise the ESOL learning environment and learning events, while taking account of their learners. The design of this qualification recognises that many ESOL practitioners may work part-time and/or in a variety of ESOL teaching contexts.

The PDA in TESOL at SCQF level 9 takes account of *The Professional Standards for Lecturers in Scotland's Colleges* and the significance of these standards for those involved in teaching and learning in Scotland:

♦ Guidance and Support
♦ Planning and Preparing the Learning Experience
♦ Teaching/Facilitating Learning
♦ Assessment
♦ Quality and Standards

♦ Professional Practice and Development

While the nature of this award differs significantly from other PDAs in Further Education and indeed the TQ(FE), where explicit subject knowledge and competence is a prerequisite, the design of the award sits within current thinking on teaching and learning in Scotland.

5.4 Articulation, professional recognition and credit transfer

Progression routes

The PDA in TESOL at SCQF level 9 provides an entry-level qualification for ESOL practitioners in Scotland who wish to move into employment within the range of public sector ESOL provision. This qualification is set on the (TESOL) Professional Development Framework as an initial teaching qualification, along with the Cambridge and Trinity Certificate qualifications.

The Professional Development Framework for ESOL Practitioners is in its infancy in Scotland. SQA will seek to build recognition for the qualification as a valid and contextualised alternative to current TESOL qualifications used for entry into this field of work.

Candidates who achieve the PDA in TESOL at SCQF level 9 will be able to access other qualifications within the Framework. The intended pathway is that practitioners who have achieved the award will undertake the Units which lead to *GC3D 50: PDA in Applied Practitioner Studies in TESOL* at SCQF level 10.

The Scottish Government has recommended that the PDA in *Applied Practitioner Studies in TESOL* at SCQF level 10 becomes the benchmark qualification for ESOL practitioners in Scotland.

6 Approaches to delivery and assessment

6.1 Content and context

The PDA in TESOL at SCQF level 9 is designed for candidates who intend to deliver, or are already delivering, ESOL (English for Speakers of Other Languages) in a variety of teaching contexts. It is designed to enable candidates to develop the knowledge and skills required to plan and deliver ESOL teaching and learning effectively.

Candidates may or may not have prior TESOL/TEFL qualifications. The PDA in TESOL at SCQF level 9 can be taken either prior to the candidate working within the ESOL domain or where the candidate is already delivering ESOL, but seeks national certification of this experience.

This award is **not** intended for those who already hold an initial TESOL qualification such as the Cambridge ESOL CELTA, Trinity College London Cert TESOL or equivalents. In such cases, candidates may wish to undertake individual units within the award (particularly the Unit *ESOL and the Learners*) in recognition of the local and national context and its learner-centred focus in which they are working. Alternatively, or in addition, they may choose to undertake the PDA in Applied Practitioner Studies in TESOL at SCQF level 10 to enhance professional development.

The primary focus of the qualification is on adult ESOL learning within the candidate's own national ESOL context. The focus is on English language teaching and learning which takes place in a context where English is the dominant language and where English language development is required to allow learners to live, work and fully participate in the society in which they are based. It recognises that ESOL is also delivered within the school sector in Scotland, particularly where learners are in the upper classes in secondary school and may be taking national ESOL qualifications as an alternative to qualifications such as Higher English.

It seeks to provide core knowledge and skills required to work with ESOL learners independently, focusing on effective planning and delivery which takes account of learner needs, goals and aspirations. The social practice approach adopted ensures that candidates are aware of the need for learners to be active participants in the learning cycle, ensuring that the learning is relevant and meaningful to the learners' lives.

The principal context will be an ESOL teaching environment. The qualification should be delivered in the context of a suitable training programme. Candidates will need access to an environment which enables them to work with authentic ESOL learners and observe ESOL delivery undertaken by experienced practitioners.

This award encourages reflective and critical evaluation on the part of the candidate in relation to their own training and development as ESOL practitioners. Further, it is anticipated that the embedding of reflection and evaluation will extend beyond the taught programme, enabling the successful candidate to continue to develop subject specific knowledge and teaching skills within their working practice.

6.2   Delivery mechanisms

While the exact time allocated to the award is at the discretion of the centre, the notional design length is 160 hours. It is anticipated that time allocated to each Unit would be:

Unit Code	Unit Title	Hours
FE71 36	ESOL and the Learners	40 hours
FE70 36	English Language Frameworks (TESOL)	40 hours
FE6Y 36	Language Skills (TESOL)	40 hours
FE72 36	ESOL Planning and Delivery	40 hours

This award is designed to be delivered as part of a taught programme for ESOL practitioners. The programme could be delivered either full-time or part-time. For example, a part-time course could be run one evening a week over an academic year, or one full day a week over approximately 20 weeks. Where a full-time, intensive programme is designed, Centres should take care that candidates have enough time to reflect and assimilate the large volume of work covered. The Centre will also need to consider its assessment timetable and opportunities for re-assessment. During the research phases of this development, an identified failing of current available qualifications was the short, intensive nature of many courses, which left little space for reflection and development during the programme.

