Arrangements for:

Professional Development Award

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

at SCQF level 6

Group Award Code: G91E 46

Validated in April 2008

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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 Professional Development Award (PDA) Introduction to Tutoring English to Speakers of Other Languages (ITESOL) at SCQF level 6.

The PDA ITESOL is a new award aimed at volunteers and tutor assistants who tutor, or intend to tutor, ESOL learners, but who may have no prior recognised ESOL (EFL)[1] teaching/tutoring qualifications. This PDA has been designed in Scotland with the active ESOL agenda in mind. It aligns itself to the development of a Professional Qualifications Framework for ESOL practitioners in Scotland, recognising the need for current and prospective ESOL practitioners to have access to accredited subject specific qualifications, to a consistent national standard. This award forms the first stage of this framework.

This PDA is intended to:

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

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

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

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

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[1] English as a Foreign Language

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

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2   Rationale for the development of the award

The PDA ITESOL is a new award for ESOL practitioners. It has been developed taking cognizance of the ESOL agenda in Scotland and is a direct response to the call in the Scottish Government's National ESOL Strategy[2], launched in March 2007, to develop a qualification for volunteers who support the delivery of ESOL. The ESOL report[3], which informed the Strategy, recommended that:

'A national minimum level of teacher qualification should be introduced, for both FE and CE sectors and should be available to all teachers wherever they work. The SQA should develop an award for ESOL teachers, based on the FENTO[4] framework.'

A further recommendation stated that:

Training for volunteers should be developed and certificated.

These recommendations were further endorsed in the Strategy itself, calling for SQA to develop professional development awards for ESOL practitioners. In doing so account was to be taken of related developments at a UK level. Assistance was to be given from LLUK[5] (Lifelong Learning UK) to ensure cross-sectoral CPD (continual professional development) that focused on meeting learners' needs. The Strategy also recommended training and accreditation for volunteers:

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

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

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

[3] National 'English for Speakers of Other Languages'(ESOL) Strategy: Mapping Exercise and Scoping Study http://www.scotland.gov.uk/Publications/2005/01/20537/50160

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

[5] Lifelong Learning UK –sector skills council responsible for professional development of staff working in the UK lifelong learning sector

The award has been developed to take account of the range of sectors involved in ESOL delivery in Scotland. As well as supporting volunteers, it provides a platform for those wishing to build a career in ESOL teaching and tutoring, a base from which to develop more advanced knowledge and skills. It provides employers with a national qualification, based on UK standards, designed to take account of the specialist nature of ESOL. There is a shortage of trained ESOL practitioners, especially outside the Central belt and larger urban areas. This award will provide a first-stage qualification for practitioners who do not hold the benchmark qualifications of Cambridge ESOL CELTA[6] or Trinity College London Cert TESOL[7].

Research and development

In Sept 2007, SQA embarked upon a process of research and consultation to aid the development of the initial PDA in ESOL tutoring, and to inform the development of subsequent qualifications which would sit within a Scottish ESOL Professional Development Framework.

Structure

The research was conducted in a number of ways:

♦ interviews with voluntary organisations currently offering training to voluntary ESOL tutors
♦ a survey of both ESOL providers and practitioners in Scotland
♦ consultation workshops post-survey as a follow up and to gather more data
♦ meetings with relevant stakeholders
♦ desk research into UK-wide developments

Survey of Practitioners and Providers

Two questionnaires were developed, one for managers and one for those delivering ESOL. The word 'Tutor' was used as a generic term for all those delivering ESOL, whether they saw themselves as teachers, lecturers or tutors. The different sectors identified as relevant were Voluntary, Community Learning and Development (CLD) and Further Education. However, although the survey initially aimed to look solely at Public Adult ESOL provision in Scotland, responses were also received from the Schools sector and the Private sector.

The main aims of the survey were:

♦ **to better understand the training needs of those working with ESOL learners**

♦ **to gauge the nature of ESOL teaching (delivery) in Scotland and the existing qualifications that people have**

It would also be possible to gain more data on the profile of the ESOL profession in Scotland as a whole, which could be used in further developments. The survey took place in October 2007 and was completed by 279 tutors and 79 organisations.

