Qualification Specification

GA Level 3 Certificate in Teaching English as a Foreign Language (TEFL) (i-to-i)

603/0150/8

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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 a Foreign Language (TEFL) qualification is 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 Certificate in Teaching English as a Foreign Language (TEFL) (i-to-i).

The qualification is based upon the courses developed, owned and operated by the Teach and Travel Group Ltd under its 'i-to-i' brand and is aimed at meeting the needs of Candidates and employers by underpinning the 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 qualification is regulated by the Office of Qualifications and Examinations Regulations (Ofqual) in England and is 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.

1.2 Qualification Title, Qualification Numbers and Important Dates

Qualification Title and Level	Qualification Number	Operational Start Date	Operational Review Date
GA Level 3 Certificate in Teaching English as a Foreign Language (TEFL) (i-to-i)	603/0150/8	01/08/2016	31/07/2021

1.3 Qualification Aims and Objectives

The aim of this qualification is 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.

The GA Teaching English as a Foreign Language qualification can be relied upon by employers to indicate that an individual can undertake a specific role in the workplace.

1.4 Qualification Structure and Overview

The Gatehouse Awards Teaching English as a Foreign Language qualification is listed on the Ofqual Register of Regulated Qualifications as part of the Regulated Qualifications Framework (RQF).

The structure of the Gatehouse Awards Teaching English as a Foreign Language qualification is as follows:

GA Level 3 Certificate in Teaching English as a Foreign Language (TEFL) (i-to-i)	Three Mandatory Units: 1. Lesson Planning in Teaching English as a Foreign Language 2. Lesson Content in Teaching English as a Foreign Language 3. Lesson Delivery in Teaching English as a Foreign Language Two Optional Units: 4. Practical Lesson Delivery in Teaching English as a Foreign Language 5. Practical Employability Skills in Teaching English as a Foreign Language

The GA Teaching English as a Foreign Language qualification is not designed to replace any existing qualifications.

1.5 Guided Learning Hours, Total Qualification Time and Credit Values

Units	GLH	Study Time / TQT	Credits	Unit Reference
GA Level 3 Certificate in Teaching English as a Foreign Language (TEFL) (i-to-i)				
Lesson Planning in Teaching English as a Foreign Language	0*	ST: 50	5	F/615/0610
Lesson Content in Teaching English as a Foreign Language	0*	ST: 50	5	R/615/0613
Lesson Delivery in Teaching English as a Foreign Language	0*	ST: 50	5	H/615/0616
Total:	0*	TQT: 150	15	
GA Level 3 Certificate in Teaching English as a Foreign Language (TEFL) (i-to-i) + Optional Units				
Units as Above	0*	150	15	F/615/0610 R/615/0613 H/615/0616
Practical Lesson Delivery in Teaching English as a Foreign Language	20	ST: 5	3	K/615/0617
Practical Employability Skills in Teaching English as a Foreign Language	20	ST: 5	3	L/616/3604
Total:	20	TQT: 175	18	

*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.

1.6 Intended Audience, Age and Entry Requirements

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

The qualification 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 this qualification; 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)

1.7 Rules of Combination

In order to achieve the GA Level 3 Certificate in Teaching English as a Foreign Language (TEFL) (i-to-i), Candidates must achieve:

3 Mandatory Units

- Unit 1: Lesson Planning in Teaching English as a Foreign Language
- Unit 2: Lesson Content in Teaching English as a Foreign Language
- Unit 3: Lesson Delivery in Teaching English as a Foreign Language

Candidates may also choose to expand their knowledge, skills, and understanding by completing additional units:

Optional Units:

- Unit 4: Practical Lesson Delivery in Teaching English as a Foreign Language
- Unit 5: Practical Employability Skills in Teaching English as a Foreign Language

Both Optional Units 4 and 5 are available separately from the qualification and unit certification for all units is available.

There are no further Rules of Combination.

1.8 Recognition of Prior Learning and Transfer of Credits

Recognition of Prior Learning (RPL) is as a method of assessing whether a learner's previous experience and achievements meet the standard requirements of a Gatehouse Awards 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 Gatehouse Awards 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 the GA Certificate in Teaching English as a Foreign Language.

