



## Qualification Specification

GA Level 3 Certificate in Teaching English to Speakers of Other Languages (TESOL)

610/1344/4

This qualification is subject to the GA Centre Assessment and Standards Scrutiny (CASS) and General Moderation policy.



## Section 1 - Qualification Overview

### 1.1 Introduction: About the Gatehouse Awards Level 3 Qualification in Teaching English to Speakers of Other Languages (TESOL)

The Gatehouse Awards (GA) Teaching English to Speakers of Other Languages (TESOL) qualification is designed to give candidates working, or preparing to work, in an educational setting the knowledge, skills and understanding to teach English as a foreign or additional language, in line with best practice.

This specification covers the GA Level 3 Certificate in Teaching English to Speakers of Other Languages (TESOL).

This qualification is aimed at meeting the needs of candidates and employers by underpinning high-quality courses with regulated qualifications.

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

The qualification is regulated by the Office of Qualifications and Examinations Regulations (Ofqual) in England and 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
<b>GA Level 3 Certificate in Teaching English to Speakers of Other Languages (TESOL)</b>	<b>610/1344/4</b>	<b>17/08/2022</b>	<b>August 2027</b>

### 1.3 Qualification Aims and Objectives

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

This qualification can be relied upon by employers to indicate that an individual can undertake a specific role in the workplace and be used by individuals in the TESOL sector who wish to pursue a career in TESOL. It is designed to enhance the skills of those who intend to further their teaching career by teaching online.

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

The **GA Level 3 Certificate in Teaching English to Speakers of Other Languages (TESOL)** qualification is listed on the Ofqual Register of Regulated Qualifications as part of the Regulated Qualifications Framework (RQF). The structure of this qualification is as follows:

GA Level 3 Certificate in Teaching English to Speakers of Other Languages (TESOL)					
Mandatory Units	Level	Unit Reference	Credits	GLH*	Study Time*
<b>1. Principles of Teaching English to Speakers of Other Languages</b>	3	Y/650/3732	3	20	10
<b>2. ESOL Learners and the ESOL Classroom</b>	3	T/650/3812	3	20	10
<b>3. Teaching Vocabulary</b>	3	Y/650/3813	3	20	10
<b>4. Teaching Grammar</b>	3	A/650/3814	3	20	10
<b>5. Teaching Receptive Skills: Listening and Reading</b>	3	D/650/3815	3	20	10
<b>6. Teaching Productive Skills: Speaking and Writing</b>	3	F/650/3816	3	20	10
<b>7. Teaching English for Specific Purposes</b>	3	H/650/3817	1	10	2
<b>8. Career Planning and Professional Development in TESOL</b>	3	J/650/3818	1	10	2
			Total Credits 20	Total GLH* 140	TQT* 204

Optional Units	Level	Unit Reference	Credits	GLH*	Study Time*
<b>9. Using Technology in Traditional and Online Classes</b>	3	Y/650/3822	1	10	2
<b>10. Student Assessment, Evaluation and Feedback</b>	4	A/650/3823	1	10	2

### \*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 are 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 relevant understanding, methods and skills to address problems that are well defined but complex and non-routine. It includes taking responsibility for overall courses of action as well as exercising autonomy and judgement within fairly broad parameters. It also reflects understanding of different perspectives or approaches within an area of study or work.

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

This qualification is available to candidates aged 18 and over, who are working, or preparing to work, as a Teacher of English to Speakers of Other Languages.

This Level 3 TESOL qualification may be undertaken as initial training for those whose current or desired job role requires them to develop skills, understanding, and knowledge of Teaching English to Speakers of Other Languages as a freelancer or self-employed practitioner, or those who intend to set up their own business in TESOL.

There are other no formal entry requirements for these qualifications; however, due to the nature of the qualification content, those undertaking the qualification must have a proficient level of spoken and written English.

We recommend that candidates hold a formal English language qualification of at least Level 2, e.g.

