GATEHOUSE AWARDS

Qualification Specification

GA Level 5 Diploma in Teaching English to Speakers of Other Languages (TESOL)

(610/1375/4)

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 this Qualification

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 5 Diploma in Teaching English to Speakers of Other Languages (TESOL) (610/1375/4).

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	Last Review Date	Next Review Date
GA Level 5 Diploma in Teaching English to Speakers of Other Languages (TESOL)	**610/1375/4**	**22/08/2022**	**Feb 2025**	**Feb 2030**

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 also designed to enhance the skills of those who intend to further their teaching career teaching online.

1.4 Qualification Structure and Rules of Combination

GA Level 5 Diploma in Teaching English to Speakers of Other Languages (TESOL)			
GLH*	220	Credit Value	38
TQT**	380	Level	5
Assessment Requirements		Internally assessed and externally quality assured portfolio of evidence.	

In order to be awarded the **GA Level 5 Diploma in Teaching English to Speakers of Other Languages (TESOL)** qualification, candidates must achieve a minimum of 38 credits overall, consisting of:

- 30 credits from the Mandatory Units
- 8 credits from the Optional Units

The learning outcomes and assessment criteria for each unit are provided in Section 4 below.

Candidates must successfully demonstrate their achievement of all the learning outcomes and assessment criteria within the selected units.

Grades are not awarded.

Candidates who aren't successful can resubmit work within the registration period.

A summary of the units is provided here:

Mandatory Units	Level	Unit Reference	Credits	GLH*	Study Time*
1. Principles of Teaching English to Speakers of Other Languages	5	R/650/3885	5	30	20
2. ESOL Learners and the ESOL Classroom	5	T/650/3886	5	30	20
3. Teaching Vocabulary	5	Y/650/3887	5	30	20

4. Teaching Grammar	5	A/650/3888	5	30	20
5. Teaching Receptive Skills: Listening and Reading	5	D/650/3889	5	25	25
6. Teaching Productive Skills: Speaking and Writing	5	J/650/3890	5	25	25

Optional Units	Level	Unit Reference	Credits	GLH*	Study Time*
7. Using Technology in Traditional and Online Classes	5	M/650/3893	4	25	15
8. Student Assessment, Evaluation and Feedback	4	A/650/3823	4	25	15
9. Teaching English for Specific Purposes	5	K/650/3891	4	25	15
10. Career Planning and Professional Development in TESOL	5	L/650/3892	4	25	15

*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 5 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 5 reflects the ability to use practical, theoretical or technological knowledge and understanding of a subject or field of work to find ways forward in broadly defined, complex contexts and analyse, interpret and evaluate relevant information, concepts and ideas. It reflects an awareness of the nature and scope of the area of study or work and an understanding of different perspectives, approaches or schools of thought and the reasoning behind them. It also reflects the ability to determine, adapt and use appropriate methods, cognitive and practical skills to address broadly defined, complex problems, use relevant research or development to inform actions and evaluate actions, methods and results.

1.5 Intended Audience, Age and Entry Requirements

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

This qualification is intended for learners aged 18 and older.

This Level 5 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 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.

All RPL decisions and processes are subject to External Quality Assurance (EQA) scrutiny and must be documented in line with GA's quality assurance requirements.

No transfer of credits is permitted for this qualification.

1.7 Relationship to Other Qualifications & Progression Opportunities

The GA Level 5 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 Education & Training, or onto a DELTA or equivalent subject specialist teacher training qualification.

1.8 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.

1.9 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.

1.10 Qualification Availability

These qualifications are available via GA Approved Centres in the UK and internationally. If you would like further information on offering these qualifications, please contact us. Our contact details appear on our website, www.gatehouseawards.org

Section 2 – Qualification Delivery, Assessment 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 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 104 weeks (two years). 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

Teaching staff ('Tutors') include those who deliver teaching and learning content for knowledge and understanding elements and those who are involved in teaching and learning of practical skills.

The primary responsibility of an Assessor is to assess a learner's performance and ensure that the evidence submitted by the learner meets the requirements of the qualification.

All Teachers and Assessors must:

- hold a relevant English language teaching qualification, e.g. CELTA, DELTA or Cert/Dip TESOL or GA Level 5 Diploma in TEFL or TESOL
- have a minimum 2 years' experience in working as a Teacher of English as a foreign/additional language
- hold a teaching or assessing qualification suitable to support the making of appropriate and consistent assessment decisions in the field of English language teaching.

