



**Arrangements for:**  
**Professional Development Award**  
**in**  
**Applied Practitioner Studies in TESOL**  
**at SCQF level 10**

**Group Award Code: GC3D 50**

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## **Acknowledgement**

SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of Higher National qualifications.



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# 1 Introduction

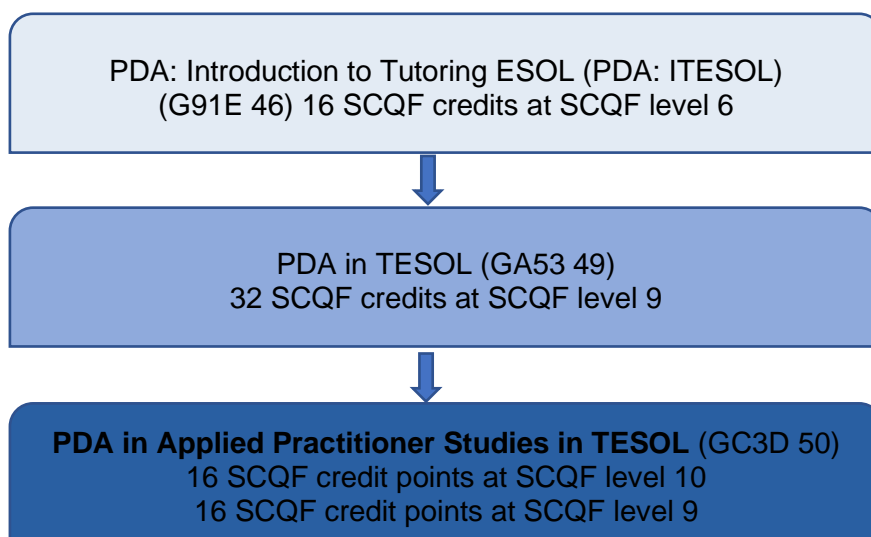
This is the arrangements document for the Professional Development Award (PDA) in Applied Practitioner Studies in TESOL (Teaching English to Speakers of Other Languages) at SCQF level 10. This document includes background information on the development of the qualification, its aims, guidance on access, details of the group award structure, and guidance on delivery.

This qualification in TESOL at SCQF level 10 offers professional development for ESOL practitioners who deliver ESOL within a variety of sectors in Scotland. Practitioners may hold a variety of roles (eg tutor, teacher or lecturer), depending on the sector within which they work. The qualification addresses the professional development needs of ESOL practitioners working within the Scottish context, providing broad and contextualised theoretical and practical knowledge and skills across a range of specialised areas, building on those already gained through prior TESOL study and ESOL delivery experience.

The title of this qualification reflects the overall structure and the individual units offered. The qualification includes:

- ◆ in-depth analysis of the English language and its application in an ESOL learning environment.
- ◆ the principles and processes of designing, evaluating and implementing ESOL assessment within the Scottish Qualifications Framework.
- ◆ the theoretical and practical elements required to design effective, inclusive ESOL learning programmes.
- ◆ the knowledge and skills required to develop and deliver a learning programme in the specialist area of ESOL literacies learning.

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



The mandatory and optional unit structure allows candidates to gain essential knowledge and skills, while focusing on areas of professional practice which are relevant to their own learning and teaching contexts, and which will support them in their own professional development as reflective ESOL practitioners.

This qualification provides coherent progression for ESOL practitioners who already hold an initial TESOL qualification such as GA53 49 PDA in TESOL at SCQF level 9, Trinity CertTESOL or Cambridge CELTA and wish to extend subject-specific knowledge and skills. By equipping practitioners with a broad range of valuable knowledge and skills.

It will help to ensure that ESOL delivery is of a consistently high standard across sectors. Candidates undertake study of an analytical, research-based nature, coherently linked to the application of ESOL planning, delivery, assessment and evaluation, to positively inform their current and future ESOL professional practice.

The qualification develops candidates' knowledge and skills across a range of relevant areas to allow them to successfully deliver ESOL to diverse groups of learners within a variety of contexts and sectors (voluntary, college, community, the workplace, etc). It is assumed that candidates undertaking this award will already be competent in working independently as ESOL practitioners. It will enhance the ESOL practitioner's professional practice.

The qualification was designed in Scotland with the active ESOL agenda in mind. It sits within the Professional Qualifications Framework for ESOL practitioners in Scotland, which recognised the need for relevant subject specific qualifications, developed to a consistent national standard.

The Professional Development Framework for ESOL practitioners in Scotland<sup>1</sup> maps this qualification as a benchmark of professional competence for practitioners who operate within the range of public sector ESOL delivery contexts.

The PDA in applied Practitioner Studies in TESOL was developed taking cognizance of the ESOL agenda in Scotland and was a direct response to the call in Scottish Government's national [Adult ESOL Strategy for Scotland](#) in March 2007. SQA developed the 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.'*

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<sup>1</sup> See Appendix 1

The framework recommended a range of flexible pathways for practitioners, to include current qualifications offered by other providers, such as those offered by Cambridge ESOL and Trinity College, London, and the development of a new qualification by SQA at SCQF level 9. The thinking behind the framework was that qualifications should be created to allow practitioners to a pathway set within the Scottish Qualifications Framework, while also allowing those taking/already holding TESOL qualifications at Certificate levels (eg CELTA and Cert TESOL) to continue to professionally develop by undertaking additional SQA TESOL units directly relevant to the contexts within which ESOL is delivered in Scotland.

The PDA in Applied Practitioner Studies in TESOL at SCQF level 10 extends and develops the knowledge and skills at SCQF level 9, whilst providing candidates with opportunities to focus on their own professional practice and development needs within specialised ESOL contexts.