- GCSE English Language (A\* - C / Grade 4 or above), or equivalent
- ESOL International (CEFR: C1 or C2)

It is 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 paragraph 1.4. 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 this qualification.

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

The GA Level 3 TESOL qualification is designed to provide a solid foundation in the skills and knowledge required to work in the field of Teaching English to Speakers of Other Languages.

It is an ideal qualification for candidates who wish to work in the UK and abroad.

Candidates may progress onto further Education and Training qualifications, or other qualifications at a higher level, for example the GA Level 5 Diploma in Teaching English to Speakers of Other Languages (TESOL).

## **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](http://www.gatehouseawards.org)

## Section 2 – Qualification Delivery, Assessment and Certification

### 2.1 Teaching and Learning Requirements

Courses leading to the Teaching English to Speakers of Other Languages qualifications consist of either e-learning courses or classroom-based courses.

Learners can therefore undertake learning and assessment on a flexible basis.

Learners 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, learning and assessment for each unit can be found in the GA TESOL Unit Specifications in Section 4 below.

### 2.2 Assessment and Quality Assurance Model

These qualifications are delivered in-centre, 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. 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.

### 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, 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 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

Centres 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, moderation and internal quality assurance of these qualifications will be considered during the approval and re-approval process and at External Quality Assurance Visits.

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

### Requirements for Teachers and Assessors

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

The GA TESOL 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 to Speakers of Other Languages.

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:

- 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)
- NVQ Level 3 or 4 Learning & Development

- Other related qualifications.

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 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
- hold one of the following internal quality assurance qualifications (or 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
- 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.

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 this GA qualification.

Candidates are assessed on the evidence contained within their portfolio.

### **3.3 Portfolio Requirements**

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.

### **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**

GA does not prescribe the use of set course books, workbooks or other materials but expects that centres providing such courses should use relevant and up-to-date, high-quality teaching and learning materials which 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.

Please note, any references to books, journals, websites or other third-party materials and publications made by GA does not infer that GA's accepts responsibility for the content of such materials or any opinions expressed within them.

### **3.10 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.

### **3.11 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.

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

Direct Claims Status is not available for these qualifications.

### **3.13 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.

### 3.14 Ongoing Support

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

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

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



## Section 4 – Unit Specifications

### 4.1 Unit 1: Principles of Teaching English to Speakers of Other Languages

Mandatory Unit		GLH	Credits	Unit Reference
1	<b>Principles of Teaching English to Speakers of Other Languages</b>	20	3	Y/650/3732
<p>The aim of this unit is to introduce learners to TESOL, the principles of lesson planning in TESOL and the best practices for designing teaching materials and using technology in teaching.</p>				
<p><b>Assessment Guidance</b></p>				
<p>A range of assessment methods and evidence types may be used (e.g., passing a set test, work products, professional discussion, assignments or projects, witness testimony, observation or other suitable method of assessment).</p>				

Learning Outcomes: The Learner will be able to	Assessment Criteria: The Learner can
1.1 Understand what is involved in teaching and learning a foreign language.	1.1.1 Identify the differences between language systems and skills.
	1.1.2 Identify the differences between receptive and productive skills and macro and micro skills.
	1.1.3 Recognise the importance of cultural competence for language teachers.
1.2 Understand what a teacher should do to move from explaining content to enabling students.	1.2.1 Describe the difference between an explainer, an involver and an enabler.
	1.2.2 Identify the multiple roles that an enabling teacher can play in class.
1.3 Understand the lesson planning process.	1.3.1 Recognise the importance of lesson planning.
	1.3.2 Identify the points that the teacher should consider when planning a lesson.
	1.3.3 Describe the knowledge areas required for planning lessons.
1.4 Understand how learning takes place and how to utilise the findings of brain science in planning	1.4.1 Identify the essential keys for enhancing the learning process.
	1.4.2 Outline how to plan lessons that can improve language acquisition.