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[6] Cambridge ESOL: Certificate in English Language Teaching to Adults

[7] Trinity College London: Certificate in Teaching English to Speakers of Other Languages

Consultation workshops

In November and December 2007, following analysis of the survey, six consultation workshops were run across Scotland.

This consultation and research phase informed the development of the award in a number of ways:

♦ The award should be aimed particularly at volunteers and tutor assistants, but should be relevant to other potential candidates working in the ESOL domain.
♦ The award should sit at SCQF level 6 in order to be accessible to a diverse range of potential candidates.
♦ The first-stage nature of the award should be highlighted through its design and titling as an **Introduction to Tutoring ESOL**.
♦ The award should be flexible for both candidates and centres.
♦ The award should take account of the national ESOL contexts and landscape.

3 Aims of the award

3.1 General aims of the award

The principal aim of the PDA ITESOL is to provide the core competences required to tutor ESOL in a supported context, developed to a national standard. This will ensure consistency and quality of training for ESOL practitioners and help to maximise the quality of the learning experience for learners. A secondary, but equally vital, aim is to raise the professional standing of ESOL as a subject in its own right, with a well-developed teaching methodology. The award recognises the diversity of contexts in which ESOL is delivered, and seeks to be useful and flexible for practitioners working across the various sectors where ESOL is delivered.

The overarching aims are to:

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

3.2 Specific aims of the award

The specific aims of the award define the core competences (knowledge and skills) that the candidate will acquire. These aims link directly with the Knowledge and Skills listed in the Unit specifications. Bearing in mind the introductory nature of this award, successful completion should enable the candidate to **begin** to:

♦ develop awareness of factors affecting ESOL learners with regard to language learning.
♦ understand the relevance of a learner-centred/social practice approach to ESOL learning and tutoring.
♦ identify and describe lexical, grammatical and phonological features of the English language using linguistic terminology.
♦ develop an awareness of the relationship between semantic (meaning) and syntactic (form) features of language.
♦ develop knowledge of language skills (listening, speaking, reading and writing).

- understand the interdependence of the four language skills in successful communication.
- understand how purpose, context and audience affect language selection.
- understand how language competence of learners (level) affects tutor's own language selection.
- acquire skills in grading language according to purpose, context and audience.
- acquire knowledge of specialist ESOL pedagogic terminology.
- develop learner-centred lesson planning skills.
- develop skills in selecting appropriate resources and designing tasks according to learner need, level and interest.
- develop skills in managing the ESOL learning environment.
- acquire practical skills for tutoring ESOL to learners.
- develop ability to evaluate one's own tutoring performance.
- use reflection and evaluation to inform future goals.
- apply learning in a real tutoring context.

3.3 Transferable skills

The above skills and knowledge are situated primarily in an ESOL tutoring context. However, many of the skills and knowledge developed 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 every individual brings to their learning or employment
- the value of negotiated learning
- taking account of different learning styles
- integration of a variety of skills within a teaching/training context
- the cycle of planning, delivery and review to inform future action
- the development of communication skills and presentation techniques
- the development of knowledge about language and its structure
- the development of problem solving skills
- the ability to work flexibly and adapt to situations spontaneously

3.4 Target groups

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 currently involved in ESOL delivery and seek recognition through national certification.
- are teachers/lecturers of other subjects who have ESOL learners in their classes.
- have an added ESOL responsibility in their work.

Candidates may be working in a variety of settings and sectors. Some examples of these are:

♦ Adult Literacies Practitioners who work with ESOL learners
♦ Volunteer ESOL/EAL[8] tutors
♦ Assistants in Community-based FE provision
♦ Adult Basic Education tutors
♦ Prison tutors
♦ Union Learning Reps
♦ Classroom Assistants (in schools)
♦ Core Skills teachers/lecturers

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

3.5 Employment opportunities

Many candidates will take this qualification as part of a training programme prior to becoming an unpaid volunteer tutor. Others will find paid employment within an adult training environment or in roles which offer support to ESOL learners through language delivery. There is a growing demand for ESOL practitioners in Scotland, with demand outstripping supply in many regions. Thus, 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 awards

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

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

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

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[8] English as an Additional Language

[*] For the purposes of this PDA, 'qualified ESOL practitioners' means tutors/teachers with minimum qualifications of CELTA (Cambridge Certificate in English Language Teaching to Adults); Trinity Cert. TESOL (Trinity College Certificate in Teaching English to Speakers of Other Languages) or equivalent at SCQF level 7 or 8.