Creating two separate qualifications, PDA in TESOL (level 9) and PDA in Applied Practitioner Studies (level 10) has a number of benefits:

- ◆ The PDA in Applied Practitioner Studies in TESOL at SCQF level 10 contains units which offer vertical progression (*English Language Analysis for TESOL* at SCQF level 10) and horizontal progression (*ESOL Syllabus Design, ESOL Assessment and the Scottish Framework* and *Teaching ESOL Literacies to Adults* all at SCQF level 9) for candidates who already hold an initial TESOL qualification.
- ◆ As the PDA in TESOL sits at SCQF level 9 and the PDA in Applied Practitioner Studies in TESOL at SCQF level 10, the splitting of the qualification allows candidates to evidence progression in their professional practice, crucial to enhancing employability.
- ◆ A TESOL Group Award at SCQF level 10 provides relevant professional development, and provides a bridge towards Diploma level TESOL qualifications and Masters level studies (at SCQF level 11).
- ◆ Two separate qualifications offer ESOL practitioners more flexibility in how they choose to professionally develop, allowing candidates to learn at their own pace, or select only those areas they consider relevant to their practice and feel they require for professional development.
- ◆ Trinity and Cambridge Diploma holders, or those holding equivalent qualifications, have the opportunity to undertake units which include content relevant to working within the public sector in Scotland (eg *ESOL Assessment and the Scottish Framework, Teaching ESOL Literacies to Adults*).
- ◆ Two qualifications offer candidates, employers and delivering centres more flexibility (eg candidates have a smaller number of units to complete for successful certification; some centres might not have the resources to offer the assessed teaching practice component required of the PDA in TESOL at SCQF level 9, but may still have the expertise to deliver the PDA in Applied Practitioner Studies in TESOL at SCQF level 10).
- ◆ Candidates holding qualifications from other awarding bodies are able to access the PDA in Applied Practitioner Studies in TESOL at SCQF level 10 more easily as no credit transfer is required across a number of awarding bodies.

The PDA in Applied Practitioner Studies in TESOL at SCQF level 10 offers nationally recognised professional development for those already teaching ESOL in Scotland. It takes account of the diverse needs of ESOL learners, the variety of professional practices ESOL practitioners engage in, and explores both Scottish and wider, international themes.

The Scottish Government recommended, through the Professional Development Framework, that all ESOL practitioners in Scotland should be working towards this qualification, or an equivalent, as a minimum. It is recommended that the PDA in Applied Practitioner Studies in TESOL at SCQF level 10 becomes the minimum benchmark qualification for ESOL practitioners working within publicly funded ESOL provision in Scotland.



## 2 Qualification structure

The qualification consists of four units, two mandatory and two optional. Candidates must successfully achieve both mandatory units and one optional unit to achieve the award.

### Mandatory units

English Language Analysis for TESOL (double credit unit level 10) and ESOL Assessment and the Scottish Framework (level 9).

These units allow the ESOL practitioner to develop their subject specific knowledge of English language analysis and apply this to an ESOL teaching context, and acquire the knowledge and skills required to effectively assess ESOL learners within the Scottish ESOL Qualifications Framework.

**Optional units** (candidates complete one to achieve the Group Award)  
Teaching ESOL Literacies to Adults (level 9)  
ESOL Syllabus Design (level 9)

The optional units allow the ESOL practitioner to develop knowledge and skills directly relevant to their own professional practice.

Each of the units can also be delivered on a free-standing basis.

While the exact time allocated to each unit is at the discretion of the centre, the notional design length of each single unit is 40 hours, 80 hours for the double unit: *English Language Analysis for TESOL*, 160 hours for the Group Award.

A mapping of core skills development opportunities is available in section 4.

### Framework

Unit title	Code	SCQF credit points	SCQF level	SQA credit value
<b>Mandatory Units</b>				
English Language Analysis for TESOL	FK8X 37	16	10	2
ESOL Assessment and the Scottish Framework	FK8Y 36	8	9	1
<b>Optional Units (one unit required for Group Award)</b>				
ESOL Syllabus Design	FM1G 36	8	9	1
Teaching ESOL Literacies to Adults	FK8W 36	8	9	1

## **English Language Analysis for TESOL**

The outcomes within this unit are assessed individually.

- 1 Critically analyse English language issues and their implications for learning and teaching.
- 2 Analyse and interpret grammatical, syntactical, phonological and lexical patterns and use, applying these to an ESOL context.
- 3 Identify and analyse discourse features in spoken and written English, applying these to an ESOL context.

## **ESOL Assessment and the Scottish Framework**

The outcomes within this unit are assessed holistically.

- 1 Critically analyse the roles and types of assessment in ESOL.
- 2 Describe and evaluate the ESOL assessment framework in Scotland.
- 3 Assess ESOL learning effectively using the SQA NQ ESOL framework specifications.
- 4 Design effective summative SQA NQ ESOL assessment instruments.

## **ESOL Syllabus Design**

The outcomes within this unit are assessed holistically.

- 1 Critically analyse theories, models and approaches to syllabus design.
- 2 Analyse factors affecting ESOL syllabus design.
- 3 Design and justify contextualised ESOL syllabuses.

## **Teaching ESOL Literacies to Adults**

The outcomes within this unit are assessed holistically.

- 1 Analyse and evaluate adult ESOL literacies within a Scottish context.
- 2 Identify and assess ESOL literacies learners and their learning needs.
- 3 Apply skills and strategies to support ESOL literacies learning.
- 4 Plan and deliver ESOL literacies learning.

## **3 Aims of the qualification**

### **3.1 General Aims**

ESOL practitioners in Scotland work within a variety of contexts and have a range of duties and responsibilities which demand expertise far exceeding that which can be gained from an initial TESOL qualification.

The principal purpose of this qualification is to build on the existing knowledge and skills of ESOL practitioners who hold initial TESOL qualifications, developing specialist knowledge and skills to meet the demands and challenges of ESOL planning, delivery and assessment within the Scottish ESOL context.

The qualification, developed to a national standard, will ensure consistency in the quality of professional development for ESOL practitioners, which, in turn, will have a positive impact on the quality of the learning experience for ESOL learners in Scotland.