While the qualification is designed for face-to-face delivery, there are opportunities for elements of the programme to be delivered on an open or distance basis. This might be particularly appealing where full face-to-face delivery would prove inaccessible to candidates, due to geographical constraints. However, centres will need to take account of the Evidence Requirements, which include the need to have access to authentic ESOL learners and the need to authenticate assessments which have been undertaken on an open-book basis (eg for the Learner Profile and Teaching Observation). There are assessed components where direct communication between the assessor and candidate is necessary, in particular the six required hours of ESOL delivery within the Teaching Practice Component. Centres also need to consider how they will provide candidates with access to learners (for the Learner Profile). Thought needs to be given to how live observations, both of experienced ESOL practitioners (to meet Outcomes within the four Units) and of the candidate during the Teaching Practice Component (to meet Outcomes within three of the Units), can be conducted.

Some Centres, particularly those situated in rural or isolated areas may wish to consider blended and open learning delivery options; however, candidates following this option will still benefit from, and require, 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, and group tutorials. In order to ensure the validity of Observation and Learner Profile assessments, centres will need to put a system in place for verification of evidence. Written assessments could be submitted via VLE, e-mail or post and followed up through professional discussion.

6.3 Delivery of the Units

The Group Award comprises four Units, each with integrated Outcomes. While each Unit has a defined focus, they are not designed with the intention of any sequential delivery. It is recommended that the Units are delivered concurrently, with a holistic approach taken to both delivery and assessment. This will ensure a strong focus on the interdependence of the knowledge and skills required by ESOL practitioners. It would be appropriate, however, for delivery to initially focus on the Outcomes of the Unit *ESOL and the Learners*, providing a context and background to all other delivery. Even where this is the case, it is not envisaged that the candidates will have completed assessment for this Unit before delivery of the others commences.

Within each Unit, the sequence of the Outcomes does follow a logical, if flexible, order. Theory and analysis provides essential scaffolding for the application of knowledge and skills within an ESOL teaching context. It is recommended that aspects of different Outcomes are integrated, developed and reviewed at various stages.

Best practice in ESOL teacher education should ensure that during delivery of the taught programme candidates are introduced to, and experience in their own learning, a variety of techniques and methods relevant and applicable to the ESOL teaching and learning environment. Experiential learning and loop input can be used to exemplify good practice, eg where candidates take part in discovery type activities to explore grammatical, lexical or phonological aspects of language, similar to those they would use with their learners. Throughout delivery, time should be allocated for exploration of theory into practice, debate and exchange of ideas, and observation of good practice.

Learner-Centred Approach in ESOL

Candidates should develop an awareness of the current and evolving context of ESOL in Scotland, or their own national context. They should understand and recognise the benefits of the social practice approach, which emphasises that teaching should be learner-centred and that language development (particularly in a context where the learner will use this language in their day-to-day lives) involves complex capabilities, which affect every aspect of learners' lives — social, educational and working. Acquisition of language skills, therefore, does not take place in isolation, but is closely linked to individual needs — learning should be relevant and meaningful to learners' lives. This approach also emphasises critical and reflective thinking. Candidates should be encouraged to use this approach within their own training and teaching, recognising the experience and existing knowledge and skills of ESOL learners when designing lessons and selecting materials. Delivery should develop candidates' ability to recognise the importance of involving the learner(s) in the learning process, and of devising lessons which address the ESOL needs of the learner(s) in a relevant context. Further, an understanding of the role of reflection and evaluation as an integral part of the teaching process, and its positive impact on future delivery, should be fostered.

6.4   Integration of content and assessment

ESOL and the Learners introduces candidates to the diversity, backgrounds, current contexts and needs of ESOL learners. It explores the wider ESOL context, the range of settings in which ESOL delivery takes place, the variety of learning needs and the approaches, strategies and techniques used in an ESOL delivery context to take account of these factors. It considers the values and principles which underpin working with ESOL learners, and develops the link between the identification of learner needs through needs analysis, and its application within ESOL delivery.

Outcomes are assessed through a written Learner Profile where the candidate conducts a needs analysis of an ESOL learner contextualised within the wider ESOL environment, and a Reflective Account on ESOL delivery observation, with the focus on how the experienced ESOL practitioner takes account of diverse learner needs.

While this Unit may have a more theoretical and analytical base than the other Units, it should be ensured that candidates have opportunities to develop an awareness of how this analysis and theoretical knowledge is applied in the ESOL domain.

Integrated delivery and assessment across Units is recommended. The needs analysis fully integrates with the language and skills analyses of the learner in the Units: *English Language Frameworks (TESOL)* and *Language Skills (TESOL),* to complete the Learner Profile. There is also significant interrelationship between the analysis of discrete language features and a learner's language skills, again providing opportunity for an integrated approach to delivery and assessment.