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

This qualification seeks to attract a wide range of applicants 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.

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 could be through further study of English either through a Communication, English or ESOL course.

5   Award structure

The PDA ITESOL attracts 2 HN credits at SCQF level 6 (16 SCQF credit points at SCQF level 6).

The PDA consists of two Units which candidates must achieve to gain the award. Both Units are, therefore, mandatory.

5.1   Framework

Unit title	Code	SCQF credit points	SCQF level	SQA credit value
Language and Learning in ESOL	F43X 33	8	6	1
Developing ESOL Tutoring Skills	F43W 33	8	6	1

In each Unit there are four mandatory Outcomes which must be achieved to successfully complete the Unit. There are no optional Outcomes.

Language and Learning in ESOL

♦   Explain factors affecting ESOL learning.
♦   Identify lexical, grammatical and phonological features of the English language.
♦   Describe language skills.
♦   Explain factors affecting language selection in ESOL tutoring.

Developing ESOL Tutoring Skills

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

5.2 Entry profile for Core Skills

It is envisaged that candidates undertaking this PDA will already possess a good level of Core Skills particularly in the areas of *Working with Others* and *Communication*. In the case of *Communication* candidates are expected to evidence on entering an SCQF level 5. However, it is expected that there will be many candidates above this level. Candidates are likely to have diverse academic backgrounds; some may have few formal academic qualifications, while others may be graduates.

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

5.3 Exit profile for Core Skills

The Core Skill of *Problem Solving* at SCQF level 6 is embedded within the Unit *Developing ESOL Tutoring Skills***.** Therefore, candidates who successfully achieve this Unit will automatically be certificated with this Core Skill. It is recommended that candidates are informed of this during the delivery of the Unit.

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

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

Strength of components against the Core Skills framework[9]

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

5.4 Mapping information

The principal, specific and general aims of the award are integrated throughout the two mandatory Units which make up the award.

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

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

This award recognises the five guiding principles of the **Adult ESOL Strategy for Scotland**:

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

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[9] See Appendix 1 for Core Skills signposting

This 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 embedded within the Outcomes and formative development of this award. Candidates consider their own language and the needs of their learners. The candidates work with their learners, recognising them as individuals. Candidates provide appropriate, challenging learning events. Candidates develop their own communicative skills and those of their learners. Candidates plan, manage and organise the learning environment and learning events, while taking account of their learners.

The PDA ITESOL takes account of **The Professional Standards for Lecturers in Scotland's Colleges**, and recognises their importance for those involved in teaching and learning in Scotland. While the introductory nature of this award is significant, the design of the award sits within current thinking on teaching and learning in Scotland.

5.3 Articulation and progression

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.

Candidates will have varying degrees of skills and qualifications. Achievement of the PDA ITESOL will help to ensure a national standard for ESOL tutor support.

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

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

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

6 Approaches to delivery and assessment

6.1 Content and context

The PDA ITESOL is designed for people who are tutoring, or intend to tutor, ESOL learners as volunteers or tutor assistants. It is an introductory qualification for those new to the field of ESOL practice, or those already involved in the delivery of ESOL who seek recognition through national certification.

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

Learner-centred approach in ESOL

Candidates should develop an awareness of the current context of ESOL in Scotland. They should understand and recognise the benefits of the Social Practice approach, and how this is an important element in a learner-centred approach contextualizing tuition and choice of topic to make it relevant to the learner(s) needs and aspirations. The experience and existing knowledge and skills of learner(s) should be recognised when designing a programme. Candidates should recognise the importance of ensuring that the learner is involved in the learning process. Candidates should, in negotiation with the learner and an experienced ESOL practitioner, devise and agree a programme of work which addresses the ESOL needs of the learner(s) in a context which is relevant. Candidates should understand the role of reflection and evaluation in the programme of work and the positive impact this has on future delivery.

