Qualification Specification:
Level 3 TEFL Subject Specialisms Suite

GA Level 3 Award in Teaching English to Young Learners (Teaching English as a Foreign Language) (TEFL) (i-to-i)   603/3146/X

GA Level 3 Award in Teaching Business English (Teaching English as a Foreign Language) (TEFL) (i-to-i)   603/3144/6

GA Level 3 Award in Teaching English One-to-One (Teaching English as a Foreign Language) (TEFL) (i-to-i)   603/3145/8

GA Level 3 Award in Principles and Practices of Lesson Planning (Teaching English as a Foreign Language) (TEFL)   603/3147/1

GA Level 3 Award in Awareness of Grammar for Teaching English as a Foreign Language (TEFL) (i-to-i)   603/3141/0

GA Level 3 Award in Teaching English Online (Teaching English as a Foreign Language) (TEFL) (i-to-i)   603/6266/2

These qualifications are subject to the GA Centre Assessment and Standards Scrutiny and General Moderation policy.

Section 1 - Qualifications Overview

1.1 Introduction: About the Gatehouse Awards Level 3 Subject Specialisms in Teaching English as a Foreign Language (TEFL) Qualifications

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).

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 these qualifications.

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 these qualifications 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 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
Qualification	GA Level 3 Award in Teaching English to Young Learners (Teaching English as a Foreign Language) (TEFL) (i-to-i)	0*	TQT: 40	4	T/616/9669
Structure	One mandatory unit: Teaching English to Young Learners		ST: 40		

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

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

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

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

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

*Guided Learning Hours (GLH): Definition

The activity of a learner 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 (TQT): Definition

The number of Guided Learning Hours assigned, plus an estimate of the number of study hours a learner 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.

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

The estimates for Guided Learning Hours and Total Qualification Time above have been produced with due regard to information gathered from those with experience in education and training and

is in line with guidance published by Ofqual on the allocation and expression of Total Qualification Time and Guided Learning Hours.

Level

The qualifications within this specification is designated at Level 3 on the Regulated Qualification Framework (RQF) according to the Level Descriptors for knowledge and understanding, which build on those used within the Qualifications and Credit Framework (QCF) and the European Qualifications Framework (EQF). This means that these qualifications are considered by GA to lead to the outcome as follows:

Achievement at Level 3 reflects the ability to identify and use factual, procedural and theoretical knowledge and understanding of a subject or field of work to complete tasks and address problems that while well-defined, may be complex and non-routine, interpret and evaluate relevant information and ideas, and reflects an awareness of the nature of the area of study or work and different perspectives or approaches within the area of study or work.

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 recommended that candidates have already undertaken some training in TEFL. A wide range of online and in-person TEFL courses are available, including those which do not lead to a regulated qualification.

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 at Level 3 are designed to provide an introduction to the skills and knowledge required to work in the field of Teaching English as a Foreign Language, including in the subject specialist topic areas.

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, for example the GA Level 5 Certificate or GA Level 5 Diploma in Teaching English as a Foreign Language (TEFL).

1.9 Language of Assessment

These qualifications are offered in English. Further information concerning the provision of qualification and assessment materials in other languages may be obtained from GA.

1.10 Grading

All learning outcomes and assessment requirements must be met before a learner can be considered having achieved these qualifications.

These qualifications are not graded on a scale. Learners are assessed as Pass or Fail. Learners who aren't successful can resubmit work within the registration period.

1.11 Qualification Availability

These qualifications are available via GA Approved Centres in the UK and internationally. If you would like further information on offering these qualifications, please contact us.

Our contact details appear on our website, www.gatehouseawards.org

Section 2 – Qualification Delivery, Assessment Model 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.

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 Quality Assurance Model

These qualifications are offered in two different models.

Model 1: Centre-assessed model (classroom-based)

This means that courses leading to these qualifications are delivered in-centre, via a classroom-based model of learning, where learners' work is internally assessed and internally moderated by centre staff to clearly show where learners have achieved the learning outcomes and qualification requirements. Under this model, there is no requirement for external assessment.