1.9 Relationship to Other Qualifications & Progression Opportunities

The Gatehouse Awards Teaching English as a Foreign Language qualification is designed to provide an introduction to the skills and knowledge required to work in the field of Teaching English as a Foreign Language.

It is an ideal qualification for Candidates to progress onto further Education and Training qualifications, or other qualifications at a higher level in Teaching English as a Foreign Language.

1.10 Language of Assessment

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

1.11 Grading

This qualification is not graded. Candidates are assessed as Pass or Refer.

1.12 Qualification Availability

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

This qualification is also available for other Centres and Distributors to offer under a Licence Agreement with Gatehouse Awards. 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.

Section 2 – Qualification Delivery, Assessment and Certification

2.1 Teaching and Learning Requirements

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

Candidates 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 all provided.

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

The GA Level 3 Certificate in Teaching English as a Foreign Language is assessed via a portfolio of evidence, which is internally assessed and internally verified by the course provider.

Completed portfolios should be 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.

2.3 Registering Candidates and Unique Learner Numbers

Candidates must be registered through the Ark, the Gatehouse Awards 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 Gatehouse Awards 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 Gatehouse Awards to issue updates to the Learner Record Service.

2.4 ID Requirements

It is the responsibility of the course provider to have systems in place to ensure that the person taking any Gatehouse Awards 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 course provider in line with the Data Protection Act 1998 for a minimum of 2 years.

All records must be easily retrievable and made accessible to Gatehouse Awards or the Regulator upon request.

Following the external verification of portfolios and the award of the qualification by Gatehouse Awards, 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 Gatehouse Awards upon request.

Section 3 – Centre Requirements and Quality Assurance Arrangements

The course provider offering the Gatehouse Awards Teaching English as a Foreign Language qualification 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 the qualification 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 the qualification and must make records available to Gatehouse Awards upon request. The information Gatehouse Awards 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 Teaching English as a Foreign Language qualification must have relevant occupational experience and hold relevant qualifications.

The GA Teaching English as a Foreign Language qualification 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.

Gatehouse Awards 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). Gatehouse Awards 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 Gatehouse Awards 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 course provider 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 TEFL qualification. 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. Gatehouse Awards 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 Gatehouse Awards 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 qualification, including physical resources and staffing, are in place and sufficient
- ensuing that the Centre has appropriate policies and procedures in place relevant to the organisation and to the delivery and quality assurance of the qualification
- 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 this qualification, 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 qualification 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.

All course materials used to support the delivery and assessment of Candidates working towards the Teaching English as a Foreign Language qualification must be 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
- Ofqual: www.gov.uk/government/organisations/ofqual
- Swan, M. (2005). Practical English Usage. Oxford: OUP.
- Murphy, R. (2004). English Grammar in Use. Cambridge: CUP

GA provides additional resources for these qualifications on the relevant qualification page of the website: 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 Gatehouse Awards 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 Gatehouse Awards 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. Unit Certificates can be issued where appropriate.

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

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.

Gatehouse Awards requires a minimum of two external quality assurance visits with no action points relating to this qualification. The Centre must be considered 'low risk' by Gatehouse Awards.

Direct Claims Status can only be maintained under the quality assurance of the staff member in this role at the time of the award. Gatehouse Awards 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 Gatehouse Awards of a change in staff responsible for the internal quality assurance of the qualification.

3.10 Enquiries and Appeals

Gatehouse Awards 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 Gatehouse Awards.

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

3.11 Ongoing Support

There are a number of documents on the Gatehouse Awards website that Centres and Candidates may find useful: www.gatehouseawards.org

The website is updated regularly with news, information about all Gatehouse Awards 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.

Gatehouse Awards 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 Gatehouse Awards are:

Gatehouse Awards Ltd
Address: 3rd Floor, Oaktree House, 408 Oakwood Lane, Leeds, LS8 3LG
Tel: 0113 249 1000

Email: info@gatehouseawards.org
Web: 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 Gatehouse Awards and our qualifications prior to approaching Gatehouse Awards directly.