6.2 Delivery mechanisms

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

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

Modes of delivery

This award is designed to be delivered as part of a taught course. The course could be run either full-time or part-time. Various delivery mechanisms are possible, eg one full day per week over 8–10 weeks, one evening per week over 16–20 weeks. It would also be possible to run the training intensively. However, in such a case, care should be taken to give candidates enough time to work with their learners and for review and reflection. Course tutors and Internal Verifiers are advised to draw up an assessment plan that includes a timetable for assessment accessible for candidates.

Open and Distance Learning

This qualification is also 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 the Unit *Developing ESOL Tutoring Skills*. 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. For information on this, please refer to the SQA document *Assessment and Quality Assurance of Open and Distance Learning,* which is available on SQA's website: **www.sqa.org.uk**.

Delivery contexts

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. The award is designed to allow for flexibility of delivery, eg if the course is being delivered to candidates delivering ESOL in the workplace, trainers should be able to select materials and contexts relevant to the candidates. In another scenario candidates may be delivering ESOL/EAL to school pupils. Again, it is the responsibility of the centre to develop a course which meets the needs of their candidates. Where this is not possible, candidates should be informed of this before embarking on the course.

6.3   Delivery of the Units

The Units are written sequentially. It is recommended that they be delivered in the order that they are written. The Outcomes in Unit 1 are designed to provide logical progression and essential scaffolding for successful delivery of the ESOL tutoring sessions undertaken by candidates in Unit 2. It is not, however, necessary to complete an Outcome before embarking on the next stage of input. Indeed, it is envisaged that aspects of different Outcomes will be integrated, developed and reviewed at various stages. Best practice in ESOL teacher education should ensure that during delivery of the training course candidates are introduced to, and experience in their own learning, a variety of techniques and methods which are relevant and applicable to the ESOL learning environment. Experiential learning and loop input can be used to exemplify good practice. Thus, candidates may take part in discovery type activities similar to those they would use with their learners when exploring grammatical, lexical or phonological aspects of language. Throughout delivery enough time should be allocated for exploration of theory into practice, debate and exchange of ideas and observation of good practice.

6.4　Assessment of the Units

Integration of content and assessment

Unit 1 introduces candidates to the context of ESOL in terms of the learners and the learning contexts they may encounter when tutoring ESOL. It explores fundamental aspects of language and develops the link between linguistic knowledge and its application when tutoring. While this Unit may have a more theoretical base than the following Unit, it should be ensured that candidates have opportunities to develop an awareness of the practical application of theoretical knowledge in the ESOL domain. Opportunities to view ESOL 'in action' through DVDs of good practice, interviews with learners and role-play will help to make the learning more 'real'. The Unit Outcomes are assessed through written and oral accounts and (a) closed-book test(s).

Centres should ensure that candidates are assessed once they have covered all the Knowledge and Skills for the Outcome and candidates should be given frequent formative assessments to prepare for the summative closed-book assessment.

Unit 2 is assessed by means of a portfolio which will include evidence of observation, planning, material selection, task design, delivery considerations and evaluations which then feed into the next session of delivery. Three tutoring sessions will be delivered. There will be no formal observed assessment of the candidate working with ESOL learners. Therefore, Candidates will not be assessed on their performance during delivery. A high level of guidance and support should be given to the candidates throughout this process.

The portfolio will be comprised of mandatory components, as detailed in the Evidence Requirements for the Unit. Each candidate must deliver a tutoring programme to ESOL learner(s) of three sessions, each of 45–60 minutes. The teaching and learning should take place with a minimum of one learner but could also take place with a group. The needs and level(s) of the individual/group must be considered during the planning stage and must be evidenced in the lesson plans. Guidance for this planning must be given by an experienced and qualified ESOL practitioner[10]. Centres should take care that the mentor/tutor has enough relevant experience in this area to support the candidate.

