


## RPL and RCC Handbook

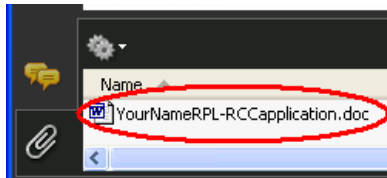
### What is Recognition of Prior Learning (RPL) and Recognition of Cross Credit (RCC)?

**Recognition of Prior Learning (RPL)** is used when your "learning on the job" experience, is relevant/equal to your study, or potential study, with Teach International. **Recognition of Cross Credit (RCC)** is used when you have all or part of a formal qualification which is relevant/equal to your study, or potential study, with Teach International. You may be applying for one or both of these.

*NOTE: Sometimes RCC means Recognition of Current Competency and by this meaning would apply in discussion on credit for qualifications and experience. In this document however, we will use RCC to refer to cross crediting parts of other qualifications, and RPL to be related to cross crediting of prior experience.*

This Handbook refers to an [internally attached](#) file called "YourNameRPL-RCCApplication.doc". Save this file on your computer and use it for your application. To view it you should see a paper clip

icon  on the left bottom side of the Adobe Reader programme. If you cannot see the attachment, click the icon to see the attachment, then click on the attachment to open and save it.



## You can apply for RCC and/or RPL

If you are considering enrolling, are enrolling, or have enrolled in a Teach International course, you can submit an RPL application and we can decide if and to what extent we can cross credit particular units of study in your Teach International course. We will provide a report confirming any RCC and/or RPL offer.

We can credit qualifications and experience from the field of TESOL. TESOL is an acronym for Teaching English to Speakers of Other languages. Other acronyms from the field and which are applicable for any RCC or RPL application, include:

CALL	Computer Assisted Language Learning
CLOTE	Community Language Other Than English
CL	Community Languages
EAP	English for Academic Purposes
ELICOS	English Language Instruction Course for Overseas Students
ESP	English for Special Purposes
ESL	English as a Second Language
EWL	English as a World Language
LAC	Language Across the Curriculum
LBOTE	Language Background Other than English
LEP	Low English Proficiency
LOTE	Language Other Than English
NESB	Non English Speaking Background
TEFL	Teaching English as a Foreign Language
TESL	Teaching English as a Second Language

## The Application Process

**STAGE 1: Read through this document and then decide which RPL and RCC application tables in the attached "YourNameRPL-RCCApplication.doc" document you are going to use.**

If you have any questions at this stage, feel free to phone the Academic Manager on +61 7 3211 4633 or 1300 558 890 (local call cost), or email the Academic Manager - warwick@staff.teachinternational.com.

**STAGE 2: Complete the cover page on the internally attached document called "YourNameRPL-RCCApplication.doc".**

The cover page will include your details and payment information for a non-refundable fee of AUD 55. This fee is in addition to any other course fees you are paying/have paid.

**STAGE 3: In "YourNameRPL-RCCApplication.doc" delete the RPL and RCC application tables which you DO NOT want to use and then compile your application.**

Compiling your application includes including attachments. We ask you to list those in the cover page. Some attachments will be scanned copies (if your application is sent by email), or photocopies of documents. These copies DO NOT need to be verified by a Justice of the Peace as we will be looking for integrity and cohesiveness between documents; your resume/CV; your personal testimony and may be asking you to undertake a further face-to face interview or to provide more information.

**STAGE 4: Rename that document using your own name and send it to Teach International.**

If your name is John Smith, you should rename "YourNameRPL-RCCApplication.doc" as "JohnSmithRPL-RCCApplication.doc"

Either email it to accounts@staff.teachinternational.com, fax it to +61 7 3211 4644, or mail it to: Accounts, Teach International Pty Ltd, Level 2, 370 George Street, Brisbane, QLD 4000, Australia.

**STAGE 4: Notification of assessment of application**

Your RPL-RCC application will be assessed within three working weeks with the decision emailed to you. It may well be completed in one week - If you want it to be done on a priority basis please phone the academic manager on +61 7 3211 4633 or 1300 558 890 (local call cost), or email the Academic Manager on warwick@staff.teachinternational.com.

## Appeal against assessment

If you wish to appeal the RPL-RCC decision you may make an application for a reassessment by resubmitting the application to the General Manager with a covering letter detailing why in your view the assessment was unjustified. In these cases we usually have another staff member independently assess it.

### Are there areas where I might be surprised that I cannot get RCC or RPL?

Qualifications and experience and that cannot gain credit, which might be surprising, include qualifications and teaching experience in: Communication Skills, Literacy and Numeracy, English literature, any general curriculum subject or teaching in any field other than TESOL. These are different disciplines than Teaching English to Speakers of Other Languages (TESOL).

Certainly, if you are qualified and/or experienced in these fields or other fields, your knowledge and skills will likely make you a better ESOL teacher than otherwise. It is just that an RPL-RCC application must be crediting the same skills, not skills outside of the TESOL discipline.

In some cases your qualifications and/or experience will partly be in the TESOL discipline area. In these cases you can apply for RCC or RPL for those parts.

### How do we make decisions?

Your application will be assessed by the Academic Manager or our full time academic staff.

We look at your competencies as demonstrated by the evidence provided.

We look for where your competencies can be cross credited to our components as mapped from our Units of competency.

We also take into account that:

- Your prior learning must be **relevant** to the course. You can determine the relevance of your prior learning by comparing it with the Performance Criteria for each unit of competency for which you wish to apply.
- Your knowledge and skill must be **current**. Some fields of study change so quickly that a skill achieved in the past may no longer be relevant. Knowledge and skills achieved and/or practiced within the last five years are deemed to be current.
- The prior learning must be **transferable**. Skills and knowledge should be applicable in the TESOL industry. Teaching experience in the discipline areas English, Literacy or Communication skills are considered different discipline areas.
- Is it **authentic**? You will have to provide cohesive evidence that you have the knowledge and skills, and that you have submitted your **own work**.
- Your knowledge, skills and attitude must be **appropriate to the level** of the unit or course.

What is the difference between components and units of competencies?

Here are our components with a breakdown of the modules of learning/delivery modes. We need to arrive at cross credit decisions which credit you with modules of learning/delivery modes.

