



**QQI**

Quality and Qualifications Ireland  
Dearbhú Cáilíochta agus Cáilíochtaí Éireann

**AWARDS STANDARDS -  
TEACHING ENGLISH AS A SECOND OR OTHER LANGUAGE  
AT NFQ LEVELS 6-9**

[www.QQI.ie](http://www.QQI.ie)

# Awards Standards for Teaching English as a Second or Other Language at NFQ Levels 6-9

## FOREWORD

This document presents a framework (awards standards by NFQ Level) for English language teaching<sup>1</sup> (ELT) awards in the National Framework of Qualifications. Specifically, it targets awards for teaching programmes of education and training in English as a second or other language.

The purpose of the standards is to translate the National Framework of Qualifications into language that is accessible to those involved in the development and provision of programmes of education and training designed to prepare persons for roles as English language teachers. The standards are expressed as statements of expected learning outcomes to be achieved by candidates for QQI awards at NFQ Levels 6 to 9. The awards standards are for 'intended programme learning outcomes' of programmes leading to QQI ELT awards (or awards made under delegated authority). They are also for use by awarding bodies when validating a new programme leading to a specific award. Awards may be major, special purpose, supplemental or minor. The awards standards are not designed for use as assessment criteria. The standards are cumulative, meaning that the outcomes required at Level N are those specified by the statements in the corresponding column in addition to those in the columns corresponding to lower levels.

In 2014 standards were developed by an expert group assembled by QQI comprising:

- **Rod Bolitho**      **Norwich Institute of Language Education (NILE)**
- **Sue Engel**      **ACELS CELT moderator**
- **Claire Farnon**      **ACELS CELT Course Director, Centre of English Studies**
- **Dr Fiona Farr**      **Centre for Teaching and Learning, University of Limerick**
- **Cathy Gannon**      **Language Centre, University College Cork**
- **Prof Steve Walsh**      **School of Education, Communication and Language Sciences, Newcastle University**

The standards have been updated in 2018 and form part of a broader QQI project that aims to formalise the quality assurance of programmes of education and training in English as a second or other language. It supports the introduction of the International Education Mark. In this context the work concerning ELT, among other things, involves

1. The development of awards standards for ELT qualifications at levels 6 to 9 of the NFQ.
2. The development of a new QQI special purpose award at NFQ Level 7 to replace the non-framework Certificate in English Language Teaching. This new higher education award will be titled Certificate in Teaching English as a Second or Other Language (TESOL). It is estimated that a learner with an NFQ Level 7 Ordinary Bachelor Degree or equivalent (e.g. through RPL) would require a programme of a minimum of 10 ECTS to reach the TESOL standard. These pre-service programmes assume no, or very little, prior teaching experience on the part of the learner and aim to equip graduates with the knowledge, skills and competences necessary for initial entry into teaching English as a second or other language.

For regulated professions in Ireland it is typical for academic standards and professional standards to be distinct. In essence, meeting the academic standards entitles a person to an educational qualification but entitlement to practise requires one to meet (and continue to meet) a distinct professional standard. An approved (accredited) qualification is necessary but insufficient. The key point here is that academic standards, while relevant to professional regulation, have a different purpose. The awards standards here are academic standards and they are not designed to regulate the English language teaching (ELT) profession and are (alone) not fit for that purpose. However, it is hoped that the existence of widely agreed academic standards for English language teaching will assist in progressing better regulation and regulatory initiatives whether they be voluntary or statutory.

<sup>1</sup> Teaching always involves assessment and helps create opportunities for learning.