The overarching aims are to:

- ◆ Provide relevant and coherent professional development opportunities for ESOL practitioners working in a range of ESOL contexts and settings.
- ◆ Enable the ESOL practitioner to develop in-depth theoretical knowledge of how the English language works and its application within ESOL learning and teaching.
- ◆ Enable the ESOL practitioner to critically explore and reflect on English language issues (eg of a social, political and linguistic nature) which have an impact on ESOL learning and teaching.
- ◆ Develop subject specialist knowledge, critical to contextualised ESOL planning delivery, assessment and evaluation.
- ◆ Develop the ESOL practitioner's analytical and critical skills in ESOL planning, delivery, assessment and evaluation.
- ◆ Develop expertise in designing and delivering learning programmes to meet the diverse English language learning needs of learners in a variety of settings and contexts.
- ◆ Develop practical approaches, strategies and techniques to deliver ESOL at different levels and to meet a variety of English language learning needs.

## 3.2 Specific Aims

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

Specific to candidates who undertake *English Language Analysis for TESOL*

- ◆ Critically analyse English language issues and related implications for/impact on ESOL learning and teaching.
- ◆ Develop understanding of how ESOL teaching approaches and methods are underpinned by theory and historical/current developments.
- ◆ Develop skills in analysing features of the English language (including grammar and syntax, lexis and meaning, and phonology).
- ◆ Analyse discourse features in spoken and written English.
- ◆ Develop contrastive analysis skills.
- ◆ Apply English language and discourse analysis skills to an ESOL learning and teaching context.
- ◆ Extend the range of strategies, techniques and activities used when teaching a wide variety of English language features and skills.

Specific to candidates who undertake *ESOL Assessment and the Scottish Framework*

- ◆ Analyse the roles and types of assessment in ESOL learning and teaching.
- ◆ Analyse, the range of assessment types, instruments and frameworks in the English language learning and teaching field.
- ◆ Analyse and evaluate the ESOL Assessment Framework in Scotland.
- ◆ Develop awareness of SQA ESOL assessment processes and quality assurance procedures.
- ◆ Apply skills to assess ESOL learners effectively using the SQA NQ ESOL specifications.
- ◆ Design effective summative SQA NQ ESOL assessment instruments.
- ◆ Acquire knowledge of specialist subject specific terminology.
- ◆ Develop reflective and evaluative approaches to ESOL planning, delivery and assessment.

Specific to candidates who undertake *ESOL Syllabus Design*

- ◆ Critically analyse theories, models and approaches to syllabus design. Analyse and evaluate ESOL syllabuses and the factors affecting their design.
- ◆ Apply professional practice in the field of syllabus and programme design.
- ◆ Apply planning and evaluation skills in the design of appropriately contextualised, learner-centred ESOL syllabuses.

Specific to candidates who undertake *Teaching ESOL Literacies to Adults*

- ◆ Develop knowledge of ESOL literacies learning and how it is situated, inclusive of the Scottish context.
- ◆ Identify the skills and subskills of ESOL literacies.
- ◆ Apply skills in identifying ESOL literacies learners and diagnosing ESOL literacies needs.
- ◆ Develop teaching skills, strategies and approaches to support ESOL literacies learning.
- ◆ Design, select and adapt resources appropriate for ESOL literacies learners.
- ◆ Plan, deliver and evaluate ESOL literacies learning and teaching.

## 4 Recommended entry to the qualification

This qualification is for current ESOL practitioners who are working in a variety of ESOL teaching contexts and settings who:

- ◆ are/have been involved in the delivery of ESOL
- ◆ have achieved TESOL certification which meets the criteria given in section 4.1
- ◆ wish to undertake specialised professional development in TESOL

The range of potential candidates includes:

- ◆ college lecturers working in further education (college and community-based)
- ◆ community learning practitioners
- ◆ support for learning teachers
- ◆ EAL teachers
- ◆ workplace ESOL practitioners
- ◆ adult literacies practitioners who work with ESOL learners
- ◆ adult basic education tutors
- ◆ Scottish Prison Service tutors
- ◆ tutors working in the voluntary sector
- ◆ TESOL qualified ESOL volunteer tutors
- ◆ EFL teachers with overseas teaching experience who wish to enter employment in the ESOL field

While the primary focus is on adult ESOL learning, this qualification is also of relevance to people working in other sectors, such as ESOL/EAL teachers in schools.

Candidates holding higher level qualifications (eg DELTA, DipTESOL, Masters in TESOL) may wish to take units relevant to their current/future practice, where this content has not been addressed within the qualification they hold. *ESOL Assessment and the Scottish Framework* and *Teaching ESOL Literacies to Adults* may be of particular relevance.

### 4.1 Access for Candidates

Entry to this qualification is at the discretion of the centre.

Candidates would normally be expected to have competence in Communication skills at SCQF level 6, Numeracy skills and Information and Communication Technology (ICT) skills at SCQF level 5, or similar qualifications or experience.

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

In addition, all candidates should have experience of working with ESOL learners.

While access to the qualification is at the discretion of the centre, and a broad range of candidates with different backgrounds and levels of experience may wish to undertake it, all candidates **must** have demonstrable knowledge of:

- ◆ cultural, social and linguistic diversity of ESOL learners
- ◆ specific methodologies and the language/linguistics involved in teaching ESOL

This knowledge can be demonstrated by the candidate holding, as a minimum, GA53 49 PDA in TESOL at SCQF level 9 or an equivalent TESOL/ELT qualification which meets the following criteria:

- ◆ is externally validated by a reputable examination body (usually a university or recognised examination board)
- ◆ contains at least six hours' supervised teaching practice (ie teaching practice in which the trainee teacher is observed and assessed teaching ESOL learner groups, and given feedback on his or her performance)
- ◆ contains at least 100 hours of ELT/TESOL input

Examples of qualifications which may meet the criteria above are:

- ◆ Cambridge ESOL CELTA and its predecessors
- ◆ Trinity College, London Cert TESOL

Courses in TESOL/TEFL/ELT which do not meet the above criteria (eg G91E 46 PDA: Introduction to Tutoring ESOL at SCQF level 6, short online/introductory/informal courses) are not acceptable. There may also be potential candidates holding masters level qualifications who do not fit the description of TESOL initiated if the course they have undertaken does not include assessed teaching practice.

