



## Qualification Specification

<b>GA Level 3 Award in Teaching English to Young Learners (Teaching English as a Foreign Language) (TEFL) (i-to-i)</b>	<b>603/3146/X</b>
<b>GA Level 3 Award in Teaching Business English (Teaching English as a Foreign Language) (TEFL) (i-to-i)</b>	<b>603/3144/6</b>
<b>GA Level 3 Award in Teaching English One-to-One (Teaching English as a Foreign Language) (TEFL) (i-to-i)</b>	<b>603/3145/8</b>
<b>GA Level 3 Award in Principles and Practices of Lesson Planning (Teaching English as a Foreign Language) (TEFL)</b>	<b>603/3147/1</b>
<b>GA Level 3 Award in Awareness of Grammar for Teaching English as a Foreign Language (TEFL) (i-to-i)</b>	<b>603/3141/0</b>
<b>GA Level 3 Award in Teaching English Online (Teaching English as a Foreign Language) (TEFL) (i-to-i)</b>	<b>603/6266/2</b>

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## Section 1 - Qualification Overview

### **1.1 Introduction: About the Gatehouse Awards Teaching English as a Foreign Language Qualification**

The Gatehouse Awards Teaching English as Foreign Language (TEFL) qualifications are designed to give Candidates working or preparing to work in an educational setting the knowledge, skills and understanding to teach English as a foreign or additional language to Learners, in line with best practice.

This specification covers the GA Level 3 suite of Awards in a range of English for Specific Purposes (ESP) areas. The qualifications have been developed in association with the Teach and Travel Group Ltd under its 'i-to-i' brand and are aimed at meeting the needs of Candidates and employers by underpinning high-quality courses with a regulated qualification.

This document provides Centre staff, Candidates and employers with a comprehensive overview of the qualification content as well as the assessment and quality assurance requirements for this qualification.

The qualifications are regulated by the Office of Qualifications and Examinations Regulations (Ofqual) in England and are part of the Regulated Qualifications Framework (RQF). All versions of this qualification are listed on the Register of Regulated Qualifications which is operated by Ofqual at <http://register.ofqual.gov.uk>.

These qualifications are not designed to replace any existing qualifications.

## 1.2 Qualification Titles, Qualification Numbers and Important Dates

Qualification Title and Level	Qualification Number	Operational Start Date	Operational Review Date
GA Level 3 Award in Teaching English to Young Learners (Teaching English as a Foreign Language) (TEFL) (i-to-i)	603/3146/X	02/04/2018	31/03/2023
GA Level 3 Award in Teaching Business English (Teaching English as a Foreign Language) (TEFL) (i-to-i)	603/3144/6	02/04/2018	31/03/2023
GA Level 3 Award in Teaching English One-to-One (Teaching English as a Foreign Language) (TEFL) (i-to-i)	603/3145/8	02/04/2018	31/03/2023
GA Level 3 Award in Principles and Practices of Lesson Planning (Teaching English as a Foreign Language) (TEFL) (i-to-i)	603/3147/1	02/04/2018	31/03/2023
GA Level 3 Award in Awareness of Grammar for Teaching English as a Foreign Language (TEFL) (i-to-i)	603/3141/0	02/04/2018	31/03/2023
GA Level 3 Award in Teaching English Online (Teaching English as a Foreign Language) (TEFL) (i-to-i)	603/6266/2	03/08/2020	31/07/2025

### **1.3 Qualification Aims and Objectives**

These qualifications can be relied upon by employers to indicate that an individual can undertake a specific role in the workplace.

#### **GA Level 3 Award in Teaching English to Young Learners (Teaching English as a Foreign Language) (TEFL) (i-to-i)**

The aim of this qualification is to equip Candidates with the skills and knowledge to teach English to children and adolescents in the age range 3 – 11 in a range of EFL settings.

#### **GA Level 3 Award in Teaching Business English (Teaching English as a Foreign Language) (TEFL) (i-to-i)**

The aim of this qualification is to equip Candidates with the skills and knowledge to teach Business English to adult learners in a range of EFL settings.

#### **GA Level 3 Award in Teaching English One-to-One (Teaching English as a Foreign Language) (TEFL) (i-to-i)**

The aim of this qualification is to equip Candidates with the skills and knowledge to teach English language learners in a one-to-one setting.

#### **GA Level 3 Award in Principles and Practices of Lesson Planning (Teaching English as a Foreign Language) (TEFL) (i-to-i) (TEFL) (i-to-i)**

The aim of this qualification is to equip Candidates with the skills and knowledge to develop innovative and creative lesson plans in a range of English language teaching and learning settings.

#### **GA Level 3 Award in Awareness of Grammar for Teaching English as a Foreign Language (TEFL) (i-to-i)**

The aim of this qualification is to equip Candidates with an in-depth knowledge of English grammar and syntax in order to develop grammar-focussed teaching and learning content for their lessons.

#### **GA Level 3 Award in Teaching English Online (Teaching English as a Foreign Language) (TEFL) (i-to-i) (TEFL) (i-to-i)**

The aim of this qualification is to equip Candidates with the skills and knowledge to work as an online English (TEFL) tutor, whether for a school offering online classes or as a self-employed tutor.

## 1.4 Qualification Structure and Overview: GLH, TQT and Credit Values

The Gatehouse Awards Certificate and Awards in Teaching English as Foreign Language (TEFL) qualifications are listed on the Ofqual Register of Regulated Qualifications as part of the Regulated Qualifications Framework (RQF).

Each Award consists of one unit.

Award		GLH	TQT / Study Time	Credits	Unit Reference
<b>Qualification</b>	<b>GA Level 3 Award in Teaching English to Young Learners (Teaching English as a Foreign Language) (TEFL) (i-to-i)</b>	0*	TQT: 40	4	T/616/9669
<b>Structure</b>	One mandatory unit: Teaching English to Young Learners		ST: 40		

Award		GLH	TQT / Study Time	Credits	Unit Reference
<b>Qualification</b>	<b>GA Level 3 Award in Teaching Business English (Teaching English as a Foreign Language) (TEFL) (i-to-i)</b>	0*	TQT: 70	7	K/616/9667
<b>Structure</b>	One mandatory unit: Teaching Business English		ST: 70		

Award		GLH	TQT / Study Time	Credits	Unit Reference
<b>Qualification</b>	<b>GA Level 3 Award in Teaching English One-to-One (Teaching English as a Foreign Language) (TEFL) (i-to-i)</b>	0*	TQT: 40	4	M/616/9668
<b>Structure</b>	One mandatory unit: Teaching English One-to-One		ST: 40		