# Awards Standards for Teaching English as a Second or Other Language at NFQ Levels 6-9

|                          |  | Level 6  | Level 7  | Level 8   | Level 9  |
|--------------------------|--|--|--|---|--|
|                          |  | The graduate should be able to demonstrate:  | The graduate should be able to demonstrate:  | The graduate should be able to demonstrate:   | The graduate should be able to demonstrate:  |
| <b>Knowledge-Breadth</b> |  | <i>Specialised knowledge of a broad area</i>   | <i>Specialised knowledge across a variety of areas</i>   | <i>Understanding of the theory, concepts and methods pertaining to a field (or fields) of learning</i>  | <i>A systematic understanding of knowledge, at, or informed by, the forefront of a field of learning</i>   |
| <b>Knowledge-Kind</b>    |  | <i>Some theoretical concepts and abstract thinking, with significant underpinning theory</i>   | <i>Recognition of limitations of current knowledge and familiarity with sources of new knowledge; integration of concepts across a variety of areas</i>  | <i>Detailed knowledge and understanding in one or more specialised areas, some of it at the current boundaries of the field(s)</i>  | <i>A critical awareness of current problems and/or new insights, generally informed by the forefront of a field of learning</i>  |
|                          | <b>(3.1) Planning for teaching learning and assessment</b>                         | Basic knowledge of the core principles of lesson planning  | Knowledge of the key principles of lesson planning and ability to evaluate a variety of plans within a programme of work   | Detailed and principled knowledge of the planning and evaluation of lessons across a complete range of levels within a broad programme of work  | Critical and research-informed understanding methods for the critical analysis of the planning and evaluation of lessons across all levels within broad programmes of work                                   |
|                          |  | Basic knowledge of the language needed to formulate aims and intended learning outcomes  | Understanding of key concepts and knowledge of the language needed to formulate aims, objectives, and intended learning outcomes   | Detailed and research-informed knowledge of how to approach planning complex lessons which have a variety of focuses, which integrate skills in order to meet the diverse needs of specific groups of learners  | Critical and research-informed knowledge of different approaches to planning and course design including methods for their critical evaluation to meet the diverse needs of specific groups of learners      |
|                          |  | Knowledge of one or two principal approaches to planning certain types of lessons e.g. PPP in a limited range of common contexts               | Knowledge of how to approach planning lessons which have a variety of focuses, which integrate skills in order to meet the needs of specific groups of learners  | In-depth and research-informed (including by reflection on practice) knowledge of different approaches to planning certain types of lessons including PPP, basic Task-based Learning, integrated skills and knowledge of how to apply these to different contexts, e.g., EAP/ ESP/ CLIL |  |
|                          | <b>(3.2) Language skills and systems</b>   | Basic knowledge of the principal language systems (i.e. grammar, lexis, phonology, and discourse) and of the relationship between form and use | Knowledge of the main language systems and of the relationship between form and use  | Detailed and research-informed knowledge of the main language systems, and of the relationship between form and use   | A critical and research-informed knowledge of language systems, of how they work, and of the various complexities inherent in them   |
|                          |  | Basic awareness of genre and register  | Awareness of genre and register across a range of communicative contexts as they apply in ELT contexts   | Detailed and research-informed knowledge and understanding of genre and register across a wide range of communicative purposes and contexts   | An critical and research informed knowledge and understanding of how to critically identify and analyse features of genre and register   |
|                          |  | Basic understanding of the relationship between language and culture   | Working understanding of the relationship between language, culture and society  | Detailed and research-informed understanding of the relationship between language, culture and society and its impact in a wide range of contexts   | A critical and research informed understanding of the influence of culture and society on the development and evolution of language in a range of complex contexts   |
|                          |  | Basic knowledge of the principal terminology for describing language   | Working knowledge of terminology needed to describe language in detail   | Detailed and research-informed understanding of terminology needed to describe language   |  |
|                          |  | Basic knowledge of language skills and their importance in teaching and learning   | Knowledge of language skills, their key sub-skills, and their importance in teaching and learning, including integrated language skills and ability to analyse causes of learner error                         | A detailed and research-informed knowledge of language skills and a critical understanding of an integrated language skills approach and ability to research on causes of learner error   | A critical and research-informed knowledge of a range of academic models and/or theories that underpin the principles for skills-based approaches to language learning                                       |
|                          | <b>(3.3) Language learning theories and teaching methodologies relevant to ELT</b> | Basic working knowledge of the principal language learning theories and language teaching methodologies  | Working knowledge of a range of language learning theories and teaching methodologies including an understanding of how to incorporate learning strategies and learner autonomy at relevant stages of the plan | Detailed and research-informed working knowledge of a wide range of language learning theories and teaching methodologies including an understanding of how to incorporate learning strategies and learner autonomy at relevant stages of the plan                                      | Critical and research-informed evaluation of a wide range of language learning theories and teaching methodologies with an understanding of their relevance and applicability in varied and complex contexts |