GA recommends that Assessors:

- hold, or be working towards, a recognised assessor qualification or their recognised equivalent** e.g.,
  - o Level 3 Award in Assessing Competence in the Work Environment
  - o Level 3 Certificate in Assessing Vocational Achievement
  - o A1 Assess Candidate Performance Using a Range of Methods
  - o D32 Assess Candidate Performance and D33 Assess Candidate Using Differing Sources of Evidence

All staff involved with the delivery and assessment of this qualification must also be able to demonstrate ongoing professional development relevant to the sector subject area.

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

IQAs are responsible for internal moderation and quality assurance of the qualification to ensure standardisation, reliability, validity and sufficiency of the assessor's assessment decisions.

IQAs 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 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.

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

- hold a relevant English language teaching qualification, e.g. CELTA, DELTA or Cert/Dip TESOL or GA Level 5 Diploma in TEFL or TESOL
- have a minimum 2 years' experience in working as a Teacher of English as a foreign/additional language
- hold a teaching or assessing qualification suitable to support the making of appropriate and consistent assessment decisions in the field of English language teaching.

AND

- have up-to-date working knowledge and experience of best practice in assessment and quality assurance

GA recommends that IQAs:

- hold, or be working towards, a recognised assessor qualification or their recognised equivalent** e.g.,

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

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

All staff must be familiar with GA's qualification requirements.

Staff may undertake more than one role within the centre, e.g., Teacher, Assessor and Internal Moderator. However, members of staff must NOT IQA their own assessment decisions.

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.

Annual CPD requirements apply.

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 Teaching, Learning and Assessment

GA does not prescribe the use of set course books, workbooks or other materials but requires 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 accepts responsibility for the content of such materials or any opinions expressed within them.

3.3 Assessment of Candidates

To meet the assessment requirements, candidates must:

- follow a suitable programme of learning.
- maintain and submit a portfolio of all coursework including all materials related to assessment.

Candidates are assessed on the evidence contained within their portfolio.

3.4 Assessment Materials

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 these GA qualifications.

Candidates are assessed on the evidence contained within their portfolio.

When devising assessment materials for this qualification, the centre must:

- ensure materials directly address the learning outcomes and provides sufficient opportunity for candidates to demonstrate their knowledge and skills.
- structure materials to be accessible and engaging.
- use clear, unambiguous language.
- align assessment materials to the specific topics and content of the units and their component learning outcomes.
- pitch the level and depth of tasks accurately based on the content to be assessed.
- ensure completed assessment materials can be clearly attributed to the individual learner.
- offer opportunities and resources for additional research and study, and feedback to learners, where appropriate.
- ensure materials provide any relevant guidance to staff on consistent delivery.

Although centres are not required to submit their assessment tasks for GA authorisation before use, GA can provide guidance on the scope and suitability of centre-devised assessment materials.

Further Guidance

Centres may wish to refer to the checklist below when considering the suitability of their internally-devised assessment materials:

a) Is the assessment method suitable for the assessment of this qualification / unit / component?
b) Are the assessment tasks planned and accessible for learners?

c) Are the assessment materials clear and unambiguous (unless ambiguity forms part of the assessment)?

d) Does each task clearly relate to the learning outcomes and relevant assessment criteria addressed?

e) Do the assessment materials match the level of the qualification / unit / component?

f) Do the assessment materials match the objectives of the qualification / unit / component?

g) Do the assessment materials match the breadth of coverage required by the qualification / unit / component?

h) Do the assessment materials allow the specified level of attainment to be demonstrated by a learner who has attained the required level of knowledge, skills and understanding?

i) Is the level of demand consistent with any alternative assessment which may be completed by a learner for this or a comparable qualification?

j) Does the assessment material reflect a fair assessment? (i.e., is unlikely to cause a group of learners who share a common attribute or circumstance an unreasonable disadvantage in the level of attainment that they are able to demonstrate in the assessment).

k) Do the materials permit assessors to be able to differentiate accurately and consistently between a range of attainments by learners?

l) Is it clear what evidence the learner needs to generate?

m) Is it likely to generate evidence that is valid and sufficient?

n) Is it likely to lead to evidence which is clearly attributed to the individual learner?

o) If a learner is offered options of assessment tasks, are there any material inconsistencies between the level of demand of two optional tasks or assessments? If so, is it likely that the inconsistency may prejudice a group of learners?

GA can provide comprehensive assessment materials available upon request to support delivery, for which there may be an additional fee.

3.5 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.

Due to the nature of this qualification, it is expected that certain types and formats of evidence will be present in the portfolio. These may include:

- Lesson plans
- Lesson resources/materials
- Reflective accounts
- Assessment/feedback task
- Syllabus design

Where applicable, learners must produce a suitable bibliography, including the referencing of any authorised use of AI.
All evidence must meet CRAVES requirements.