Award		GLH	TQT / Study Time	Credits	Unit Reference
<b>Qualification</b>	<b>GA Level 3 Award in Principles and Practices of Lesson Planning (Teaching English as a Foreign Language) (TEFL) (i-to-i)</b>	0*	TQT: 40	4	M/616/9685
<b>Structure</b>	One mandatory unit: Principles and Practices of Lesson Planning		ST: 40		

Award		GLH	TQT / Study Time	Credits	Unit Reference
<b>Qualification</b>	<b>GA Level 3 Award in Awareness of Grammar for Teaching English as a Foreign Language (TEFL) (i-to-i)</b>	0*	TQT: 40	4	A/616/9656
<b>Structure</b>	One mandatory unit: Awareness of Grammar in Teaching English as a Foreign Language		ST: 40		

Award		GLH	TQT / Study Time	Credits	Unit Reference
<b>Qualification</b>	<b>GA Level 3 Award in Teaching English Online (Teaching English as a Foreign Language) (TEFL) (i-to-i)</b>	0*	TQT: 40	4	R/618/3286
<b>Structure</b>	One mandatory unit: Teaching English Online		ST: 40		

#### \*Guided Learning Hours: Definition

The activity of a Candidate in being taught or instructed by – or otherwise participating in education or training under the Immediate Guidance or Supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

#### Total Qualification Time: Definition

The number of Guided Learning Hours assigned, plus an estimate of the number of hours a Candidate will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but,



unlike Guided Learning, not under the Immediate Guidance or Supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

These units have been designed based upon the distance-learning TEFL course owned by the Teach and Travel Group Ltd and operated under its 'i-to-i' brand. When applying the definition of GLH above, the GLH per unit is necessarily minimal as the primary method of delivery is via unsupervised e-Learning and e-Assessment.

The number of study hours a Candidate is expected to undertake in order to complete each unit is expressed in the 'Study Time' above. This, plus the GLH, provides the Total Qualification Time and represents an estimate of the total amount of time that could reasonably be expected to be required in order for a Candidate to achieve and demonstrate the achievement of the level of attainment necessary for the award of this qualification.

The estimates for Guided Learning Hours and Total Qualification Time above have been produced with due regard to information gathered from users of the Teach and Travel Group's distance-learning and classroom based courses and expertise from experienced Teaching English as a Foreign Language practitioners, in line with guidance published by Ofqual on the allocation and expression of Total Qualification Time and Guided Learning Hours.

### **1.5 Intended Audience, Age and Entry Requirements**

These qualifications are available to Candidates aged 18 and over, who are working, or preparing to work, as teachers of English as a Foreign Language.

The qualifications may be undertaken as initial training for those whose current or desired job role requires them to develop skills, understanding, and knowledge of Teaching English as a Foreign Language, or as refresher training for more experienced practitioners.

There are no formal entry requirements for these qualifications; however, it is recommended that those undertaking the qualification have a proficient level of spoken and written English and hold a formal English language qualification of at least Level 2, for example:

- GCSE English Language (A\* - C), or equivalent
- ESOL International (CEFR: C1 or C2)

It is also recommended that prior to commencing a programme of study leading to any of these qualifications, Candidates receive detailed advice and guidance from the training provider in order to ensure the programme will meet their needs.

### **1.6 Rules of Combination**

Component units of each qualification are listed in 1.4 above.

There are no further Rules of Combination.

## **1.7 Recognition of Prior Learning and Transfer of Credits**

Recognition of Prior Learning (RPL) is a method of assessing whether a learner's previous experience and achievements meet the standard requirements of a GA Unit or Units prior to the Candidate taking the assessment for the qualification, or part of the qualification, they are registered for.

Any prior learning must be relevant to the knowledge, skills and understanding which will be assessed as part of that qualification, and GA will subsequently amend the requirements which a Candidate must have satisfied before they are assessed as eligible to be awarded the qualification.

Where there is evidence that the Candidate's knowledge and skills are current, valid and sufficient the use of RPL may be acceptable for recognising achievement of a unit, units or whole qualification. The requirement for RPL in such instances will include a consideration of the currency of the knowledge gained by the Candidate at the time they undertook the prior learning. RPL cannot be guaranteed in instances where industry practice or legislation has significantly changed in the time since the prior learning was undertaken / a previous award was issued.

No transfer of credits is permitted for these qualifications.

## **1.8 Relationship to Other Qualifications & Progression Opportunities**

The GA TEFL qualifications are designed to provide an introduction to the skills and knowledge required to work in the field of Teaching English as a Foreign Language.

They are ideal qualifications for Candidates who have already achieved a general TEFL qualification to develop more in-depth knowledge and skills in English for Specific Purposes.

Candidates may progress onto further Education and Training qualifications, or other qualifications at a higher level in Teaching English as a Foreign Language.

## **1.9 Language of Assessment**

These qualifications are offered in English. Further information concerning the provision of qualification and assessment materials in Welsh and Irish may be obtained from Gatehouse Awards.

## **1.10 Grading**

These qualifications are not graded. Candidates are assessed as Pass or Refer.

## **1.11 Qualification Availability**

These qualifications are available via The Teach & Travel Group Ltd, an Approved Centre of Gatehouse Awards and partner in the design and development of the qualification content.

These qualifications are also available for other Centres and Distributors to offer under a Licence Agreement with Gatehouse Awards or to deliver as classroom-based, online or blended learning programmes.

If you would like further information on becoming an Approved Centre or Distributor, please contact us. Our contact details appear on the front page of this publication and on our website [www.gatehouseawards.org](http://www.gatehouseawards.org).

## Section 2 – Qualification Delivery, Assessment and Certification

### **2.1 Teaching and Learning Requirements**

Courses leading to the Teaching English as a Foreign Language qualifications consist of either e-learning courses or classroom based courses offered through The Teach and Travel Group Ltd under the 'i-to-i' brand or approved GA Centres. Learners can therefore undertake learning and assessment on a flexible basis.

Candidates must have suitable access to teaching and assessment staff as well as technical support. Specialist staff, high quality learning materials and access to assessment opportunities are essential for all Centres.

Further details and guidance on the content of teaching and learning for each unit can be found in the Unit Specifications in Section 4 below.

### **2.2 Assessment and Verification Model**

These qualifications are assessed via a portfolio of evidence, which is internally assessed and internally verified by the Centre.

Completed portfolios are marked by Centre staff, internally verified in line with the Sampling Strategy outlined in Appendix 1 below, and made available to the GA External Verifier upon request.

### **2.3 Registering Candidates and Unique Learner Numbers**

Candidates must be registered through the Ark, the GA online Learner Management System. Owing to the Total Qualification Time of these qualifications, the validity period of registrations made will be 52 weeks. Should a Candidate not have achieved in the timescale, a new registration is required.

Each approved GA Centre is provided with a user account to allow approved staff access to the online system.