lessons.	
1.5 Understand the basic structure and content of a lesson plan.	1.5.1 Identify the main points in a lesson plan.
	1.5.2 Explain the difference between learning goals and objectives.
	1.5.3 Write SMART objectives when planning lessons or courses, with reference to Bloom's Taxonomy
	1.5.4 Outline different communicative and non-communicative activities.
1.6 Understand how students' proficiency level and lesson aims affect lesson planning.	1.6.1 Identify the differences between the CEFR language proficiency levels.
	1.6.2 Recognise how to use CEFR to identify students' level and determine what to include in a lesson plan.
1.7 Recognise the different models for structuring a lesson.	1.7.1 Distinguish between the different models for lesson planning.
	1.7.2 Describe the best practices for producing effective lesson plans appropriate for lesson type and students' level.
1.8 Understand how to select, adapt and design appropriate teaching materials and activities when planning a lesson.	1.8.1 Identify the advantages and disadvantages of using coursebooks.
	1.8.2 Summarise strategies for adapting teaching materials and using teaching aids.
	1.8.3 Recognise the importance and challenges of using authentic materials in language teaching.
1.9 Understand how to use educational technology and online resources in designing digitised teaching materials.	1.9.1 Explain the benefits of using technology in teaching.
	1.9.2 Distinguish between the different learning environments, models and components.
	1.9.3 Recognise how to create teaching materials using offline and online tools.

## 4.2 Unit 2: ESOL Learners and the ESOL Classroom

Mandatory Unit		GLH	Credits	Unit Reference
2	ESOL Learners and the ESOL Classroom	20	3	T/650/3812
<p>The aim of this unit is to enable learners to cater for individual learning styles, needs and abilities, apply UDL Guidelines in designing courses, manage their classes effectively, and assess and track their students' progress.</p>				
<p><b>Assessment Guidance</b></p>				
<p>A range of assessment methods and evidence types may be used (e.g., passing a set test, work products, professional discussion, assignments or projects, witness testimony, observation or other suitable method of assessment).</p>				

Learning Outcomes: The Learner will be able to	Assessment Criteria: The Learner can
2.1 Understand the strategies for catering to students' diverse needs, abilities, learning styles and preferences.	2.1.1 Identify the differences between young and adult learners.
	2.1.2 Explain the stages of cognitive and language development.
	2.1.3 Recognise the differences between intrinsic and extrinsic motivation.
	2.1.4 Recognise how the VARK model and multiple intelligences theory can be applied to create differentiated learning experiences.
2.2 Understand how to implement the basic guidelines of UDL (Universal Design for Learning) in course design and lesson planning.	2.2.1 Use UDL guidelines to recognise the difference between accessible and inaccessible teaching materials.
	2.2.2 Identify the ways of complying with UDL guidelines to cater for all learners' abilities, needs and preferences.
2.3 Understand how to use effective classroom management techniques in dealing with different types of classes.	2.3.1 Recognise the key strategies and skills of classroom management.
	2.3.2 Identify ways of establishing positive student-student and teacher-student relationships.
	2.3.3 Select appropriate methods for dealing with difficult students.
2.4 Understand how to create an inclusive learning	2.4.1 Define segregation, integration and inclusion.

environment and how to cater for the needs of ADHD and autistic students.	2.4.2	Identify the different types of additional educational needs.
	2.4.3	Describe the best practices for identifying and catering for the needs of ADHD and autistic students.
2.5 Understand how to use different tools for evaluation, assessment and tracking student progress.	2.5.1	Identify the differences between testing, evaluation and assessment.
	2.5.2	Select appropriate strategies and tools for formative and summative assessments.
	2.5.3	Describe the effective methods and tools for tracking student progress.