The portfolio must comprise of:

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

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

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[10] CELTA/Cert TESOL qualified with at least 2 years post-qualification experience

In order to complete the Outcomes in Unit 2 the candidate will work with (an) ESOL learner(s), supported by an experienced ESOL practitioner. The candidate could choose to undertake the work for assessment with a learner they know and already work with in their normal working practice. If this is not appropriate, or the candidate is not already involved in ESOL delivery, the centre must organise this placement. It is essential that the candidate has enough time with the learner(s) to complete the assessment criteria. The candidate will need to meet the learner(s) before the planning process begins to ensure that learner needs are taken account of, and the learner(s) must agree in writing to the placement.

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

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

Assessment Exemplars will be available for all centres from the SQA secure website.

7   General information for centres

Candidates with disabilities and/or additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (**www.sqa.org.uk**).

Approval

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

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

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

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

2   **A specialist TESOL qualification at SCQF level 7/8 or above.**

   Appropriate qualifications include:

   ♦   Cambridge CELTA/CTefla
   ♦   Trinity Cert TESOL
   ♦   Cambridge DELTA/DTefla
   ♦   LTCL DipTESOL

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

It is expected that Assessors and Internal Verifiers comply with the requirements above. Qualifications and experience of staff will be checked at Approval Stage.

Organisations that are not SQA-approved centres, and wishing to deliver this PDA, can either apply to the SQA Approval Section or work in partnership with an approved centre.

Recommendations for delivery

It is recommended that a course leading to the award is delivered by two trainers. This will encourage effective practice where candidates are exposed to different techniques, methods and 'voices', as is more likely to be the case when more than one trainer is involved.

Where a centre does not have two trainers with relevant ESOL teacher/tutor training experience (requirement 3 above), an experienced trainer could act as course leader while the 'trainee' trainer shadows input sessions, undertaking some of the sessions themselves in a context supervised and supported by the course leader. When the trainee trainer has developed sufficiently, they may then become part of the core team. It will be necessary to work in partnership for assessment and internal verification purposes where there is only one trainer with the required qualifications and expertise.

Where a potential centre does not have trainers with relevant teacher training experience, there could be opportunities to work in partnership with centres with greater expertise in the TESOL field. Systems could be put in place for shadowing and observed inputs to up-train potential trainers. This will lead to effective practice in training of ESOL practitioners.

All three areas of expertise should be reflected by those delivering: ESOL practice, pedagogy in appropriate context, subject knowledge of ESOL It should be ensured that the trainers delivering the *PDA ITESOL* have sufficient knowledge and skills to cover all Outcomes in the award, and have experience relevant to the candidates undertaking a course with the centre, eg if the course is being delivered to candidates delivering ESOL in the workplace, trainers should be able to select materials and contexts relevant to the candidates.

Mentors may be used during Unit 2 to support and provide guidance to candidates in the planning and review process (Outcomes 2, 3 and 4, Unit 2). Mentors should have appropriate TESOL qualifications and a range of ESOL teaching/tutoring experience. Mentors should be given guidance on what is expected in terms of providing support, have an awareness of the Evidence Requirements of the award, and knowledge of the Centre syllabus.

Observation of experienced ESOL specialist teachers

The centre must ensure that the teachers used for observation purposes (Outcome 1 Unit 2) have both experience and a TESOL qualification at a minimum of SCQF level 7/8.

Candidates should always be working under the guidance of a trained ESOL specialist teacher who has, as a minimum, a TESOL qualification at SCQF level7/8 and 2 years post-qualification ESOL teaching/tutoring experience.

Resources

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

Internal and external verification

All instruments of assessment used within this Group Award 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 and Quality Assurance for Colleges of Further Education Guide to Assessment and Quality Assurance for Training Providers and Employers* **www.sqa.org.uk**

8   General information for candidates

The Professional Development Award: Introduction to Tutoring English to Speakers of Other Languages (ITESOL) at SCQF level 6 is intended for candidates who are following a training programme for ESOL tutor assistants. You could be new to the field of ESOL or have been involved in ESOL delivery for some time and seek national certification.