Centres should check potential candidates' qualifications and suitability for the qualification.

These minimum entrance requirements take account of the prior knowledge and skills required to successfully complete the units. While a structured teaching practice component is incorporated in the PDA in TESOL at SCQF level 9, the PDA in Applied Practitioner Studies in TESOL at SCQF level 10 is **not** designed to provide evidence of a candidate's teaching competence.

The TESOL qualification entry requirement should ensure that all candidates have a high level of competence in English reading, writing, aural and oral skills.

The selection criteria should be adhered to whether candidates choose to undertake individual units or the full group award.

There may be exceptions where a candidate chooses to take the unit *ESOL Assessment and the Scottish Framework* on a free-standing basis. While this unit is primarily aimed at adult ESOL practitioners, it is also relevant for school teachers, particularly EAL practitioners, who deliver, or intend to deliver, SQA NQ ESOL qualifications to bilingual learners. In such cases, the candidate may not have a TESOL qualification, but will already hold a full teaching qualification and should have relevant experience related to English language teaching.

Centres must inform candidates that it is not possible to achieve the Group Award towards which this unit contributes *unless* they already hold a TESOL/ELT qualification which meets the criteria set out above.

Selection criteria procedures will be checked at SQA qualifications approval stage. Qualifications and experience of candidates will be checked during external verification.

Where a potential candidate does not hold a TESOL qualification meeting the criteria, and therefore cannot evidence the required level of competence, centres should provide guidance on learning which could be undertaken to allow future access to the award.

Centres also need to consider how they will check that candidates have access to appropriate learners to undertake the assessments and meet the evidence requirements. They may need to provide candidates with access to learners in some situations, (eg where the candidate is not currently working or is unable to find appropriate learners to work with).

## **4.2 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 undertaking this qualification will possess a high level of core skills. They would normally be expected to have competence in Communication skills at SCQF level 6, Numeracy skills and ICT skills at SCQF level 5, or similar qualifications or experience.



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

Throughout the qualification there are opportunities to develop and enhance core skills, particularly in Communication, ICT, Problem Solving and Working with Others.

The anticipated exit profile of the candidate core skills is provided.

<b>Anticipated Exit Profile of Core Skills</b>	<b>SCQF level</b>
<b>Communication</b>	
Oral Communication	6
Written Communication (Reading)	6
Communication (Writing)	6
<b>Numeracy</b>	
Using Graphical Information	5
Using Number	5
<b>Information and Communication Technology (ICT)</b>	
Accessing Information	5
Providing/Creating Information	5
<b>Problem Solving</b>	
Critical Thinking	6
Planning and Organising	6
Reviewing and Evaluating	6
<b>Working with Others</b>	
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
<b>Communication</b>		
Oral Communication Written Communication (Reading) Written Communication (Writing)	Teaching and Learning Formative/Summative Assessment	Good
<b>Numeracy</b>		
Using Graphical Information Using Number	Teaching and Learning	Weak
<b>Information and Communication Technology (ICT)</b>		
Accessing Information Providing/Creating Information	Teaching and Learning Formative Assessment	Good
<b>Problem Solving</b>		
Critical Thinking Planning and Organising Reviewing and Evaluating	Teaching and Learning Formative/Summative Assessment	Good
<b>Working with Others</b>		
Working Co-operatively with Others Reviewing Co-operative Contribution	Teaching and Learning Formative/Summative Assessment	Good

## 5 Additional benefits of the qualification for employers

### 5.1 Mapping information

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

#### **Inclusion**

By addressing professional development needs of ESOL practitioners in Scotland, this qualification helps to provide ESOL learners with access to a quality learning experience. It fully supports integration and settlement of 'New Scots' in Scotland.

#### **Diversity**

It values the cultural and linguistic diversity of ESOL learners in Scotland, promoting a learner-centred approach to ESOL planning, delivery and assessment. It recognises the sociological, socio-economic and socio-political nature of ESOL.

#### **Quality**

It embeds effective practice within ESOL planning, delivery and assessment. It provides recognition of the need for subject specialist and linguistic knowledge to enhance the planning, delivery and assessment cycle within ESOL.

#### **Achievement**

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

#### **Progression**

It sits within the Professional Development Framework for ESOL Practitioners, providing ESOL practitioners in Scotland with a professional development qualification which articulates within a wider framework, building on initial qualifications, and providing potential access to further professional development and employment.

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

- ◆ a UK-based ESOL subject specific framework to help the benchmarking of these and future qualifications developed on the Professional Development Framework for ESOL Practitioners.
- ◆ *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) LLUK, 2007*

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 learn
- ◆ Communicating
- ◆ Planning
- ◆ Managing and organising

These overarching principles are integral to the outcomes of this qualification.

Candidates:

- ◆ consider their own language, the needs of their learners, and the opportunities (and barriers) which English language competence (or lack of) present.
- ◆ work collaboratively with learners, recognising them as individuals with backgrounds and experiences which have an impact on language learning.
- ◆ plan and evaluate contextualised ESOL learning and teaching, taking account of how it develops the learner's language abilities at an appropriate level of challenge, and addresses individual and group needs.
- ◆ develop their own communicative skills and those of their learners. Plan autonomously, manage and organise their workload and assignments.

The PDA in Applied Practitioner Studies in TESOL at SCQF level 10 takes full account of *The Professional Standards for Lecturers in Scotland's Colleges* and the significance of these standards for those involved in learning and teaching 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 TQFE, where explicit subject knowledge and competence is a given, the design aligns itself to current thinking on learning and teaching in Scotland and meets much of the indicative content of the standards, while being situated in the subject specific ESOL domain.

## 5.2 Articulation and progression

It is recommended within the Framework, and by the Scottish Government, that the PDA in Applied Practitioner Studies in TESOL at SCQF level 10 becomes the minimum benchmark qualification for ESOL practitioners in Scotland.