### 4.3 Unit 3: Teaching Vocabulary

Mandatory Unit		GLH	Credits	Unit Reference
3	Teaching Vocabulary	20	3	Y/650/3813
<p>The aim of this unit is to enable learners to analyse the meaning, function and pronunciation of vocabulary in context, and to introduce them to the techniques used in presenting and practicing vocabulary in the ESOL classroom.</p>				
<p><b>Assessment Guidance</b></p>				
<p>A range of assessment methods and evidence types may be used (e.g., passing a set test, work products, professional discussion, assignments or projects, witness testimony, observation or other suitable method of assessment).</p>				

Learning Outcomes: The Learner will be able to	Assessment Criteria: The Learner can
3.1 Understand the different ways for categorising and analysing vocabulary.	3.1.1 Identify the grammatical categories of individual words in context.
	3.1.2 Describe the difference between the different types of nouns.
	3.1.3 Recognise word families, collocations, phrasal verbs and idioms.
3.2 Understand the appropriate techniques for teaching the meaning, form and pronunciation of new vocabulary items	3.2.1 Identify appropriate teaching techniques for introducing and practicing new vocabulary items.
	3.2.2 Demonstrate an ability to convey the meaning of selected vocabulary items.
	3.2.3 Select appropriate techniques for checking students' understanding of specific vocabulary items.
	3.2.4 Grade language appropriately to match students' level.
3.3 Understand the aspects of pronunciation and how to use pronunciation teaching techniques to help students pronounce new words.	3.3.1 Recognise the different aspects of pronunciation.
	3.3.2 Demonstrate an ability to use the international phonetic alphabet (IPA) to teach and check pronunciation.
	3.3.3 Select appropriate pronunciation teaching techniques and activities to help students pronounce new words.

3.4 Understand how to design and use activities for practicing vocabulary.	3.4.1 Identify the best practices for helping students expand their lexical resources.
	3.4.2 Analyse the meaning, form and pronunciation of lexical items.
	3.4.3 Describe activities for helping students use vocabulary items in speaking and writing.
	3.4.4 Plan engaging vocabulary practice activities for a specific class.

#### 4.4 Unit 4: Teaching Grammar

Mandatory Unit		GLH	Credits	Unit Reference
4	Teaching Grammar	20	3	A/650/3814
<p>The aim of this unit is to introduce learners to the fundamentals of grammar and sentence structure and how to use routine procedures and techniques for planning and delivering effective grammar lessons.</p>				
<p><b>Assessment Guidance</b></p> <p>A range of assessment methods and evidence types may be used (e.g., passing a set test, work products, professional discussion, assignments or projects, witness testimony, observation or other suitable method of assessment).</p>				

Learning Outcomes: The Learner will be able to	Assessment Criteria: The Learner can
4.1 Understand the fundamentals of English grammar and sentence structure.	4.1.1 Recognise the differences between transitive and intransitive verbs.
	4.1.2 Identify the different functions of verb forms.
	4.1.3 Distinguish between the different types and functions of pronouns.
	4.1.4 Analyse sentences to identify their structure and added words, phrases or clauses.
	4.1.5 Identify the different types of grammatical structures: simple, compound, complex and compound-complex sentences.
	4.1.6 Recognise how sentences can be changed from active to passive voice and vice versa.
4.2 Understand the forms and functions of verb tenses and how tenses are taught in grammar lessons.	4.2.1 Identify the form and functions of the different tenses.
	4.2.2 Identify the functions of tenses based on the context in which they are used.
	4.2.3 Describe how timelines can be used to clarify the different functions of verb tenses.
	4.2.4 Differentiate between the meaning of simple, continuous, perfect and perfect continuous tenses.
4.3 Recognise the different approaches to teaching	4.3.1 Distinguish between the different approaches for teaching grammar.

<p>grammar and the best practices for designing and evaluating accuracy and fluency-based activities.</p>	4.3.2	Recognise how to deploy an appropriate context for eliciting a specific structure.
	4.3.3	Select appropriate questions for checking students' understanding of a grammatical structure.
	4.3.4	Identify the differences between accuracy and fluency-based activities for practising a specific structure.
	4.3.5	Describe the criteria (A-factor and E-factor) for evaluating grammar activities.