The ESOL delivery observation may also generate evidence to meet Outcomes from other Units. During delivery of the taught programme, activities to raise awareness of the multi-faceted nature of an ESOL lesson can be included. Candidates may find that a range of issues related to learner needs, language systems, skills work, teaching strategies and classroom management skills may be observable within the same observation session.

English Language Frameworks (TESOL) is designed to enable candidates to explore, analyse and evaluate English Language systems, and plan, deliver and reflect on lessons that focus on particular language points. Candidates are introduced to a range of approaches, strategies and techniques which allow for contextualised English language development within ESOL delivery. The experience of planning and delivering ESOL lessons which incorporate direct input and practice of selected language points will enable candidates to apply theoretical knowledge to the teaching context and deliver contextualised ESOL.

The Outcomes are assessed through the Learner Profile, where the candidate focuses on the linguistic strengths and weaknesses of a learner, a Reflective Account on ESOL delivery observation (focusing on the delivery of grammatical, lexical, functional and phonological language points), plus two in-depth Language Analyses of English language areas, which are each then used as the basis for the teaching of related language points within the assessed Teaching Practice Component, the delivery of which is reflected upon in reflective accounts. While the Outcomes within this Unit relate to the

teaching of specific language areas, there is potential here for integration of elements from other Units. Delivery should serve to highlight the integrated nature of language development, where linguistic competence of discrete language points facilitates the development of a learner's language skills. Also, candidates are expected to take account of their learners, and develop strategies and techniques in managing the learning environment effectively (assessed in *ESOL Planning and Delivery*).

Language Skills (TESOL) develops the knowledge and skills required to analyse and evaluate the four language skills and their subskills, assess the strengths and weaknesses of ESOL learners' English language skills, and plan, deliver and reflect on the delivery of skills-based ESOL lessons.

The Outcomes within this Unit are assessed through the Learner Profile, with a focus on a learner's English language skills, a Reflective Account on ESOL delivery observation, focusing on the delivery of skills-based lessons, plus two in-depth Textual Analyses of a spoken and written text. These texts are then each used during the delivery of skills-based lessons within the assessed Teaching Practice Component, the delivery of which is reflected upon in reflective accounts. While the Outcomes within this Unit relate to English language skills and their development, there is, again, potential here for integration of elements from other Units. It would be counterintuitive, for example, to consider speaking skills and subskills without focusing on phonological features. The Learner Profile evidently spans *ESOL and the Learners, English Language Frameworks (TESOL)* and *Language Skills (TESOL)*; integrated delivery and holistic assessment will make this assessed component more relevant to real life practice.

ESOL Planning and Delivery develops the knowledge and skills required to plan for and deliver ESOL teaching and learning which takes account of theoretical and methodological underpinnings, to select/design and exploit resources appropriately, to manage the learning environment effectively and to reflect on one's own ESOL delivery.

It is highly recommended that this Unit and its Outcomes are taught within an integrated programme which delivers the four Units of the award concurrently. This provides the most coherent mechanism for delivery. This Unit pulls all the strands of the award together (even where a candidate has already completed other Units on a freestanding basis). The Unit is assessed through the compilation of a Teaching Portfolio, which evidences all assessment within the four Units of the qualification. The (minimum) elements of the Teaching Portfolio, including the components already mentioned in relation to the other Units, are:

(a)   Learner profile
(b)   Reflective account(s) of live lesson observations (four hours minimum)
(c)   Two textual analyses
(d)   Two language analyses
(e)   Two group profiles
(f)   Two lesson rationales
(g)   Two material evaluations
(h)   Lesson plans for six hours of ESOL delivery (Teaching Practice Component)
(i)   Assessor reports on six hours of the Teaching Practice Component
(j)   Reflective account(s) on the planning and delivery of the Teaching Practice Component

The candidate is therefore required to produce, in addition to that within the other Units: two Group Profiles, two Lesson Rationales, Lesson Plans for all lessons delivered (two hours of teaching practice will also take place within this Unit), two Materials Evaluations and a critical evaluation of ESOL delivery. Assessor reports on the Teaching Practice Component must also be submitted within the Portfolio.

The Teaching Portfolio components are designed to mirror the activities an ESOL practitioner engages in within an authentic ESOL teaching and learning context. When delivery of the Units is integrated and the assessment treated holistically, candidates will undertake a training programme which is coherent, allowing them to engage in ESOL teaching and learning practices and develop a range of essential knowledge and skills simultaneously.