## Awards Standards for Teaching English as a Second or Other Language at NFQ Levels 6-9

|  |  |   |  |  |  |
|--|--|---|--|--|--|
|  | <b>(3.4) Principled teaching techniques</b>  | Basic knowledge of the principal teaching techniques  | Working knowledge of a range of teaching techniques  | Broad and detailed research-informed working knowledge of a wide range of teaching techniques  | Critical and research-informed analysis of the theory underlying teaching techniques and the evaluation of their applications in a variety of complex teaching contexts  |
|  | <b>(3.4 a) Context knowledge</b>   | Knowledge and understanding of the nature and purposes of education, the ELT sector and the social and policy context for same  |  |  |  |
|  | <b>(3.5) Classroom management</b>  | Basic working knowledge of principal classroom management techniques supporting differentiated learning in a way that respects the dignity of all pupils                | Working knowledge of a range of classroom management techniques  | Broad and detailed principled working knowledge of a wide range of classroom management techniques   | Critical and research-informed analysis of the theory underlying classroom management techniques and the evaluation of their applications in a variety of complex teaching contexts  |
|  | <b>(3.6) Create, select, evaluate, and adapt materials and resources for use with learners</b> | Basic knowledge of criteria for the selection and evaluation of suitable materials in limited contexts for use with learners  | Working knowledge of criteria for the selection, adaptation and evaluation of suitable materials for use with learners   | Detailed and research-informed understanding of criteria for the selection, adaptation and evaluation of suitable materials for use with learners in a wide variety of contexts                        | Critical and research-informed understanding of criteria for the selection, adaptation and evaluation of suitable materials including self-generated materials for use with learners in a wide variety of complex contexts |
|  | <b>(3.7) Monitor and evaluate language performance</b>   | Basic knowledge, of summative, formative and diagnostic assessment fundamentals   | Knowledge of summative, formative and diagnostic assessment fundamentals   | Detailed and practice-informed (experiential) knowledge, of summative, formative and diagnostic assessment across a range of contexts  | Critical and research-informed understanding of summative, formative and diagnostic assessment across a wide range of complex contexts   |
|  |  | A basic knowledge of approaches to monitoring and evaluating learners through formal and non-formal means and how to integrate this into planning                       | A knowledge of approaches to monitoring and evaluating learners through formal and non-formal means in a range of contexts and how to integrate this into planning | A detailed and research-informed knowledge of approaches to monitoring and evaluating learners through formal and non-formal means in a wide range of contexts and how to integrate this into planning | Critical and research-informed knowledge of approaches to monitoring and evaluating learners through formal and non-formal means in a wide range of complex contexts and how to integrate this into planning               |
|  | <b>(3.8) Reflecting on teaching</b>  | Basic understanding, and appreciation of the importance, of reflective practice and of the principal techniques and tools associated with effective reflective practice | Understanding of a range of techniques and tools associated with effective reflective practice   | Detailed and research-informed understanding of a wide range of techniques and tools associated with effective reflective practice   | Critical and research-informed understanding of reflective practice with application to self and others  |
|  | <b>Research and enquiry</b>  | Awareness of the importance and impact of research into teaching and learning   | Understanding the principal research approaches and methods appropriate to the teacher's own context   | Understanding a range of research approaches and methods appropriate to the teaching and learning  | Understanding research approaches involving mixed methods, appropriate to complex teaching and learning contexts   |

**Knowledge – breadth** Knowledge outcomes are associated with facts and concepts; that is, they refer to knowledge of, or about, something. The more diverse, complex and varied the facts and concepts, the greater the breadth of knowledge and this is a matter of level. Breadth is distinguished from the number of different facts and concepts learned, which relates to volume.