#### 4.5 Unit 5: Teaching Receptive Skills: Listening and Reading

Mandatory Unit		GLH	Credits	Unit Reference
5	Teaching Receptive Skills: Listening and Reading	20	3	D/650/3815
<p>The aim of this unit is to introduce learners to the effective use of techniques and appropriate procedures to enhance reading and listening skills in English language teaching.</p>				
<p><b>Assessment Guidance</b></p> <p>A range of assessment methods and evidence types may be used (e.g., passing a set test, work products, professional discussion, assignments or projects, witness testimony, observation or other suitable method of assessment).</p>				

Learning Outcomes: The Learner will be able to	Assessment Criteria: The Learner can
5.1 Understand the listening process, listening types, subskills and common challenges.	5.1.1 Identify the challenges that students face when developing their receptive language skills.
	5.1.2 Identify the differences between top-down processing and bottom-up processing.
	5.1.3 List the knowledge areas that students need to develop to enhance their listening skills.
	5.1.4 Distinguish between the different types of listening.
	5.1.5 Identify listening subskills and an appropriate activity for developing each subskill.
5.2 Recognise common procedures for planning effective listening lessons and designing engaging activities.	5.2.1 Identify the stages of a listening lesson.
	5.2.2 Describe the common procedures for planning effective listening lessons.
	5.2.3 Use authentic materials effectively in teaching listening skills.
5.3 Understand the reading process and the strategies for enhancing students' reading skills.	5.3.1 Recognise the different types of reading.
	5.3.2 Identify the components and requirements of the reading process.
	5.3.3 Distinguish between skimming, scanning and reading for detail.

	5.3.4 Describe effective strategies for enhancing students' reading skills.
5.4 Recognise common procedures for planning effective reading lessons and designing engaging activities.	5.4.1 Identify the stages and common procedures for planning effective reading lessons.
	5.4.2 Describe how to select lexical items that need to be taught prior to the main reading stage of the lesson.
	5.4.3 Prepare activities that are appropriate for a receptive skills lesson.

#### 4.6 Unit 6: Teaching Productive Skills: Speaking and Writing

Mandatory Unit		GLH	Credits	Unit Reference
6	Teaching Productive Skills: Speaking and Writing	15	2	F/650/3816
<p>The aim of this unit is to introduce learners to the effective use of techniques and appropriate procedures to enhance speaking and writing skills in English language teaching.</p>				
<p><b>Assessment Guidance</b></p>				
<p>A range of assessment methods and evidence types may be used (e.g., passing a set test, work products, professional discussion, assignments or projects, witness testimony, observation or other suitable method of assessment).</p>				

Learning Outcomes: The Learner will be able to	Assessment Criteria: The Learner can
6.1 Understand the requirements and challenges of teaching speaking skills.	6.1.1 Identify the challenges that students face when developing their speaking skills.
	6.1.2 Recognise what students need to learn in order to speak accurately and fluently in different contexts.
6.2 Understand how to plan lessons and activities for developing students' communication skills.	6.2.1 Describe the strategies for creating a conducive speaking environment.
	6.2.2 Identify the stages and procedures for planning speaking lessons and activities.
	6.2.3 Design engaging fluency-based activities for enhancing students' speaking skills.
6.3 Understand the challenges, requirements, procedures and strategies of teaching writing skills.	6.3.1 List the skills that should be taught in writing classes.
	6.3.2 Identify the stages of the writing process.
	6.3.3 Describe different approaches and procedures for teaching writing skills.
	6.3.4 Select appropriate strategies for creating a conducive writing environment.
6.4 Recognise the types of errors in written production and the appropriate techniques for correcting students' errors.	6.4.1 Identify the different types of writing errors.
	6.4.2 Describe appropriate error-correction techniques.