Candidates will compile the Teaching Portfolio throughout the taught programme, as they undertake different activities. To facilitate the candidates' successful Portfolio compilation, Centres should assess components on an ongoing basis. It would be impractical, of little developmental value, and unfair to the candidates, to conduct assessment only at the end of the programme, or on completion of the Portfolio. Centres should give guidance to candidates (in the form of tutorials) as to whether they are meeting the Evidence Requirements, and on areas for development and/or revision. In terms of delivery, this ongoing assessment will allow centres to evaluate elements of the taught programme which need revisiting, or where additional input is required.

Centres should take account of the developmental nature of a teacher training programme when assessing candidates on the Teaching Practice Component and when providing guidance to candidates on the standards required at different stages of the taught programme.

Further guidance on assessment is given in the Assessment Guidelines and Support Notes for the Units. An Assessment Strategy for this award is available on the SQA website.

6.5   Delivery contexts

The PDA in TESOL at SCQF level 9 is designed to allow for flexibility in its delivery, and to take account of the variety of contexts in which ESOL is delivered. When selecting course materials and resources, centres should take account of the current and potential future contexts in which candidates may deliver ESOL. The primary focus is on adult ESOL learning. However, it is expected that some candidates undertaking individual Units or the full Group Award may be working in mainstream schools with older children undertaking ESOL learning in order, for example, to undertake national qualifications; where centres have candidates with this profile, there may be a need to provide contextualised input in this area. It is the responsibility of the centre to develop a programme which meets the candidates' needs. Candidates should be informed of the nature and content of the programme before they commence the award.

Where the qualification is delivered to candidates who are already working with ESOL learners, there are opportunities to base assessment on their own teaching context. Candidates may choose to conduct the Learner Profile with a learner they already know, and to undertake delivery of ESOL (teaching practice) within their own teaching and learning environments (where this is operationally feasible). In such cases, centres will need to ensure the authenticity of any work produced and that candidates can meet the Evidence Requirements (eg working with two levels of learner groups for teaching practice purposes). Centres will also need to ensure that the assessor can access the learning environment where teaching practice will take place, in order to observe and assess the candidate.

7 General information for centres

Disabled candidates and/or those with additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website **www.sqa.org.uk/assessmentarrangements**.

Approval

SQA has removed devolvable approval status for this award due to the specialised nature of the qualification. All SQA approved centres wishing to deliver the award will need to apply for approval and should contact SQA before doing so. Visiting verification will take place on a regular basis (100% in the first year and then on an annual basis as a minimum).

In recognition of the need for TESOL subject specialists to deliver, assess and internally verify the award, centres must follow the guidance below when selecting appropriate staff.

Staff, whether delivering, assessing and/or verifying the PDA in TESOL at SCQF level 9, must be able to demonstrate their competence in delivering and assessing qualifications in this subject area and of the level and depth required. All members of staff should have considerable, wide ranging experience of delivering ESOL. This range should include delivery within the national context and across a range of levels from beginner (SCQF level 2) to Advanced (SCQF level 6). Staff will hold a relevant teaching qualification, ie in TESOL/TEFL. In addition, centres will be expected to show that there is relevant experience of delivering and assessing TESOL programmes and qualifications of this type and level (including assessment of performance-based evidence).

Qualifications and experience of staff will be checked at Approval and Verification Stages. Centres should notify SQA where any significant staff changes occur.

Each member of staff will have, as a minimum, **all** of the following:

1.   A specialist TESOL/TEFL teaching qualification at SCQF level 8/9 or above Appropriate qualifications are:

♦   SQA PDA in TESOL at SCQF Level 9
♦   SQA PDA in Applied Practitioner Studies in TESOL at SCQF Level 10
♦   Cambridge CELTA/CTefla (SCQF Level 8/9)
♦   Trinity Cert TESOL (SCQF Level 8/9)
♦   Cambridge DELTA/DTefla (SCQF Level 11)
♦   LTCL DipTESOL (SCQF Level 11)
♦   Equivalent qualification validated by a recognised awarding body

A relevant Masters qualification (eg in TESOL/TEFL/Applied Linguistics) may also be acceptable where other teaching qualifications are not held. However, the qualification held should include an assessed teaching component.

NB It should be noted that qualifications/courses which are not validated by a reputable examination body, and which do not contain assessed teaching practice, are not acceptable as evidence of competence in the subject area.

In addition, at least one of the delivery team (the course leader or director) must evidence specialist knowledge and skills beyond the range of this qualification. This can be evidenced by holding a relevant TESOL qualification.

Appropriate qualifications include:

♦ SQA PDA in Applied Practitioner Studies in TESOL at SCQF level 10
♦ Cambridge DELTA/DTefla (SCQF level11)
♦ LTCL DipTESOL (SCQF level 11)
♦ Relevant Masters qualification which includes assessed teaching practice component (SCQF Level 11)

2. Substantial experience of delivering ESOL

This should include experience of delivery across a wide range of language levels and within relevant ESOL contexts.