While there are no formal entry requirements you are expected to have, or be working towards a communication or English qualification at SCQF level 5 or equivalent. You will be confident in your own literacy skills and have an interest in and commitment to the development of ESOL nationally and locally. You should also have a willingness to learn and use basic ICT skills. Access to the qualification is at the discretion of the centre which will apply its own selection criteria such as interview and a written statement.

The qualification is made up of two Units:

Language and Learning in ESOL
Developing ESOL Tutoring Skills

Language and Learning in ESOL introduces the learner-centred (social practice approach) to ESOL which will be developed throughout the award. It considers the diversity of ESOL learners and learning and sees the ESOL learner as a unique individual, bringing their own knowledge and skills to the language learning environment. This Unit also develops your own explicit knowledge of the structure of English in the areas of lexis, grammar and phonology (pronunciation features such as stress patterns rhythm and intonation). It explores the four main skills (listening, speaking, reading and writing) associated with language development and their constituent subskills. Finally it develops an awareness of the implications of these previous components for ESOL delivery in terms of language selection appropriate to purpose, setting and audience.

This Unit should take about 40 hours to complete.

Developing ESOL Tutoring Skills introduces the notions of good practice in delivering ESOL through observation of experienced practitioners. The Unit addresses appropriate methods and techniques for delivery of ESOL tutoring and how delivery can integrate a range of aims related to language development. You will be introduced to the cycle of planning, delivering and reviewing. This Unit provides the opportunity to practise and develop the theory and skills you have acquired in this and the previous Unit. You will undertake a placement in an ESOL learning environment under the supervision of an experienced, qualified ESOL practitioner. This practice could entail either working with an individual or a small group. If you are already working in such an environment, 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.

This Unit should take around 40 hours to complete.

Your training course

Your course is likely to be delivered face-to-face in a series of input sessions. However, the course can be delivered by open learning. Delivery will include input sessions from your tutor (s), with extensive use of discussion and reflection on your own experiences of learning. You will contribute to group discussions and work in small groups/pairs on tasks which will give you insights into, and understanding of issues in, ESOL learning. You will be encouraged to adopt a reflective approach to learning. You may be asked to do some background reading, making use of hand-outs and internet searches. You will also work with (an) ESOL learner(s), under the supervision of an experienced ESOL practitioner.

Assessment

Each Unit is made up of four Outcomes. To achieve each Unit you are required to demonstrate that you have acquired sufficient knowledge and understanding in each Outcome.

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

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

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

You will not be observed during the sessions you deliver but will be given guidance on selection of tasks and delivery before and after each session.

Core Skills

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

Progression opportunities

PDA ITESOL is an introductory award for ESOL practitioners. It is anticipated that this award will articulate with other awards within the ESOL framework. It facilitates progression to other qualifications such as Trinity London Cert TESOL/Cambridge ESOL CELTA, 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. Other qualifications may come into the SQA portfolio.

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

9   Glossary of terms

SCQF: This stands for the Scottish Credit and Qualification Framework, 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.

Graded Unit: Graded Units assess candidates' ability to integrate what they have learned while working towards the Units of the Group Award. Their purpose is to add value to the Group Award, making it more than the sum of its parts, and to encourage candidates to retain and adapt their skills and knowledge.

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

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

Signposted Core Skills: This refers to the opportunities to develop a particular Core Skill at a specified level 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 HNC/D 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.

Consortium-devised HNCs and HNDs are those developments or revisions undertaken by a group of centres in partnership with SQA.

Specialist single centre and specialist collaborative devised HNCs and HNDs are those developments or revisions led by a single centre or small group of centres who provide knowledge and skills in a specialist area. Like consortium-devised HNCs and HNDs, these developments or revisions will also be supported by SQA.

10　Appendices

Appendix 1: Core Skills signposting

Appendix 1: Core Skills signposting

Under the design principles PDA awards should incorporate opportunities for candidates to develop Core Skills. Programmes should clearly include opportunities for candidates to develop Core Skills to levels required by the occupations or progression pathways the awards support appropriate levels.