Where the Unique Learner Number (ULN) of a Candidate is known, this should be provided at the point of registration in order for GA to issue updates to the Learner Record Service.

## 2.4 ID Requirements

It is the responsibility of the Centre to have systems in place to ensure that the person taking any GA qualification is indeed the person they are purporting to be.

Candidates are required to declare that all work submitted for assessment is their own work.

## 2.5 Record Keeping

Records of Candidates details, their work and any records of Reasonable Adjustments, Special Considerations and records containing Candidate's personal details are kept by the Centre in line with the Data Protection Act 1998 for a minimum of 2 years.

All records must be easily retrievable and made available to GA or the Regulator upon request.

Following the external verification of portfolios and the award of the qualification by GA, Centres may return portfolios to the Candidates. Where the award has been claimed under Direct Claims Status, portfolios must be retained until the following external quality assurance visit to allow them to be sampled.

Records of all internal verification activity undertaken must be kept and made available to GA upon request.

## **Section 3 – Centre Requirements and Quality Assurance Arrangements**

Course providers offering GA TEFL qualifications must ensure that they have the following resources in place.

### **3.1 Staff**

The knowledge and experience of all staff involved in the teaching, assessment and internal quality assurance of these qualifications will be considered during the approval and re-approval process and at External Quality Assurance Visits.

The course provider must ensure that they hold up-to-date and detailed information about the staff involved with the delivery and quality assurance of these qualifications and must make records available to GA upon request. The information GA expects the course provider to hold for each member of staff includes, as a minimum:

- current up to date CV
- copies of relevant qualification certificates
- relevant and up to date CPD (Continuous Professional Development) records

The course provider must also ensure that they have the management and administrative arrangements in place which are suitable to support the registration of Candidates and the qualification delivery.

### **Requirements for Teachers and Assessors**

Those delivering and assessing the GA TEFL qualifications must have relevant occupational experience and hold relevant qualifications.

The GA TEFL qualifications contain elements of both knowledge and competence and therefore must be delivered by a knowledgeable and competent practitioner who is able to assess Candidates' knowledge, skills and understanding of Teaching English as a Foreign Language.

GA recommends that Assessors have a minimum 2 years' experience in working as a Teacher of English as a foreign/additional language and recommends that Assessors hold a relevant teaching or assessing qualification suitable to support the making of appropriate and consistent assessment decisions in the field of English language teaching.

Suitable English language teaching qualifications may include CELTA, DELTA or Cert/Dip TESOL.

Suitable assessment-specific qualifications may include a Level 3 Certificate in Assessing Vocational Achievement (or Award in Assessing Vocationally Related Achievement / Assessing Competence in the Work Environment), Level 3 or 4 Award/Certificate in Education and Training, Cert. Ed or PGCE (or equivalent) or NVQ Level 3 or 4 Learning & Development.

Assessors may be working towards a relevant equivalent teaching/assessing qualification under the guidance of a suitably qualified and experienced Assessor and their Internal Verifier.

## Requirements for Internal Verifiers

Internal Verifiers are responsible for the internal quality assurance of delivery and assessment and should be experienced Assessors and Teachers and hold relevant vocational qualifications (as listed above). GA recommends that Internal Verifiers also hold, or be working towards, a relevant qualification in internal quality assurance such as the Internal Verifier's V1 or D34, Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice, or the Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice.

In addition, Internal Verifiers must be familiar with GA's qualifications requirements and the requirements of the qualification.

The knowledge and experience of Teachers, Assessors and Internal Verifiers will be considered during the Centre and qualification approval process and at External Quality Assurance Visits.

## External Verification

Assessment and internal verification activity will be subject to External Verification.

### 3.2 Assessment of Candidates

The Centre must ensure that Assessors meet the requirements listed in Section 3.1 above in order to make assessment decisions leading to the award of the GA TEFL qualifications. Candidates are assessed on the evidence contained within their portfolio. A range of assessment methods may be used in the production of evidence towards knowledge based assessment criteria, for example:

- Written assignments
- Questions and answers
- Professional discussion

Assessors should ensure that all evidence judged to meet the requirements is "CRAVES":

- **Current:** the work is relevant at the time of the assessment
- **Reliable:** the work is consistent with that produced by other learners
- **Authentic:** the work is the Candidate's own work
- **Valid:** the work is relevant and appropriate to the subject being assessed and is at the required level
- **Evaluated:** Where the learner has not been assessed as competent, the deficiencies have been clearly and accurately identified via feedback to the learner resulting in improvements in knowledge or competency leading to the award
- **Sufficient:** the work covers the expected learning outcomes and any range statements as specified in the criteria or requirements in the assessment strategy.

### 3.3 Internal Verification of Assessment

The Internal Verifier ensures that Assessors are assessing to the same standards, i.e. consistently and reliably, and that assessment decisions are correct. Internal verification activities should include:

- ensuring the assessment team are suitably experienced and qualified in line with the qualification requirements
- sampling assessments and assessment decisions
- ensuring that evidence for assessment is 'CRAVES' (Current, Reliable, Authentic, Valid, Evaluated and Sufficient)
- conducting standardisation of assessment decisions
- providing the assessment team with clear and constructive feedback on assessment decisions
- supporting the assessment team and providing training and development where appropriate
- ensuring any stimulus or materials used for the purposes of assessment are fit for purpose and allowable under the assessment guidance
- conducting and participating in standardisation of internal verification decisions.

Sampling of assessment decisions by the Internal Verifier should be planned and carried out in line with a clear internal verification strategy. GA recommends that the strategy should incorporate the number of Candidates, number of assessment sites, number of Assessors, experience and competency of Assessors and the range of units being assessed. Further guidance on sampling strategies is contained in Appendix 1.

### 3.4 External Verification

All GA Approved Centres are entitled to two External Verification visits per year. Additional visits can be requested, for which there may be an additional charge.

External verification activities will focus on:

- checking that the management of the Centre and the management arrangements relating to the qualification are sufficient
- checking that resources to support the delivery of the qualifications, including physical resources and staffing, are in place and sufficient
- ensuring that the Centre has appropriate policies and procedures in place relevant to the organisation and to the delivery and quality assurance of the qualifications
- the use of assessment materials and the arrangements in place to ensure that evidence for assessment is 'CRAVES' (Current, Reliable, Authentic, Valid, Evaluated and Sufficient)
- sampling assessment decisions against the qualification requirements across the range of levels, number of Assessors and assessment sites, according to the number of Candidates
- the internal verification and quality assurance arrangements
- sampling internal verification records against the qualification requirements across the range of levels, number of Assessors and assessment sites, according to the number of Candidates
- administrative arrangements



- ensuring that any actions from quality assurance activity have been carried out by the Centre
- confirming any claims for RPL, reasonable adjustments or special considerations

Through discussions with Centre staff, examining Candidate's portfolios, talking to Candidates and reviewing documentation and systems, the External Verifier will provide the Centre with support, advice and guidance relating to the delivery, assessment and quality assurance of these qualifications.