Section 4 – Unit Specifications

4.1 Unit 1: Lesson Planning in Teaching English as a Foreign Language

Unit Title		Unit Number
Lesson Planning in Teaching English as a Foreign Language		F/615/0610
Learning Outcome – The learner will:		Assessment criteria – The learner can:
1 Understand the purpose and importance of lesson planning	1.1	Explain the purpose of lesson planning
	1.2	Explain the importance of lesson planning
2 Understand the appropriate content and structure of lesson plans	2.1	Outline the structure of an effective lesson plan
	2.2	Explain the importance of aims and objectives in a lesson plan
	2.3	Outline the stages of a lesson and the purpose of each
3 Understand characteristics of learners and classes which may affect lesson planning	3.1	Explain differences in learner ability and the impact on lesson planning
	3.2	Explain differences in the ages of learners and the impact on lesson planning
	3.3	Explain differences in the learners' backgrounds and the impact on lesson planning
	3.4	Explain the differences in class size and the impact on lesson planning
	3.5	Explain differences in learning styles and the impact on lesson planning
	3.6	Explain differences in first language of learners and the impact on lesson planning

4	Understand the purpose and value of different teaching methodologies and techniques	4.1	Outline strengths and weaknesses of different EFL teaching methodologies e.g.: • Audio-Lingual Method • Direct Method • Communicative Approach • Natural Approach • Total Physical Response • Grammar Translation Method • Community Language Learning • The Silent Way
		4.2	Explain how to match teaching methodology to the needs of learners
		4.3	Outline strengths and weaknesses of different EFL teaching techniques e.g.: • Presentation, Practice, Production (PPP) • Task-Based Learning • Text-Based Learning • Guided Discovery • Test, Teach, Test
		4.4	Explain how to match teaching technique to the needs of learners
5	Understand the purpose and value of different modes of interaction	5.1	Outline strengths and weaknesses of different modes of interaction used in an EFL classroom e.g.: • Teacher-to-learner teaching • Learner-to-learner teaching • Pair work • Group work etc.
		5.2	Explain how to match modes of interaction to the needs of learners
6	Be able to produce lesson plans appropriate to the needs of learners	6.1	Produce lesson plans appropriate to the situation and class
		6.2	Explain elements of the lesson plan produced and justify why they are appropriate

Unit Title		Lesson Planning in Teaching English as a Foreign Language			Unit Number	F/615/0610
Level	3	Credit Value	5	Study Time	50	GLH	0

Unit Aim	To provide Candidates with the knowledge, skills and understanding to plan effective and engaging lessons and produce lesson plans appropriate to the needs of learners when teaching English as a foreign language.
Learning Outcomes	1. Understand the purpose and importance of lesson planning 2. Understand the appropriate content and structure of lesson plans 3. Understand characteristics of learners and classes which may affect lesson planning 4. Understand the purpose and value of different teaching methodologies and techniques 5. Understand the purpose and value of different modes of interaction 6. Be able to produce appropriate lesson plans
Specified Evidence and/or Assessment Requirements	Assessment Criteria 6.1 should be met by producing a written/typed lesson plan in the context of a given teaching and learning scenario. Assessment Criteria 6.2 should be met by taking into account the work produced in 6.1. The assessment method is not prescribed.

4.2 Unit 2: Lesson Content in Teaching English as a Foreign Language

Unit Title		Unit Number
Lesson Content in Teaching English as a Foreign Language		R/615/0613
Learning Outcome – The learner will:		**Assessment criteria – The learner can:**
1	Understand the appropriate use of resources, materials and aids	1.1	Identify examples of resources, materials and aids used during an EFL lesson
		1.2	Describe appropriate use of a range of resources, materials and aids during an EFL lesson
		1.3	Explain the use of realia in the context of an EFL lesson
2	Understand the adaption of resources and materials for teaching different skills	2.1	Explain the adaption of resources and materials for teaching different skills
3	Understand the use of computer-assisted language learning (CALL)	3.1	Describe the use of computer-assisted language learning (CALL) in an EFL classroom
		3.2	Identify the strengths and weaknesses of computer aided language learning
4	Be able to match resources, materials and aids to the needs of learners	4.1	Select appropriate resources, materials and aids for a group of learners
		4.2	Justify the use of selected resources, materials and aids for a group of learners
5	Understand English grammatical structures, syntax and punctuation	5.1	Identify the different tenses
		5.2	Describe how different tenses are formed
		5.3	Describe elements of syntax and different sentence structures
		5.4	Outline the use of standard punctuation
		5.5	Identify different word classes
		5.6	Explain the use of different word classes

