

4.2 Academic staff qualifications

ELT/TESOL

ELT/TESOL is used by the Scheme as a general term covering TEFL/TESOL or other qualifications that qualify teachers to teach English to speakers of other languages.

The role of the Accreditation Scheme

The Accreditation Scheme is not an accreditation scheme for ELT/ TESOL qualifications. The Scheme assesses qualifications solely for the purpose of deciding whether a provider meets its requirements for 'Teaching and learning'. Please see the *Criteria, requirements and guidance* document, Academic staff profile.

The Scheme does not endorse and cannot be held responsible for the use of its assessment for any other purposes.

Teacher recruitment

It is the responsibility of an accredited provider or a provider applying for accreditation to ensure that the qualifications of teachers it recruits meet the requirements of the Accreditation Scheme. The Scheme cannot normally advise on the recruitment of individual teachers. Responsibility for the decision to recruit a teacher rests solely with the provider, that will wish to take into account not only the requirements of the Scheme but also its own needs and operating context.

For inspection, the provider should present a clear recruitment and support policy for the academic team relevant to the stated course objectives and student profile (T1) and document how the professional profile of the academic manager/management team (T2) and teaching staff (T3) align with this policy. Please see the *Criteria, requirements and guidance* document, T1-T3 for guidance on appropriate qualification and experience profiles for different contexts.

Checking the status of qualifications within the Scheme

It is the responsibility of the provider to ensure that the qualifications of their staff are appropriate to the courses that they are teaching. If you are unsure as to the status of an ELT/TESOL qualification, please read the following carefully and complete the *Qualifications evaluation* form available on the website. This should be made available to the inspectors in preparation for the inspection. Inspectors will not be able to assess a qualification unless all sections of the form are completed. It is the responsibility of the provider applying for accreditation to ensure that the form is accurately and fully completed. Providers are advised to ensure that the necessary information is received from the teacher concerned and, if necessary, verified with the validating body before the teacher is appointed.

First degrees

Although a first degree is not an entry requirement for some courses leading to ELT/TESOL qualifications, the Scheme **has to date expected** teachers to have a first degree or equivalent, i.e (Level 6 Qualifications and Credit Framework). Please see the *Criteria, requirements and guidance* document, for additional guidance. A level 7 qualification, e.g. diploma in ELT/TESOL also meets this requirement, as do other qualifications at higher levels. **The Scheme now encourages language centres to attract a more diverse range of applicants by recognising that many candidates possess valuable experience and learning outside traditional academic paths. In addition to seeking applicants with a general level of education represented by a degree, centres can also welcome applicants from more varied educational backgrounds who can demonstrate suitability through relevant experience, knowledge and skills, and a commitment to ongoing professional development.**

Accreditation UK is the quality assurance scheme for English language providers in the UK, managed by the British Council in partnership with the professional association, English UK. For further information about the Scheme, please contact: accreditation.unit@britishcouncil.org

ELT/TESOL qualifications

For the purposes of the Accreditation Scheme, qualifications are classified as:

TEFLI certificate in ELT/TESOL

Certificate-level qualifications are first-level qualifications, usually taken by teachers with little or no ELT/TESOL experience who wish to enter the profession. To be considered by the Scheme as a valid certificate in ELT/TESOL, a qualification must:

- be externally validated by a reputable examination body (usually a university or recognised examination board) and/or regulated by a national regulating body such as Ofqual in England, Qualifications Wales (QW), Scottish Qualifications Authority (SQA), or CCEA in Northern Ireland
- contain at least six hours' supervised teaching practice (i.e. teaching practice where a qualified and standardised assessor observes the trainee teacher teaching real students and gives feedback on his or her performance)
- contain at least 100 hours of ELT/TESOL or language teaching input.

Examples of ELT/TESOL certificate-level qualifications are certificates in Teaching English to Speakers of Other Languages listed by Ofqual or similar national regulators, at Level 4 or Level 5 of the Qualifications and Credit Framework (Scottish SCQF Level 7 or 8).

Other qualifications which providers can consider to be TEFLI are:

- PGCE in English/modern languages
- PGCE leading to primary QTS
- university 'certificate in ELT/TESOL' courses (provided that they meet the validation, teaching practice and input criteria listed above).

TEFLQ diploma in ELT/TESOL

Diploma-level qualifications are higher-level qualifications, usually taken by teachers with relevant experience who wish to follow a career in ELT/TESOL. To be considered by the Scheme as a valid diploma in ELT/TESOL, a qualification must:

- be externally validated by a reputable examination body (usually a university or recognised examination board) and/or regulated by a national regulating body such as Ofqual in England, Qualifications Wales (QW), Scottish Qualifications Authority (SQA), or CCEA in Northern Ireland
- require candidates to have prior EL/ESOL teaching experience
- contain at least five hours' supervised teaching practice (i.e. teaching practice where a qualified and standardised assessor observes the trainee teacher teaching real students and gives feedback on his or her performance)
- contain at least 100 hours of ELT/TESOL input.