Certificate III in TESOL				
	When to do			
Compulsory unit, <b>concluded with an on-line exam</b>			Before practice teaching	
Grammar Course			✓	
Face to face components	Any time	Any time after the In-class		
<u>In-class</u> component	✓			
Practice teaching component (6 hours teaching)		✓		
Two (2) Electives, concluded with on-line exams				
Teaching Business English / TOEIC Teaching English to Children IELTS Teaching English to Adults CALL - Computer Assisted Language Learning	✓ ✓ ✓ ✓ ✓			
...concluded with submitted written work	Any time			
EAP - English for Academic Purposes	✓			
Units, concluded with submitted written work		Any time after the In-class	Before practice teaching	After practice teaching
<u>Certificate III (Auxiliary Units), made up of:</u> Auxiliary Unit document		✓		

Certificate IV in TESOL				
	When to do			
Compulsory unit, <b>concluded with an on-line exam</b>			Before practice teaching	
Grammar Course			✓	
Face to face components	Any time	Any time after the In-class		
<u>In-class</u> component	✓			
Practice teaching component (6 hours teaching)		✓		
Electives, concluded with on-line exams				

Teaching Business English / TOEIC Teaching English to Children IELTS Teaching English to Adults CALL - Computer Assisted Language Learning	✓ ✓ ✓ ✓ ✓			
<b>...concluded with submitted written work</b>	Any time			
EAP - English for Academic Purposes	✓			
<b>Units, concluded with submitted written work</b>		Any time after the In-class	Before practice teaching	After practice teaching
<u>Certificate III (Auxiliary Unit)</u>		✓		
<u>Certificate IV Units, made up of:</u> Use Advanced Grammar Skills in Language Teaching Use Language and Culture Theories in Lesson Planning Incorporate Methodology Theory into Lesson Planning Use Knowledge of Second Language Acquisition (SLA) Observe and Analyse Whole Lessons * Teach ESL Independently		✓ ✓ ✓ ✓ ✓		✓

Units of competencies are the competencies we embed into the course i.e. we ensure that we train you in a range of competency areas, so at the end of your course you have a qualification that signifies a certain competency level to teach English to Speakers of Other Languages. Each Unit of competency has a number of Performance criteria - being detailed on what you can do when you have achieved the competency. These Units of Competency can be seen in [Appendix 2](#). These Units of Competency are referred to when making cross crediting decisions for RCC and RPL. We also will have referred to them when arriving at statements of "Typical RCC credit provided" as seen in the RCC and RPL application tables in "YourNameRPL-RCCapplication.doc"

The mapping of these Units of Competency to the components and modules of learning can be seen in the Sample Records of learning in [Appendix 1](#). You can see that the Units of competencies map to either: our In-class component, Practice teaching, or parts of the online work. In a number of cases the Units of Competency carry over a number of components and modules of learning/delivery modes.

## Appendix 1: Sample Records of learning

The following Sample Records of learning show how the Units of Competency map to either: our **In-class component, Practice teaching, or parts of the online work (see Delivery mode)**. Records of learning are often provided to our students wishing to apply for RCC from other organisations. In a number of cases the Units of Competency carry over a number of components and modules of learning/delivery modes.

### Sample Record of Learning for Peter Pan

#### Certificate III in Teaching English to Speakers of Other Languages (TESOL) (30873QLD)

**The characteristics of the competencies at Certificate III level include:**

- a) performance of a defined range of skilled operations, usually within a range of broader related activities involving known routines, methods and procedures, where some discretion and judgement is required in the selection of equipment, services or contingency measures and within known time constraints;
- b) breadth, depth and complexity of knowledge and competencies would cover selecting, adapting and transferring skills and knowledge to new environments and providing technical advice and some leadership in resolution of specific problems. This would be applied across a range of roles in a variety of contexts with some complexity in the extent and choice of options available; and
- c) applications may involve some responsibility for others. Participation in teams including group or team co-ordination may be involved.

**Name: Peter Pan has demonstrated *competence* in the following units of competency.**

Course Code	Description	Delivery Mode	Hours	Passed
QLD243COM01A Previously TICU1	Use the Communicative Approach to Language Teaching This unit describes the principles and elements of the Communicative Approach to Language Teaching. It involves learning how to plan and prepare communicative lessons, as well as a study and demonstration of the elements and tools for the Communicative Approach.	<i>In-class</i>	1.5	Yes
QLD243CUL02A Previously TICU2	Demonstrate Sensitivity in Cross-Cultural Communication This unit covers the knowledge and skills required by teachers in cross-cultural communication with students including, sensitivity to the host culture and dealing with the symptoms of culture shock.	<i>In-class</i>	3.0	Yes
QLD243PLA03A Previously TICU3	Plan Lessons This unit covers the knowledge and skills required by teachers to plan English Language lessons for adults and/or children across a range of language levels.	<i>In-class</i>	4.0	Yes
QLD243GRA04A Previously TICU4	Teach English Grammar This unit describes an approach to teaching grammar within a communicative language teaching framework.	<i>In-class</i>	3.0	Yes
QLD243PRO05A Previously TICU5	Teach English Pronunciation This unit covers the skill and knowledge required by teachers to teach some aspects of English pronunciation within most lessons.	<i>In-class</i>	2.5	Yes
QLD243FAC06A Previously TICU6	Facilitate Activities and Form Groups in the Classroom This unit covers the knowledge and skills required by teachers to plan, prepare for and facilitate ESL communicative learning activities through the utilisation of pairs, groups or whole-class formats.	<i>In-class</i>	2.75	Yes
QLD243MED07A Previously TICU7	Use Music and Video in the ESL Classroom This unit covers the knowledge and skills required by teachers to use music and other entertainment technologies in the communicative ESL classroom.	<i>In-class</i>	1.75	Yes
QLD243ACT08A Previously TICU8	Plan Activities for a Range of TESOL Contexts Choosing and managing appropriate material for ESL learners within a range of TESOL contexts. Types of students, types of schools, syllabi and curricula.	<i>In-class</i>	4.0	Yes
QLD243INT09A Previously TICU9	Use the Internet for TESOL This unit covers the knowledge and skills required by teachers to be able to utilise the Internet for personal and professional resources.	<i>In-class and submitted written work</i>	1.5	Yes
QLD243GRA10A Previously TICU10	Demonstrate Practical Grammar Knowledge This unit covers a broad range of grammatical knowledge required by ESL teachers to plan and teach English effectively. Includes an online exam.	<i>On-line</i>	20	Yes
QLD243ASS11A Previously TICU11	Use Assessment Strategies This unit covers the knowledge and skills required by teachers to assess/test for language level, for proficiency in the macro skills and for the common errors made by ESL students.	<i>Background reading and submitted written work</i>	5.5	Yes
QLD243WRS12A Previously TICU12	Teach Writing and Spelling This unit covers the knowledge and skills required by teachers to effectively teach writing and spelling strategies to students in the ESL classroom.	<i>In-class and submitted written work</i>	0.5	Yes
QLD243RDV13A Previously TICU13	Teach Reading and Vocabulary Strategies This unit covers the knowledge and skills required for teachers to teach reading and vocabulary extension in an ESL context.	<i>In-class and submitted written work</i>	0.5	Yes
QLD243LIS14A	Teach Listening	<i>In-class</i>	0.5	Yes

