



Level 5 Certificate in Teaching English as a Second Language (TESOL)

Qualification Number: 603/5112/3





Mission Statement

We recognise achievement and support learning transforming the lives of individuals and communities.

Our Vision

To be the best we can be.

Our Values

- **Integrity** – committed to ethical and sustainable business practices;
- **Clarity** – a clear qualification offer supported by transparent processes;
- **Collaboration** – working with customers and other stakeholders;
- **Aspiration** – supporting individuals to fulfil their potential and progress;
- **Excellence** – committed to high quality;
- **Innovation** – creating opportunities for learners, employers and communities;
- **Inclusion** – celebrating diversity and respecting individuality.

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Qualification summary – key facts

Title:	Open College Network West Midlands Level 5 Certificate in Teaching English as a Second Language (TESOL)
Qualification Number:	603/5112/3
Level:	5
Credit Value:	18 credits
Guided Learning Hours:	145 hours
Total Qualification Time:	180 hours
Qualification Objective:	This qualification has been designed to provide the underpinning knowledge and skills required to teach English as a Second Language. Learners will develop skills in English Language usage, teaching and assessment, Teaching Skills, teaching materials development and evaluation and will be able to reflect on own performance in creating and using materials and own teaching skills.
Progression Routes:	On successful completion of the Open College Network West Midlands Level 5 Certificate in Teaching English as a Second Language, learners may progress directly into employment in the teaching of English to non-native speakers or they may progress to the Level 7 Diploma in Teaching English as a Second Language or other related teaching and assessment qualifications.
Entry requirements:	Learners must be aged 18 or over to register on this qualification. Learners will hold a minimum Level 2 qualification in English Language (not literature) and will be a native or near native speaker of English.
Assessment method(s):	Practical teaching demonstration Portfolio of evidence

How is the qualification assessed?

The assessment process is as follows:

Internal Assessment by Portfolio of Evidence

Where the assessment method for the qualification is by internally set assessments (Portfolio of Evidence), then centres are free to devise their own assessments for the qualification/unit.

- All assessments should be designed in such a way as to minimise the requirement for Reasonable Adjustments to be made.
- Centre devised assessments must allow learners to meet all of the requirements of the assessment criteria for each unit. Assessments must not require learners to produce evidence above and beyond that stipulated in the Assessment Criteria.
- Centres must then have these assessments approved by their IQA.

When devising assessments, centres may choose from a range of assessment methods but where assessment guidance is provided within a unit this must be adhered to unless otherwise agreed with the External Quality Assurer (EQA).

Where the qualification requires the demonstration of practical skills, these should be evidenced through Learner Log, Witness and Assessor Observation and Learner reflection documentation as appropriate.

Assessment methods must be valid, fair, reliable and safe leading to authentic, sufficient and current evidence produced by the candidate.

Holistic assessment is good practice wherever possible and permitted by the assessment strategy for the qualification if this exists.

Further guidance on assessment can be found in the [Centre Handbook](#) and the [Assessment Methods](#) publication. These provide guidance on the range of assessment methods available and the types of evidence appropriate for each.

Other guidance and sample documentation is available to recognised centres covering: planning assessment; recording achievement; planning, carrying out and documenting IQA.

Reasonable Adjustment and Special Considerations

Reasonable adjustments and Special Considerations are available for all assessments, irrespective of whether they are internally or externally set.

Where a learner or group of learners may not be able to access the assessment without Reasonable Adjustments, centres should ensure that they apply in good time for relevant reasonable adjustments to be made, using the Open College Network West Midlands [Reasonable Adjustments and Special Considerations Policy which](#) gives clear guidance on the reasonable adjustments and arrangements that can be made to take account of disability or learning difficulty without compromising the achievement of the assessment criteria.

Standardisation

Standardisation is a process that promotes consistency in the understanding and application of assessment practice. Full details on Open College Network West Midlands standardisation practices can be found in our [Centre Handbook](#).

Outcomes from standardisation events will be disseminated to Centres by Open College Network West Midlands.

Qualification size

About the RQF

The Regulated Qualifications Framework (RQF) provides a single, simple system for cataloguing all qualifications regulated by Ofqual. Qualifications are indexed by their level and size.

Levels indicate the difficulty and complexity of the knowledge and skills associated with any qualification. There are eight levels supported by three “entry levels”.

Size refers to the estimated total amount of time it could typically take to study and be assessed for a qualification. Size is expressed in term of Total Qualification Time (TQT). The part of the TQT spent being taught or supervised is known as Guided Learning Hours (GLH).