**Knowledge – kind** The representation of facts and concepts, including ideas, events or happenings, is cumulative. The more facts and concepts are layered on top of each other, and draw successively upon each other to construct meaning, the higher the level of learning. This process is typically associated with progressively greater abstraction from concrete phenomena into theory.

# Awards Standards for Teaching English as a Second or Other Language at NFQ Levels 6-9

|  | Level 6  | Level 7  | Level 8  | Level 9  |
|--|--|--|--|--|
|  | The graduate should be able to:  | The graduate should be able to:  | The graduate should be able to:  | The graduate should be able to:  |
| <b>Know-how and Skill-Range</b>  | Demonstrate comprehensive range of specialised skills and tools  | Demonstrate specialised technical, creative or conceptual skills and tools across an area of study   | Demonstrate mastery of a complex and specialised area of skills and tools; use and modify advanced skills and tools to conduct closely guided research, professional or advanced technical activity  | Demonstrate a range of standard and specialised research or equivalent tools and techniques of enquiry   |
| <b>Know-how and Skill-Selectivity</b>  | Formulate responses to well-defined abstract problems  | Exercise appropriate judgement in planning, design, technical and/or supervisory functions related to products, services, operations or processes  | Exercise appropriate judgement in a number of complex planning, design, technical and/or management functions related to products, services, operations or processes, including resourcing   | Select from complex and advanced skills across a field of learning; develop new skills to a high level, including novel and emerging techniques  |
| <b>(3.1) Planning for teaching, learning and assessment</b>                        | Plan, prepare and evaluate a variety of lessons for learners at two levels of proficiency (reflecting on practice)   | Plan, prepare and evaluate lessons with a variety of focuses for learners at a range of levels<br><br>Evaluate others' planning and preparation and learn from this information to help improve planning   | Plan, prepare and evaluate a coherent series of lessons for learners at a complete range of levels across a wide variety of lesson types<br><br>Apply insights from principled investigation of local context to planning and preparation  | Starting with the learners, innovatively plan lessons, programmes of work and courses, including some specialised courses, for a wide variety of learners and complex contexts   |
| <b>(3.2) Language skills and systems</b>   | Apply to their planning and teaching: <ul style="list-style-type: none"> <li>Basic knowledge of language, and language use</li> </ul>  | Apply to their planning and teaching: <ul style="list-style-type: none"> <li>Knowledge and awareness of language, and language use;</li> <li>Awareness of the influence of other languages on the acquisition and learning of English</li> </ul><br>Conduct an analysis of authentic language from one genre (or one discourse community) and apply the findings to teaching<br><br>Discourse should be taken to means language beyond sentence level.   | Apply to their planning and teaching: <ul style="list-style-type: none"> <li>In depth and research-informed knowledge and awareness of language, and language use;</li> <li>In depth and research-informed awareness of the influence of other languages on the acquisition and learning of English</li> </ul><br>Conduct a detailed analysis of authentic language from a range of genres (or discourse communities) and apply the findings to teaching   | Adopt a critical and research informed approach to planning and teaching<br><br>Research and critically analyse authentic language from a wide range of genres (or discourse communities) and apply the findings to teaching<br><br>Demonstrate an ability to conduct applied classroom research in the context of teaching language skills and systems  |
| <b>(3.3) Language learning theories and teaching methodologies relevant to ELT</b> | Draw on the principal language learning theories to facilitate learning in groups at two different levels<br><br>Demonstrate a basic ability to manage both teacher centred and learner-centred activities | Draw on a range of current theories of learning to facilitate learning among specific groups and individuals in a variety of teaching contexts<br><br>Demonstrate in their teaching a sound understanding of the relationship between language, interaction and learning as a key element of appropriate methodology;<br><br>Draw on appropriate strategies to develop learner training and learner autonomy in a range of teaching contexts<br><br>Adapt classroom practices as appropriate in order to foster learning | Draw on a wide range of theories of learning to facilitate learning among specific groups and individuals in a wide variety of teaching contexts<br><br>Relate appropriate theories of learning to own experience and insights to facilitate learning among specific groups and individuals<br><br>Promote the development of language learning strategies, learner training and learner autonomy in a wide range of teaching contexts<br><br>Demonstrate flexibility that allows learning to be placed at the centre of classroom decision-making as the lesson unfolds<br><br>Demonstrate an ability to conduct classroom research in the field of language teaching methodology | Critically analyse and apply an eclectic range and blend of theories to fit the context and optimise opportunities for learning<br><br>Demonstrate a high level of competence to promote the development of language learning strategies, learner training and learner autonomy in a wide range of complex teaching contexts<br><br>Demonstrate an ability to conduct applied classroom research critically drawing on a wide range of methods appropriate to language teaching methodology research |