Previously TICU14 This unit covers the knowledge and skills required by teachers to teach listening in the ESL classroom.

**Sub Total 51.0**

Course Code	Description	Delivery Mode	Hours	Passed
QLD243SIM15A Previously TICU15	Practice Teaching in a Simulated ESL Environment This unit describes the knowledge and skills required by teachers to deliver a one-off Communicative lesson.	<i>In-class</i>	0.5	Yes
QLD243OBS16A Previously TICU16	Observe and Analyse Lesson Components This unit describes the Knowledge and skills for observing and analysing lessons. Students will observe and analyse lessons taught by other students, giving constructive feedback. A range of lessons will be demonstrated by the trainers and analysed.	<i>In-class and submitted written work</i>	5.0	Yes
QLD243TCH17A Previously TICU17	Practise Teaching in an ESL Environment This unit describes the knowledge and skills required of teachers undertaking voluntary practice teaching (unpaid) within a community organisation or for the activities program in a language school.	<i>Teaching real ESOL students</i>	35.0	Yes
QLD243JOB18A Previously TICU18	Research Regional TESOL Job Markets This unit describes the knowledge and skills required for teachers to research and find positions in the main regions for TESOL jobs.	<i>In-class</i>	3.5	Yes
QLD243JOB19A Previously TICU19	Research and Apply for TESOL Jobs This unit describes the knowledge and skills required by teachers to prepare documents for International job applications.	<i>In-class</i>	2.0	Yes
QLD243TRV20A Previously TICU20	Prepare for International Travel This unit describes the knowledge and skills required for teachers to prepare for their International travel to take up a TESOL job.	<i>In-class</i>	1.0	Yes
QLD243EQU21A Previously TICU21	Incorporate Equity and Health and Safety Principles in Work Practices This unit describes the knowledge and skills required by teachers in respect to Equity and Health and Safety principles in work practices.	<i>In-class and submitted written work</i>	2.0	Yes
			<b>Sub Total</b>	<b>49.0</b>

**A minimum of two electives have also been completed for the Certificate III in TESOL (30873QLD):**

Course Code	Description	Delivery Mode	Hours	Passed
QLD244ADL22A Previously TIEU1	Teach English to Adults This unit describes the knowledge and skills required by teachers in order to effectively teach English language to adult ESL students.	<i>On-line</i>	20.0	Yes
QLD244CHD23A Previously TIEU2	Teach English to Children This unit describes the particular knowledge and skills teachers require for teaching ESL to children.	<i>On-line</i>	20.0	Yes
QLD244IEL24A Previously TIEU3	Teach IELTS This unit describes the knowledge and skills required by teachers in order to teach IELTS preparation to ESL students.	<i>On-line</i>	20.0	
QLD244BUS25A Previously TIEU4	Teach Business English (TOEIC Preparation) This unit describes the knowledge and skills required by teachers in order to teach Business English and/or preparation for the TOEIC Test (Test of English for International Communication).	<i>On-line</i>	20.0	
QLD244EAP26A Previously TIEU5	Teach English for Academic Purposes This unit describes the knowledge and skills required by teachers in order to teach English for Academic Purposes.	<i>On-line</i>	20.0	
QLD244CAL27A Previously TIEU6	Use Computer Assisted Language Learning (CALL) This unit describes the knowledge and skills required by a teacher in order to effectively use computers and the Internet as part of an English language teaching program.	<i>On-line</i>	20.0	
			<b>Total</b>	<b>40.0</b>
<b>Certificate III in Teaching English to Speakers of Other Languages (TESOL) (30873QLD)</b>			<b>Total</b>	<b>140 hours</b>

## Sample Record of Learning for Peter Pan

### Certificate IV in Teaching English to Speakers of Other Languages (TESOL) (30874QLD)

**The characteristics of the competencies at Certificate IV level include:**

- a) performance of a broad range of skilled applications including requirements evaluate and analyse current practices, develop new criteria and procedures performing current practices, and provision of some leadership and guidance others in the application and planning of the skills;
- b) breadth, depth and complexity of knowledge and competencies would cover range of varied activities or applications in a wider variety of contexts most are complex and non-routine. Leadership and guidance are involved when organising activities of self and others as well as contributing to technical solutions of a non-routine or contingency nature; and
- c) applications involve responsibility for, and limited organisation of, others.