	6.4.3 Use an error-correction code to highlight and explain students' writing errors.
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#### 4.7 Unit 7: Teaching English for Specific Purposes

Mandatory Unit		GLH	Credits	Unit Reference
7	Teaching English for Specific Purposes	10	1	H/650/3817
<p>The aim of this unit is to introduce learners to the requirements, challenges and strategies of teaching different types of English language courses, focussing on the delivery of online courses and delivering courses to young learners.</p>				
<p><b>Assessment Guidance</b></p>				
<p>A range of assessment methods and evidence types may be used (e.g., passing a set test, work products, professional discussion, assignments or projects, witness testimony, observation or other suitable method of assessment).</p>				

Learning Outcomes: The Learner will be able to	Assessment Criteria: The Learner can
7.1 Understand how to plan, develop and deliver successful online courses.	7.1.1 Recognise the differences between teaching traditional face-to-face classes and online classes.
	7.1.2 Identify the requirements for planning and delivering online classes.
	7.1.3 Describe the advantages and disadvantages of different virtual teaching platforms.
	7.1.4 Select appropriate strategies for planning and delivering successful online courses.
7.2 Understand how to create enabling learning environments and use appropriate strategies for teaching young learners.	7.2.1 Identify the stages of language development from birth to age 5.
	7.2.2 Recognise the different characteristics of young learners and adult learners.
	7.2.3 Identify strategies for creating enabling learning environments.
	7.2.4 Identify effective strategies for engaging and motivating young learners in physical and virtual classes.

#### 4.8 Unit 8: Career Planning and Professional Development in TESOL

Mandatory Unit		GLH	Credits	Unit Reference
8	Career Planning and Professional Development in TESOL	10	1	J/650/3818
<p>The aim of this unit is to enable learners to plan their career path, and to use effective job search, interviewing and professional development strategies.</p>				
<p><b>Assessment Guidance</b></p>				
<p>A range of assessment methods and evidence types may be used (e.g., passing a set test, work products, professional discussion, assignments or projects, witness testimony, observation or other suitable method of assessment).</p>				

Learning Outcomes: The Learner will be able to	Assessment Criteria: The Learner can
8.1 Understand the strategies for effective career planning and job search.	8.1.1 Identify the best practices for successful career planning.
	8.1.2 Recognise effective methods and resources for job searching.
	8.1.3 Write a traditional or infographic resume tailored for a certain teaching position.
8.2 Recognise effective interviewing and professional development strategies.	8.2.1 Distinguish between the different types of interview questions.
	8.2.2 Demonstrate the ability to use effective interview strategies.
	8.2.3 Recognise the importance of body language in job interviews.
	8.2.4 Identify strategies for professional development.
	8.2.5 Create a video resume to highlight key skills and accomplishments.

#### 4.9 UNIT 9: Using Technology in Traditional and Online Classes

Optional Unit		GLH	Credits	Unit Reference
9	<b>Using Technology in Traditional and Online Classes</b>	10	1	Y/650/3822
<p>The aim of this unit is to enable learners to understand how to use technology in planning lessons, presenting new language and designing teaching materials. Candidates will gain knowledge and understanding of what is involved in managing physical and virtual classes. Candidates will also gain knowledge and understanding of how to create storyboards and develop video tutorials for language teaching.</p>				
<p><b>Assessment Guidance</b></p> <p>A range of assessment methods and evidence types may be used (e.g., passing a set test, work products, professional discussion, assignments or projects, witness testimony, observation or other suitable method of assessment).</p> <p>As a minimum, achievement of this unit requires the candidate to:</p> <ul style="list-style-type: none"> <li>• produce a lesson plan.</li> <li>• produce a pair or group activity, designed for a specific group of learners.</li> <li>• produce an online activity designed using online-content creation tools.</li> <li>• create a video storyboard.</li> </ul>				

Learning Outcomes: The Learner will be able to	Assessment Criteria: The Learner can
9.1 Understand how to plan lessons which meet the needs of learners	9.1.1 Identify strategies for dealing with behaviour and discipline in face to face and online classes
	9.1.2 Recognise how the functions available in virtual teaching platforms can maximise student engagement and enhance collaborative learning.
	9.1.3 Produce a lesson plan which caters for the needs of a specific group of learners.
	9.1.4 Design an activity for a pair or group with the aim of enhancing group dynamics and creating a community of learners.
9.2 Understand how to use online tools to create digitized teaching materials in language teaching and practice.	9.2.1 Identify the differences between online content-creation tools.
	9.2.2 Identify how to maximise the visual appeal of teaching materials.
	9.2.3 Identify the dramatic elements required to create an engaging video tutorial.