3.6 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.

3.7 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. A Guide is provided in Appendix 1 of this Qualification Specification.

3.8 External Moderation and Quality Assurance Arrangements

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.

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.

3.9 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.

3.10 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.

3.11 Marking and Re-Submission of Work for Assessment

The use of artificial intelligence ('AI') to mark learner work is strictly prohibited.

The decision regarding whether to permit a candidate to resubmit work and/or attempt an assessment again will be based on an evaluation of how closely their previous attempts met the passing criteria. This evaluation will consider the extent to which the candidate's work demonstrated progress towards meeting the required standards.

If a learner must retake any assessment, the centre is expected to offer additional training or support to address areas needing improvement. It is essential that the centre maintains regular

contact hours with learners to identify any challenges and implement necessary support or access arrangements.

Any re-submissions of work or re-sits of the practical assessment must be completed within the qualification registration period.

Re-submissions of work or re-sits of the practical assessment must be assessed with the same rigour and adherence to the qualification standards.

If a candidate does not pass after three attempts, the centre must assess whether, despite supportive measures and multiple attempts, the candidate's progress is not indicative that they will meet the qualification requirements. They may be issued with a final 'Fail' grade or withdraw from the programme.

The centre must ensure that their policies and procedures regarding candidate dismissal or failure are communicated clearly to candidates to maintain fairness and transparency.

3.12 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.

3.13 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.

3.14 Direct Claims Status (DCS)

Direct Claims Status is not available for these qualifications.

3.15 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.

3.16 Ongoing Support

There are a number of documents on the GA website that centres and candidates may find useful:
www.gatehouseawards.org

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

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

GA must be kept up to date with contact details of all changes of personnel so centres can be provided with the best level of support and guidance.

At the time of approval, centres are assigned a designated Centre Administrator who is their primary point of contact for all aspects of service or support.

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

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

Section 4 – Unit Specifications

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

Mandatory Unit		GLH	Credits	Unit Reference
1	Principles of Teaching English to Speakers of Other Languages	30	5	R/650/3885

In this unit, the learner will develop their knowledge and skills in effective TESOL lesson planning and delivery. The unit explores the components of lesson planning in language teaching contexts, emphasising how structured preparation leads to more effective learning outcomes. Learners will develop their knowledge of creating SMART learning objectives that address both language systems and skills, differentiating between goals for receptive and productive language development.

The unit examines how understanding learning processes and cultural competence can enhance lesson planning effectiveness. Learners may explore various lesson structure models (such as PPP, ESA, and task-based approaches), learning how to implement appropriate transitions between lesson stages to maximise learning. Learners will focus on adapting teaching approaches for different proficiency levels and designing differentiated activities for mixed-ability classrooms.

Learners will also develop their skills in selecting, adapting, and/or designing teaching materials, including the effective use of coursebooks, authentic materials, and realia. Through this unit, teachers will acquire practical planning skills needed to create engaging, purposeful TESOL lessons that respond to learner needs and facilitate language acquisition.

Assessment Guidance

A range of assessment methods and evidence types may be used (e.g. work products, professional discussion, assignments or projects, witness testimony, observation, or other suitable method(s) of assessment).

Syllabus Topic	Learning Outcomes and Indicative Content. The learner can:
1. Lesson planning in TESOL	1.1 Understand and follow the lesson planning process in TESOL contexts Indicative Content:

	• the importance of lesson planning for effective language teaching • the key components to consider when planning TESOL lessons • the knowledge areas required for effective language lessons
2. Learning objectives	**2.1 Understand and establish clear learning objectives** Indicative Content: • using learning goals and objectives • applying SMART objectives to language lesson planning • designing objectives addressing both language systems and skills • differentiating between objectives for receptive and productive skills
3. Learning processes	**3.1 Understand how learning takes place and apply this knowledge to lesson planning** Indicative Content: • planning approaches to improve language skills • how cultural competence informs effective lesson planning
4. Lesson structure models	**4.1 Understand and apply models for structuring TESOL lessons** Indicative Content: • different lesson planning models (PPP, ESA, Task-based, etc.) • producing effective lesson plans for different lesson types and levels • using the stages of a lesson and transitions to maximise learning
5. Proficiency levels	

	5.1 Understand and demonstrate knowledge of how to use students' proficiency levels in planning

Indicative Content:
- using knowledge of proficiency levels inform teaching and learning planning
- adapting planning approaches for different proficiency levels
- designing differentiated activities for mixed-ability classes |
| 6. Teaching materials | 6.1 Understand and demonstrate own skills in teaching and learning material selection, adaptation and design