### 3.5 Venue Requirements

When training premises are used in the delivery of teaching and assessment of these qualifications, they must have suitable access, in line with Disability Discrimination and Diversity & Equality law and regulations and any other regulations which apply.

### 3.6 Equipment

All equipment used in the delivery of these qualifications must be fit for purpose and comply with current Health and Safety legislation.

### 3.7 Teaching and Learning Resources

Teaching and learning resources for this qualifications have been developed by the Teach & Travel Group Ltd and include both online materials and classroom based materials, published under the 'i-to-i' brand. Centres delivering the qualifications as their own classroom-based, e-learning or blended course delivery must ensure that their teaching and learning resources are high quality, relevant and up-to-date, in order to allow Candidates to adequately prepare for assessment.

All delivery and assessment resources should be inclusive of the principles of equality and diversity and the safeguarding of Candidates.

### Useful Resources

- The Teach & Travel Group Ltd (i-to-i): [www.i-to-i.com](http://www.i-to-i.com)
- Ofqual: [www.gov.uk/government/organisations/ofqual](http://www.gov.uk/government/organisations/ofqual)
- Swan, M. (2005). Practical English Usage. Oxford: OUP.
- Murphy, R. (2004). English Grammar in Use. Cambridge: CUP
- *Teaching One-to-One* by Priscilla Osborne, Keyways Publishing Ltd (2007)
- *Learning One-to-One* (Cambridge Handbooks for Teachers), CUP (2010)
- Malderez, A. and Bodoczky, C. (1999) Mentor Courses. Cambridge: Cambridge University Press.
- McDonough, J. and Shaw, C. (1993) Materials and Methods in ELT. Oxford: Blackwell.
- McGrath, I. (2002) Materials Evaluation and Design for Language Teaching. Edinburgh: Edinburgh University Press.
- Nunan, D. (1988) Syllabus Design. Oxford: Oxford University Press.
- Tomlinson, B. (ed.) (2002) Developing Materials for Language Teaching. London: Continuum.
- Woodward, T. (2001) Planning Lessons and Courses. Cambridge: Cambridge University Press.

- Cunningsworth, A. (1995) Choosing your Coursebook. Oxford: Macmillan Heinemann.
- Ellington, H. and Race, P. (1993) Producing Teaching Materials. London: Kogan Page.
- Puchta, H., and Williams, M. (2012) Teaching Young Learners to Think. Rum: Helbling Languages.
- Read, C. (2007) 500 Activities for the Primary Classroom. Oxford: Macmillan Education.

GA provides additional resources for these qualifications on the relevant qualification page of the website: [www.gatehouseawards.org](http://www.gatehouseawards.org)

Any references to books, journals, websites or other third party materials and publications made in this Qualification Specification are made in good faith only and GA does not accept responsibility for the content of such materials or any opinions expressed within them.

### **3.8 Certification**

Both hard copy and e-certificate formats are available.

Following successful external verification, claims for certification are made via the Ark, the GA online Learner Management System. Certificates are issued within 10 working days.

The qualification certificate will indicate both the title and the level at which the qualification is achieved.

Certificates will only be issued to Candidates who achieved all mandatory units for the qualification they are registered for. If a Candidate has not achieved all the mandatory units, the qualification certificate will not be issued.

Replacement certificates are available upon request.

Amendments to certificates are available upon request but may require the Centre to provide evidence of the need for any amendment (e.g. Candidate proof of identification) and will involve the return of the original certificate. Replacements and amendments may incur an additional charge.

### **3.9 Direct Claims Status (DCS)**

Direct Claims Status can be granted once the course provider has evidenced consistently high quality systems and processes relating to delivery, assessment and internal quality assurance.

GA requires a minimum of two external quality assurance visits with no action points relating to these qualifications. The Centre must be considered 'low risk' by GA.

DCS can only be maintained under the quality assurance of the staff member in this role at the time of the award. GA reserves the right to revoke DCS at any time should it be identified that a Centre has not followed the requirements of the qualification in any way, including failure to inform GA of a change in staff responsible for the internal quality assurance of the qualification.

### 3.10 Enquiries and Appeals

GA has an appeals procedure in accordance with the arrangements for regulated qualifications.

Candidates wishing to appeal should use the course provider's internal Appeals Policy and Procedures prior to appealing to GA.

Centres wishing to appeal against any decision or action should contact their GA Centre Administrator.

### 3.11 Ongoing Support

There are a number of documents on the GA website that Centres and Candidates may find useful: [www.gatehouseawards.org](http://www.gatehouseawards.org)

The website is updated regularly with news, information about all GA qualifications, sample materials, updates on regulations and other important notices for Centres and Candidates.

Within the Centre, a named Examinations Officer is responsible for ensuring that all information and documents provided to Centre staff and Candidates are correct and up to date.

GA must be kept up to date with contact details so Centres can be provided with the best level of support and guidance. Contact details for GA are:

Gatehouse Awards Ltd  
Address: 64 Daisy Hill, Dewsbury, WF13 1LJ  
Tel: 01924 609 250

Email: [info@gatehouseawards.org](mailto:info@gatehouseawards.org)

Web: [www.gatehouseawards.org](http://www.gatehouseawards.org)

At the time of approval, Centres are assigned a designated Centre Administrator who is their primary point of contact for all aspects of service or support. Candidates should always speak to a member of staff at the Centre for information relating to GA and our qualifications prior to approaching GA directly.

## Section 4 – Qualification Unit Specifications

### 4.1 GA Level 3 Award in Teaching English to Young Learners (Teaching English as a Foreign Language) (TEFL) (i-to-i) (RQF)

Unit Title		Teaching English to Young Learners			Unit Number	T/616/9669	
Level	3	Credit Value	4	Study Time	40	GLH	0
<b>Unit Aim</b>		To provide Candidates with the knowledge and understanding of the delivery of effective and engaging lessons and how to match the delivery to meet the needs of young learners when teaching English as a foreign language.					
<b>Learning Outcomes</b>		<ol style="list-style-type: none"> <li>1. Understand teaching English to young learners in context</li> <li>2. Understand the law and own responsibilities when working with young learners</li> <li>3. Understand the use of resources, materials and aids for teaching young learners</li> <li>4. Understand classroom management when teaching young learners</li> <li>5. Understand how to approach the design of a programme of English language learning for young learners</li> <li>6. Be able to produce lesson plans appropriate to the needs of learners</li> </ol>					
<b>Specified Evidence and/or Assessment Requirements</b>		<p>A range of evidence types may be used for Learning Outcomes 1-5 (<i>e.g. work products, professional discussion, assignments or projects, witness testimony, observation or other suitable method of assessment</i>).</p> <p>Learning Outcome 6 should be met by producing a written/typed lesson plan in the context of a given teaching and learning scenario involving teaching young learners, with a written assignment.</p>					