Practitioners who achieve the PDA in Applied Practitioner Studies in TESOL at SCQF level 10 can continue on to more advanced level subject specialist qualifications. Please refer to Appendix 1: Professional Development Framework for ESOL Practitioners in Scotland for further information.

Practitioners may also be required to undertake qualifications to meet the professional teaching requirements within their sector for example TQFE<sup>2</sup> for lecturers. The Professional Development Framework recommends that ESOL practitioners have achieved the PDA in Applied Practitioner Studies in TESOL at SCQF level 10 or equivalent prior to undertaking TQFE to ensure that in-depth subject specific knowledge and skills have been acquired.

## 5.3 Employment opportunities

A wide range of employers within the college, community and voluntary sectors in Scotland supported the development of this qualification, recognising its value for ESOL practitioner professional development.

Many candidates will take this qualification while employed as ESOL practitioners. Where this is not the case, successful completion of this award should enhance employment opportunities, as candidates will be able to evidence that they have undertaken specialised training and acquired analytical knowledge and skills directly relevant to working within publicly funded ESOL provision in Scotland.

Employment opportunities also exist within an adult training environment for example an adult literacy partnership or in roles that offer support to ESOL learners for example support for learning, managing voluntary provision. In addition, there are opportunities to find employment within private language schools, and potentially higher education settings.

Candidates may also wish to use this award to enhance their prospects when seeking employment overseas in the wider international English Language Teaching (ELT) field.

The knowledge and skills are situated primarily in an ESOL learning and teaching context. Much of the knowledge and many of the skills developed while undertaking the qualification 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 linguistic knowledge, and recognition of how language is socially and politically situated.

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<sup>2</sup> Teaching Qualification in Further Education — TQFE

- ◆ The value of negotiated learning.
- ◆ The potential impact of individual learning styles/preferences.
- ◆ The integration of a variety of skills within a teaching/training context.
- ◆ The development of generic teaching skills, strategies and techniques
- ◆ The cycle of planning, delivery and reflective evaluation to inform future action.
- ◆ The development of communication, practitioner research and presentation skills.
- ◆ The development of knowledge relating to assessment, such as its role, issues related to effectiveness, validity and reliability and its processes and implications for the learning and teaching cycle.
- ◆ The development of analytical, critical thinking and problem solving skills.
- ◆ The development of short, medium and longer term planning skills.
- ◆ The development of ICT skills.
- ◆ The development of collaborative approaches to learning and teaching.
- ◆ The development of an ability to work flexibly and adapt/respond to complex situations critically.

## 6 Guidance on approaches to delivery and assessment

### 6.1 Content and context

This qualification provides specialist knowledge and skills, which firstly, build on those gained in initial TESOL/ELT qualifications, and secondly, are required for ESOL practitioners to work effectively and independently. The learner-centred (social practice) approach embedded throughout the qualification develops the candidate's awareness of the need for the learner to be an active participant in the learning cycle, ensuring that ESOL learning and teaching is relevant and meaningful to learners' lives.

The focus is on English language learning and teaching which takes place in a national 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 resident. The qualification also has relevance for candidates who intend to work outside their own national context.

The qualification recognises that ESOL is also delivered within Scottish schools, where candidates take SQA NQ ESOL qualifications as an alternative to qualifications such as NQ Higher English. *ESOL Assessment and the Scottish Framework*, in particular, is designed to be accessible to both adult ESOL and EAL practitioners who deliver ESOL programmes and assess learners within the SQA NQ ESOL framework.

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 ESOL learners. The centre may provide this access where the candidate is not currently working with ESOL learners.

The mandatory units focus on:

- ◆ in-depth analysis of language related issues and the English language system, and their application within contextualised ESOL learning and teaching, essential in enabling ESOL practitioners to deliver ESOL confidently and effectively.
- ◆ a critical analysis of ESOL assessment principles and processes, and practice in both the design and implementation of ESOL assessment within the SQA NQ ESOL framework, which is an essential part of ESOL delivery in many Scottish contexts.

The optional units focus on:

- ◆ a critical analysis of ESOL syllabus design, and the development of knowledge and skills to design effective, contextualised syllabuses which, crucially, take account of learner needs, goals and aspirations.
- ◆ theoretical and practical development in ESOL literacies learning and teaching, focusing on ESOL literacies learning needs, approaches and practices, enabling practitioners to identify, diagnostically assess, design learning programmes for, and plan and deliver lessons for, ESOL literacies learners.

It is expected that candidates will choose an optional unit most relevant to their own professional practice and development needs. Centres may wish to offer one or both of the optional units.

Some candidates may wish to undertake individual units within the qualification to develop in a particular area of specialism they feel is required for their professional practice, or which addresses a particular need within an area in which they work or intend to work.

This qualification encourages reflective and critical evaluation on the part of the candidate in relation to their own training and development as ESOL practitioners. 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 and pedagogic knowledge and skills within their working practice.

The notion of contextualisation is also integral to the qualification, with candidates required to contextualise assessment, learning and teaching approaches, syllabus design, an ESOL literacies learning programme, and so on. Centres may therefore wish to provide guidance on the notion of contextualization and its different constructs.

## 6.2 Delivery mechanisms

While the exact time allocated to the qualification 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:

### **Mandatory (both to be completed)**

English Language Analysis for TESOL	80 hours
ESOL Assessment and the Scottish Framework	40 hours

### **Optional Units (one to be completed)**

ESOL Syllabus Design	40 hours
Teaching ESOL Literacies to Adults	40 hours

This qualification is designed to be delivered as a taught programme for ESOL practitioners. This programme could be delivered in face-to-face, online or blended learning environments, either full-time or part-time.

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.

Delivering the programme online or in a blended learning format might be a good option for centres and candidates where geographical or time/work constraints make full face-to-face delivery inaccessible. Centres will need to take account the need for candidates to have access to ESOL learners.