## Awards Standards for Teaching English as a Second or Other Language at NFQ Levels 6-9

|  |  |   |  |   |  |
|--|--|---|--|---|--|
|  | <b>(3.4) Principled teaching techniques</b>  | Use a basic range of teaching techniques to support student learning (including differentiated learning in a way that respects the dignity of all pupils) e.g. for correcting errors, for presenting new vocabulary | Select from and use a range of principled teaching techniques to support student learning  | Select from and use a wide range of principled teaching techniques to support student learning and show flexibility in using these as the situation/lesson unfolds  | Select from, use and evaluate a wide range of principled teaching techniques including novel and creative techniques to support student learning and show flexibility in using these as the situation/lesson unfolds |
|  |  |   |  | Demonstrate an ability to conduct applied classroom research into specific language teaching techniques   | Demonstrate an ability to conduct applied classroom research critically drawing on a range of methods around teaching techniques   |
|  | <b>(3.5) Classroom Management</b>  | Demonstrate basic classroom management techniques   | Manage and facilitate student learning responsively in a principled way in a range of classroom interaction patterns, using aids and resources to facilitate learning across a range of levels       | Manage and facilitate student learning flexibly and responsively in a principled way in a range of classroom interaction patterns, using aids and resources to facilitate learning across a wide range of levels and a variety of learner groups in a range of classroom situations | Manage and facilitate student learning including in novel and creative ways  |
|  |  |   |  | Demonstrate an ability to conduct applied classroom research into classroom management  | Demonstrate an ability to conduct applied classroom research critically drawing on a range of methods around classroom management  |
|  | <b>(3.6) Create, select, evaluate, and adapt materials and resources for use with learners</b> | Select and use material from an ELT course book and evaluate it for use with a specific group of learners   | Select from a range of ELT course books, authentic materials and other resources, and evaluate them for specific learning purposes   | Generate and apply criteria for the evaluation of materials   | Pilot and review self-created materials with a group of learners   |
|  |  |   | Adapt, use and review a range of ELT course books, authentic materials and other resources to meet the learning needs for specific learning purposes   |   |  |
|  |  |   | Create a limited range of material for specific learning purposes/specific group of learners   | Design, create and evaluate materials for a wide range of learning purposes   | Develop materials informed by research   |
|  | <b>(3.7 a) Identify and monitor learners' learning needs</b>                                   | Apply a basic knowledge of learners' needs to plan and teach a lesson   | Conduct a basic needs analysis; respond appropriately to initial and evolving learner needs in planning and teaching taking into account the wider educational context                               | Devise and use a detailed needs analysis as a basis for decisions about teaching, learning and materials  | Pilot and review a self-generated needs analysis with a group of learners  |
|  | <b>(3.7 b) Evaluate learners' language performance</b>   | Provide appropriate feedback to learners on their progress and performance  | Monitor and evaluate learners' performance and progress and provide formative and summative feedback   | Use and evaluate formative and summative tools for assessing progress and achievement across a range of contexts  | Design and pilot tools for the assessment of learning, and research and review the reliability and validity of these tools   |
|  |  |   | Use appropriate assessment procedures for different assessment purposes  | Evaluate learners' error history in order to inform strategic teaching  |  |
|  |  |   | Take principled decisions on how and when to correct errors in written and spoken language   |   |  |
|  | <b>Communications and relationship-building skills</b>   | Communications and relationship-building skills for facilitating language learning and participating in professional communities  | Show a thorough understanding of the importance of affect in language learning, and its implications for the establishment of good teacher-learner relationship, and of a positive classroom climate |   |  |