Assessment, internal moderation and quality assurance activities are subject to external moderation and quality assurance conducted by GA. Centres operating this model are subject to the GA Centre Assessment and Standards Scrutiny (CASS) and General Moderation Policy.

Model 2: Externally-assessed model (online)

This means that centres may purchase online programmes directly from GA, which contain all aspects of teaching, learning and assessment. Learners submit work online and it is externally assessed and moderated by GA staff. Where learners have achieved the learning outcomes and qualification requirements, the centre is NOT required to provide further evidence or assessment and internal moderation records.

Centres may wish to offer Model 2, with some classroom-based practice included in their offer. This does not require the centre to provide any further evidence or assessment and internal moderation records in order for GA to be assured that the learner has met the qualification requirements as directed by the online course packages.

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 confirm each learner's identity. Learners are required to declare that all work submitted for assessment is their own work.

2.5 Record Keeping

Records of learner's details, their work and any records of Reasonable Adjustments, Special Considerations and records containing learners' personal details must be kept by the centre in line with the Data Protection Act 2018 (including GDPR and all relevant privacy regulations) for a minimum of 2 years.

The centre must operate a safe and effective system of care and comply with clinical and information governance requirements, with appropriate policies and procedures in place to maintain confidentiality related to clients, staff and learners.

All records must be easily retrievable and made available to GA or the Regulator upon request. Portfolios must be retained until the following External Quality Assurance visit to allow them to be sampled. Following external moderation and the award of a qualification by GA, centres may return portfolios to learners.

Records of all internal quality assurance and moderation 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 under Model 1: Centre-assessed model (classroom-based) 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 Moderator.

Requirements for Internal Moderators (also referred to as an Internal Quality Assurers or IQAs)

Assessors may have one or several appointed Internal Moderators.

This qualification is assessed by an Assessor and internally moderated and quality assured by an Internal Moderator to ensure standardisation, reliability, validity and sufficiency of the Assessor's assessment decisions.

Internal Moderators therefore need to have a thorough understanding of quality assurance and assessment practices, as well as sufficient technical understanding related to the qualifications that they are internally quality assuring. It is the centre's responsibility to select and appoint Internal Moderators.

To be able to perform the internal moderation and quality assurance role, an Internal Moderator must:

- have up-to-date working knowledge and experience of the specific occupational field
- have up-to-date working knowledge and experience of best practice in assessment and quality assurance
- hold one of the following Assessor qualifications or their recognised equivalent:
  - o Level 3 Award in Assessing Competence in the Work Environment
  - o Level 3 Certificate in Assessing Vocational Achievement
  - o A1 Assess candidate performance using a range of methods
  - o D32 Assess candidate performance and D33 Assess candidate using differing sources of evidence
- hold one of the following internal quality assurance qualifications or their recognised equivalent:
  - o Level 4 Award in Internal Quality Assurance of Assessment Processes and Practice
  - o Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
  - o V1 Conduct internal quality assurance of the assessment process
  - o D34 Internally verify the assessment process
- show current evidence of continuing professional development in assessment and quality assurance.
- In addition, Internal Moderators must be familiar with GA's qualification requirements.

Internal Moderators may be working towards a relevant equivalent quality assurance qualification under the guidance of a suitably qualified and experienced Internal Moderator.

The Internal Moderator must have relevant occupational experience and hold relevant qualifications in the particular subject area being assessed. They must hold a regulated qualification at least at the level of the qualification they are assessing.

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

External Moderation (also referred to as External Quality Assurance or EQA)

Assessment and internal moderation and quality assurance activities are subject to external moderation and wider scrutiny and centre controls as per GA's quality assurance arrangements for centre-assessed qualifications.

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

3.3 Portfolio Requirements (Centre-assessed model)

Where centres deliver these qualifications in-centre, learners are expected to build a portfolio of evidence, clearly demonstrating where they have met the learning outcomes and qualification requirements.