Examples of ELT/TESOL diploma-level qualifications:

- diplomas in Teaching English to Speakers of Other Languages listed by Ofqual or similar national regulators, at Level 6/7 of the Qualifications and Credit Framework (or relevant equivalent level)* (*Where delivery is modular, all modules must be completed successfully for the teacher to be considered TEFLQ)
- PGCE: Post Graduate Certificate in Education with ELT/TESOL (Level 6/7).

Other qualifications that providers can consider to be diploma level (provided that they meet the validation, entry requirements, teaching practice and input criteria listed above) are:

- university 'diploma in ELT/TESOL' courses
- overseas qualifications (equivalent to a PGCE, BEd or MA/MSc in ELT/TESOL) which qualify teachers to teach ESOL in state educational institutions in their country of origin.
- A qualification in ELT/TESOL management.

Certain combinations of qualifications are accepted as equivalent to TEFLQ. Examples of these are:

- PGCE in English and a TEFLI certificate in ELT/TESOL that meets the validation, teaching practice and input criteria listed above.
- PGCE in Foreign Languages and a TEFLI certificate in ELT/TESOL that meets the validation, teaching practice and input criteria listed above.
- PGCE PCET: Professional/Post Graduate Certificate in Education, (Post Compulsory Education and Training) – ESOL specialism, and either Additional Diploma (ESOL) in the Lifelong Learning Sector or

Diploma (ESOL) in the Lifelong Learning Sector or a TEFLI certificate in ELT/TESOL that meets the validation, teaching practice and input criteria listed above.

- Postgraduate qualification in ELT/TESOL or related subjects and a TEFLI certificate in ELT/TESOL that meets the validation, teaching practice and input criteria listed above.

- A qualification in ELT/TESOL management (no teaching practice) and a TEFLI certificate in ELT/TESOL that meets the validation, teaching practice and input criteria listed above.

Postgraduate master's degrees in ELT/TESOL (or related subjects)

Master's degrees (MA/MSc etc) in ELT/TESOL or related subjects can be considered TEFLQ provided that they meet the validation, teaching practice and input criteria listed above.

Where the teaching practice (only) criterion is not met and the teacher is not TEFLI, a teacher with this qualification will be considered TEFLQ for the purposes of the Scheme where there is documented evidence that he or she has been systematically observed teaching for a minimum of five hours by a TEFLQ academic manager or teacher trainer post-qualifying. Records of such observations can be carried forward from one employer to another.

Please note: the above does not apply to certificate or diploma-level qualifications without a supervised teaching practice component.

Academic management in further education

In further education colleges, holders of a qualification for a full-teaching role in ESOL, such as a Level 5 generic teaching qualification and a Level 5 specialist TESOL qualification, will all be considered appropriately qualified as an academic manager in the further education (state sector) context only. Integrated qualifications that meet the requirements are the Level 5 Diploma in Education and training (English: ESOL) and the DTE (ESOL)LLS. Stand alone specialist diplomas include the Level 5 Diploma in Teaching English: ESOL and the additional DTE(E)LLS.

See under TEFLQ diploma in ELT/TESOL for the status of PGCE PCET (ESOL) specialism, a Level 6/7 qualification. The academic manager or members of the academic management team who hold such qualifications and have the relevant experience will be acceptable in relation to T2 and for T9 only within the context of a further education college.

Qualified teacher status (QTS)

PGCE or equivalent qualifications which lead to qualified teacher status in the UK, i.e. qualified to teach in state maintained and special schools, are considered by the Accreditation Scheme to be TEFLI if the subject specialism is related to English language teaching (e.g. modern languages or English) or the teacher has primary QTS.

QTS in unrelated subjects plus evidence of ELT/TESOL training will also be considered an appropriate profile for teaching under 18s in combination with additional ELT/TESOL support.

Specialist qualifications

Teachers holding specialist qualifications in ELT/TESOL such as young learners or one-to-one qualifications will be considered appropriately qualified provided the qualification meets the validation, teaching practice and input requirements stated above and the teacher is teaching the appropriate students/mode (e.g. young learners or one-to-one).

Teachers without ELT/TESOL qualifications but with specialist professional qualifications in other subjects (e.g. law, business or medicine) will also be considered by the Scheme to be qualified to teach relevant ESP, CLIL/content-based courses if they have received specialist training to deliver the language component to meet the needs of their students and documented ELT support to deliver English language development through the subject being taught.

Providers that employ teachers without ELT/TESOL qualifications but with specialist professional qualifications (in subjects such as sports or drama), which the provider believes complements their teaching provision, are required to demonstrate appropriate deployment, support and training to ensure the teacher is professionally prepared to meet the course objectives.