Within the PDA ITESOL, opportunities for developing Core Skills are signposted in this document and within the Unit specifications. This requires the identification of opportunities for developing Core Skills that lie outwith those that can be summatively assessed and certificated. This allows the range of opportunities to develop Core Skills through teaching and learning to be identified and highlights the opportunities for those delivering and managing the Units.

Both Units within this award provide a range of opportunities for developing four of the five Core Skills. The extent of development will depend on the learning opportunities chosen by the Candidate or the delivery and assessment methods selected by the tutor.

Communication

Written Communication
Oral Communication

The delivery and assessment of Unit 1 *Language and Learning in ESOL* may contribute towards the component Written Communication of the Core Skill *Communication* at SCQF level 6 if assessment takes the form of an essay. The general skill for this component is 'Produce well-structured written communication on complex topics'.

The opportunity also exists for the development of the oral component 'Produce and respond to oral communication on a complex topic' by setting tasks for group activities and arranging joint information feedback sessions. Good practice in tutoring skills within ESOL necessitates the explicit ability to develop the skill of grading one's language through choice of lexis, functional exponents and grammatical structures appropriate and comprehensible to the level and understanding of the learner being tutored. Non-verbal communication such as gesture, and other paralinguistic features which aid communicative competence, are also integral features of good practice in ESOL delivery. Candidates will be assessed on this area in Unit 1 Outcome 4 They may have the opportunity to consider and evaluate this notion through observation of experienced ESOL practitioners in order to undertake the assessment.

In both formative and summative assessment, the candidate should be encouraged to:

♦ present all 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 and
♦ use spelling, punctuation and sentence structures which are consistently accurate (awareness of which is developed in Unit 1 of the award).

Further enhancement of this skill will take place during the planning, delivery and evaluation of the tutoring sessions, part of the summative assessment for Unit 2 *Developing ESOL Tutoring Skills.*

Explicit knowledge on phonological aspects of the English language will be developed during the formative input of Unit 1. In Outcome 2 candidates will be required to show evidence of a basic understanding of features of sounds, stress, rhythm and intonation which relate to English. When planning and delivering tutoring sessions candidates can incorporate pronunciation aims and activities Candidates will have the opportunity to consider their own use of English and how this might affect delivery and communication.

While delivering the three ESOL sessions which make up part of the assessment in Unit 2 candidates will need to use accurate and appropriate written communication with learners. Oral 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 of the session (fluency/accuracy activities, language point being developed, skills being developed). The same can be said of Written Communication (both in reading and writing). Candidates will need to be able to write in a clear and accurate manner (whether it be when using board, creating worksheets or providing written feedback). Written Communication needs to be appropriate for the audience (ie learners), based on their existing knowledge and skills pertaining to the English language. Failure to do this could lead to a breakdown in communication between candidate and learner during delivery. While candidates are not observed during this delivery, their ability to reflect and identify strengths and weaknesses is assessed.

Numeracy

Using Graphical Information
Using Number

There will be 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.

Information Technology

Opportunities to develop this skill can easily be incorporated into the delivery of the Unit/Award by supporting the candidate to carry out information searches using efficient and effective search strategies. This will contribute towards the component 'Using an IT system effectively to perform a range of straightforward tasks.' (SCQF level 4).

Opportunities to develop this skill are present throughout the Units:

In Unit 1

♦ using the internet to research Factors affecting Language learning
♦ word processing for written assessment (using graphs and tables where appropriate)
♦ power point presentation or word–processed acetates for oral presentation
♦ using interactive and multi-media applications as practice for closed-book assessment
♦ 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 for observation of ESOL delivery

In Unit 2

- use of DVD/VLE to facilitate observation of ESOL sessions
- word processing, including tables /formatting for lesson planning
- accessing internet resources and creating appropriate tasks:
  — use digital recording, editing hardware/software while preparing and delivering sessions
  — Smartboards/electronic whiteboards for delivery
  — storage and maintenance of portfolio (electronic file management)

Problem Solving

This Core Skill will be developed at SCQF level 6 throughout the Units, but particularly during the planning, delivery and evaluation of the tutoring sessions in Unit 2.