Various types of evidence may be used, for example:

- essays/assignments
- short questions and answers
- workbooks
- professional discussions
- observations of performance in the workplace
- product evidence
- reflective accounts
- witness testimony
- records of questioning

Evidence in the portfolio should be mapped against the learning outcomes, reflect the type of evidence supplied and indicate its location within the portfolio. By using portfolio reference numbers, it will enable the learner, assessor, IQA and EQA to quickly locate the evidence submitted.

All evidence must meet CRAVES requirements.

3.4 CRAVES Requirements

Assessors must ensure that all evidence within the learner's portfolio judged to meet GA's 'CRAVES' requirements is:

- **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
- **sufficient:** the work covers the expected learning outcomes and any range statements as specified in the criteria or requirements in the assessment strategy.

3.5 Internal Moderation and Quality Assurance Arrangements

Internal Moderators (also known as Internal Quality Assurers or IQAs) ensure that Assessors are assessing to the same standards, i.e. consistently and reliably, and that assessment decisions are correct. IQA activities will include:

- ensuring Assessors are suitably experienced and qualified in line with the qualification requirements
- sampling assessments and assessment decisions
- ensuring that assessment decisions meet the GA 'CRAVES' requirements (Current, Reliable, Authentic, Valid, Evaluated and Sufficient)
- conducting standardisation and moderation of assessment decisions
- providing Assessors with clear and constructive feedback
- supporting Assessors and providing training and development where appropriate
- ensuring any stimulus or materials used for the purposes of assessment are fit for purpose.

Sampling of assessment will be planned and carried out in line with a clear IQA and moderation strategy, which incorporates the number of learners, number of Assessors, and the experience and competency of Assessors.

Centre IQAs may wish to refer to the guidance documents provided by GA to approved centres (available on the Ark) in order to formulate an appropriate Sampling Strategy.

3.6 External Moderation and Quality Assurance Arrangements

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

EQA activities will focus on the centre's continuing adherence to and maintenance of the *GA Centre Approval Criteria* and the criteria and requirements for the specific qualifications for which it holds approval. These include:

- 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 moderation and quality assurance arrangements
- sampling internal moderation 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 moderation and wider 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 learner's work, moderation of assessment, talking to learners and reviewing documentation and systems, the GA EQA will provide the centre with full support, advice and guidance as necessary.

Where **Model 2: Externally-assessed model (online)** is undertaken, the assessment and moderation service is provided directly by GA. Adherence to the wider centre approval criteria must be demonstrated by the centre, even when delivery is via the externally-assessed model.

3.7 Venue Requirements

When training premises are used in the delivery of teaching and assessment of these qualifications, centres should, wherever possible, provide suitable access in line with Disability Discrimination, Diversity & Equality law and regulations and any other regulations which apply.

3.8 Equipment

Centres must ensure that all products and equipment used in the delivery and assessment of these qualifications must be authorised by GA and confirmed as fit for purpose and compliant with current Health and Safety legislation and any other relevant regulations. This will be considered at approval and during the on-going monitoring of centres.

Where specific products and equipment are required for the delivery and assessment of a GA qualification, the suitability of the products and equipment at the centre will be considered during the centre and qualification approval process and at External Quality Assurance Visits.

3.9 Teaching and Learning Resources

Centres delivering the qualifications as their own classroom-based 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.

3.10 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
- *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.

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.

3.11 Results

Centres may make claims for certification via the Ark when learners complete and the Assessor and Internal Moderator have confirmed achievement. Such claims for certification are subject to successful external moderation (EQA). Following the External Moderator's confirmation of a learner's achievement, GA will authorise claims for the certification of learners, details of which will be visible to the centre in the centre's Ark account. Certificates are usually issued within 10 working days of the award of the qualification.

Where GA provides external assessment and moderation following the candidate's completion of the GA-issued online TEFL programme, GA will issue results and certificates without the need for the centre to provide further evidence or records.