Indicative Content:
- using coursebooks, realia and other materials in appropriate contexts
- strategies for adapting materials and using teaching aids
- designing engaging activities appropriate to aims and levels
- using authentic materials effectively
- justifying material selection for specific students or groups |

4.2 Unit 2: ESOL Learners and the ESOL Classroom

Mandatory Unit		GLH	Credits	Unit Reference
2	ESOL Learners and the ESOL Classroom	30	5	T/650/3886

In this unit, the learner will develop their understanding of the diverse needs of ESOL learners and how to create effective, inclusive classroom environments. The unit explores the key differences between learner types, from young learners to adults, and examines how cognitive and language development stages impact the learning process.

Learners will gain practical knowledge about motivation factors, learning styles, and differentiation techniques that enable teachers to design accessible, appropriate lessons and resources.

The unit also focuses on essential classroom management strategies for different class types, emphasising how to build positive relationships between students and teachers, while effectively addressing challenging behaviours.

Learners will also examine approaches to inclusive teaching and learning, specifically exploring how to support students with additional educational needs. Through this unit, teachers will develop the skills needed to create learning environments where all ESOL students can thrive.

Assessment Guidance

A range of assessment methods and evidence types may be used (e.g. work products, professional discussion, assignments or projects, witness testimony, observation, or other suitable method(s) of assessment).

Syllabus Topic	Learning Outcomes and Indicative Content. The learner can:
1. Learner needs	1.1 Understand and apply knowledge of diverse learner needs Indicative Content: • the differences between different types of learners (young learners, teenagers, adults) • the stages of cognitive and language development

	- the intrinsic and extrinsic motivation of learners - learning styles and preferences - differentiating learning experiences
2. Lessons, activities and resources	2.1 Understand and implement principles of lesson design to cater for learners' abilities, needs and preferences Indicative Content: - accessible vs. inaccessible materials - the appropriateness of materials in resource selection - using teaching approaches to accommodate diverse learner needs and preferences
3. Classroom management	3.1 Understand and demonstrate awareness of classroom management strategies Indicative Content: - key strategies for managing different class types - how to establish positive student-student and teacher-student relationships - addressing challenging student behaviours
4. Inclusive learning environments	4.1 Understand and implement inclusive teaching and learning Indicative Content: - the use of segregation, integration and inclusion approaches - learners with additional educational needs, e.g. ADHA and autism - best practices for supporting learners with additional needs

4.3 Unit 3: Teaching Vocabulary

Mandatory Unit		GLH	Credits	Unit Reference
3	Teaching Vocabulary	30	5	Y/650/3887

In this unit, the learner will develop their knowledge and practical skills in effectively teaching vocabulary in ESOL contexts. The unit explores how to analyse and categorize vocabulary items and examining key terminology such as word families, collocations, phrasal verbs, and idioms. Learners will gain an understanding of different types of nouns, synonyms, homonyms, and word formation processes including affixation and compounding.

Learners will also develop their knowledge and skills in teaching new vocabulary items, addressing meaning, form, use, and spelling, and exploring strategies for introducing vocabulary, conveying meaning effectively, checking student understanding, and appropriately grading language to match learners' proficiency levels. Learners will also consider how to teach pronunciation, including the practical application of the International Phonetic Alphabet (IPA) and implementing various pronunciation techniques and activities.

Finally, learners will develop their skills in designing and implementing effective vocabulary practice activities that expand their students' lexical range. This includes creating engaging opportunities for using new vocabulary in both speaking and writing contexts, with particular attention to designing activities tailored to specific class needs and levels.

Assessment Guidance
A range of assessment methods and evidence types may be used (e.g. work products, professional discussion, assignments or projects, witness testimony, observation, or other suitable method(s) of assessment).

Syllabus Topic	Learning Outcomes and Indicative Content. The learner can:
1.Vocabulary analysis and categorisation	1.1 Demonstrate working knowledge of ways to categorise and analyse vocabulary Indicative Content: • key terminology to categorise words in context • different types of nouns

	• word families, collocations, phrasal verbs, idioms • synonyms, homonyms • collocation, affixes and compounding
2. Teaching vocabulary	2.1 Understand and apply appropriate techniques for teaching new vocabulary items Indicative Content: • using the meaning, form, use and spelling of vocabulary items in teaching and learning • techniques for introducing and practicing new vocabulary • conveying the meaning of vocabulary items • checking students' understanding of vocabulary • grading language to match students' level
3. Teaching the pronunciation of new words	3.1 Understand pronunciation and apply techniques to help students with pronunciation Indicative Content: • different aspects of pronunciation • using the international phonetic alphabet (IPA) for teaching and checking pronunciation • applying pronunciation teaching techniques and activities
4. Vocabulary practice	4.1 Understand and implement effective vocabulary practice activities Indicative Content: • best practices for expanding students' lexical resources • utilising activities for using vocabulary in speaking and writing • designing engaging vocabulary practice activities for specific classes