Learning Outcome		Indicative Content
1	Understand teaching English to young learners in context	<i>The process of language acquisition in young learners; the different contexts in which young learners may be learning English; the different characteristics of young learners who may be learning English; the factors affecting motivation to learn for young learners.</i>
2	Understand the law and own responsibilities when working with young learners	<i>The laws and codes of practice / organisation policies relevant to the safety and well-being of young learners; policies and procedures relevant to safeguarding young people, confidentiality, bullying, physical contact, equality and diversity; the use of cameras, video cameras and social media, the practical steps a teacher can take to safeguard him/herself when teaching young learners.</i>
3	Understand the use of resources, materials and aids for teaching young learners	<i>How to create a stimulating classroom environment for young learners; appropriate materials, resources and aids for young learners; how to adapt materials and resources for young learners; ways to create new materials and resources for young learners; the differences between topic and project-based teaching and learning; how songs, music and games can be integrated into teaching and learning for young learners</i>
4	Understand classroom management when teaching young learners	<i>Strategies to establish good classroom management e.g. rapport, class rules, rewards, consequences of unruly behaviour; common classroom management problems and solutions e.g. the importance of lesson pace to keep young learners on task; ways to bridge cultural gaps between: teacher and young learners / young learners within a group</i>

5	Understand how to approach the design of a programme of English language learning for young learners	<i>The purpose of diagnostic testing and how to carry out a needs analysis with young learners; the additional study skills young learners may need help to develop alongside language learning; how to differentiate teaching and learning in mixed-ability groups of young learners; the advantages and disadvantages of Content and Language Integrated Learning (CLIL) for young learners; how to monitor and assess young learners' progress</i>
6	Be able to produce lesson plans appropriate to the needs of young learners	<i>Produce lesson plan(s) to deliver lessons to young learners; explain elements of the lesson plan(s) produced and justify why they are appropriate</i>

#### 4.2 GA Level 3 Award in Teaching Business English (Teaching English as a Foreign Language) (TEFL) (i-to-i)

Unit Title		Teaching Business English				Unit Number	K/616/9667
Level	3	Credit Value	7	Study Time	70	GLH	0
<b>Unit Aim</b>		The aim of this unit is to provide Candidates with knowledge of business English in order for them to develop business English teaching and learning lesson content.					
<b>Learning Outcomes</b>		<ol style="list-style-type: none"> <li>1. Understand business English language teaching in context</li> <li>2. Understand factors affecting business English teaching and learning</li> <li>3. Understand how to approach the design of a programme of business English</li> <li>4. Understand the development of reading and writing skills in business English</li> <li>5. Understand speaking and listening skills in business English</li> <li>6. Understand grammar and vocabulary skills in business English</li> <li>7. Be able to produce lesson plans appropriate to the needs of learners</li> </ol>					
<b>Specified Evidence and/or Assessment Requirements</b>		<p>A range of evidence types may be used for Learning Outcomes 1-6 (e.g. work products, professional discussion, assignments or projects, witness testimony, observation or other suitable method of assessment).</p> <p>Learning Outcome 7 should be met by producing a written/typed lesson plan in the context of a given teaching and learning scenario involving grammar teaching and learning, with a written assignment.</p>					

Learning Outcome		Indicative Content
1	Understand business English language teaching in context	<i>The term 'Business English' in the English language teaching context; key differences between teaching general English classes and teaching business English; the content and structure of a typical business English course the history of business English teaching; how English as an International Language has influenced business English teaching and learning.</i>
2	Understand factors affecting business English teaching and learning	<i>The different reasons and motivations learners may have for undertaking business English lessons; the reasons and external pressures which may de-motivate the business English learner; the external pressures which may impact on the business English teacher; how business English learners may be affected by their level of general English; strategies to motivate and energise business English learners.</i>
3	Understand how to approach the design of a programme of business English	<i>The difference between diagnostic testing and needs analysis and the purpose of both activities for business English learners; what authentic materials consist of in business English; how authentic materials can be used in business English lessons; why integrating authentic materials into the programme benefits the business English learner; how technology can be used in delivering a business English programme.</i>
4	Understand the development of reading and writing skills in business English	<i>The reading and writing skills learners use in a business English context; the importance of reading and writing skills development for business English learners; materials and resources appropriate for teaching reading skills in business English and writing skills in business English.</i>



5	Understand speaking and listening skills in business English	<i>The speaking and listening skills learners use in a business English context; the importance of speaking and listening skills development for business English learners; materials and resources appropriate for teaching: speaking skills in business English and listening skills in business English.</i>
6	Understand grammar and vocabulary skills in business English	<i>The importance of correct grammar and vocabulary in business English use; common misunderstandings resulting from incorrect use of grammar and/or vocabulary; materials and resources appropriate for teaching: grammar in business English and vocabulary in business English; the importance of correct register in business English contexts; defining 'language chunks'; specific language chunks necessary for learners in different business situations e.g. in meetings, negotiations, networking.</i>
7	Be able to produce lesson plans appropriate to the needs of learners	<i>Produce lesson plan(s) to deliver business English lessons; explain elements of the lesson plan(s) produced and justify why they are appropriate</i>

### 4.3 GA Level 3 Award in Teaching English One-to-One (Teaching English as a Foreign Language) (TEFL) (i-to-i)

Unit Title		Teaching English One-to-One				Unit Number	M/616/9668
Level	3	Credit Value	4	Study Time	40	GLH	0
<b>Unit Aim</b>		To provide Candidates with the knowledge and understanding of the delivery of effective and engaging lessons and how to match the delivery to meet the needs of individual learners when teaching English one-to-one.					
<b>Learning Outcomes</b>		<ol style="list-style-type: none"> <li>1. Understand one-to-one English language teaching in context</li> <li>2. Understand the use of resources, materials and aids in teaching one-to-one lessons</li> <li>3. Understand issues of discipline and behaviour when teaching one-to-one</li> <li>4. Understand how to approach the design of a one-to-one programme of English language learning</li> <li>5. Be able to produce lesson plans appropriate for a one-to-one lesson</li> </ol>					
<b>Specified Evidence and/or Assessment Requirements</b>		<p>A range of evidence types may be used for Learning Outcomes 1-4 (e.g. <i>work products, professional discussion, assignments or projects, witness testimony, observation or other suitable method of assessment</i>).</p> <p>Learning Outcome 5 should be met by producing a written/typed lesson plan in the context of a given one-to-one teaching and learning scenario, with a written assignment.</p>					