Guided Learning Hours (GLH)

GLH are defined as the time a learner spends being taught or instructed by – or otherwise participating in education or training under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training. This includes guidance or supervision time:

- a) With the simultaneous physical presence of the learner and that person, or
- b) Remotely by means of simultaneous electronic communication.

It does not include the number of hours a learner spends in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but not under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

Total Qualification Time (TQT)

TQT is comprised of the following two elements:

- a) The number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and
- b) An estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or other form of participation in education or training, including assessment, which takes place as directed by – but unlike Guided Learning, not under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

Rules of Combination and level for this qualification

To achieve the Open College Network West Midlands Level 5 Certificate in Teaching English as a Second Language (TESOL) learners must achieve 18 credits from the Mandatory Units. There are no optional units for this qualification.

Mandatory Group M

Title	Level	Credit	GLH	TQT	Unit code	Unit reference number
Language Awareness and Skills	5	4	30	40	GC5/5/NQ/001	M/617/7768
Learner Profile	5	2	18	20	GC5//NQ/002	T/617/7769
Materials Investigation	5	2	8	20	GC5/5/NQ/003	K/617/7770
Teaching Skills	5	8	74	80	GC5/5/NQ/004	M/617/7771
Unknown Language	5	2	15	20	GC5/5/NQ/005	T/617/7772

Level Descriptors

Units are assigned a level based on current RQF guidance issued by Ofqual.

Level	Knowledge Descriptor (the holder...)	Skills Descriptor (the holder can...)
Level 5	<p>Has practical, theoretical or technological knowledge and understanding of a subject or field of work to find ways forward in broadly defined, complex contexts.</p> <p>Can analyse, interpret and evaluate relevant information, concepts and ideas.</p> <p>Is aware of the nature and scope of the area of study or work.</p> <p>Understands different perspectives, approaches or schools of thought and the reasoning behind them.</p>	<p>Determine, adapt and use appropriate methods, cognitive and practical skills to address broadly defined, complex problems.</p> <p>Use relevant research or development to inform actions.</p> <p>Evaluate actions, methods and results.</p>

Extracted from 'After the QCF A New Qualification Framework' October 2015

Requirements to deliver the qualification

To offer this qualification, centres must ensure that tutors hold or are working towards:

- Level 7 qualification in Teaching English as a Second Language (DELTA) or equivalent
- Demonstrable experience of delivering English as a Second Language
- Level 4 teaching qualification
- Level 3 qualification in English Language (or English Language and Literature)

Centres must also ensure that they have in place an Internal Quality Assurance person who:

- Holds or is working towards a Level 4 Award in Internal Quality Assurance of Assessment Processes and Practices or its equivalent
- Has substantial experience of working in or assessing qualifications in English as a Second Language
- Is familiar with the assessment requirements of the qualification for which they are the Internal Quality Assurer

To gain approval to offer the qualification centres must submit an [Approval to deliver an Open College Network West Midlands qualification or units e-form](#).

If you are an Open College Network West Midlands Recognised Centre and you wish to add this qualification to your curriculum offer please complete and submit a [New Course Notification Form](#) to your Business Development Manager for approval.

If you are not an Open College Network West Midlands Recognised Centre and you wish to offer the qualification, you will need to apply for Centre Recognition with us. To start the application process please email enquiries@opencollnet.org.uk or telephone 01902 624 239.

For more information visit [Becoming a Centre](#) on our website.

Support for centres

Open College Network West Midlands provide all of our centres with on-going support and advice on the use of Open College Network West Midlands units and qualifications, including the requirements for assessment.

Information about the following can be found in our [Centre Handbook](#):


- obtaining a Unique Learner Number (ULN) on behalf of the learners
- UKPRN (UK Provider Reference Number)

Centre responsibilities

Each centre should identify a centre contact who will be responsible for:

- ensuring that the centre meets all the Open College Network West Midlands requirements for centre recognition and adheres to all [policies and procedures](#).
- Open College Network West Midlands provision within the centre
- ensuring all procedures relating to the delivery of the qualification operate effectively in the centre
- ensuring all relevant Open College Network West Midlands documentation is distributed as required within the centre and that the security requirements for external assessment are adhered to, where applicable.

The information provided in this qualification guide is accurate at the time of publication but is subject to change. Open College Network West Midlands will occasionally update qualification information, so please refer to the 'Open College Network West Midlands Qualifications' page of our website to view any updates, including qualification end dates and the latest versions of our qualification guides.



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