4.4 Unit 4: Teaching Grammar

	Mandatory Unit	GLH	Credits	Unit Reference
4	Teaching Grammar	30	5	A/650/3888

In this unit, the learner will develop their knowledge of English grammar and effective pedagogical approaches for teaching grammar to their ESOL students, including exploring grammatical structures (such as transitive and intransitive verbs, pronoun types and functions, and sentence construction). Learners will analyse the composition of different types of sentences and examine the use of active and passive voice in different contexts.

Learners will also develop their knowledge and understanding of the forms and functions of verb tenses (simple, continuous, perfect, and perfect continuous forms). Learners will be able to identify tense functions based on context, use timelines effectively to clarify verb tense meanings, and teach modality and hypothetical expressions. Through practical activities, learners will develop skills in explaining these sometimes-challenging concepts to their students.

The unit also explores various methodological approaches to teaching grammar, emphasising techniques for creating appropriate contexts to elicit specific structures. Learners will practice formulating effective questions to check student understanding, design engaging accuracy and fluency-based practice activities, and develop criteria for evaluating the effectiveness of grammar activities.

Assessment Guidance

A range of assessment methods and evidence types may be used (e.g. work products, professional discussion, assignments or projects, witness testimony, observation, or other suitable method(s) of assessment).

Syllabus Topic	Learning Outcomes and Indicative Content. The learner can:
1. English grammar and sentence structure	1.1 Demonstrate working knowledge of English grammar and sentence structure Indicative Content: • transitive and intransitive verbs, different functions of verb forms, types and functions of pronouns

	• sentence structure, identifying words, phrases or clauses • simple, compound, complex and compound-complex sentences • active and passive voice
2. Verb tenses	2.1 Demonstrate working knowledge of the forms and functions of verb tenses Indicative Content: • the form and functions of different tenses • functions of tenses based on context • use of timelines to clarify functions of verb tenses • simple, continuous, perfect and perfect continuous tenses • modality and hypothetical expression
3. Approaches to teaching grammar	3.1 Understand and apply approaches to teaching grammar and implement effective activities Indicative Content: • different approaches for teaching grammar • creating appropriate contexts for eliciting specific structures • formulating questions to check students' understanding of grammatical structures • designing engaging accuracy and fluency-based practice activities • 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	25	5	D/650/3889

In this unit, the learner will develop their knowledge, understanding and skills in teaching the receptive skills of listening and reading in ESOL contexts. Learners will explore the listening skills development process, examining different types and purposes of listening, essential subskills, and the common challenges that language learners face when developing listening comprehension. Learners will gain understanding of how to support students through these challenges with targeted instructional approaches.

Learners will develop their knowledge and skills in planning effective listening lessons, emphasising the key stages of listening instruction and strategies for creating engaging, purposeful activities. Learners will explore techniques for using authentic materials effectively while making listening content accessible to students at different proficiency levels. Practical approaches to developing specific listening subskills will be examined through various activity types.

Paralleling this focus on listening, this unit also addresses reading skills development, exploring different reading types and purposes, the components of the reading process, and essential subskills such as skimming, scanning, and reading for detail. Learners will analyse the challenges that ESOL students typically encounter when developing reading proficiency and explore instructional approaches to address these difficulties.

Finally, the learner will develop their knowledge and understanding of planning effective reading lessons, including selecting appropriate pre-teaching vocabulary, making texts accessible through scaffolding techniques, and implementing activities that develop specific reading subskills.

Assessment Guidance

A range of assessment methods and evidence types may be used (e.g. work products, professional discussion, assignments or projects, witness testimony, observation, or other suitable method(s) of assessment).