Candidates will benefit from at least some face-to-face delivery, where possible, as well as peer discussion and review opportunities. Therefore, where the centre takes an online or blended learning approach, it is recommended there are facilities to enable this, such as, online forums, and group tutorials. Written assessments could be submitted via VLE, e-mail or post. The use of an e-portfolio system could provide further flexibility.

Centres may choose to deliver one or both the optional units. This may depend on where centre expertise lies and on the needs of candidates. They may also wish to consider forming partnerships, where centres with different areas of expertise collaborate with another centre or other centres to deliver the group award.

### **6.3 Sequencing and integration of units**

The units have not been designed with any specific sequential delivery in mind and could either be delivered concurrently or sequentially. This gives centres flexibility in how they deliver the units and indeed, in choosing which optional unit to deliver if the centre is only offering one of the optional units on any specific course.

Where the units *are* being delivered on a sequential basis, it is suggested that delivery initially focuses on *English Language Analysis for TESOL*, providing linguistic knowledge and background which the candidates may draw upon in the other more practice-based units. In this way the candidates' design and evaluation of materials, learning programmes and assessment will be informed by their knowledge of language and language related issues as applied to ESOL learning and teaching contexts.

This is not, however, a requirement, and even where this sequence is followed, it would not be necessary to complete assessment for this unit before delivery of the others commences.

Within each unit, the order of the outcomes provides a logical, yet flexible, progression. Theory and analysis provides essential scaffolding for the practical application of knowledge and skills within an ESOL context.

Centres delivering the qualification may have some candidates only taking an individual unit. They will need to give guidance to these candidates as to which parts of the learning programme are relevant to meet the evidence requirements of the unit.

In the same way, a centre may be entering a candidate who has already completed units on a free-standing basis for the qualification. The centre will need to take account of the units achieved when providing guidance on any content within the course previously covered. In both cases this may mean the candidate is exempted from attending/taking part in components of the centre's learning programme. To be certificated for the PDA Applied Practitioner Studies in TESOL, the candidate will need to have successfully achieved the two mandatory and one optional unit.

Centres should consider, when timetabling, how candidates will cope with the demands of assessment, and ensure that enough learning and teaching time is provided before candidates undertake summative assessment.

## **Learner-centred approach in ESOL**

Candidates should develop an awareness of the current and evolving context of ESOL in Scotland, or in their own national context. They should understand and recognise the benefits of a social practice approach, which emphasises that planning, delivery and assessment should be learner-centred. This is underpinned by the understanding that language development, particularly in contexts where learners use this language in their day-to-day lives, involves complex capabilities related to aspects of their lives — social, educational and work. Acquisition of language skills, therefore, does not take place in isolation, but is closely linked to individual needs and external factors.

Candidates should be guided to take account of learners' existing knowledge and skills and experience when planning and designing syllabuses, designing lessons, selecting materials, and planning assessment. They should recognise the importance of ensuring that the learner is involved in the learning process and considered in the planning and assessment process. They should plan and deliver ESOL which addresses the English language learning needs of the learners they are working with.

This learner-centred approach should also be reflected in the delivery of this award. For example, designing a programme with a delivery mode to accommodate candidates and allow for flexible professional development in selecting resources and content to take account of candidates' needs and contexts.

This award also emphasises critical and reflective thinking. Candidates should be encouraged to reflect on, and evaluate, their own practice, and should be given guidance on how this can be done. They should understand the role of reflection and evaluation as an integral part of the teaching process, and the positive impact this can have on future professional practice.

Best practice in ESOL teacher education should ensure that during delivery of the learning programme candidates are introduced to, and experience in their own learning, a variety of techniques and methods relevant and applicable to the ESOL learning and teaching environment.

Centres should use a wide range of delivery methods appropriate to training ESOL teachers, with time allocated for exploration of theory into practice, debate and exchange of ideas, and observation of effective practice. Trainers should encourage candidates to try out ideas, approaches and activities covered in the input sessions in their own teaching context. Candidates can then reflect and report back on their experiences. Explicitly linking the training context to candidates' own teaching contexts will help draw on personal experiences and generate discussion, further analysis, and deeper reflection on the areas explored.

## 6.4 Integration of content and assessment

While each unit is assessed separately, there are opportunities to integrate content and to provide links across the different outcomes of the units.

In *English Language Analysis for TESOL*, candidates explore how the English language works (grammatically, syntactically, semantically and phonologically). They develop a detailed analytical knowledge of issues related to English language, including features of discourse analysis, and teaching. In the other units candidates will investigate wider ESOL contexts. The range of ESOL delivery settings, the diversity of learning needs, and the approaches, strategies and techniques used in ESOL planning, delivery and assessment are some of the areas covered. Candidates will find that knowledge gained in one unit will be directly relevant to another.

It is also possible to integrate components of assessments across different units. One example of this is provided here:

In *English Language Analysis for TESOL*, the candidate focuses on a specific group of ESOL learners (in terms of level) when designing learning and teaching activities for a discourse feature they have identified within a text. The candidate may choose to focus on a group they already work with, and consider this group in other parts of the award.

In *ESOL Syllabus Design* the candidate focuses on the same group when designing their syllabus. Further, the candidate uses the piece of text analysed for discourse features (*in English Language Analysis for TESOL*) as the base material and focus for the detailed lesson plan required to be submitted as part of the evidence requirements for *ESOL Syllabus Design*.

As the qualification is designed for candidates who are already ESOL practitioners, candidates should be encouraged to link assessments to their own teaching contexts. *ESOL Syllabus design*, *ESOL Assessment and the Scottish Framework and Teaching ESOL Literacies to Adults* all provide opportunities for candidates to work with learners within their own learning and teaching environments. *Language Analysis for TESOL* allows candidates to draw upon their own teaching experiences and apply theory to practical, learning-centred situations.

Most assessments will not be undertaken under supervised conditions so centres will need to ensure the authenticity of evidence generated, and that candidates are able to meet all the evidence requirements of the award (eg assessing ESOL learners at two discrete levels in *ESOL Assessment and the Scottish Framework*; working with a learner who displays ESOL literacies needs in *Teaching ESOL Literacies to Adults*).