**Name: Peter Pan has demonstrated competence in the following units of competency.**

Course Code	Description	Delivery Mode	Hours	Passed
QLD243COM01A Previously TICU1	<b>Use the Communicative Approach to Language Teaching</b> This unit describes the principles and elements of the Communicative Approach to Language Teaching. It involves learning how to plan and prepare communicative lessons, as well as a study and demonstration of the elements and tools for the Communicative Approach.	<i>In-class</i>	1.5	Yes
QLD243CUL02A Previously TICU2	<b>Use Language and Culture Theories in Lesson Planning</b> This unit covers the knowledge and skills required by teachers in cross-cultural communication with students including, sensitivity to the host culture and dealing with the symptoms of culture shock.	<i>In-class</i>	3.0	Yes
QLD243PLA03A Previously TICU3	<b>Plan Lessons</b> This unit covers the knowledge and skills required by teachers to plan English Language lessons for adults and/or children across a range of language levels.	<i>In-class</i>	4.0	Yes
QLD243GRA04A Previously TICU4	<b>Teach English Grammar</b> This unit describes an approach to teaching grammar within a communicative language teaching framework.	<i>In-class</i>	3.0	Yes
QLD243PRO05A Previously TICU5	<b>Teach English Pronunciation</b> This unit covers the skill and knowledge required by teachers to teach some aspects of English pronunciation within most lessons.	<i>In-class</i>	2.5	Yes
QLD243FAC06A Previously TICU6	<b>Facilitate Activities and Form Groups in the Classroom</b> This unit covers the knowledge and skills required by teachers to plan, prepare for and facilitate ESL communicative learning activities through the utilisation of pairs, groups or whole-class formats.	<i>In-class</i>	2.75	Yes
QLD243MED07A Previously TICU7	<b>Use Music and Video in the ESL Classroom</b> This unit covers the knowledge and skills required by teachers to use music and other entertainment technologies in the communicative ESL classroom.	<i>In-class</i>	1.75	Yes
QLD243ACT08A Previously TICU8	<b>Plan Activities for a Range of TESOL Contexts</b> Choosing and managing appropriate material for ESL learners within a range of TESOL contexts. Types of students, types of schools, syllabi and curricula.	<i>In-class</i>	4.0	Yes
QLD243INT09A Previously TICU9	<b>Use the Internet for TESOL</b> This unit covers the knowledge and skills required by teachers to be able to utilise the Internet for personal and professional resources.	<i>In-class and submitted written work</i>	1.5	Yes
QLD243GRA10A Previously TICU10	<b>Demonstrate Practical Grammar Knowledge</b> This unit covers a broad range of grammatical knowledge required by ESL teachers to plan and teach English effectively. Includes an online exam.	<i>On-line</i>	20	Yes
QLD243ASS11A Previously TICU11	<b>Use Assessment Strategies</b> This unit covers the knowledge and skills required by teachers to assess/test for language level, for proficiency in the macro skills and for the common errors made by ESL students.	<i>Background reading and submitted written work</i>	5.5	Yes
QLD243WRS12A Previously TICU12	<b>Teach Writing and Spelling</b> This unit covers the knowledge and skills required by teachers to effectively teach writing and spelling strategies to students in the ESL classroom.	<i>In-class</i>	0.5	Yes
QLD243RDV13A Previously TICU13	<b>Teach Reading and Vocabulary Strategies</b> This unit covers the knowledge and skills required for teachers to teach reading and vocabulary extension in an ESL context.	<i>In-class</i>	0.5	Yes
QLD243LIS14A Previously TICU14	<b>Teach Listening</b> This unit covers the knowledge and skills required by teachers to teach listening in the ESL classroom.	<i>In-class</i>	0.5	Yes
<b>Sub Total</b>			<b>51.0</b>	

Course Code	Description	Delivery Mode	Hours	Passed
QLD243SIM15A Previously TICU15	<b>Practice Teaching in a Simulated ESL Environment</b> This unit describes the knowledge and skills required by teachers to deliver a one-off Communicative lesson.	<i>In-class</i>	0.5	Yes
QLD243OBS16A Previously TICU16	<b>Observe and Analyse Lesson Components</b> This unit describes the Knowledge and skills for observing and analyzing lessons. Students will observe and analyse lessons taught by other students, giving constructive feedback. A range of lessons will be demonstrated by the trainers and analysed.	<i>In-class</i>	5.0	Yes
QLD243TCH17A Previously TICU17	<b>Practise Teaching in an ESL Environment</b> This unit describes the knowledge and skills required of teachers undertaking voluntary practice teaching (unpaid) within a community organisation or for the activities program in a language school.	<i>Teaching real ESOL students and submitted written work</i>	35.0	Yes
QLD243JOB18A Previously TICU18	<b>Research Regional TESOL Job Markets</b> This unit describes the knowledge and skills required for teachers to research and find positions in the main regions for TESOL jobs.	<i>In-class</i>	3.5	Yes
QLD243JOB19A Previously TICU19	<b>Research and Apply for TESOL Jobs</b> This unit describes the knowledge and skills required by teachers to prepare documents for International job applications.	<i>In-class</i>	2.0	Yes
QLD243TRV20A Previously TICU20	<b>Prepare for International Travel</b> This unit describes the knowledge and skills required for teachers to prepare for their International travel to take up a TESOL job.	<i>In-class</i>	1.0	Yes
QLD243EQU21A Previously TICU21	<b>Incorporate Equity and Health and Safety Principles in Work Practices</b> This unit describes the knowledge and skills required by teachers in respect to Equity and Health and Safety principles in work practices.	<i>In-class and submitted written work</i>	2.0	Yes
<b>Sub Total</b>			<b>49.0</b>	

Course Code	Description	Delivery Mode	Hours	Passed
QLD244ADL22A Previously TIEU1	<b>Teach English to Adults</b> This unit describes the knowledge and skills required by teachers in order to effectively teach English language to adult ESL students.	<i>On-line</i>	20.0	Yes
QLD244CHD23A Previously TIEU2	<b>Teach English to Children</b> This unit describes the particular knowledge and skills teachers require for teaching ESL to children.	<i>On-line</i>	20.0	Yes
QLD244IEL24A Previously TIEU3	<b>Teach IELTS</b> This unit describes the knowledge and skills required by teachers in order to teach IELTS preparation to ESL students.	<i>On-line</i>	20.0	Yes
QLD244BUS25A Previously TIEU4	<b>Teach Business English (TOEIC Preparation)</b> This unit describes the knowledge and skills required by teachers in order to teach Business English and/or preparation for the TOEIC Test (Test of English for International Communication).	<i>On-line</i>	20.0	Yes
QLD244EAP26A Previously TIEU5	<b>Teach English for Academic Purposes (EAP)</b> This unit describes the knowledge and skills required by teachers in order to teach English for Academic Purposes.	<i>On-line</i>	20.0	Yes
QLD244CAL27A Previously TIEU6	<b>Use Computer Assisted Language Learning (CALL)</b> This unit describes the knowledge and skills required by a teacher in order to effectively use computers and the Internet as part of an English language teaching program.	<i>On-line</i>	20.0	Yes
<b>Sub Total</b>			<b>120.0</b>	