3. Recent and relevant experience of delivering and assessing TESOL qualifications at SCQF level 8/9 or above

This should include experience within a relevant national ESOL context, ie if delivering this qualification in Scotland, experience should be relevant to this country. This experience should also include assessing performance-based evidence (ie teaching practice) of candidates.

If any staff member (while fulfilling Criteria 1 and 2) does not have the appropriate experience of delivering and assessing TESOL qualifications (criteria 3), an appropriate induction programme must be followed. This should include shadowing of a member of the team who does possess this experience and holds a TESOL qualification at a level beyond the range of this award, and a process in which any assessments undertaken by the 'trainer in training' are sampled by an experienced team member. Records of this process should be maintained for approval and external verification purposes.

Observation of experienced ESOL specialist teachers

The centre must ensure that the teachers being observed have a TESOL qualification at a minimum of SCQF level 8 (eg PDA in TESOL/CELTA/Cert TESOL) and substantial experience of delivering ESOL. It would not be appropriate for candidates to observe a practitioner who has just completed a qualification at this level unless the practitioner also has significant ESOL teaching experience.

Visiting Presenters and Facilitators

Centres may wish to invite people who are not part of the core delivery team to provide input on the taught programme related to a particular field or specialist area, eg to deliver a session on the social practice approach, ESOL literacies theories and practices, immigration policy. In such cases, centres should feel free to select individuals to present or facilitate sessions

which will enhance the taught course. The 'visiting' presenter should not be involved in assessing candidates.

Resources

Centres must have an adequate learning environment. Centres must also be able to provide access to ESOL learners at a variety of English language levels for the Teaching Practice Component. Candidates should have access to resources which reflect the specialist nature of the qualification, ie specialist reading materials such as reference books, up-to-date information technology and specialist software, journals and published teaching and learning materials.

Internal and external verification

All instruments of assessment used 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.

Further information on internal and external verification can be found in *SQA's Guide to Assessment* **(www.sqa.org.uk)**.

8   General information for candidates

The GA53 49: Professional Development Award in TESOL at SCQF level 9 is relevant to you if you are delivering ESOL, or if you plan to do so. It is intended for candidates who are following a training programme to enable them to deliver ESOL effectively in a variety of teaching contexts. You could be new to the field of ESOL or already have experience in ESOL delivery and wish to gain national certification and recognition for this experience. The primary focus of the qualification is on adult ESOL learning. However, you could also be working in other contexts, such as within a school setting.

The qualification is made up of four mandatory Units:

♦ ESOL and the Learners
♦ English Language Frameworks (TESOL)
♦ Language Skills (TESOL)
♦ ESOL Planning and Delivery

The four Units are designed to give you the essential knowledge and skills to teach ESOL effectively. The Units combine theory and practice, with teaching practice and observation at the core of all activity. You will learn about ESOL contexts, factors impacting on ESOL learning, how to analyse language and skills and deliver a range of lesson types for different levels of learners. You will develop strategies and techniques to deliver ESOL effectively. You will also consider your own teaching and use reflection as a tool for further development.

Your training course might be delivered on a face-to face-basis, or through blended learning to include some open learning. Input sessions will give you practical experience of working on the kinds of tasks you will deliver when working with learners.

In this qualification you will work with an individual learner to analyse needs and language level, observe ESOL teachers and their delivery, and plan and deliver at least six hours of ESOL lessons to groups.

You will be assessed through practical and performance-based assignments. Assessment takes the form of a Teaching Portfolio, which, on completion will contain:

(a)   learner profile
(b)   reflective account(s) of live lesson observations (four hours minimum)
(c)   two textual analyses
(d)   two language analyses
(e)   two group profiles
(f)   two lesson rationales
(g)   two material evaluations
(h)   lesson plans for six hours of ESOL delivery (Teaching Practice Component)
(i)   assessor reports on six hours of the Teaching Practice Component
(j)   reflective account(s) on the planning and delivery of the Teaching Practice Component.

Core Skills

Participation in this award will provide opportunities to develop all Core Skills in particular *Communication, Working with Others* and *Information and Communication Technology (ICT).* The Teaching Practice Component in particular, will enhance the Core Skill of *Problem Solving* at SCQF level 6, although there will be no automatic certification of Core Skills or Core Skills components.

Progression Opportunities

The PDA in TESOL at SCQF level 9 is an initial teaching qualification for ESOL practitioners. It provides a pathway to GC3D 50: PDA in Applied Practitioner Studies in TESOL at SCQF level 10. It may facilitate progression to other TESOL qualifications. Please refer to Appendix 1: Professional Development Framework for ESOL Practitioners in Scotland (Updated June 2011) for further information.

This award is designed for teachers who wish to be able to work independently as an ESOL practitioner in a variety of contexts, and it is hoped that opportunities for paid employment in ESOL teaching will increase for those achieving this qualification.

9   Glossary of terms

SCQF: This stands for the Scottish Credit and Qualification Framework, which is a new way of speaking about qualifications and how they inter-relate. 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.