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

## 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](http://www.sqa.org.uk/assessmentarrangements).

SQA has removed devolved approval status for this PDA due to the specialised nature of the qualification. All SQA approved centres wishing to deliver the PDA will need to apply for qualification approval and should contact SQA before doing so. Visiting/virtual verification will take place 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 Applied Practitioner Studies in TESOL at SCQF level 10*, must be able to demonstrate competence in delivering and assessing qualifications in this subject area and at 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, CEFR A1) to Advanced (SCQF level 6, CEFR C1). Staff will hold a relevant teaching qualification 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.

Qualifications and experience of staff will be checked at qualification approval and external 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 qualification at SCQF 10 or above.  
Appropriate qualifications are:
  - ◆ SQA PDA in Applied Practitioner Studies in TESOL
  - ◆ 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 TESOL qualifications are not held.

However, members of staff should hold a relevant teaching qualification where they have been assessed in their teaching.

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 award. Holding a relevant TESOL qualification at a level above this award will evidence this. Appropriate qualifications include:

- ◆ Cambridge DELTA/DTEfla (SCQF level 11)
  - ◆ LTCL DipTESOL (SCQF level 11)
  - ◆ Relevant Masters qualification (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. The delivery team must include staff members who have relevant experience and the skills necessary to deliver and assess the specialisms covered within the units.
  - 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.

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 (see 1 above), and a process in which any assessments undertaken by the 'trainer in training' are sampled by an experienced internal verifier. Records of this process should be maintained for qualification approval and external verification purposes.

Centres will need to evidence specialist expertise in the areas of the constituent units. In particular, in order to deliver and assess the unit: *ESOL Assessment and the Scottish Framework*, centres will need staff who are not only experienced ESOL practitioners and TESOL trainers, but also experienced SQA ESOL assessors. In the same way, centres delivering the unit: *Teaching ESOL Literacies to Adults* will need staff experienced in this specialist area of ESOL delivery.

### **Visiting Presenters and Facilitators**

Centres may wish to invite people who are not part of the core delivery team to provide input on the learning programme related to a particular field or specialist area, eg to deliver a session on literacies theories, immigration policy, ESOL assessments across different frameworks. In such cases, centres should feel free to select individuals to present or facilitate sessions which will enhance the course. The 'visiting' presenter should not be involved in assessing candidates.

## **Resources**

Centres must have an adequate face to face or online learning environment. They must also be able to provide access to ESOL learners at appropriate English language levels, if required. Candidates should have access to up-to-date and relevant resources which reflect the specialist areas, and are of the level required to achieve the qualification, ie specialist materials and resources (eg on aspects of language analysis, ESOL assessment, syllabus design and ESOL literacies). Such resources could include up-to-date paper-based or online academic and practical texts (journals, course books, etc), up-to-date specialist software, and published learning and teaching materials.

## **Internal and external verification**

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

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

The SQA Internal Verification Toolkit can be found on this link

<https://www.sqa.org.uk/sqa/74679.html>

Internal verification: A guide for centres can be found on this link

[https://www.sqa.org.uk/files\\_ccc/InternalVerificationGuideforCentres.pdf](https://www.sqa.org.uk/files_ccc/InternalVerificationGuideforCentres.pdf)

Information on external qualification verification can be found on this link

<https://www.sqa.org.uk/sqa/74664.html>

## 8 General information for candidates

The Professional Development Award (PDA) in Applied Practitioner Studies in TESOL (Teaching English to Speakers of Other Languages) at SCQF level 10 is relevant to you if you are an ESOL practitioner currently delivering ESOL, or if you are planning to do so.

It is for candidates who have completed an initial TESOL/ELT teaching qualification (eg you may have a PDA in TESOL at SCQF level 9, Cambridge ESOL CELTA, Trinity College London Cert TESOL, or equivalent), have (at least) some experience of ESOL delivery, and wish further development in specialist areas which support and enhance ESOL planning, delivery and assessment across a range of contexts and settings. 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.

In order to achieve the qualification, you must undertake three units, two mandatory and one optional:

The mandatory units are:

- ◆ English Language Analysis for TESOL (this is a double credit unit)
- ◆ ESOL Assessment and the Scottish Framework

The optional units are:

- ◆ ESOL Syllabus Design
- ◆ Teaching ESOL Literacies to Adults

The units are designed to develop your range of specialist knowledge and skills relevant to the effective teaching of ESOL in a wide variety of contexts with its cycle of planning, delivery, assessment and evaluation. The award integrates theory and practice.

You will develop in-depth knowledge of how the English language works and how to apply this knowledge to your own ESOL learning and teaching contexts. You will focus on a number of sociolinguistic and linguistic issues that impact on learning and teaching. You will develop your skills in assessing ESOL learning within the Scottish ESOL Framework. You will also select an optional unit most relevant to your practice, either in contextualised syllabus design or developing your knowledge and skills in the specialist area of ESOL literacies learning. The award is designed to allow you to reflect on, and evaluate, your own ESOL planning, delivery and assessment, and through this reflective approach, to improve your future professional practice.

Your training course might be delivered on a face-to-face basis, or online or a blended delivery basis. Input sessions will give you opportunities to critically analyse aspects of English language teaching and develop your ESOL pedagogic skills.

You will have the opportunity to work with learners to carry out assignments and this gives you the opportunity to situate your learning and assessment within your own teaching context and environment.

You will be assessed through a range of assessment instruments which are theoretical and practical in nature. Assessment across the units takes a variety of forms, but has been designed to be directly relevant to the work you do when teaching ESOL.

### **Core Skills**

Participation in this qualification will provide opportunities to develop all core skills, in particular Communication, Problem Solving, Working with Others and Information and Communication Technology (ICT). There is no automatic certification of core skills or core skills components.

