



Unit Specifications

TEFL Practical Units

Practical Lesson Delivery in Teaching English as a Foreign Language (K/615/0617)

Practical Employability Skills in Teaching English as a Foreign Language (L/616/3604)

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

Section 1 - Qualification Overview

1.1 Introduction: About the Gatehouse Awards Teaching English as a Foreign Language Practical Units and Aims and Objectives

This specification covers the GA practical units relating to Teaching English as a Foreign Language (TEFL).

These units have been developed to meet the needs of candidates and employers.

This document provides centre staff, candidates and employers with a comprehensive overview of the units' contents as well as the assessment and quality assurance requirements for these units.

The GA TEFL practical units are designed to give candidates working or preparing to work in an educational setting the knowledge, skills and understanding to deliver lessons in English as a foreign or additional language, and develop industry-specific employability skills, in line with best practice.

1.2 Unit Titles, Unit Numbers, Level, Credits, GLH and Study Time

Practical Lesson Delivery in Teaching English as a Foreign Language				
Unit Reference	Level	Credits	GLH*	Study Time**
K/615/0617	3	3	20	5

Practical Employability Skills in Teaching English as a Foreign Language				
Unit Reference	Level	Credits	GLH*	Study Time**
L/616/3604	3	3	20	5

***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.

****Study Time: Definition**

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.

Level

The units within this specification are designated at Level 3 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.

1.3 Intended Audience, Age and Entry Requirements

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

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

There are no formal entry requirements for these units; however, it is recommended that candidates 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 / Grade 4 or above), or equivalent
- ESOL International (CEFR: C1 or C2)

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

1.4 Rules of Combination

There are no Rules of Combination. Practical Units are available together or individually.

1.5 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 a qualification, or part of a 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 or unit.

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.

1.6 Relationship to Other Qualifications & Progression Opportunities

The GA TEFL Practical Units at Level 3 are available as stand-alone units.

Candidates may progress onto further TEFL, TESOL or other related qualifications, for example the GA Level 3 Certificate or GA Level 5 Diploma in TESOL.

1.7 Language of Assessment

Due to the nature of these units, they are offered in the English language only.

1.8 Grading

All learning outcomes and assessment requirements must be met before a learner can be considered having achieved a GA TEFL Practical Unit.

These units 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.

1.9 Availability

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

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

Section 2 – Delivery, Assessment and Certification

2.1 Teaching and Learning Requirements

Courses leading to the GA TEFL Practical Units 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 units are centre-assessed. This means that they are internally assessed and internally moderated by centre staff to clearly show where learners have achieved the learning outcomes and unit requirements. There is no requirement for external summative assessment.

Assessment, internal moderation and quality assurance activities are subject to external moderation and quality assurance conducted by GA.

These units are subject to the GA Centre Assessment and Standards Scrutiny (CASS) and General Moderation Policy.

2.3 Portfolio Requirements

Learners are expected to build a portfolio of evidence, clearly demonstrating where they have met the learning outcomes and unit 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 (see Section 2.4 below).

2.4 Assessment of Learners: CRAVES

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.

2.5 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 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.

2.6 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 and units for which it holds approval.

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.

2.7 Registering Candidates and Unique Learner Numbers

Candidates must be registered through the Ark, the GA online Learner Management System.

Owing to the size and level of these units, the validity period of registrations made will be 26 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.

2.8 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.

2.9 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, with appropriate policies and procedures in place to maintain confidentiality related to 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 certification 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.

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Section 3 – Staff and Resource Requirements for Centres

In order to deliver the GA TEFL Practical Units, a centre must ensure that they have the following resources in place.

3.1 General Staff Requirements

The knowledge and experience of all staff involved in course delivery, assessment and quality assurance will be considered during the approval and re-approval process and at EQA visits.

Centres must ensure that they hold up-to-date and detailed information about their staff and must make records available to GA upon request. The information GA expects the centre 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

Centres must ensure that there are an adequate number of staff members to provide a safe environment for learners and clients.

Centres must also ensure that they have the management and administrative staffing arrangements in place which are suitable to support the registration of learners and the receipt of results and certificates.

3.2 Requirements for Teachers and Assessors

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

These units 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.

The primary responsibility of an Assessor is to assess a learner's performance and ensure the evidence submitted by the learner meets requirements. An Assessor must be able to recognise competence, knowledge, skills and understanding in line with the qualification and/or unit standards and requirements and therefore need to have a thorough understanding of assessment and quality assurance practices, as well as have in-depth technical understanding related to the qualifications for which they are assessing.

It is the centre's responsibility to ensure that all staff involved in the delivery and assessment of these units are suitably qualified.

Assessors must have a minimum 2 years' experience in working as a Teacher of English as a foreign/additional language. GA 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.

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

Assessors may have one or several appointed Internal Moderators.

These units are 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 and units 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.
- show current evidence of continuing professional development in assessment and quality assurance.

GA recommends that Internal Moderators hold one of the following Assessor qualifications or their recognised equivalent:

- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Certificate in Assessing Vocational Achievement
- A1 Assess candidate performance using a range of methods
- D32 Assess candidate performance and D33 Assess candidate using differing sources of evidence

and hold one of the following internal quality assurance qualifications or their recognised equivalent:

- Level 4 Award in Internal Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
- V1 Conduct internal quality assurance of the assessment process
- D34 Internally verify the assessment process

In addition, Internal Moderators must be familiar with GA's quality assurance requirements.

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.

3.4 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.

3.5 Venue Requirements

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

3.6 Equipment

Centres must ensure that all products and equipment used in the delivery and assessment of these units are 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.

3.7 Teaching and Learning Resources

Centres delivering programmes of learning 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.

3.8 Results and Certification

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 award.

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

Certificates will only be issued to learners who have achieved fulfilled the requirements of the qualification or unit. If a learner has not achieved sufficient credits or failed to meet the rules of combination where relevant, the 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.

3.9 Direct Claims Status (DCS)

Direct Claim Status is not available for these units.

3.10 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 learners may find useful at www.gatehouseawards.org

The website is updated regularly with news, information about 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 learners 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 – Unit Specifications

4.1 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.					
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.					

4.2 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
Specified Evidence and/or Assessment Requirements		The use of simulated activity is permissible in Learning Outcome 2.6.					

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.

Document Specification:					
Purpose:	To detail the specifications of the: GA Level 3 Practical TEFL Units				
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Links to Ofqual GCR	E3; G6; G7; H2	Other relevant documents:	GA Centre Handbook GA Candidate Access Policy GA Malpractice & Maladministration Policy GA CASS and General Moderation Policy		