Course Code	Description	Delivery Mode	Hours	Passed
QLD244GRA28A Previously TIC4U1	<b>Use Advanced Grammar Skills in Language Teaching</b> This unit describes the knowledge and skills required by teachers in relation to facilitating English language acquisition in students with more advanced grammatical requirements.	<i>On-line, concluded with submitted written work</i>	15.0	Yes
QLD244CUL29A Previously TIC4U2	<b>Use Language and Culture Theories in Lesson Planning</b> This unit describes the knowledge and skills required by teachers in respect to the theoretical relationships between language and culture that may impact on English language learning in the TESOL classroom.	<i>On-line, concluded with submitted written work</i>	15.0	Yes
QLD244MTH30A Previously TIC4U3	<b>Incorporate Methodology Theory into Lesson Planning</b> This unit describes the knowledge and skills required by teachers in order to incorporate English Language Teaching Methodology into their lesson planning.	<i>On-line, concluded with submitted written work</i>	15.0	Yes
QLD244SLA31A Previously TIC4U4	<b>Use Knowledge of Second Language Acquisition (SLA) Theory in Lesson Planning</b> This unit describes the knowledge and skills required by teachers in order to base their lesson planning on sound SLA theory.	<i>On-line</i>	15.0	Yes
QLD244OBS32A Previously TIC4U5	<b>Observe and Analyse Whole Lessons</b> This unit describes the knowledge and skills teachers require in order to observe and analyse ESL lessons in an authentic ESL classroom.	<i>Part Practical and part On-line, concluded with submitted written work</i>	15.0	Yes
QLD244IND33A Previously TIC4U6	<b>Teach ESL Independently</b> This unit describes the knowledge and skills required by teachers to organise, plan and teach ESL lessons across a range of language levels covering a total time of at least 6 hours.	<i>Part Practical and part On-line, concluded with submitted written work</i>	15.0	Yes
<b>Sub Total</b>			<b>90.0</b>	
<b>Certificate IV in Teaching English to Speakers of Other Languages (TESOL) (30874QLD)</b>			<b>Total</b>	<b>310 hours</b>

## Appendix 2:Units of Competency

The following Units of Competency are referred to when making cross crediting decisions for RCC and RPL applications. We also will have referred to them when arriving at statements of "Typical RCC credit provided" as seen in the RCC and RPL application tables in "YourNameRPL-RCCApplication.doc"

<b>Unit of Competency</b>	<b>Performance Criteria Within Unit of Competency</b>
<b>TICU1 – TICU9</b>	<b>All of these units are part of the in-class component and cannot be RPLed.</b>
<b>TICU10 Demonstrate Practical Grammar Knowledge</b>	<p><b>1. Demonstrate an understanding of the major Parts of Speech of English.</b></p> <p>1.1 A range of English word classes and their functions are labeled and described.</p> <p><b>2. Demonstrate an understanding of Conditional structures.</b></p> <p>2.1 The forms of three English conditional structures are identified.</p> <p>2.2 The difference in meaning between the first, second and third conditional is explained.</p> <p>2.3 Conditional structures with equivalent meaning using 'if' and 'unless' are provided.</p> <p><b>3. Identify Phrasal verbs, Idioms, Slang and Proverbs.</b></p> <p>3.1 The structure of phrasal verbs is identified.</p> <p>3.2 Idioms, slang and proverbs are identified in texts.</p> <p><b>4. Distinguish between Active and Passive Voice and Direct and Reported Speech.</b></p> <p>4.1 Active and Passive Voice structures are identified.</p> <p>4.2 The use of passive voice is explained.</p> <p>4.3 Direct and reported Speech are identified in text.</p> <p>4.4 The grammatical changes required to 'convert' direct to reported speech are demonstrated.</p> <p><b>5. Demonstrate the use of a range of Modals</b></p> <p>5.1 The meaning of a range of modals is explained</p> <p><b>6. Demonstrate the use of Gerunds and Infinitives.</b></p> <p>6.1 Examples of structures that require a gerund are provided.</p> <p>6.2 Examples of structures requiring an infinitive are provided.</p> <p><b>7. Provide corrections for a range of errors made by ESL learners.</b></p> <p>7.1 Correct use of commonly confused words.</p> <p>7.2 Identify incomplete sentences.</p> <p>7.3 Correct punctuation.</p> <p>7.4 Correct grammatical errors.</p>
<b>TICU11 Use Assessment Strategies</b>	<p><b>1. Design and implement a range of test tasks</b></p> <p>1.1 A range of test tasks is designed for classroom use</p> <p>1.2 Test tasks are introduced, delivered and marked effectively</p> <p>1.3 The differences between criterion referenced and norm reference testing are described.</p> <p>1.4 The use of testing at the different stages of teaching (diagnostic, formative, and achievement) is explained.</p> <p><b>2. Test for proficiency in each of the macro skills against a set of descriptors.</b></p> <p>2.1 Test tasks to assess for reading proficiency are created.</p> <p>2.2 Test tasks to assess for writing proficiency are created.</p> <p>2.3 Test tasks to assess for speaking proficiency are created.</p> <p>2.4 Test tasks to assess for listening proficiency are created.</p> <p><b>3. Deal with common ESL student syntax errors.</b></p> <p>3.1 Errors in tense structure are dealt with successfully.</p> <p>3.2 Errors of omitting the article are dealt with successfully.</p> <p>3.3 Errors using countable and uncountable nouns are dealt with successfully.</p> <p>3.4 Errors using comparatives are dealt with successfully.</p> <p><b>4. Work effectively with students within the "Interlanguage" stage of L2 acquisition.</b></p>