SCQF levels: The SCQF covers 12 levels of learning. HN Units will normally be at levels 6–9. Graded Units will be at level 7 and 8.

Subject Unit: Subject Units contain vocational/subject content and are designed to test a specific set of knowledge and skills.

Dedicated Unit to cover Core Skills: This is a non-subject Unit that is written to cover one or more particular Core Skills.

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 that lie outwith automatic certification.
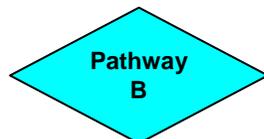
Qualification Design Team: The QDT works in conjunction with a Qualification Manager/Development Manager to steer the development of the National Certificate and/or National Progression Award from its inception/revision through to validation. The group is made up of key stakeholders representing the interests of centres, employers, universities and other relevant organisations.

10   Appendices

Appendix 1: Professional Development Framework for ESOL Practitioners in Scotland (Updated June 2011)

SQA PDA: Introduction to Tutoring ESOL (PDA: ITESOL)
SCQF level 6
Language and Learning in ESOL F43X 33
Developing ESOL Tutoring Skills F43W 33

16 SCQF Credits Points at SCQF level 6

Pathway A

Pathway B

Pathway C

**Possible pathways for ESOL practitioners in Scotland**

Pathway A:
Cambridge/Trinity Certificate + Diploma

Pathway B:
Cambridge/Trinity Certificate + SQA PDA in Applied Practitioner Studies in TESOL

Pathway C:
SQA: PDA in TESOL + PDA in Applied Practitioner Studies in TESOL

Distinctive characteristics of PDAs

- Potential for blended learning delivery
- Underpinned by social practice principles
- Opportunity for teaching practice (TP) in range of settings
- Set within Scottish ESOL landscape
- Can be delivered as freestanding units

Cambridge ESOL CELTA Trinity Cert TESOL
or equivalent

(Approximate value - 24 credits @ SCQF level 8/9)

SQA PDA in TESOL
SCQF level 9

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 Credits Points @ SCQF level 9
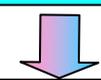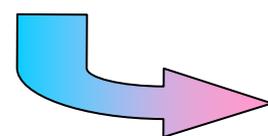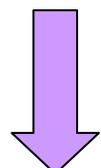
Cambridge ESOL DELTA Trinity Dip TESOL
or equivalent

(Approximate value - 60 credits @ SCQF level 11)

SQA PDA in Applied Practitioner Studies in TESOL
SCQF level 10

2 mandatory units:
English Language Analysis for TESOL FK8X 37 (level 10; double unit)
ESOL Assessment and the Scottish Framework FK8Y 36 (level 9)
1 unit from options:
Teaching ESOL Literacies to Adults FK8W 36 (level 9)
ESOL Syllabus Design FM1G 36 (level 9)

16 SCQF Credit Points @ SCQF level 10
16 SCQF Credit Points @ SCQF level 9

Sector specific professional requirements

Example

FE Sector: Teaching Qualification in Further Education **(TQ(FE)**

GTCS Recognition

Appendix 2: Core Skills Signposting

There are opportunities throughout this award for the development of Core Skills, both during teaching and learning, and formative/summative assessment. Details of specific opportunities related to each Unit are provided in the Unit specifications. The extent to which Core Skills are enhanced will be determined by delivery and assessment methods.

Communication:
Oral Communication at SCQF level 6
Produce and respond to oral communication on a complex topic.
Written Communication (Reading) at SCQF level 6
Read, understand, and evaluate complex written communication.
Written Communication (Writing) at SCQF level 6
Produce well-structured written communication on complex topics.

Oral Communication skills are essential when engaging in spoken communication with ESOL learners. Candidates will develop this skill when undertaking assessed components of the qualification, from conducting the individual Learner Profile to working with a group of learners during ESOL delivery. During this delivery, communication needs to be appropriate for the purpose (eg setting up tasks, using correction techniques, explaining and clarifying new language), the audience (level of learners, prior English language knowledge, spiky profiles), and the aims (fluency/accuracy activities, language point being developed, skills being developed) of the session. Non-verbal communication, such as gesture and other paralinguistic features which aid communicative competence, is also an integral feature of good practice in ESOL delivery. During Teaching Practice (ESOL delivery), candidates are assessed on their ability to modify teacher language, select language to be introduced and practised, and on using specialist terminology appropriately. Candidates should be given the opportunity to participate in tasks which develop their language grading skills (in order to communicate effectively with learners of various levels, social and cultural backgrounds), and in using a range of verbal and non-verbal communication techniques. Delivery could also include tasks that focus on how to take account of the learner's contributions and respond appropriately, (eg responding to content not just language, providing further instructions or explanation, the use of questions for clarification, appropriate feedback, praise and encouragement) and explore the value and impact of open and closed questioning.