Learning Outcome		Indicative Content
1	Understand one-to-one English language teaching in context	<i>The different contexts in which one-to-one English teaching occurs; key differences between teaching group classes and teaching one-to-one.</i>
2	Understand the use of resources, materials and aids in teaching one-to-one lessons	<i>How to establish the suitability of materials and resources for use in one-to-one lessons; the advantages and disadvantages of following a course book when teaching one-to-one; ways to locate and/or create resources, materials and aids to meet the individual learner's needs; the differences between topic and project-based teaching and learning; how technology can be used in one-to-one lessons.</i>
3	Understand issues of discipline and behaviour when teaching one-to-one	<i>Strategies to establish good classroom management in one-to-one lessons; outline common discipline and behaviour problems and solutions when teaching one-to-one e.g. the importance of maintaining appropriate personal space by sitting opposite, rather than directly next to, the learner; ways to address cultural and personal sensitivities in one-to-one lessons.</i>
4	Understand how to approach the design of a one-to-one programme of English language learning	<i>The purpose of diagnostic testing and how to carry out a needs analysis one-to-one; the different reasons learners may have for undertaking one-to-one lessons; how to identify the learning style of an individual learner; the importance of creating and following a flexible one-to-one programme of learning; the different methods of providing feedback and error correction within a one-to-one lesson; the different methods of assessing an individual's progress</i>

5	Be able to produce lesson plans appropriate for a one-to-one lesson	<i>Produce lesson plan(s) to deliver lessons one-to-one; explain elements of the lesson plan(s) produced and justify why they are appropriate</i>
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#### 4.4 GA Level 3 Award in Principles and Practices of Lesson Planning (Teaching English as a Foreign Language) (TEFL) (i-to-i)

Unit Title		Principles and Practices of Lesson Planning				Unit Number	M/616/9685
Level	3	Credit Value	4	Study Time	40	GLH	0
<b>Unit Aim</b>		The aim of this unit is to provide Candidates with knowledge of business English in order for them to develop business English teaching and learning lesson content.					
<b>Learning Outcomes</b>		<ol style="list-style-type: none"> <li>1. Understand the principles of planning a lesson</li> <li>2. Understand how to plan an inclusive and learner-centred lesson</li> <li>3. Understand how to evaluate own performance</li> <li>4. Be able to produce lesson plans appropriate to the needs of learners</li> </ol>					
<b>Specified Evidence and/or Assessment Requirements</b>		<p>A range of evidence types may be used for Learning Outcomes 1-3 (<i>e.g. work products, professional discussion, assignments or projects, witness testimony, observation or other suitable method of assessment</i>).</p> <p>Learning Outcome 4 should be met by producing a written/typed lesson plan in the context of a given teaching and learning scenario involving grammar teaching and learning, with a written assignment.</p>					

Learning Outcome		Indicative Content
1	Understand the principles of planning a lesson	<i>The purpose of lesson planning; why detailed planning of a lesson is important; the structure of an effective lesson plan; the importance of aims and objectives in a lesson plan; the stages of a lesson and the purpose of each.</i>
2	Understand how to plan an inclusive and learner-centred lesson	<i>How to establish the needs of learners; the benefits of a learner-centred approach; the differences between a language-focussed and skills-based lesson; the different learning styles learners may have and how this impacts on lesson planning; the cultural sensitivities which need to be considered in lesson planning; suitable teaching and learning activities and tasks for different types of learners; how materials and resources can be adapted to meet the needs of specific learners; the importance of planning the duration and timing of activities; how to plan differentiated learning in mixed-ability classes; common problems a teacher might face in a lesson and propose solutions.</i>
3	Understand how to evaluate own performance	<i>The value of reflective practice; how to assess own performance; how feedback from others can inform own development</i>
4	Be able to produce lesson plans appropriate to the needs of learners	<i>Produce lesson plan(s) appropriate to the situation and class; explain elements of the lesson plan(s) produced and justify why they are appropriate</i>

#### 4.5 GA Level 3 Award in Awareness of Grammar for Teaching English as a Foreign Language (TEFL) (i-to-i) (RQF)

Unit Title		Awareness of Grammar for Teaching English as a Foreign Language			Unit Number	M/616/9668	
Level	3	Credit Value	4	Study Time	40	GLH	0
Unit Aim		The aim of this unit is to provide Candidates with knowledge of English grammar in order for them to develop grammar-focussed teaching and learning lesson content.					
Learning Outcomes		<ol style="list-style-type: none"> <li>1. Understand key grammar terminology and the form and function of grammatical structures</li> <li>2. Understand how to select and use grammar-focused activities and resources in the classroom</li> <li>3. Understand how to undertake research and reflect on own knowledge and skills</li> <li>4. Understand how to identify grammatical errors and how to address them</li> <li>5. Be able to produce lesson plans appropriate to the needs of learners</li> </ol>					
Specified Evidence and/or Assessment Requirements		<p>A range of evidence types may be used for Learning Outcomes 1-4 (<i>e.g. work products, professional discussion, assignments or projects, witness testimony, observation or other suitable method of assessment</i>).</p> <p>Learning Outcome 5 should be met by producing a written/typed lesson plan in the context of a given teaching and learning scenario involving grammar teaching and learning, with a written assignment.</p>					

Learning Outcome		Indicative Content
1	Understand key grammar terminology and the form and function of grammatical structures	<i>Appropriate use of grammar terminology; a range of grammatical structures and their form and function, including: determiners (incl. articles and quantifiers), nouns, adjectives and adverbs; collocations, prepositions, verbs and phrasal verbs, verb patterns, question forms, reported speech, relative clauses, sentence structure.</i>
2	Understand how to select and use grammar focused-activities and resources in the classroom	<i>Methods of presenting grammatical structures at different levels; different types of classroom activities to develop learners' grammar skills at different levels; different teaching and learning resources to develop learners' grammatical skills at different levels; how to match activities and resources to the needs of learners.</i>
3	Understand how to identify grammatical errors and how to address them	<i>The different types of grammatical errors learners make; the possible causes of errors learners make; different methods of providing feedback and error correction to learners.</i>
4	Understand how to undertake research and reflect on own knowledge and skills	<i>Sources of information to research finer grammar points; how to research additional grammar teaching and learning activities; self-reflection on own knowledge of grammar and grammar teaching and learning; appropriate resources to support own continual professional development.</i>
5	Be able to produce lesson plans appropriate to the needs of learners	<i>Produce lesson plan(s) to deliver grammar-focussed sessions; explain elements of the lesson plan(s) produced and justify why they are appropriate</i>