**Know-how and skill – range** Skills, in both their execution and the demonstration of underpinning procedural knowledge, encompass the use of many different kinds of tool. 'Tool' refers to any device or process that facilitates individuals having some effect on their physical, informational or social environment. Tools include cognitive and social processes as well as physical implements. Tools, and the skills to use them, range from commonplace or familiar to novel or newly-invented. The sheer number of skills acquired is a matter of volume, rather than of level. The diversity of skills is a feature of this strand that contributes to differentiation in level. The completeness of the set of skills (and associated know-how) in respect of an area of activity is another feature that helps indicate the level.

## Awards Standards for Teaching English as a Second or Other Language at NFQ Levels 6-9

**Know-how and skill – selectivity** The performance of tasks depends on the [student teacher] having an appropriate understanding of the environment in which the tasks are performed and being aware of his/her own ability and limitations, while at the same time being able to correctly judge the fit between the demands and ability. Whereas the range of know-how and skill refers to what a [student teacher] can do, selectivity (which might also be called procedural responsiveness) refers to the judgement that the [student teacher] exercises in carrying out procedures, through selecting from the range of know-how and skills available to him/her, in accordance with his/her appraisal of the demands of the task.

|                           | Level 6  | Level 7   | Level 8  | Level 9  |
|---------------------------|--|---|--|--|
|                           | The graduate should be able to:  | The graduate should be able to:   | The graduate should be able to:  | The graduate should be able to:  |
| <b>Competence-Context</b> | <i>Act in a range of varied and specific contexts involving creative and non-routine activities; transfer and apply theoretical concepts and/or technical or creative skills to a range of contexts</i>  | <i>Utilise diagnostic and creative skills in a range of functions in a wide variety of contexts</i> | <i>Use advanced skills to conduct research, or advanced technical or professional activity, accepting accountability for all related decision making; transfer and apply diagnostic and creative skills in a range of contexts</i> | <i>Act in a wide and often unpredictable variety of professional levels and ill-defined contexts</i>   |
|                           | Motivate and respond to learners and learning in a limited range of familiar classroom contexts<br><br>Note: a practicum, with its attendant coaching, mentoring and peer reflection inputs is central to the formation of a teacher and is necessary to both acquire and demonstrate these outcomes | Motivate and respond to learners and learning in a range of classroom contexts                      | Motivate and respond to learners and learning in a wide range of classroom contexts, where appropriate in novel and creative ways  | Motivate and respond to learners and learning in evolving and unpredictable and ill-defined classroom contexts, where appropriate in novel and creative ways |

**Competence – context** Human situations, whether occupational or general social and civic ones, supply the context within which knowledge and skill are deployed for practical purposes. Such situations range in complexity and hence in the demands they place upon the person acting in them. Highly defined and structured situations or contexts constrain the behaviour of the individual and require lower levels of learning. The range of responses required, and hence the extent to which a broader range or higher level of knowledge and skill have to be drawn upon also depends on how predictable the context is. Acting effectively and autonomously in complex, ill-defined and unpredictable situations or contexts requires higher levels of learning.