3.12 Certificates

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

Certificates will only be issued to learners who have achieved sufficient credits and met the rules of combination for the qualification they are registered for. If a learner has not achieved sufficient credits or failed to meet the rules of combination, 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. learner proof of identification) and will involve the return of the original certificate. Replacements and amendments may incur an additional charge.

3.13 Direct Claims Status (DCS)

Direct Claim Status is not available for these qualifications.

3.14 Appeals and Enquiries

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

General enquiries can be made at any time and should be directed to a 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

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

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 of all changes of personnel so centres can be provided with the best level of support and guidance.

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.

Learners should always speak to a member of staff at the centre for information relating to GA and our qualifications prior to approaching GA directly.

Contact details for GA can be found on the GA website www.gatehouseawards.org.

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

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 young learners when teaching English as a foreign language.
Learning Outcomes	1. Understand teaching English to young learners in context 2. Understand the law and own responsibilities when working with young learners 3. Understand the use of resources, materials and aids for teaching young learners 4. Understand classroom management when teaching young learners 5. Understand how to approach the design of a programme of English language learning for young learners 6. Be able to produce lesson plans appropriate to the needs of learners
Specified Evidence and/or Assessment Requirements	A range of evidence types may be used for Learning Outcomes 1-5 (*e.g. work products, professional discussion, assignments or projects, witness testimony, observation or other suitable method of assessment*). 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.

	Learning Outcome	Indicative Content
1	Understand teaching English to young learners in context	*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.*
2	Understand the law and own responsibilities when working with young learners	*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.*
3	Understand the use of resources, materials and aids for teaching young learners	*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*
4	Understand classroom management when teaching young learners	*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*

5	Understand how to approach the design of a programme of English language learning for young learners	*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*
6	Be able to produce lesson plans appropriate to the needs of young learners	*Produce lesson plan(s) to deliver lessons to young learners; explain elements of the lesson plan(s) produced and justify why they are appropriate*

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
Unit Aim		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 .					
Learning Outcomes		1. Understand business English language teaching in context 2. Understand factors affecting business English teaching and learning 3. Understand how to approach the design of a programme of business English 4. Understand the development of reading and writing skills in business English 5. Understand speaking and listening skills in business English 6. Understand grammar and vocabulary skills in business English 7. Be able to produce lesson plans appropriate to the needs of learners					
Specified Evidence and/or Assessment Requirements		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). 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.					

	Learning Outcome	Indicative Content
1	Understand business English language teaching in context	*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.*
2	Understand factors affecting business English teaching and learning	*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.*
3	Understand how to approach the design of a programme of business English	*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.*
4	Understand the development of reading and writing skills in business English	*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.*

5	Understand speaking and listening skills in business English	*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.*
6	Understand grammar and vocabulary skills in business English	*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.*
7	Be able to produce lesson plans appropriate to the needs of learners	*Produce lesson plan(s) to deliver business English lessons; explain elements of the lesson plan(s) produced and justify why they are appropriate*

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
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 individual learners when teaching English one-to-one.					
Learning Outcomes		1. Understand one-to-one English language teaching in context 2. Understand the use of resources, materials and aids in teaching one-to-one lessons 3. Understand issues of discipline and behaviour when teaching one-to-one 4. Understand how to approach the design of a one-to-one programme of English language learning 5. Be able to produce lesson plans appropriate for a one-to-one lesson					
Specified Evidence and/or Assessment Requirements		A range of evidence types may be used for Learning Outcomes 1-4 (*e.g. work products, professional discussion, assignments or projects, witness testimony, observation or other suitable method of assessment*). 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.					

