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Qualification Specification

TQUK Level 5 Certificate in
Teaching English as a Foreign Language (QCF)

601/5234/5



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Introduction

Welcome to TQUK.

TQUK is an Awarding Organisation recognised by the Office of Qualifications and Examinations Regulation (Ofqual) in England and by the Welsh Government.

TQUK offers qualifications on the Qualifications and Credit Framework (QCF). Qualifications regulated by Ofqual are listed on the Register of Regulated Qualifications (<http://register.ofqual.gov.uk/>).

We aim to provide qualifications that meet the needs of industry which are designed by leading professionals and delivered to centres and learners with integrity and compliance in mind. To accompany the qualification, TQUK will provide centres with world class customer service to support the delivery of our qualifications.

Please visit our website www.tquk.org for news of our latest developments.

Qualification Specifications

Each qualification which TQUK offers is supported by a specification that includes all the information required by a centre to deliver a qualification. Information in the specification includes unit information, assessment and learning outcomes.

The aim of the Qualification Specification is to guide a centre through the process for delivering the qualification. Please read alongside the TQUK Centre Handbook. Further details of TQUK's procedures and policies can be found on our website www.tquk.org and accessed via a centre's homepage in the Management Suite.

TQUK expects all centres to familiarise themselves with the specification and the Centre Handbook as they will assist in the administration, preparation, delivery and assessment of the qualification.

All TQUK literature will be provided through the medium of English. On request, materials can be supplied in Welsh or Irish.

Qualification specifications can be found on the TQUK website www.tquk.org

Please check the website regularly to ensure that you are using the most up to date version.

This qualification may be eligible for public funding. If you are applying for funding you should use the QN number. For further advice on funding, contact TQUK.

If you have any further questions please contact TQUK.

Use of TQUK Logo, Name and Qualifications

TQUK is a professional organisation and use of its name and logo is restricted. TQUK's name may only be used by approved centres to promote any TQUK qualifications.

When using TQUK's logo, there must be no changes or amendments made to it, in terms of colour, size, border and shading. Only the logo given as part of centre approval should be used.

Approved centres must only use the logo for promotional materials such as on corporate/business letterheads, pages of a centre's web site relating to TQUK qualifications, printed brochures, leaflets or exhibition stands.

If a centre no longer has TQUK approved centre status, it must immediately discontinue the use of TQUK's logo.

Introduction to the Qualification

The TQUK Level 5 Certificate in Teaching English as a Foreign Language (QCF) is regulated by Ofqual. It is supported by Skills for Justice as the interim Sector Skills Council for the Learning & Development sector.

Qualification Purpose

The TQUK Level 5 Certificate in Teaching English as a Foreign Language (QCF) is a standalone specialist qualification suitable for learners wishing to develop the skills and knowledge to specialise in the teaching of English to speakers of other languages. The purpose of this qualification is to develop knowledge and skills relevant to a particular specialisation within an occupation or set of occupations.

The target audience for the qualification is learners with little or no experience of teaching English. The aim is to develop the introductory knowledge and skills required to begin to teach English as a foreign language. The qualification develops learners' knowledge of the English language and how to teach it; how to assess the needs of learners; preparing lesson plans and materials; identify resources and adapt to the needs of younger learners

This qualification is made up of eleven mandatory units which cover the teaching and learning of English as a foreign language

Entry Requirements

The qualification is suitable for learners of 19 years of age and above.

All trainee teachers should undertake an initial assessment of skills in English, mathematics and ICT. They should record their development needs and, where applicable, agree an action plan to address them. Where trainee teachers have already undertaken an initial assessment of their English, mathematics and ICT skills, their record of development needs and any previous action taken to address them should be reviewed and updated as required.

Progression

Successful learners can progress to other qualifications such as:

- TQUK Level 5 Diploma in Education and Training (QCF)
- TQUK Level 5 Diploma in Education and Training (including Teaching English: Literacy) (QCF).
- Level 5 Diploma in Education and Training (including teaching English: ESOL) (QCF)
- TQUK Level 5 Diploma in Education and Training (including teaching English: Literacy and ESOL) (QCF)
- Level 5 Diploma in Education and Training (including teaching Disabled Learners) (QCF)
- TQUK Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice (QCF)
- TQUK Level 3 Award in Assessing Competence in the Work Environment (QCF)
- TQUK Level 3 Award in Assessing Vocationally Related Achievement (QCF)
- TQUK Level 3 Certificate in Assessing Vocational Achievement (QCF)

or to HE programmes in education or related subjects

Structure

Learners must achieve 29 credits from 11 mandatory units.