|                                | Level 6  | Level 7  | Level 8  | Level 9   |
|--------------------------------|--|--|--|---|
|                                | The graduate should be able to:  | The graduate should be able to:  | The graduate should be able to:  | The graduate should be able to:   |
| <b>Competence-Role</b>         | <i>Exercise substantial personal autonomy and often take responsibility for the work of others and/or for allocation of resources: form and function within, multiple complex and heterogeneous groups</i> | <i>Accept accountability for determining and achieving personal and/or group outcomes; take significant supervisory responsibility for the work of others in defined areas of work</i> | <i>Act effectively under guidance in a peer relationship with qualified practitioners; lead multiple, complex and heterogeneous groups</i>   | <i>Take significant responsibility for the work of individuals and groups; lead and initiate activity</i>   |
| <b>Learners</b>                | Take decisions and initiate teaching and learning activities under supervision within a given framework  | Independently take decisions and initiate teaching and learning activities under supervision (where necessary) within a given framework  | Adapt programmes and formulate activities that recognise and meet the needs of their specific learner groups   | Identify the characteristics of programmes and learning environments that will help facilitate the emergence of authentic learning opportunities and develop/create these |
| <b>Teacher as professional</b> | Learn from and interact effectively within, a heterogeneous group of ELT professionals   | Learn from and interact effectively within, an institutional community of practice taking individual and joint responsibility for appropriate outcomes                                 | Learn from, and interact effectively within, a heterogeneous group of ELT professionals taking responsibility for the work of others   | Learn from, and interact effectively within, a heterogeneous group of ELT professionals taking responsibility for the work of others and providing leadership             |
| <b>Research</b>                |  | Demonstrate an active interest in analysing and reflecting on own practice<br><br>Note: this is an initial step towards researching one's practice                                     | Recognise the integrated role of practitioner researcher in the context of conducting directed small-scale research as teacher and professional<br><br>Knowledge and understanding of educational research and the ability to critically analyse same and integrate it into practice | Take significant responsibility as a practitioner researcher in the context of conducting independently defined research as teacher and professional                      |

## Awards Standards for Teaching English as a Second or Other Language at NFQ Levels 6-9

**Competence – role** For many purposes, joining and functioning in various kinds of groups is a key component in putting knowledge and skill to effective use. Joining a group successfully requires individuals to adopt appropriate roles within the group. This requires the application of social skills and an understanding of the tasks of the group. Higher levels of competence are associated with playing multiple roles as well as with roles requiring leadership, initiative and autonomy. Higher competence is also associated with participation in more complex and internally diverse groups.

|                                     | Level 6  | Level 7  | Level 8   | Level 9   |
|-------------------------------------|--|--|---|---|
|                                     | The graduate should be able to:  | The graduate should be able to:  | The graduate should be able to:   | The graduate should be able to:   |
| <b>Competence-Learning to Learn</b> | <i>Learn to evaluate own learning and identify needs within a structured learning environment; assist others in identifying learning needs</i> | <i>Take initiative to identify and address learning needs and interact effectively in a learning group</i>   | <i>Learn to act in variable and unfamiliar contexts; learn to manage learning tasks independently, professionally and ethically</i>   | <i>Learn to self-evaluate and take responsibility for continuing academic/professional development</i>  |
| <b>Learners</b>                     | Support learners in identifying appropriate learning strategies  |  | Support learners in developing additional strategies that complement their preferred learning strategies  |   |
| <b>Teacher as professional</b>      | Demonstrate awareness of their own learning needs, style and preferred learning strategies (based on continuous reflection on their practice)  | Develop an action plan to address their own learning needs and actively participate in activities/tasks designed to address these needs within a learning group<br><br>Demonstrate how an awareness of their own learning needs, style and preferred learning strategies influences teaching practices<br><br>Recognise the value of participating in professional learning communities (e.g. collaborative learning and networking) | Develop their repertoire of learning strategies and apply these to maximise their own learning in variable and unfamiliar contexts<br><br>Develop additional teaching strategies that complement their own preferred learning strategies and styles | Critically self-evaluate their practice and their repertoire of learning strategies as a basis for the continual development of their own learning and teaching; support others in the development of their practices in similar ways |
| <b>Research</b>                     |  |  | Conducting directed small-scale research in the field of learning needs, style and strategies   | Conducting independently defined research in the field of learning needs, style and strategies  |