	Learning Outcome	Indicative Content
1	Understand one-to-one English language teaching in context	The different contexts in which one-to-one English teaching occurs; key differences between teaching group classes and teaching one-to-one.
2	Understand the use of resources, materials and aids in teaching one-to-one lessons	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.
3	Understand issues of discipline and behaviour when teaching one-to-one	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.
4	Understand how to approach the design of a one-to-one programme of English language learning	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

5	Be able to produce lesson plans appropriate for a one-to-one lesson	*Produce lesson plan(s) to deliver lessons one-to-one; explain elements of the lesson plan(s) produced and justify why they are appropriate*

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
Unit Aim		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.					
Learning Outcomes		1. Understand the principles of planning a lesson 2. Understand how to plan an inclusive and learner-centred lesson 3. Understand how to evaluate own performance 4. Be able to produce lesson plans appropriate to the needs of learners					
Specified Evidence and/or Assessment Requirements		A range of evidence types may be used for Learning Outcomes 1-3 (*e.g. work products, professional discussion, assignments or projects, witness testimony, observation or other suitable method of assessment*). 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.					

	Learning Outcome	Indicative Content
1	Understand the principles of planning a lesson	*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.*
2	Understand how to plan an inclusive and learner-centred lesson	*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.*
3	Understand how to evaluate own performance	*The value of reflective practice; how to assess own performance; how feedback from others can inform own development*
4	Be able to produce lesson plans appropriate to the needs of learners	*Produce lesson plan(s) appropriate to the situation and class; explain elements of the lesson plan(s) produced and justify why they are appropriate*

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	1. Understand key grammar terminology and the form and function of grammatical structures 2. Understand how to select and use grammar-focused activities and resources in the classroom 3. Understand how to undertake research and reflect on own knowledge and skills 4. Understand how to identify grammatical errors and how to address them 5. Be able to produce lesson plans appropriate to the needs of learners			
Specified Evidence and/or Assessment Requirements	A range of evidence types may be used for Learning Outcomes 1-4 (*e.g. work products, professional discussion, assignments or projects, witness testimony, observation or other suitable method of assessment*). 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.			

Learning Outcome		Indicative Content
1	Understand key grammar terminology and the form and function of grammatical structures	*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.*
2	Understand how to select and use grammar focused-activities and resources in the classroom	*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.*
3	Understand how to identify grammatical errors and how to address them	*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.*
4	Understand how to undertake research and reflect on own knowledge and skills	*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.*
5	Be able to produce lesson plans appropriate to the needs of learners	*Produce lesson plan(s) to deliver grammar-focussed sessions; explain elements of the lesson plan(s) produced and justify why they are appropriate*

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	1. Understand requirements of teaching English online 2. Understand employment and self-employment options for teaching English online 3. Understand initial needs analysis and motivations of the online English language learner 4. Understand resources, materials and lesson planning for online English lessons 5. Understand strategies for teaching English online in one-to-one, pairs and small group contexts 6. Be able to produce lesson plans appropriate to the needs of learners
Specified Evidence and/or Assessment Requirements	A range of evidence types may be used for Learning Outcomes 1-5 (*e.g. work products, professional discussion, assignments or projects, witness testimony, observation or other suitable method of assessment*). 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.

	Learning Outcome	Indicative Content
1	Understand the requirements of teaching English online	*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*
2	Understand employment and self-employment options for teaching English online	*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.*
3	Understand initial needs analysis and motivations of the online English language learner	*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.*
4	Understand resources, materials and lesson planning for online English lessons	*Different types of classes, e.g. general, business, conversation, exam preparation, pronunciation classes; online activities for developing Reading skills ; online activities for developing Speaking & 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.*

5	Understand strategies for teaching English online in one-to-one, pairs and small group contexts	*Typical benefits and challenges of teaching one-to-one online; how to overcome these challenges. 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.*
6	Be able to produce lesson plans appropriate to the needs of learners	*Produce lesson plan(s) to deliver online English sessions; explain elements of the lesson plan(s) produced and justify why they are appropriate*

Appendix 1: Internal Moderation and Quality Assurance Regulations and Guidance

3.1 Introduction to Internal Moderation

Internal Moderation is a centre's internal system that ensures learner evidence is complete and genuinely meets all the required criteria by which the learner is judged to have met in order to be awarded a qualification. The process involves regularly sampling and evaluating the centre's assessment practices and decisions, and it is the Internal Moderator's responsibility to act on their findings to ensure consistency and fairness.