#### 4.5 GA Level 3 Award in Teaching English Online (Teaching English as a Foreign Language) (TEFL) (i-to-i) (RQF)

Unit Title		Teaching English Online				Unit Number	R/618/3286
Level	3	Credit Value	4	Study Time	40	GLH	0
Unit Aim		The aim of this unit is to provide Candidates with knowledge of how they can start teaching English online and develop online teaching and learning lesson content appropriate to the needs of online English language learners.					
Learning Outcomes		<ol style="list-style-type: none"> <li>1. Understand requirements of teaching English online</li> <li>2. Understand employment and self-employment options for teaching English online</li> <li>3. Understand initial needs analysis and motivations of the online English language learner</li> <li>4. Understand resources, materials and lesson planning for online English lessons</li> <li>5. Understand strategies for teaching English online in one-to-one, pairs and small group contexts</li> <li>6. Be able to produce lesson plans appropriate to the needs of learners</li> </ol>					
Specified Evidence and/or Assessment Requirements		<p>A range of evidence types may be used for Learning Outcomes 1-5 (e.g. <i>work products, professional discussion, assignments or projects, witness testimony, observation or other suitable method of assessment</i>).</p> <p>Learning Outcome 6 should be met by producing a written/typed lesson plan in the context of a given teaching and learning scenario involving grammar teaching and learning, with a written assignment.</p>					

Learning Outcome		Indicative Content
1	Understand the requirements of teaching English online	<i>Typical hardware and software requirements, including computer, microphone and audio needs; internet speed requirements; contingency planning for technical problems; your own working space and maintaining a professional appearance; time zone related issues; platforms</i>
2	Understand employment and self-employment options for teaching English online	<i>The advantages and challenges of working for an online school; job search skills for finding an online school teaching position. Advantages and challenges of becoming a self-employed / freelance online English teacher; how to advertise the service using social media, websites, blogs, networking, promoting specialisms; methods of taking payments and finance policies.</i>
3	Understand initial needs analysis and motivations of the online English language learner	<i>Using a needs analysis questionnaire; interviews, initial assessments; the benefits of learning about the learner's interests, hobbies and lifestyle; building rapport; how to develop aims and goals and use these as part of lesson content planning; identifying the learning style of a learner; setting ground rules and availability of extra support; creating a positive environment for learning; keeping your appearance appropriate; creating the right dynamic; making lesson visuals appealing; ways to connect with other teachers.</i>
4	Understand resources, materials and lesson planning for online English lessons	<i>Different types of classes, e.g. general, business, conversation, exam preparation, pronunciation classes; online activities for developing Reading skills ; online activities for developing Speaking &amp; Listening skills; online activities for developing Writing skills; online activities for developing grammar skills. How to plan engaging lessons appropriate for the age and level of learners; online lesson plans and resources; paid for and free resources; using multimedia. The principles of lesson planning: aims, objectives, warmers, presentation, controlled practice, free practice, closing/review stages.</i>

5	Understand strategies for teaching English online in one-to-one, pairs and small group contexts	<p><i>Typical benefits and challenges of teaching one-to-one online; how to overcome these challenges.</i></p> <p><i>Typical benefits and challenges of teaching pairs and small groups online; how to overcome these challenges; in-platform functions to assist with group lessons (e.g. split screen, breakout rooms etc); ways to adapt to small group classes; techniques for administering small group lessons and techniques for lesson delivery; blended learning and the flipped classroom.</i></p>
6	Be able to produce lesson plans appropriate to the needs of learners	<p><i>Produce lesson plan(s) to deliver online English sessions; explain elements of the lesson plan(s) produced and justify why they are appropriate</i></p>

## Appendix 1: Sampling Strategy: Information for Centres

When planning and carrying out internal verification activities, it is important that the internal verification team work to a sound verification sampling strategy to ensure that standardisation of assessment decisions takes place.

A Centre's sampling strategy involves reviewing the quality of Assessors' judgements, which will include reviewing Candidate work.

The Candidate work may be sampled before the Candidate has completed the full qualification, for example by sampling one or two units as the Candidate completes them.

The Internal Verifier should check the planning, review and feedback is given to Candidates by the Assessor, including the accuracy of the application of any mark schemes, guidance and overall assessment decisions.

The Internal Verifier will therefore be able to evaluate the quality and consistency of the Assessor's assessment decisions and be able to identify any problems at an early stage. It will highlight individual Assessor training and development needs which in turn can inform the programme of CPD for the assessment team as a whole.

The Internal Verifier must plan verification activities as outlined below.

### Sampling

Sampling should enable the Internal Verifier to evaluate how Assessors have reached their decisions. The Internal Verifier must be able to follow clear documentation which clearly shows that Assessors have checked that the evidence presented meets the rules of evidence.

Evidence must be confirmed by assessors as 'CRAVES'

- **Current:** the work is relevant at the time of the assessment
- **Reliable:** the work is consistent with that produced by other learners
- **Authentic:** the work is the Candidate's own work
- **Valid:** the work is relevant and appropriate to the subject being assessed and is at the required level
- **Evaluated:** Where the learner has not been assessed as competent, the deficiencies have been clearly and accurately identified via feedback to the learner resulting in improvements in knowledge or competency leading to the award
- **Sufficient:** the work covers the expected learning outcomes and any range statements as specified in the criteria or requirements in the assessment strategy.

### What do Internal Verifiers need to consider when planning the sample?

Work from every Candidate must be sampled and Internal Verifiers should consider the following when considering the volume of work per Candidate that they should sample:

- The Candidates' ethnic origin, age and gender to ensure a representative range is sampled
- The Assessors' experience and qualifications, workload and their occupational competence. For example, if Assessors are qualified and experienced it may not be necessary to look at more than one or two units per Candidate. If Assessors have less than 12 months' experience, are new to the Centre or a particular qualification, or perhaps have not assessed for a length of time, the Internal Verifier will need to sample substantially more of their decisions for the first 6 - 12 months
- The full range of assessment methods used for any one qualification, for example observation, witness testimony, professional discussion, reflective accounts, questioning, assignments, products, RPL, simulation, etc.
- Previous feedback to Assessors regarding good practice and/or involved highlighting development needs, for example If the IV has a particular concern regarding the assessment decisions of a particular Assessor
- Whether any changes have been implemented relating to the assessment of the qualification or its units, for example the Awarding Organisation makes amendments to the qualification specification, or instances where industry practice or legislation has changed
- The range of locations where assessments have taken place
- The sampling process must not be determined by any rule of thumb such as '10%.'

## Sampling Plan

The Internal Verifier must develop a sampling plan at the beginning of the Candidate's (or cohort's) programme and record, on the plan, which units/assessment methods they plan to sample, and when.

Copies of sampling plans should be made available to other Internal Verifiers and the assessment team, and sampling carried out according to the plan. Where variations are made, these should be recorded on the plan.

## Completing a Sample Record

Internal Verifiers should record the verification activities on a Sample Record. As a minimum, this record must indicate the Assessor's decision, the content of the sample, the Internal Verifier's decision and relevant feedback to the Assessor.