Explicit knowledge of grammatical, lexical and phonological aspects of the English language will be developed during the input for the Unit: *English Language Frameworks (TESOL)*. In Outcome 3, for example, candidates are required to show evidence of an understanding of features of sounds, stress, rhythm and intonation of spoken English. When candidates are planning and delivering lessons, they should incorporate pronunciation aims and activities. Candidates will have ongoing opportunities to consider their own use of English and how this might affect delivery and communication.

Further opportunity to develop Oral Communication skills could be through project/research work (which could be individual or group-based) on relevant topics, the findings of which could then be presented by candidates within the taught programme, where communication would need to be structured to take account of the purpose and audience; conveying information, opinions or ideas accurately and coherently with supporting detail where required, to progress understanding, knowledge and learning.

While undertaking this qualification candidates explore complex topics linked to the national and local contexts within which ESOL teaching and learning takes place. Candidates should participate in tasks which develop their ability to organise complex content, and to raise their awareness of terminology appropriate when analysing ESOL learner needs and describing ESOL delivery. Candidates carry out four hours of ESOL observation[6], presenting accounts that reflect upon what takes place within an ESOL classroom situation, and which use appropriate specialist terminology. Converting observation and reflection into written prose requires candidates to present ideas/information and supporting detail in a logical and effective order, clearly differentiating between facts and opinions, and making relevant links between major and minor points. The ability to produce clear and detailed written lesson plans is an essential skill for an ESOL practitioner, and one which candidates will benefit from practice in.

Written Communication is also developed in the production of any written material for which an ESOL learner is the audience. This may occur if using written questions to obtain information from the learner for the Learner Profile, when preparing written materials for classroom use and with any boardwork presented to learners. All material written for learners must be appropriate for the specific audience, so grading of language and adapting register and style to the needs of learners is essential to prevent communication breakdown. During the taught programme, tasks which focus on these skills would have a positive impact on the standard of assessed assignments.

In both formative and summative assessment, candidates should be encouraged to:
♦ present essential ideas/information and supporting detail in a logical and effective order
♦ use a structure that takes account of purpose and audience, and links major and minor points in ways which assist the clarity and impact of the writing
♦ use conventions which are effective in achieving the purpose and adapted as necessary for the target audience
♦ use spelling, punctuation and sentence structures which are consistently accurate

Numeracy:
Using Graphical Information at SCQF level 5
Interpret and communicate graphical information in everyday situations.
Using Number at SCQF level 5
Apply a range of numerical skills in various everyday situations.

There are limited opportunities to develop the Core Skill of Numeracy. While planning and delivery of ESOL sessions might incorporate numeracy (especially in the form of English language terminology for mathematical exponents), it is likely that candidates will have few opportunities to increase their own numeracy level. However, candidates may have opportunities to interpret and present graphical information in assessed components (eg when analysing the contexts in which the learners are situated).

---

[6] The practitioners observed must hold a relevant TESOL qualification at SCQF level 8 or above (eg SQA PDA in TESOL, Cambridge CELTA/DELTA, Trinity Cert TESOL/Dip TESOL or equivalents)

Information and Communication Technology:
Accessing Information at SCQF level 5
Use ICT independently, effectively, and responsibly to access information within a range of tasks.
Providing/Creating Information at SCQF level 5
Use ICT independently, effectively, and responsibly to carry out a range of processing tasks.

Opportunities to develop this skill can easily be incorporated into the delivery of the Units by supporting the candidate to produce and deliver high quality ESOL materials using ICT, and to carry out searches for information or resources using efficient and effective search strategies. Opportunities to develop this skill are present throughout the Units:

♦   use of the Internet to research ESOL contexts/factors affecting learners and language learning
♦   word processing of written assessments, materials for conducting Learner Profile, presentation of research work (using graphs and tables where appropriate), formatting of lesson plans/Group Profiles, materials production, and production of high quality written material
♦   PowerPoint presentation or word–processed acetates for oral presentation of research topics within input sessions
♦   use of VLE to provide opportunities for peer discussion, to upload relevant documents.
♦   use of web conferencing where delivery takes place in an open/distance mode
♦   use of DVD/VLE to facilitate formative observation of ESOL delivery
♦   accessing web-based resources and creating appropriate tasks for Teaching Practice Component
♦   use of digital recording and editing hardware/software while preparing and delivering ESOL, for recording evidence for Learner Profile
♦   use of interactive/electronic whiteboards during Teaching Practice Component
♦   storage and maintenance of Teaching Portfolio (electronic file management)

Problem Solving:
Critical Thinking at SCQF level 6
Analyse a complex situation or issue
Planning and Organising at SCQF level 6
Plan, organise, and complete a complex task
Reviewing and Evaluating at SCQF level 6
Review and evaluate a complex problem solving activity

This Core Skill will be developed at SCQF level 6 throughout the Units, but particularly during the planning, delivery and evaluation of ESOL within the Teaching Practice Components in three of the Units. During a taught programme candidates should be encouraged to explore appropriate strategies for managing their time and evaluating the considerable amount of information available on the topics contained in these Units.