	4.1 'Interlanguage' is defined.
	4.2 Examples of interlanguage are identified in written work.
	4.3 Strategies for assisting students are identified.
<b>TICU12 Teach Writing and Spelling</b>	<b>1. Prepare a range of writing activities to suit different students and purposes.</b>
	1.1 Reasons to teach writing are articulated.
	1.2 Types of authentic writing relevant to different categories of students are identified.
	1.3 Ways to teach writing for General English classes are identified.
	<b>2. Observe a model writing lesson and identify the stages of composition.</b>
	2.1 The Pre-Writing Stage is identified.
	2.2 The Focusing Ideas Stage is identified.
	2.3 The Evaluating Stage is identified.
	<b>3. Provide support in relation to spelling.</b>
	3.1 The different varieties of English throughout the world are identified.
	3.2 Some of the differences in spelling between the major varieties are identified.
	3.3 A range of helpful spelling rules for English are explained.
<b>TICU13 Teach Reading and Vocabulary Strategies</b>	<b>1. Demonstrate an understanding of the reasons for teaching reading.</b>
	1.1 The teaching of reading in the TESOL classroom is justified.
	1.2 The different types of reading that may be covered are articulated.
	<b>2. Identify suitable resources for developing reading skills of students.</b>
	2.1 A range of authentic resources suitable for a variety of reading lessons for ESL students is identified.
	<b>3. Plan tasks incorporating academic reading skills for advanced students.</b>
	3.1 Previewing skills are incorporated within reading-focused lesson tasks.
	3.2 Predicting skills are incorporated within reading-focused lesson tasks.
	3.3 Skimming skills are incorporated within reading-focused lesson tasks.
	3.4 Scanning skills are incorporated within reading-focused lesson tasks.
	3.5 Evaluating skills are incorporated within reading-focused lesson tasks.
	<b>4. Demonstrate strategies for teaching students how to deal with new vocabulary.</b>
	4.1 Several ways to support students in learning new vocabulary are articulated or demonstrated.
	4.2 Knowledge of a range of games and activities for strengthening vocabulary is demonstrated.
<b>TICU14 Teach Listening</b>	<b>1. Demonstrate knowledge of why and when to implement listening activities in a lesson.</b>
	1.1 Reasons why listening activities are important to include in many lessons are identified.
	1.2 The appropriate times in a lesson to specifically use listening activities are identified.
	<b>2. Select suitable resources for teaching listening.</b>
	2.1 Suitable and easily obtainable resources for listening activities are identified.
	2.2 Ways these resources may be utilized for listening activities are demonstrated.
	<b>3. Demonstrate knowledge of the factors to consider when implementing listening activities.</b>
	3.1 The different types of formal listening exercises are identified.
	3.2 Some factors determining length of formal listening exercises are identified.
	3.3 A range of vocabulary-teaching/learning strategies for listening activities is identified.
	<b>4. Demonstrate ability to use different kinds of activities suitable for listening practice.</b>
	4.1 Strategies for practising listening using recordings are identified.
	4.2 Strategies for practicing 'live' listening are identified.
<b>TICU15 Practice Teaching in a Simulated ESL Environment</b>	<b>This unit cannot be RPLed as it is part of the in-class component.</b>
<b>TICU16 Observe and Analyse Lesson</b>	<b>This unit cannot be RPLed as it is part of the in-class component.</b>

Components	
<b>TICU17</b> <b>Practice Teaching in an ESL Environment</b>	<b>1. Organize practice teaching within a community organization/program or for the activities program in a language school.</b>
	1.1 Teaching opportunities in an appropriate institution is arranged.
	1.2 The required Evaluation Form is accessed.
	<b>2. Prepare and present required lessons for a minimum of 10 hours.</b>
	2.1 Lessons are planned and prepared.
	2.2 Required number of hours is completed and verified.
	<b>3. Reflect on practice teaching experience.</b>
3.1 Understanding and learning in respect to the ESL situation specified is included.	
<b>TICU18</b> <b>Research Regional TESOL Job Markets</b>	<b>This unit cannot be RPLed as it is part of the in-class component.</b>
<b>TICU19</b> <b>Research and Apply for TESOL Jobs</b>	<b>This unit cannot be RPLed as it is part of the in-class component.</b>
<b>TICU20</b> <b>Prepare for International Travel</b>	<b>This unit cannot be RPLed as it is part of the in-class component.</b>
<b>TICU21</b> <b>Incorporate Equity and Health and Safety Principles in Work Practices</b>	<b>1. Health and Safety issues for traveling and living overseas are identified.</b>
	1.1 Knowledge of health issues in relation to overseas travel is demonstrated.
	1.2 Knowledge of safety issues in relation to overseas travel is demonstrated.
	<b>2. Identify equity principles and requirements for the Australian workplace.</b>
	2.1 The groups for which equity principles and requirements operate in Australia are identified.
	2.2 Types of discrimination are identified.
	2.3 The principles and requirements for work practices in respect to each of these groups are identified.
	<b>3. Transpose Australian equity and health and safety principles to situations overseas.</b>
3.1 Suitable responses to some possible equity issues while teaching overseas are proposed.	
3.2 Suitable responses to some possible health and safety issues while teaching overseas are proposed.	
<b>TIEU1</b> <b>Teaching English to Adults</b>	<b>1. Use some basic methodologies for TESOL.</b>
	1.1 Knowledge of basic methodologies is demonstrated.
	1.2 Understanding of the role of grammar in language teaching is demonstrated.
	1.3 Sensitivity to cultural issues when choosing methodology is demonstrated.
	<b>2. Consider the roles of the Learner and the Teacher in the adult TESOL classroom.</b>
	2.1 The factors influencing the role of students are identified.
	2.2 The factors influencing the role of the teacher are identified.
	<b>3. Evaluate resources for teaching ESL to adults.</b>
	3.1 Familiarity with the components of an adult ESL curriculum is demonstrated.
	3.2 Familiarity with types of ESL syllabi is demonstrated.
	3.3 Suitable materials/resources to use with adult ESL students are identified.
	<b>4. Create an effective lesson plan for adult ESL learners.</b>
	4.1 Factors to consider when making a lesson plan are identified.
	4.2 Ability to adjust lesson plan elements in-situ when necessary is demonstrated.
	<b>5. Utilise effective classroom management systems when teaching ESL to adult learners.</b>
5.1 Sources of motivation for adult learners are identified.	
5.2 Ability to effectively utilize grouping in the adult ESL classroom is	