Where Internal Verifiers agree with the assessment decisions, certification claims can go ahead. Where Internal Verifiers do not agree with the assessment decisions, full feedback must be given to the Assessor with action points agreed which relate to the Assessor's areas for improvement.

Sampling must take place before any certification claims are made by the Centre and all records, including those of standardisation meetings, feedback to Assessors and CPD activity should be made available to the External Verifier upon request.

## Appendix 2: Glossary of Terms

**Appeal:** a request for a review of a decision.

**Assessor:** a member of staff at the centre employed for the purpose of making internal assessment decisions.

**Centre:** an institution or organisation, usually a school, college, training provider or employer which is approved by Gatehouse Awards to deliver the training, preparation and delivery of the assessment for a qualification.

**Comment** - an idea, suggestion or opinion on how Gatehouse Awards could improve its services.

**Complaint** - a formal expression of dissatisfaction made by a member of Gatehouse Awards staff, Candidate, Centre Representative or a member of the public who has reason to raise a complaint regarding the service received from, or conduct of, Gatehouse Awards as an Awarding Organisation or one of its Approved Centres.

**Compliment** - positive feedback about a service provided by Gatehouse Awards.

**Controlled Assessment** – an internal assessment, where the assessment materials are set either internally or externally, where Candidates are usually supervised by their teachers and elements of the assessment can be taken at flexible times, and internally assessed and moderated.

**Controlled Examinations:** examinations which are externally set and externally marked by the awarding organisation, and are conducted in accordance with *Regulations for Conducting Controlled Examinations*.

**CRAVES** – the principles of quality assurance in relation to the assessment of candidates' work, which stipulate that the work assessed must be Current, Reliable, Authentic, Valid, Evaluated and Sufficient.

**Examinations Officer:** a person who is employed by the Centre to be the single point of contact for the awarding organisation with regards to all aspects of the delivery and administration of examinations.

**Head of Centre:** a person who is employed by the Centre to be the single point of contact and accountability for all aspects of quality assurance with regards to the delivery of examinations.

**Marker:** a person who is employed by the awarding organisation and who marks the completed scripts or recordings of learners across a range of Centres approved by the awarding organisation. Also referred to as an **Examiner**.

**Moderation** – the process by which assessment across and within Centres is checked in order to ensure standardisation of results for Candidates.

**Examiner:** a person who is employed by the awarding organisation and who marks the completed assessment materials or recordings of learners across a range of Centres approved by the awarding organisation. Also referred to as a **Marker**.

**External Verifier / Moderator** - a person who is employed by the awarding organisation and is responsible for assuring the quality and consistency of assessment across Centres.

**Gatehouse Awards appointed Examination Observer:** a professional person engaged by Gatehouse Awards to attend Centres when controlled examination session has been booked for the purposes of ensuring that the examination is delivered in line with all relevant regulations and requirements.

**Gatehouse Awards Representative:** An individual or Organisation, or employee of such an organisation, contracted by Gatehouse Awards to represent Gatehouse Awards in specific locations outside the UK.

**Instructions (or rubric):** an explanation given on the front cover of the question paper in order to guide the learner e.g. in terms of the number of questions to answer, the time allowed or the marks allocated for each task.

**Interlocutor:** a person who is employed by the Centre to administer the spoken components of any controlled examinations. This term is usually used in the context of language assessments.

**Interlocutor script:** script provided for the members of staff delivering spoken examination components which should be adhered to unless otherwise indicated.

**Internal Verifier/ Moderator** – a member of staff employed by the centre who is responsible for monitoring the work of all assessors involved with the qualification, to ensure that they are applying the assessment criteria for the competency of skills consistently throughout all assessment activities, and that the evidence presented meets the requirements of CRAVES .

**Invigilator:** a person who is employed by the Centre to supervise learners whilst they undertake written elements of the controlled examinations.

**Learner (or Candidate):** a person who is registered with the awarding organisation to undertake a qualification and to be assessed for that qualification.

**UK Centre:** An approved Gatehouse Awards Centre, based in the United Kingdom (England, Northern Ireland, Scotland and Wales)

**Maladministration** – is a sub-category of malpractice which relates directly to the administration of Gatehouse Awards qualifications, but which has not been a deliberate act to attempt to subvert the integrity or security of the assessment process or the qualification as a whole.

**Malpractice** – a deliberate act by a staff member, Candidate or Centre which has, or may have, an adverse effect on the assessment process, the award of the qualification or the integrity or security of any examination or qualification made available by Gatehouse Awards.

**Marking (or assessing):** an activity which is undertaken by the Gatehouse Awards subject specialists to check the learners' answers to the test questions against the mark scheme in order to produce an overall mark or result.

**Moderation:** the process by which assessment decisions made by either centre's internal assessment staff, or awarding organisations' assessment staff (markers) are checked in order to ensure standardisation of results for learners.

**Overseas Centre:** An approved Gatehouse Awards Centre, located outside of the United Kingdom.

**Reasonable adjustment** - arrangements made prior to assessment which help to reduce the effect of a disability or difficulty that may place the Candidate at a significant disadvantage during the assessment process.

**Scripts:** the question papers completed by the learners. These may be referred to as **completed tests, completed question papers** or **completed assessment materials**.

**Special consideration** – a consideration applied during or after an examination when unforeseen circumstances may prevent the Candidate from attending or completing their examination, such as temporary illness, bereavement or disruption to examination.

**Tasks:** these form the parts of the tests and are the sections of the question papers which are answered by the learner.

**Tests:** the question papers which are provided by the awarding organisation to the Centre for the learners to undertake. These may also be referred to as **unit tests, examinations** or **assessment materials**.

**Tutor (or teacher, trainer, teaching staff):** a person(s) who is (are) employed by the Centre to teach the learners in preparation for the tests.



Document Specification:					
Purpose:	<p>To detail the specifications of the:</p> <p>GA Level 3 Award in Teaching English to Young Learners (Teaching English as a Foreign Language) (TEFL) (i-to-i)</p> <p>GA Level 3 Award in Teaching Business English (Teaching English as a Foreign Language) (TEFL) (i-to-i)</p> <p>GA Level 3 Award in Teaching English One-to-One (Teaching English as a Foreign Language) (TEFL) (i-to-i)</p> <p>GA Level 3 Award in Principles and Practices of Lesson Planning (Teaching English as a Foreign Language) (TEFL) (i-to-i)</p> <p>GA Level 3 Award in Awareness of Grammar for Teaching English as a Foreign Language (TEFL) (i-to-i)</p> <p>GA Level 3 Award in Teaching English Online (Teaching English as a Foreign Language) (TEFL) (i-to-i)</p> <p>qualifications.</p>				
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