Syllabus Topic	Learning Outcomes and Indicative Content. The learner can:
1. Listening skills	1.1 Understand and demonstrate awareness of the listening skills development process, listening types, subskills and challenges Indicative Content: • different types of listening, purposes of listening • listening subskills • difficulties learners face when listening
2. Planning listening lessons	2.1 Understand and demonstrate awareness of procedures for planning effective listening lessons Indicative Content: • the stages of effective listening lessons • the application of procedures and strategies for effective listening lessons and activities • using authentic materials effectively in teaching listening skills • ways to make listening materials more accessible • using appropriate listening skills development activities
3. Reading skills	3.1 Understand and demonstrate awareness of the reading skills development process, types of reading, subskills and challenges Indicative Content: • different types of reading, purposes of reading • components of the reading process • reading sub-skills, skimming, scanning and reading for detail • difficulties learners face when reading
4. Planning reading lessons	4.1 Understand and demonstrate awareness of procedures for planning effective reading lessons

	Indicative Content: • the stages of effective reading lessons • the application of procedures and strategies for effective reading lessons and activities • selecting lexical items to teach before the main reading stage • ways to make reading texts more accessible • using appropriate reading skills development activities
5. Evaluating own knowledge and skills in planning listening and writing activities	5.1 Evaluate own knowledge and skills in planning listening and reading activities Indicative Content: • engaging in reflective practice in teaching receptive skills • application of techniques for analysing the effectiveness of receptive skills lesson planning • identifying areas for professional development in teaching listening and reading • adapting future lesson plans based on evaluation outcomes • using feedback to improve receptive skills teaching

4.6 Unit 6: Teaching Productive Skills: Speaking and Writing

	Mandatory Unit	GLH	Credits	Unit Reference
6	Teaching Productive Skills: Speaking and Writing	25	5	J/650/3890

In this unit, the learner will develop their knowledge and skills of teaching the productive skills of speaking and writing in ESOL contexts. The learner will explore the speaking skills development process, examining the distinctive features of spoken language communication, essential subskills, and the balance between accuracy and fluency in different speaking contexts. Learners will analyse common challenges that language learners face when developing speaking proficiency and explore instructional approaches to address these difficulties.

The learner will also develop their knowledge and understanding of planning effective speaking lessons, emphasising the key stages of speaking instruction and strategies for creating a conducive environment for oral communication. Learners will explore techniques for designing appropriate and engaging speaking activities that build confidence while developing specific speaking subskills. Practical approaches to overcoming learner challenges such as anxiety, limited vocabulary, and pronunciation difficulties will be examined.

Paralleling this focus on speaking, the learner will also develop their knowledge, understanding and skills in teaching writing skills development, exploring the features of written texts, essential subskills including literacy and spelling, and the stages of the writing process. Learners will gain understanding of the unique challenges that ESOL students typically encounter when developing writing proficiency across different genres and contexts.

Finally, the learner will develop their knowledge and understanding of planning effective writing lessons, including teaching the specific skills required for successful writing, implementing engaging activities that develop writing competence, and providing constructive feedback that motivates further development.

Assessment Guidance

A range of assessment methods and evidence types may be used (e.g. work products, professional discussion, assignments or projects, witness testimony, observation, or other suitable method(s) of assessment).

Syllabus Topic	Learning Outcomes and Indicative Content. The learner can:
1. Speaking skills	**1.1 Understand and demonstrate awareness of the speaking skills development process, features of spoken language and challenges** Indicative Content: • features of spoken language communication • speaking sub-skills • accuracy and fluency in speaking in different contexts • difficulties learners face when speaking
2. Planning speaking lessons	**2.1 Understand and demonstrate awareness of procedures for planning effective speaking lessons** Indicative Content: • the stages of effective speaking lessons • procedures and strategies for creating a conducive environment for speaking activities and practice • using appropriate and engaging activities for enhancing speaking skills • using appropriate speaking skills development activities • ways to make overcome challenges learners face when practising speaking
3. Writing skills	**3.1 Understand and demonstrate awareness of the writing skills development process, features of written language and challenges students face** Indicative Content: • features of written texts • writing sub-skills, literacy, script, spelling • stages of the writing process • accuracy and fluency in speaking in different contexts
4. Planning writing lessons	

	4.1 Understand and demonstrate awareness of procedures for planning effective writing lessons Indicative Content: • the stages of effective writing lessons • procedures and strategies for teaching skills required for writing • using appropriate and engaging activities for enhancing writing skills • using appropriate writing skills development activities • ways to overcome challenges learners face when practising writing
5. Evaluating own knowledge and skills in planning speaking and writing activities	5.1 Evaluate own knowledge and skills in planning speaking and writing activities Indicative Content: • engaging in reflective practice in teaching productive skills • application of techniques for analysing the effectiveness of productive skills lesson planning • identifying areas for professional development in teaching speaking and writing • adapting future lesson plans based on evaluation outcomes • using feedback to improve productive skills teaching