During delivery tutors should encourage candidates to explore appropriate strategies for managing their time and evaluating the considerable amount of data available on the topics contained in these Units. Tutors may actively choose to further develop this skill by setting tasks for group activity and arranging joint information feedback sessions. This will contribute towards the component Critical Thinking where the general skill of analysing a complex situation or issue will be developed, the component Planning and Organising where the general skill of planning, organising and completing a complex task will be developed and the component Reviewing and Evaluating where the general skill of reviewing and evaluating a complex problem solving activity will be developed.

There will be automatic certification of this Core Skill in Unit 2.

Problem Solving (SCQF level 6)

Critical Thinking
Planning and Organising
Reviewing and Evaluating

While there are opportunities to develop all these components in Unit 1 through discussion, observation and peer activities there will be formal certification of this skill in Unit 2 *Developing ESOL Tutoring Skills*

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.

Candidates must plan, prepare, deliver and evaluate three ESOL tutoring sessions.

To do this successfully they must (under the supervision of an experienced and qualified ESOL practitioner):

- consider the language needs, aspirations and goals of their learner(s),
- identify factors which will affect performance of their learner(s) eg age, prior education, literacy development,
- consider time,

- take account of time and 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(s) needs and language ability,
- provide appropriate tasks to fulfil aims/objectives of the sessions,
- identify, devise and carry out appropriate techniques during tutoring sessions to take account of range of factors affecting needs,
- during evaluation of sessions, justify actions taken and
- during evaluation of sessions, 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 three ESOL tutoring sessions.

- Candidates will need to take account of a number of complex and interdependent variables (age of learner, aims of session, level of learner, skills).
- The plan will involve more than one concurrent strand (eg the plan may include aims relating to the focus on one particular language point, will need to consider an appropriate context for the development of a particular skill (eg reading), or may seek to integrate a range of language skills (speaking/listening).
- The plan will include resources/materials and activities appropriate to the tasks and aims identified within.
- The plan will include procedures, management of time, people and equipment.
- The candidate will decide how the plan will be managed and will carry it out.

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 the delivery of each of the three ESOL tutoring sessions the candidate must evaluate the effectiveness of their planning, delivery and choice of resources.

- The candidate will analyse the effectiveness of the session 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 and success of the plan and the delivery of the session.
- The candidate will identify and gather appropriate evidence to support the evaluation. This could include a recording of the learner during delivery, feedback form the learner during or after delivery, written work undertaken by the learner, self evaluation based on previous observation and formative work undertaken during training.

- The candidate may 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.
- The candidate will consider all the evidence coherently with no major aspect omitted and draw conclusions.
- Recommendations will take the form of future personal and tutoring aims which would inform the next planning session and should be incorporated into future planning. 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, not related to the aims of lesson.
- The cycle of Planning, delivery and review is a feature of the Unit *Developing ESOL Tutoring Skills*.

Working with Others

This Core Skill is related to having skills that help you to co-operate with others, in learning and working situations, to identify and achieve your shared goals.

A tutor could actively choose to develop the general skill of 'Work with others in a group to analyse, plan and complete a straightforward activity" at SCQF level 5 by setting tasks for group activity and arranging joint information feedback sessions. Candidates could 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 courses of action.

Prior to preparing and planning lessons for Unit 2, candidates will work with both the learner and an experienced ESOL practitioner (tutor or mentor) to devise appropriate learning and teaching aims based on learner needs and aspirations. Central to this planning will be the recognition of a learner-centred, social practice approach which puts the learner at the centre of the learning cycle and takes account of their goals, aspirations and linguistic level during planning, delivery and evaluation of tutoring sessions.

The candidates may choose to wok with one learner or a group of learners and their evaluation of this dynamic also features in Unit 2. While observation of learners may take place at a distance in Unit 1, there is still the opportunity to integrate aspects of noticing during formative input sessions by the tutor. In Unit 2, candidates will undertake at least one 'live' observation of delivery of ESOL, which will entail focus on how the dynamics between tutors and learners impact on successful delivery. Areas such as setting up tasks, providing feedback and elicitation techniques help to develop the range.