Ensuring quality standards are maintained and are consistent within and across a centre's provision is the responsibility of the head of centre, who must ensure that suitable staff are in place to act as Internal Moderator(s) and provide full support and standards scrutiny of the centre's Assessment decisions.

3.2 Internal Moderation Processes

Internal Moderation involves three key processes: co-ordination of the assessment process, standardisation of assessment practice, and sampling of assessed work.

These processes are conducted by one Internal Moderator or, if there is more than one, a team of Internal Moderators who are under the direction of a Lead Internal Moderator.

Information about the experience and qualification requirements for Internal Moderators is provided in the *Qualification Specification.*

3.3. Co-ordination of the Assessment Process

Prior to delivery commencing, it is the Internal Moderator who will confirm that assessment tasks are appropriate. This may involve checking that proposed assessment activities, plans for practical assessments, or the briefs of any assignments or reports are fit for purpose. It may also include checking that internal tests or examination materials are fit for purpose.

In order to ensure that the planned assessment activities and materials are fit for purpose, the Internal Moderator will consider and judge whether the activities and materials provide inclusive opportunities for all learners to meet the assessment objectives and generate evidence which is current, reliable, authentic, valid, able to be evaluated and sufficient to meet the requirements of the qualification.

During delivery of assessment, Internal Moderators will work with the Assessment team, ensuring that assessment practices are being carried out correctly. This may involve observing assessment taking place.

3.4 Standardisation of Assessment

The standardisation process helps to ensure that all centre staff involved in the delivery, assessment and quality assurance are consistent and fair to all learners and interpret and follow the requirements of the qualification in the same way.

Internal Moderators are expected to ensure high levels of consistency across Assessors and centre delivery sites through sharing good practice and providing feedback and support, doing so accurately and in good time. The internal Moderator may highlight areas for further CPD or additional training as necessary.

3.5. Sampling Process

When planning and carrying out internal moderation activities, it is important that the Internal Moderator works to a sound sampling strategy to ensure that standardisation of assessment decisions can take place.

A centre's sampling strategy involves reviewing the quality of Assessor's judgements, which will include reviewing learner work.

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

The Internal Moderator should check that planning and reviewing has taken place and feedback is given to learners by the Assessor. The Internal Moderator will also check and confirm the accuracy of the application of any mark schemes, guidance and overall assessment decisions.

The Internal Moderator 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 Moderator must plan their sampling activities as outlined below.

3.6 Establishing a Sampling Strategy

Sampling should enable the Internal Moderator to evaluate how Assessors have reached their decisions. They must be able to follow 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 learner'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.

3.7 Planning Sampling Activities

The Internal Moderator should consider the following when considering the volume of work that they should sample:

- the learners' ethnic origin, age and gender to ensure a representative range of learners are 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 everything in a learner's portfolio. 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 Moderator 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 and ensure a good, representative range of assessment evidence is sampled
- previous feedback to Assessors regarding good practice and/or involved highlighting development needs, for example If the Internal Moderator has a particular concern regarding the assessment decisions of a particular Assessor they should focus on increasing the volume of work from that Assessor to continue increased monitoring and evaluation of risk
- whether any changes have been implemented relating to the assessment of the qualification or its units, for example if there have been 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%.'

3.8 Producing a Sampling Plan

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

Copies of sampling plans should be made available to other Internal Moderators and the assessment team, and sampling carried out according to the plan.

Where variations are made, these should be recorded on the plan.

3.9 Completing a Sample Record

The Internal Moderator should record the quality assurance sampling activities on a Sample Record. As a minimum, this record must indicate the Assessor's decision, the content of the sample, the Internal Moderator's decision and relevant feedback to the Assessor.

Where the Internal Moderator agrees with the assessment decisions, certification claims can go ahead.

Where the Internal Moderator does 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 and instructions for how the learner can be supported to produce the required evidence of knowledge and skills.

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 GA-appointed External Moderator (also referred to as the EQA) upon request.

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