4.7 Unit 7: Using Technology in Traditional and Online Classes

Optional Unit		GLH	Credits	Unit Reference
7	Using Technology in Traditional and Online Classes	25	4	M/650/3893
In this unit, the learner will develop their knowledge and skills for integrating technology into ESOL teaching contexts. The unit explores how digital tools can enhance language instruction, addressing digital literacy principles and technical solutions for common challenges. Learners will examine approaches for adapting traditional teaching methods to online environments, focusing on designing engaging virtual activities and managing online classroom dynamics effectively. The unit emphasises practical skills in creating digital teaching materials, including presentations and interactive handouts, with strategies to maximise visual appeal and student engagement. Learners will practice developing interactive language activities and adapting authentic digital content for instructional purposes. Through this unit, teachers will gain the technological competence needed to enhance language instruction across diverse teaching contexts in today's digital educational landscape.				
Assessment Guidance				
A range of assessment methods and evidence types may be used (e.g. work products, professional discussion, assignments or projects, witness testimony, observation, or other suitable method(s) of assessment).				

Syllabus Topic	Learning Outcomes and Indicative Content. The learner can:
1. Using technology and digital tools	**1.1 Understand and apply digital tools in language teaching contexts** Indicative Content: • using digital tools for different language teaching purposes • creating, selecting and adapting digital resources for various language skills and levels • technical solutions to common challenges in online teaching

	• the principles of digital literacy in materials development
2. Online teaching	**2.1 Understand and apply approaches to online teaching** Indicative Content: • adapting traditional teaching methods for online environments • designing engaging online activities to maximise student interaction • managing virtual classroom dynamics effectively
3. Creating digital materials	**3.1 Understand how to design and develop effective digital teaching materials** Indicative Content: • creating digital materials, e.g. digital presentations and handouts • using strategies to maximise the visual appeal of teaching and learning materials • using interactive digital activities for language practice • adapting authentic digital content for language teaching

4.8 Unit 8: Student Assessment and Feedback

Optional Unit		GLH	Credits	Unit Reference
8	Student Assessment and Feedback	25	4	A/650/3823

In this unit, the learner will develop their knowledge, understanding and skills in providing effective assessment and feedback in ESOL contexts. The unit explores approaches to error correction in both speaking and writing activities, examining different error types and correction techniques that balance accuracy development with student confidence. Learners will practice implementing various feedback strategies, focusing on appropriate timing, balancing positive reinforcement with constructive criticism, and encouraging learner autonomy.

The learner will also consider the use of student needs analysis, including the use of questionnaires and interviews to gather information for designing personalised learning pathways. Learners will develop skills in assessing proficiency levels and establishing realistic learning objectives for individuals and groups. Finally, the learner will address approaches to assessment and progress tracking, including the design of appropriate assessment tasks and systematic methods for monitoring student development to inform teaching interventions and planning.

Assessment Guidance

A range of assessment methods and evidence types may be used (e.g. work products, professional discussion, assignments or projects, witness testimony, observation, or other suitable method(s) of assessment).

Syllabus Topic	Learning Outcomes and Indicative Content. The learner can:
1. Error correction in speaking practice	1.1 Understand types of speaking errors and correction techniques Indicative Content: • different types of speaking errors (pronunciation, grammar, vocabulary, appropriacy) • when and how to sensitively correct errors during speaking activities

	• appropriate error correction techniques for accuracy-focused vs. fluency-focused speaking tasks
2. Error correction in writing practice	**2.1 Understand types of writing errors and correction techniques** Indicative Content: • different types of writing errors (mechanics, grammar, vocabulary, text organisation, content, spelling) • error-correction techniques for different writing genres and purposes • using an error-correction code to highlight and explain students' writing errors
3. Providing feedback to students	**3.1 Understand and implement principles and techniques for providing students with feedback effectively** Indicative Content: • the appropriate timing and methods for delivering feedback • using a balance of positive reinforcement and constructive criticism • different feedback strategies (direct, indirect, metalinguistic, reformulation) • encouraging learner autonomy and self-reflection as part of feedback • adapt feedback approaches for different learning contexts and student needs
4. Student needs analysis and personalised learning	**4.1 Understand needs analysis and use knowledge to design personalised learning** Indicative Content: • using needs analysis instruments (questionnaires, interviews) • interpreting information and data to identify specific learning needs and goals

	- assessing students' proficiency levels using diagnostic tools - developing targeted learning and personalised learning pathways - establishing realistic learning objectives and assessment criteria for individual learners and groups of learners
5. Assessment and progress tracking	5.1 Understand approaches to assessment and monitoring student progress Indicative Content: - designing appropriate assessment tasks aligned with learning objectives - using systematic approaches to tracking student progress over time - interpreting data and information to inform planning and interventions

4.9 Unit 9: Teaching English for Specific Purposes

Optional Unit		GLH	Credits	Unit Reference
9	Teaching English for Specific Purposes	25	4	K/650/3891

In this unit, the learner will develop their knowledge and understanding of the requirements for addressing diverse contexts in English language teaching. The unit explores four distinct areas of specialised instruction: online teaching, business English, young learners, and test preparation courses.