6	Understand how to present grammatical structures to learners	6.1	Identify grammatical structures typically expected of learners at different levels
		6.2	Describe methods of presenting grammatical structures at different levels
		6.3	Outline strengths and weaknesses of different approaches to teaching grammar
		6.4	Outline how to adapt own language to meet the needs of learners
7	Understand basic phonetics as they relate to teaching English as a foreign language	7.1	Identify common phonemes and their categories
		7.2	Outline how phonemes are formed and grouped, and relate to common vocabulary
		7.3	Explain the use and importance of phonetics when teaching EFL
		7.4	Outline how stress, rhythm, intonation, and pronunciation contribute to spoken skills development
8	Understand the teaching of productive and receptive English skills	8.1	Outline the similarities and differences of teaching productive and receptive skills
		8.2	Outline the stages of lessons for different skills
		8.3	Explain the different stages of listening skills development
		8.4	Explain the different stages of reading skills development
		8.5	Describe different methods for teaching receptive skills
		8.6	Explain the different stages of written skills development
		8.7	Explain the different stages of spoken skills development
		8.8	Describe different methods for teaching productive skills
9	Understand appropriate teaching and learning activities for teaching different skills	9.1	Identify different types of classroom activities used in English language teaching
		9.2	Describe appropriate activities to develop receptive skills at different levels
		9.3	Describe appropriate activities to develop productive skills at different levels
		9.4	Explain how to match activities to the needs of learners

		9.5	Describe the adaptation of activities and resources to the needs of learners

Unit Title		Lesson Content in Teaching English as a Foreign Language			Unit Number		R/615/0613
Level	3	Credit Value	5	Study Time	50	GLH	0
Unit Aim		To provide Candidates with the knowledge and understanding of the content of effective and engaging lessons and how to match the content to meet the needs of learners when teaching English as a foreign language.					
Learning Outcomes		1. Understand the appropriate use of resources, materials and aids 2. Understand the adaption of resources and materials for teaching different skills 3. Understand the use of computer aided language learning 4. Be able to match resources, materials and aids to the needs of learners 5. Understand English grammatical structures, syntax and punctuation 6. Understand how to present grammatical structures to learners 7. Understand basic phonetics as they relate to teaching English as a foreign language 8. Understand the teaching of productive and receptive English skills 9. Understand appropriate teaching and learning activities for teaching different skills					
Specified Evidence and/or Assessment Requirements		None.					

4.3 Unit 3: Lesson Delivery in Teaching English as a Foreign Language

Unit Title		Unit Number
Lesson Delivery in Teaching English as a Foreign Language		H/615/0616
Learning Outcome – The learner will:		Assessment criteria – The learner can:
1	Understand the teaching environment	1.1 Outline environmental factors which affect learners' language acquisition
		1.2 Explain how to optimise the teaching environment to meet the needs of learners
		1.3 Outline features of engaging and effective wall displays in an EFL classroom
		1.4 Describe the contribution wall displays make to learners' language acquisition
2	Understand classroom management	2.1 Explain the importance of good classroom management
		2.2 Outline examples of good classroom management
		2.3 Outline common classroom management problems and solutions
3	Understand appropriate behaviour when teaching EFL	3.1 Describe professional conduct when teaching EFL
		3.2 Explain the appropriate ratio of student talking time to teacher talking time
4	Understand elicitation of language and concept checking	4.1 Outline the purpose and importance of elicitation of language
		4.2 Describe methods of elicitation of language
		4.3 Outline the purpose and importance of concept checking questions
		4.4 Describe how to use concept checking questions effectively
5	Understand error correction and providing feedback to learners	5.1 Identify different types of errors
		5.2 Identify the possible causes of errors
		5.3 Explain different methods of providing feedback and error correction to learners

		5.4	Match appropriate methods of providing feedback and error correction to different types of error
6	Understand the assessment and testing of learners	6.1	Identify common assessment tools in EFL
		6.2	Match common assessment tools to their appropriate learner profile
7	Understand giving instructions to learners	7.1	Explain the importance of giving effective instructions to learners
		7.2	Outline effective use of language when giving instructions to learners
		7.3	Outline good practice when giving instructions to learners