**Competence – learning to learn** This strand encompasses the extent to which an individual can recognise and acknowledge the limitations of his/her current knowledge, skill and competence and plan to transcend these limitations through further learning. Learning to learn is the ability to observe and participate in new experiences and to extract and retain meaning from these experiences. While drawing on other aspects of knowledge, skill and competence, this sub-strand places an emphasis on the relationship of the [student teacher] to his/her own learning processes. This provides a basis for abstraction and generalisation that, in principle, facilitates regarding this as a separate sub-strand of competence.



## Awards Standards for Teaching English as a Second or Other Language at NFQ Levels 6-9

|                           | Level 6   | Level 7  | Level 8  | Level 9  |
|---------------------------|---|--|--|--|
|                           | The graduate should be able to:   | The graduate should be able to:  | The graduate should be able to:  | The graduate should be able to:  |
| <b>Competence-Insight</b> | <i>Express an internalised personal world view, reflecting engagement with others</i>   | <i>Express an internalised personal world view, manifesting solidarity with others</i>   | <i>Express a comprehensive internalised, personal world view, manifesting solidarity with others</i>   | <i>Scrutinise and reflect on social norms and relationships and act to change them</i>   |
|                           | Understand and show sensitivity to the complexity of the learning environment including factors affecting multi-cultural group teaching | Understand and respond to the complexity of the learning environment including factors affecting multi-cultural group teaching; use this understanding to implement culturally and socially appropriate strategies in teaching | Understand and respond to the complexity of the learning environment including factors affecting multi-cultural group teaching; use this understanding to integrate culturally and socially appropriate strategies in teaching | Demonstrate a critical awareness of social inequalities and where appropriate, act as an agent for change implementing appropriate models of critical pedagogy |
| <b>Research</b>           |   |  | Conducting directed small-scale research around a specific socio-cultural group of students  | Conducting independently defined research around a different socio-cultural groups of students   |

**Competence – insight** Insight refers to ability to engage in increasingly complex understanding and consciousness, both internally and externally, through the process of reflection on experience. Insight involves the integration of the other strands of knowledge, skill and competence with the [student teacher’s] attitudes, motivation, values, beliefs, cognitive style and personality. This integration is made clear in the [student teacher’s] mode of interaction with social and cultural structures of his/her community and society, while also being an individual cognitive phenomenon. A [student teacher’s] self-understanding develops through evaluating the feedback received from the general environment, particularly other people, and is essential to acting in the world in a manner that is increasingly autonomous.

### References

1. [National Qualifications Authority of Ireland \(2003\) Policies and Criteria for the establishment of the NFQ \(Chapter 3\) Dublin.](#)
2. [National Qualifications Authority of Ireland \(2003\) Extract from Determinations for the Outline NFQ pp19-21 Dublin.](#)
3. [Principles and Operational Guidelines for the Implementation of a National Approach to Credit in Irish Higher Education and Training](#)
4. [QQI Core Policies and Criteria for the Validation by QQI of Programmes of Education and Training \(2016\)](#)
5. International Education Mark (IEM) for English Language Education. Contact QQI for requirements.



**QQI**

Quality and Qualifications Ireland  
Dearbhú Cáilíochta agus Cáilíochtaí Éireann

**Version 1.0 was issued in Nov 2018.**

**The current version - 1.1. - issued in October 2020, contains  
two amendments related to this award's title and type.**

[www.QQI.ie](http://www.QQI.ie)