Through examining these varied teaching contexts, learners will develop the ability to analyse specific learner needs, adapt methodologies appropriately, and create targeted learning experiences.

For each specific purposes, the learner will investigate the distinctive requirements, challenges, and opportunities that characterise these teaching contexts. Learners will explore how to conduct effective needs analyses, select and adapt appropriate materials, implement context-specific teaching strategies, and evaluate learning outcomes through suitable assessment approaches.

The learner will develop their knowledge of the importance of understanding learner characteristics and expectations across these different specialised domains.

Assessment Guidance
A range of assessment methods and evidence types may be used (e.g. work products, professional discussion, assignments or projects, witness testimony, observation, or other suitable method(s) of assessment).

Syllabus Topic	Learning Outcomes and Indicative Content. The learner can:
1. Teaching English online	**1.1 Understand approaches to online English language teaching and learning** Indicative Content: • differences between face-to-face classes and online classes • requirements for teaching online

	• advantages and disadvantages of online platforms • strategies for planning and delivering teaching and learning online
2. Teaching business English	**2.1 Understand approaches to teaching business English** Indicative Content: • the requirements of business English students • conducting needs analysis • challenges in the business English classroom • materials and activities to meet the needs of business English students • advantages and disadvantages of different types of business English courses • use of role plays and simulations
3. Teaching young learners	**3.1 Understand and implement principles and techniques for providing students with feedback effectively** Indicative Content: • the stages of language development from birth to age five • different characteristics of young learners and adult learners • creating enabling learning environments for young learners • strategies for engaging and motivating young learners in physical and virtual classes.
4. Teaching test-preparation courses	**4.1 Understand needs analysis and use knowledge to design personalised learning** Indicative Content: • different language tests and language test formats • the differences between general English courses and test preparation courses • strategies to address the challenges of test preparation classes

	• using rubrics and assessment criteria • grading performance in an assessment

Optional Unit		GLH	Credits	Unit Reference
10	Career Planning and Professional Development in TESOL	25	4	L/650/3892
In this unit, the learner will develop their knowledge of practical strategies for building a successful TESOL career. The unit explores various career pathways in the field, focusing on effective job application techniques, including CV preparation and opportunity evaluation. Learners will develop strategies for successful job interviews, including preparing demonstration lessons and articulating teaching philosophies effectively. Additionally, the learner will develop their knowledge and understanding of approaches to ongoing professional development, examining how to identify growth opportunities, engage with professional communities, and document teaching expertise. Through this unit, teachers will acquire the career management skills needed to navigate the diverse global opportunities in TESOL while continuing to develop their professional capabilities.				
Assessment Guidance				
A range of assessment methods and evidence types may be used (e.g. work products, professional discussion, assignments or projects, witness testimony, observation, or other suitable method(s) of assessment).				

Syllabus Topic	Learning Outcomes and Indicative Content. The learner can:
1. TESOL career planning and job applications	1.1 Understand TESOL career paths and apply effective job application strategies Indicative Content: • different TESOL career pathways (public education, private language schools, corporate training, online teaching) • qualification requirements for different TESOL positions • creating an effective TESOL-focused CV/resume and cover letter • identifying and evaluating job opportunities in different contexts

	• using online platforms and networks for TESOL job searching • developing a personal career development plan
2. TESOL job interviews	**2.1 Understand and apply effective strategies for TESOL job interviews** Indicative Content: • common TESOL interview questions and appropriate responses • preparing and delivering demonstration lessons for interviews • researching potential employers and their teaching approaches • presenting professional qualifications and experience effectively • addressing questions about teaching philosophy and methodology • following up professionally after interviews
3. Professional development in TESOL	**3.1 Understand and implement approaches to ongoing professional development** Indicative Content: • identifying personal areas for professional growth • types of professional development opportunities (conferences, workshops, courses) • engaging with professional organisations and teaching communities • using reflection and peer observation for continuous improvement • keeping up to date with developments in TESOL methodology • using teacher portfolios to document professional growth

Appendix 1: Internal Moderation and Quality Assurance Regulations and Guidance

1.1 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.

1.2 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*.

1.3. 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.

1.4 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.

1.5. 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.

1.6 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.

1.7 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%.'

1.8 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.

1.9 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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