

4.2 Academic staff qualifications

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 accredited by a national accrediting body such as Ofqual in England
- 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 input.

Examples of ELT/TESOL certificate-level qualifications are certificates in Teaching English to Speakers of Other Languages accredited by Ofqual or similar national regulators, at Level 4 or Level 5 of the Qualifications and Credit Framework (the Scottish Qualifications Authority uses a different framework)

Other qualifications which providers may consider to be certificate level (provided that they meet the validation, teaching practice and input criteria listed above) are:

- PGCE in English/modern languages with ELT/TESOL subsidiary
- university 'certificate in ELT/TESOL' courses.

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 accredited by a national accrediting body such as Ofqual in England
- 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

accredited by Ofqual or similar national regulators, at Level 6/7 of the Qualifications and Credit Framework*

- PGCE: Post Graduate Certificate in Education with ELT/TESOL (Level 6/7).

Other qualifications that providers may 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 in ELT/TESOL) which qualify teachers to teach ESOL in state educational institutions in their country of origin.

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

Where delivery is modular, all modules must be completed successfully for the teacher to be considered TEFLQ.

Post-graduate Master's degrees in ELT/TESOL (or related subjects).

MAs in ELT/TESOL or related subjects can be considered diploma- level equivalent 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 may be considered diploma level qualified for the purposes of the Scheme where there is documented evidence that he or she has undertaken at least five hours of systematic observation of lessons by a fully TEFL- qualified academic manager or teacher trainer post-qualifying.

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

Academic managers

Qualifications in ELT/TESOL management are normally considered appropriate qualifications for academic managers only, provided they meet the validation and teaching practice requirements stated above. Where the teaching practice (only) criterion is not met a teacher with this qualification may be considered suitably qualified as an academic manager for the purposes of the Scheme where there is documented evidence that he or she has undertaken at least five hours of systematic observation of lessons by a fully TEFL-qualified academic manager or teacher trainer.

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 T4 and for T11 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, may be considered by the Accreditation Scheme to be an appropriate qualification for teaching English language to under 18s if the subject specialism is related to English language teaching (e.g. modern languages or English) or the teacher has primary QTS.

Specialist qualifications

Teachers holding specialist qualifications in ELT/TESOL such as young learners or one-to-one qualifications may 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) may also be considered by the Scheme to be qualified to teach relevant ESP courses.

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 provide a rationale for their employment.