### **Progression Opportunities**

The PDA in Applied Practitioner Studies at SCQF level 10 is a specialist professional development qualification for ESOL practitioners. It facilitates progression to other qualifications such as the Trinity College, London Diploma in TESOL/Cambridge ESOL DELTA (SCQF level 11) and related masters qualifications in this field, 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.

Achievement of this qualification will evidence your ability to work autonomously and flexibly in the ESOL field. It will further evidence your knowledge of the subject area within which you teach. It is envisaged that by achieving the award you may have enhanced opportunities for employment, as ESOL employers in public-funded sectors (Further Education, Community, Voluntary, Workplace) will find the skill set you offer highly relevant and attractive. There may also be opportunities within the private English language teaching sector which will find the specific skills you have to offer attractive.

The Scottish Government recommends, through the Professional Development Framework, that all ESOL practitioners in Scotland should be working towards this qualification, or an equivalent, as a minimum. It is recommended that the PDA in Applied Practitioner Studies in TESOL at SCQF level 10 becomes the minimum benchmark qualification for ESOL practitioners working within publicly funded ESOL provision in Scotland.



## 9 Glossary of terms

**SCQF:** This stands for the Scottish Credit and Qualification Framework, which is a 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](http://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. This qualification sits at level 10.

**Subject Unit:** Subject Units contain vocational/subject content and are designed to test a specific set of knowledge and 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 out with automatic certification.

**Qualification Design Team:** The QDT works in conjunction with a Qualification Manager/Development Manager to steer the development of the HNC/HND 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.

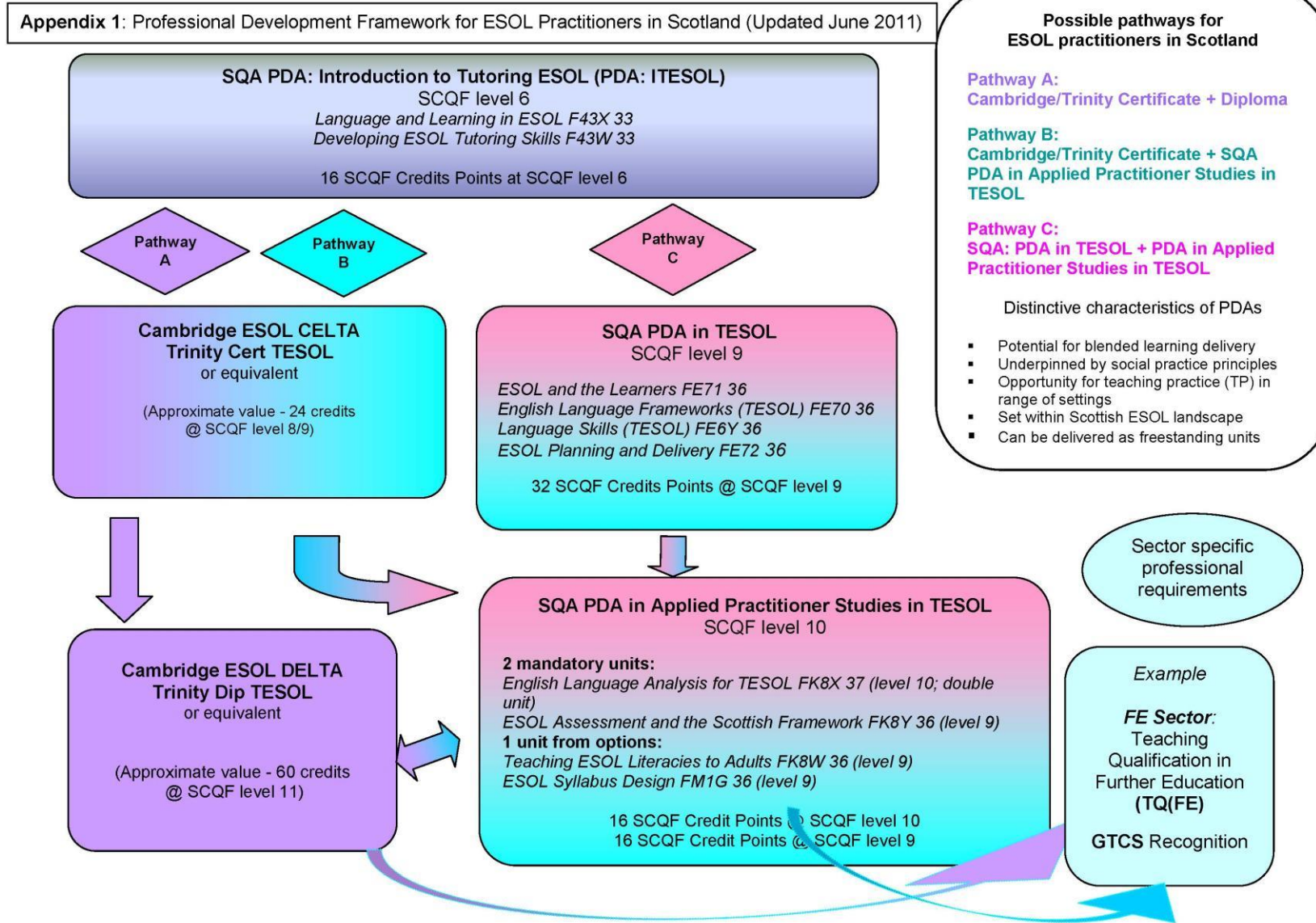
**CEFR:** The Common European Framework of Reference for Languages is an international standard for describing language ability. It describes language ability on a six-point scale, from A1 for beginners, up to C2 for those who have mastered a language. You can find more information on this link <https://www.coe.int/en/web/common-european-framework-reference-lang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

## 10 Appendices

Appendix 1: Professional Development Framework

Appendix 2: Core Skills

# Appendix 1: Professional Development Framework



## **Appendix 2: Core Skills Signposting**

There are opportunities throughout this award for the enhancement of Core Skills, during learning and teaching and formative/summative assessment. Specific opportunities are detailed in each unit specification. The extent to which core skills are enhanced will be determined by delivery and assessment methods. As candidates choose one of two optional units, this may also determine specific development opportunities.