Unit Title		Lesson Delivery in Teaching English as a Foreign Language				Unit Number		H/615/0616
Level	3	Credit Value	5	Study Time	50	GLH		0
Unit Aim		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 learners when teaching English as a foreign language.						
Learning Outcomes		1. Understand the teaching environment 2. Understand classroom management 3. Understand appropriate behaviour when teaching EFL 4. Understand elicitation of language and concept checking 5. Understand error correction and providing feedback to learners 6. Understand the assessment and testing of learners 7. Understand giving instructions to learners						
Specified Evidence and/or Assessment Requirements		None.						

4.4 Unit 4: Practical Lesson Delivery in Teaching English as a Foreign Language

Unit Title		Unit Number
Practical Lesson Delivery in Teaching English as a Foreign Language		K/615/0617
Learning Outcome – The learner will:		**Assessment criteria – The learner can:**
1	Be able to teach an engaging EFL lesson	1.1 Match lesson content to the needs of learners
		1.2 Use appropriate activities
		1.3 Use resources, materials and aids appropriately
		1.4 Maintain an appropriate ratio of student talking time to teacher talking time
		1.5 Use different modes of interaction
2	Be able to teach an effective EFL lesson	2.1 Provide instructions to learners appropriately
		2.2 Use methods for eliciting language effectively
		2.3 Use concept checking questions effectively
		2.4 Use a range of EFL teaching techniques to present new language to learners
		2.5 Monitor learners while they practice and produce new language
		2.6 Provide feedback and error correction appropriately

Unit Title		Practical Lesson Delivery in Teaching English as a Foreign Language		Unit Number		K/615/0617
Level	3	Credit Value	3	Study Time	5	GLH	20
Unit Aim		To provide Candidates with the skills, further knowledge and understanding of the delivery of effective and engaging lessons and how to match the delivery to meet the needs of learners when teaching English as a foreign language.				
Learning Outcomes		1. Be able to teach an engaging EFL lesson 2. Be able to teach an effective EFL lesson				
Specified Evidence and/or Assessment Requirements		The Assessment Criteria should be met primarily by practical demonstration. Provision is made for supplementary evidence to be provided in other formats e.g. a reflective account, professional discussion.				

4.5 Unit 5: Practical Employability Skills in Teaching English as a Foreign Language

Unit Title		Unit Number
Practical Employability Skills in Teaching English as a Foreign Language		L/616/3604
Learning Outcome – The learner will:	Assessment criteria – The learner can:	
1 Be able to plan a lesson within a specialist English language teaching context	1.1	Identify the specific needs of learners within an ELT specialist area
	1.2	Identify potential barriers to effective language learning in the specialist context
	1.3	Present potential solutions to barriers to learning in the specialist content
	1.4	Plan a specialist English class
	1.5	Outline classroom management techniques in the specialist context
2 Be able to make effective applications for TEFL employment	2.1	Identify different TEFL opportunities across different countries
	2.2	Compare the challenges different opportunities may present
	2.3	Explain factors influencing own preferences regarding employment
	2.4	Tailor own CV to a specific application
	2.5	Outline typical TEFL interview formats and questions
	2.6	Participate in a TEFL interview
	2.7	Assess elements of a professional work contract for key clauses and suitability
	2.8	Reflect on own suitability for a role and suggest areas for own development

Unit Title		Practical Employability Skills in Teaching English as a Foreign Language		Unit Number		L/616/3604
Level	3	Credit Value	3	Study Time	5	GLH	20

(Note: the GLH row spans the Level/Credit Value/Study Time layout)

Level	3	Credit Value	3	Study Time	5	GLH	20
Unit Aim		To provide Candidates with the skills, knowledge and understanding of specialist teaching roles and be able to make informed choices and effectively apply for employment in teaching English as a foreign language.					
Learning Outcomes		1. Be able to plan a lesson within a specialist English language teaching context 2. Be able to make effective applications for TEFL employment					
Specified Evidence and/or Assessment Requirements		The use of simulated activity is permissible in Learning Outcome 2.6.					

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.

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