	demonstrated.
	<b>6. Teach the four macro-skills to adult ESL learners.</b>
	6.1 Some methods to facilitate teaching Speaking and Pronunciation to adult ESL learners are identified.
	6.2 Some methods to facilitate teaching Listening and Pronunciation to adult ESL learners are identified.
	6.3 Some methods to facilitate teaching Reading and Writing to adult ESL learners are identified.
	6.4 Some methods to facilitate effective correction, feedback and assessment for adult ESL learners are identified.
<b>TIEU2 Teach English to Children</b>	<b>1. Integrate the four macro-skills when teaching reading and writing to children.</b>
	1.1 Knowledge and skills of speaking/listening activities for facilitating the reading experience for ESL children is demonstrated.
	1.2 Knowledge and skills of speaking/listening activities for facilitating the writing experience for ESL children is demonstrated.
	<b>2. Incorporate strategies within the 'affective domain' for ESL children.</b>
	2.1 An understanding of how children's attitudes towards learning develop is demonstrated.
	2.2 Knowledge and skills in factors of motivation for ESL children are demonstrated.
	<b>3. Use 'Total Physical Response' (TPR) aspects of teaching/learning for children in the ESL classroom.</b>
	3.1 Knowledge of what TPR is, is articulated.
	3.2 Knowledge of how TPR can be utilized in the ESL classroom for children, is demonstrated.
	3.3 Some activities to implement TPR are identified.
	<b>4. Use strategies in relation to the 'Natural Approach' to teaching/learning ESL.</b>
	4.1 Exercises/activities for use in the 'comprehension stage' are identified.
	4.2 Exercises/activities for use in the 'production stage' are identified.
	4.3 Exercises/activities for use in the 'speech emergence stage' are identified.
	<b>5. Use jazz chants, music and poetry in the children's ESL classroom.</b>
	5.1 Knowledge of how to use jazz chants in the children's ESL classroom is demonstrated (links with TICU5 Teach English Pronunciation).
	5.2 Some jazz chants suitable to use in the children's ESL classroom are identified.
	5.3 Knowledge of how music can be used in the children's ESL classroom is demonstrated (Links with TICU7 Use Music and Video in the ESL Classroom).
	5.4 Some suitable songs for use in the children's ESL classroom are identified.
	5.5 Knowledge of how poetry can be used in the children's ESL classroom is demonstrated.
	5.6 Some poems suitable for use in the children's ESL classroom are identified.
	<b>6. Use story-telling, role play and drama in the children's ESL classroom.</b>
	6.1 Knowledge of how to use story-telling, role-play and drama in the children's ESL classroom is demonstrated.
	6.2 Some examples of stories, role-plays and drama for use in the children's ESL classroom are identified.
	<b>7. Promote literacy in the child ESL learners.</b>
	7.1 Understanding of, and ability to utilize, the 'Language Experience Approach' is demonstrated.
	7.2 Understanding of, and ability to utilize, a 'Literature-Based Curriculum' is demonstrated.
<b>TIEU3 Teach IELTS</b>	<b>1. Describe the IELTS Test</b>
	1.1 Knowledge of what the IELTS Test is, is demonstrated.
	1.2 Knowledge of who should take the test is demonstrated.
	1.3 Knowledge of how the test is delivered is demonstrated.
	1.4 Knowledge of the band scores for the test is demonstrated.
	<b>2. Support students in developing skills for the Reading component of the IELTS Test.</b>
	2.1 The different kinds of skills required to successfully undertake the Reading section are identified.

	2.2 Knowledge of the different kinds of texts and tasks commonly occurring in the Reading test is articulated.
	2.3 Ability to access sample materials for practicing the Reading test is demonstrated.
	<b>3. Support students in developing skills for the Writing component of the IELTS Test.</b>
	3.1 Knowledge of the types of tasks commonly used for the writing section of the IELTS Test is demonstrated.
	3.2 Knowledge of suitable activities for developing students' writing skills for the Writing test is demonstrated.
	3.3 Ability to access sample materials for the writing test is demonstrated.
	<b>4. Support students in developing skills for the Listening component of the IELTS Test.</b>
	4.1 Knowledge of the basic steps for effective listening is demonstrated.
	4.2 Knowledge of the different types of tasks for the Listening test is demonstrated.
	4.3 Ability to provide support for students in developing their listening skills for the Listening test is demonstrated.
	4.4 Ability to access suitable sample materials for practicing the Listening test is demonstrated.
	<b>5. Support students in developing skills for the Speaking component of the IELTS Test.</b>
	5.1 Knowledge of the different components of the Speaking test is demonstrated.
	5.2 Knowledge of the roles of the examiner and the candidate in the Speaking test is demonstrated.
	5.3 Knowledge of exercises and activities to prepare students for the IELTS Speaking test is demonstrated.
<b>TIEU4 Teach Business English (TOEIC Preparation)</b>	<b>1. Identify the different types of Business students and their motivation</b>
	1.1 Knowledge of factors identifying a Post-experience Business English student is demonstrated.
	1.2 Knowledge of factors identifying a Pre-experience Business English student is demonstrated.
	<b>2. Prepare or develop a Business English curriculum.</b>
	<b>2.1 Ability to undertake a needs analysis is demonstrated.</b>
	<b>2.2 Ability to access suitable course books and materials for a Business English class is demonstrated.</b>
	<b>3. Demonstrate knowledge of the basics of Business.</b>
	3.1 Understanding of the basics of a variety of business fields is demonstrated.
	3.2 Understanding of a variety of business terminology is demonstrated.
	3.3 Knowledge of some idioms related to the business world is demonstrated.
	<b>4. Set tasks for the Business English classroom.</b>
	4.1 An understanding of 'Task-Based Learning' (TBL) is demonstrated.
	4.2 An ability to teach Business English through TBL is demonstrated.
	4.3 An ability to use role-plays in the Business English classroom is demonstrated.
	<b>5. Complete a sample TOEIC test.</b>
	5.1 Knowledge and skills required to successfully complete the TOEIC Test are demonstrated.
<b>TIEU5 Teach English for Academic Purposes</b>	<b>1. Develop an EAP program suitable for the needs of a particular student group.</b>
	1.1 Understanding of the articulation for EAP courses is demonstrated.
	1.2 Ability to undertake a needs analysis in respect to developing an EAP course is demonstrated.
	1.3 An awareness of what study skills are covered in an EAP course is articulated.
	1.4 Ability to take into account learning styles and cultural factors when teaching EAP students is demonstrated.
	<b>2. Develop EAP students' academic reading and vocabulary skills.</b>
	2.1 Ability to teach academic reading skills to EAP students is demonstrated.
	2.2 Ability to teach skills for understanding new vocabulary is demonstrated.
	<b>3. Develop EAP students' academic writing skills.</b>
	3.1 Ability to teach academic writing skills is demonstrated.