	9.2.4 Use online content-creation tools effectively to create an engaging activity, presentation, game or competition.
	9.2.5 Recognise how the features available in video-creation apps can be used in designing characters and creating video tutorials.
	9.2.6 Create a video storyboard to introduce new language to a specific group of learners.



#### 4.10 UNIT 10: Student Assessment, Evaluation and Feedback

Optional Unit		GLH	Credits	Unit Reference
10	Student Assessment, Evaluation and Feedback	10	1	A/650/3823
<p>The aim of this unit is to enable learners to understand effective strategies for student assessment, evaluation and feedback. Candidates will understand and be able to use effective techniques for providing constructive feedback and correcting student errors, understand and use effective strategies for assessment, evaluation and tracking student progress, and understand how a learning management system (LMS) can be used in enhancing and tracking student progress.</p>				
<p><b>Assessment Guidance</b></p> <p>A range of assessment methods and evidence types may be used (e.g., passing a set test, work products, professional discussion, assignments or projects, witness testimony, observation or other suitable method of assessment).</p> <p>As a minimum, achievement of this unit requires the candidate to:</p> <ul style="list-style-type: none"> <li>• produce rubric for assessing oral production.</li> <li>• produce an error correction code for writing errors.</li> <li>• create a course evaluation.</li> <li>• create formative assessment questions.</li> <li>• create a course and quiz using an LMS.</li> <li>• demonstrate the use of a gradebook or reporting function in an LMS.</li> </ul>				

Learning Outcomes: The Learner will be able to	Assessment Criteria: The Learner can
10.1 Understand and use effective techniques for providing constructive feedback and correcting student errors.	10.1.1 Identify types of corrective feedback.
	10.1.2 Use practical techniques for correcting spoken errors.
	10.1.3 Review how to grade student writing and provide feedback.
	10.1.4 Develop a correction code for highlighting writing errors.
10.2 Understand and use effective strategies for assessment, evaluation and tracking student progress.	10.2.1 Identify effective strategies for creating tests, assessments and evaluations in language teaching.
	10.2.2 Give examples of objective questions for formative and summative assessments.
	10.2.3 Identify the phases of the test development cycle.

	10.2.4 Review the similarities and differences between the development of classroom tests and the development of standardized international tests.
	10.2.5 Use effective tools for creating a formative assessment.
	10.2.6 Describe the monitoring a teacher should undertake when administering an assessment.
	10.2.7 Describe the monitoring a teacher should undertake when conducting post-test analysis.
	10.2.8 Review how survey creation tools can be used to develop a course evaluation.
10.3 Understand how learning management systems can be used in enhancing and tracking student progress.	10.3.1 Identify the multiple tools and functions available in learning management systems.
	10.3.2 Use a learning management system to create a course.
	10.3.3 Use a learning management system to create a quiz.
	10.3.4 Demonstrate how to use a gradebook or user reports within a learning management system.
	10.3.5 Review how LMS groups, forums and discussion boards can be used to enhance collaborative learning.

## 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 Candidate's own work
- **Valid:** the work is relevant and appropriate to the subject being assessed and is at the required level
- **Evaluated:** where the Learner has not been assessed as competent, the deficiencies have been clearly and accurately identified via feedback to the Learner resulting in improvements in knowledge or competency leading to the award
- **Sufficient:** the work covers the expected learning outcomes and any range statements as specified in the criteria or requirements in the assessment strategy.

### 3.7 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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