This skill is essential in generating the Evidence Requirements for assignments such as the Learner Profile, Language Analyses, Textual Analyses, Lesson Rationales, and Material Evaluations. It is also integral to the process of lesson planning and delivery. Candidates must plan, prepare, deliver and evaluate six hours of ESOL lessons within the Teaching Practice Component.

To achieve this successfully, candidates will engage in a wide range of Problem Solving activities.

Critical Thinking: Analyse a complex situation or issue
♦ Identify the factors involved in the situation/issue
♦ Assess the relevance of these factors to the situation/issue
♦ Develop and justify an approach to deal with the situation

While preparing for and undertaking the Teaching Practice Component, candidates will:
♦ consider the language needs, goals and aspirations of their learners
♦ identify factors which will affect performance of their learners, eg age, prior education, literacy competence
♦ take account of time and potential deviation from plan
♦ make spontaneous decisions based on knowledge gained
♦ adapt to situation
♦ develop appropriate feedback mechanisms based on complex factors
♦ choose appropriate materials in recognition of learner needs and language ability
♦ provide appropriate tasks to fulfil the aims of the lessons
♦ identify, devise and use appropriate strategies and techniques during delivery to take account of range of factors.
♦ during evaluation of lessons, justify actions taken
♦ during evaluation of lessons, consider the adaptation/modification of an existing approach

Planning and Organising
Plan, organise and complete a complex task
♦ develop a plan
♦ identify and obtain resources to carry out the plan
♦ carry out the task

Candidates are required to plan and deliver six hours of ESOL lessons. During this process, candidates will:
♦ take account of a number of complex and interdependent variables (eg age of learner, aims of session, level of learner, skills)
♦ produce plans which incorporate a number of concurrent strands (eg aims, time, context for introducing and developing language points, resources, activities and so on)
♦ include resources/materials and activities appropriate for a particular group of learners and which effectively meet the aims identified in the plan
♦ include procedures, staging, management of time, people and equipment within the plan
♦ decide how the plan will be managed, and carry it out, adapting where necessary

Reviewing and Evaluating
Review and evaluate a complex problem solving activity
♦ Evaluate the effectiveness of the strategy
♦ Identify and gather appropriate evidence
♦ Draw conclusions and make recommendations

After each of the lessons, the candidate must evaluate the effectiveness of their planning and delivery. This process will also be integral to the production of the Reflective Account(s) and the Material Evaluations. During this process, candidates will:

♦ analyse the effectiveness of planning and delivery in terms of aims, choice of materials/resource, features of their own delivery such as rapport with learner, language grading, use of resources, choices made during delivery, success of the plan, and the overall effectiveness of the lesson
♦ identify and gather appropriate evidence to support the evaluation. This could include recording of (part of) the lesson, feedback from learners during or after delivery, written work undertaken by the learner, self evaluation based on previous observation and formative work undertaken during training
♦ devise their own criteria for evaluation or adopt/adapt a set of established criteria. This could be in the form of a checklist or a number of pre-set questions.
♦ consider all the evidence coherently with no major aspect omitted and draw conclusions

Recommendations will take the form of identifying future personal and teaching aims, which should inform, and be incorporated into, the next planning session. The candidate might, for example, choose to focus on their own use of language after identifying that they used language at too high a level, over formal, or not related to the aims of lesson. Centres should provide candidates with opportunities to reflect on personal strengths and weaknesses.

The cycle of planning, delivery and review is key to the effective completion of the Teaching Practice Component and all other assessed components within the Teaching Portfolio.

Working with Others:
Working Co-operatively with Others at SCQF level 6
In complex interactions, work with others co-operatively on an activity and/or activities.
Reviewing Co-operative Contribution at SCQF level 6
Review work with others in a co-operative activity and/or activities.

Candidates will be working with an individual learner during the Learner Profile assignment, and with groups of learners in the Teaching Practice Component. Central to both will be the recognition of a learner-centred, social practice approach, which positions the learner at the centre of the learning cycle and takes account of their goals, aspirations and linguistic level. Candidates must work collaboratively with the learner(s) to carry out the assignments effectively. The candidate will need to ensure the learner being profiled is aware of, and comfortable with, the purpose, process, and content of the interview and related tasks. During lesson delivery, the learners should be active participants in the learning and teaching process. The onus is on the candidate to support co-operative working by, for example, offering encouragement and modifying tasks and activities to meet needs as they arise.

During input on the taught programme, candidates should be encouraged to collaborate with each other when carrying out tasks related to linguistic formation and meaning, evaluating methods and techniques for delivery and considering appropriate teaching and learning strategies. Group activity and arranging joint information feedback sessions will help to foster this collaborative approach.