



AIMQUALIFICATIONS

Level 5 Certificate in Teaching English as a
Second Language (TESOL)
Qualification Number: 603/5112/3



Qualification Overview

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|----------------------------------|---|
| Title: | AIM Qualifications Level 5 Certificate in Teaching English as a Second Language (TESOL) |
| Qualification Number: | 603/5112/3 |
| Level: | 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 AIM Qualifications 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 will hold a minimum Level 2 qualification in English Language (not literature) and will be a native or near native speaker of English, and a minimum age of 18. |
| Assessment method(s): | Assessment is through a Portfolio of Evidence/Workbook. |

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 Aim Qualifications.

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.

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 AIM Qualifications [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.

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 AIM Qualifications Level 5 Certificate in Teaching English as a Second Language (TESOL), learners must achieve the **18** credits from the Mandatory unit group.

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

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

Support for centres

AIM Qualifications provide all of our centres with on-going support and advice on the use of AIM Qualifications units and qualifications, including the requirements for assessment.

Centre responsibilities

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

- ensuring that the centre meets all the AIM Qualifications requirements for centre recognition and adheres to all [policies and procedures](#).
- AIM Qualifications provision within the centre
- ensuring all procedures relating to the delivery of the qualification operate effectively in the centre
- ensuring all relevant AIM Qualifications 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 specification is accurate at the time of publication but is subject to change. AIM Qualifications will occasionally update qualification information, so please refer to the 'AIM Qualifications' page of our website to view any updates, including qualification end dates and the latest versions of our qualification specifications.

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