	3.2 Ability to teach library and Internet research skills is demonstrated.
	3.3 Knowledge of referencing conventions for academic writing is demonstrated.
	<b>4. Develop EAP students' Listening and Note-taking skills.</b>
	4.1 Knowledge of listening and note-taking skills is demonstrated.
	4.2 Ways of teaching and facilitating students' listening and note-taking skills is demonstrated.
	<b>5. Develop EAP students' Oral Presentation skills.</b>
	5.1 Knowledge of academic oral presentation requirements is demonstrated.
	5.2 Criteria for assessing academic oral presentations are identified.
<b>TIEU6 Use Computer Assisted Language Learning (CALL)</b>	<b>1. Incorporate CALL into an English language program.</b>
	1.1 An awareness of the history of computers is demonstrated.
	1.2 Suitable teaching methodologies for CALL are identified.
	<b>2. Implement CALL in most TESOL situations.</b>
	2.1 Ability to utilize CALL for teaching the 4 macro-skills is demonstrated.
	2.2 Ability to utilize CALL for adult ESL learners is demonstrated.
	2.3 Ability to utilize CALL for ESL children is demonstrated.
	<b>3. Choose appropriate software.</b>
	3.1 The kinds of software available for CALL are identified.
	3.2 Ability to select software for the different skill areas is demonstrated.
	3.3 Ability to integrate software into classroom instruction is demonstrated.
	<b>4. Utilise the Internet for CALL.</b>
	4.1 Knowledge of different ways to utilize the Internet for CALL activities in the ESL classroom is demonstrated.
	4.2 Ability to evaluate the usefulness of web sites is demonstrated.
	<b>5. Deal with technological and other restraints when using CALL.</b>
	5.1 Ability to overcome different levels of computer literacy is demonstrated.
	5.2 Ability to address the different learning styles of students is demonstrated.
5.3 Classroom management issues involving computer technology are identified.	
5.4 Issues concerning availability of technology are identified.	
<b>TIC4U1 Use Advanced Grammar Skills in Language Teaching</b>	<b>1. Access knowledge about grammar to assist ESL students with typical difficulties.</b>
	1.1 Ability to find the appropriate explanation for a particular grammar problem/question from the prescribed text is demonstrated.
	<b>2. Explain unknown grammar points to ESL students in a practical way that facilitates understanding.</b>
	2.1 Ability to explain a new or unknown grammar point to students in a practical way in reference to the prescribed text is demonstrated.
<b>TIC4U2 Use Language and Culture Theories in Lesson Planning</b>	<b>1. Identify the relationships between language and culture.</b>
	1.1 Language-culture relationships are identified.
	1.2 Definitions of culture and their relevance to the ESL classroom are articulated.
	1.3 Factors promoting
	<b>2. Develop inter-cultural competence for the TESOL classroom.</b>
	2.1 An understanding of stereotyping is demonstrated.
	2.2 Strategies for incorporating cultural analysis into lesson planning are identified.
	<b>3. Using Discourse Analysis and Ethnography.</b>
	3.1 A basic ability to analyse language-culture characteristics of a student group through Discourse Analysis is demonstrated.
3.2 A basic ability to analyse language-culture characteristics of a student group Ethnographically is demonstrated.	
<b>TIC4U3 Incorporate Methodology Theory into Lesson Planning</b>	<b>1. Identify a range of traditional ESL methodologies.</b>
	1.1 Several commonly used methodologies are described.
	1.2 The positives and negatives of described methodologies in light of modern TESOL thinking are identified.
	1.3 Their suitability for students in today's ESL markets is articulated.
	<b>2. Plan lessons incorporating and integrating some of these methodologies.</b>
	2.1 The latest methodological theories are analysed.
2.2 A lesson plan integrating these or several traditional methodologies as a basis is completed.	

	2.3 An understanding of 'methods' giving way to 'approaches' is articulated.
<b>TIC4U4 Use Knowledge of Second Language Acquisition (SLA) Theory in Lesson Planning</b>	<b>1. Knowledge of major SLA theories is demonstrated.</b>
	1.1 Major SLA theories based on learner-external factors are identified and described.
	1.2 Major SLA theories based on learner-internal factors are identified and described.
	<b>2. An in-depth analysis of one of the major SLA theories</b>
	2.1 An in-depth analysis of one of the major SLA theories.
	2.2 Implications for ESL teaching are identified.
	<b>3. Implications of major SLA theories for lesson planning are identified.</b>
	3.1 An in-depth analysis of how the major SLA theories might impact on lesson planning is completed.
<b>TIC4U5 Observe and Analyse Whole Lessons</b>	<b>1. Observe a range of ESL lessons.</b>
	1.1 At least two lessons are observed.
	1.2 Notes within required framework are completed
	<b>2. Analyse observed lessons and critically reflect on all components.</b>
	2.1 Lessons are analysed and reflections are completed.
	2.2 Reflections include comparative analysis of planning and teaching skills required for at least two different language levels.
<b>TIC4U6 Teach ESL Independently</b>	<b>1. Organise/Cooperate with other teacher/s or a supervisor to teach ESL lessons for students across a range of language levels.</b>
	1.1 A timetable of practice language teaching classes is developed.
	<b>2. Formerly plan ESL lessons for different language levels.</b>
	2.1 Effective lesson plans for each timetabled class are developed.
	2.2 Pre-teaching reflections on lessons are completed.
	<b>3. Teach ESL lessons to students from different language levels.</b>
	3.1 Effective teaching across a range of ESL levels is demonstrated.
3.2 Reflection and analysis of lesson planning/teaching/learning for each class taught is completed.	