Mandatory Units

Unit(s)	Unit ref.	Unit no.	Guided Learning Hours	Credit value
Principles of Teaching English as a Foreign Language	R/506/8712	1	19	5
Understanding English Grammar	D/506/8714	2	27	5
Teaching English Grammar	K/506/8716	3	17	2
Teaching English Vocabulary	A/506/8719	4	10	1
Teaching Productive Skills: Speaking and Writing	A/506/8722	5	25	4
Teaching Receptive Skills: Listening and Reading	F/506/8723	6	11	2

Materials and Aids for Teaching English	L/506/8725	7	9	2
Teaching Pronunciation of English	R/506/8726	8	16	3
Lesson Planning for Teaching English as a Foreign Language	D/506/8728	9	11	2
Teaching English as a Foreign Language to Young Learners	D/506/8731	10	9	1
Using Resources Effectively When Teaching English as a Foreign Language	H/506/8732	11	14	2
Total			168	29

Guided Learning Hours

The credit value of a qualification can be used to determine how long it will take a learner to achieve, as one credit corresponds to 10 hours of learning. These hours are made up of contact time with a teacher/assessor, referred to as guided learning hours (GLH), and non-contact time for study and assessment activities.

Assessment

Centres are able to choose appropriate assessment methods providing all the requirements of the qualification can be met. Centres should take a holistic approach where possible i.e. giving learners the opportunity to demonstrate several assessment criteria from different units at the same time. Academic referencing e.g. using quotes from text books within learners' work is a requirement at level 4 and level 5.

Learning journals are a good way of documenting progress and achievement, but are not a formal requirement.

Examples of assessment methods for this qualification include:-

- assignments
- case studies
- checklists
- essays
- observations
- online assessments
- portfolio of evidence

- professional discussion
- projects
- questions – written and oral
- reflective learning journal
- self-evaluation and action plan

A template for a session plan, feedback and guidance on assessment can be found in Appendix 2 and 3

Centre Approval

To offer any TQUK qualification each centre must be registered with TQUK and meet centre and qualification approval criteria. Approval must be confirmed prior to any assessment of learners taking place. It is essential that centres provide learners with access to appropriate support in the form of specialist resources.

Approved centres must seek approval for each qualification they wish to offer.

The approval process requires centres to demonstrate that they have the resources, including staff, to deliver and assess the qualification.

Centre Policies

In order to obtain centre approval from TQUK, an approved centre must have a range of policies in place. A full list of these policies can be found on the centre's homepage of the TQUK Management Suite in the downloads section. It is a centre's responsibility to ensure that all employees are aware of the policies and procedures and that they are adhered to at all times. Learners should also be informed, by the centre, of policies that are relevant to them such as complaints and appeals.

Failure to enforce or adhere to these policies could result in a centre's approval status being withdrawn.

TQUK has policies and procedures in place to support centres. Definitions and details can be found in the Centre Handbook and on the TQUK website.

These include:

Equality and Diversity

If a centre does not have an Equality and Diversity Policy, TQUK can provide one. Learners should be made aware that this policy is available to them should they choose to view it.

Reasonable Adjustments and Special Considerations

TQUK is committed to complying with all current and relevant legislation in relation to the development and delivery of our qualifications which at the time of writing includes, but is not limited to, the Equality Act 2010. We seek to uphold human rights relating to race relations, disability discrimination and special educational needs of our learners and to provide equal reasonable adjustments and special considerations for all learners registered on our qualifications.

TQUK expect all approved centres to have in place an Equality and Diversity Policy, which includes the following principles and guidelines:

Assessment should be a fair test of learners' knowledge and what they are able to do. For some learners the usual format of assessment may not be suitable. We ensure that our qualifications and assessments do not bar learners from taking our qualifications.

We recognise that reasonable adjustments or special considerations may be required at the time of assessment where:

- learners have a permanent disability or specific learning needs
- learners have a temporary disability, medical condition or learning needs
- learners are indisposed at the time of the assessment.

The provision for reasonable adjustments and special consideration arrangements is made to ensure that learners receive recognition of their achievement provided that the equity, validity and reliability of the assessments can be assured. Such arrangements are not concessions to make assessment easier for learners, or to provide any learner with unfair advantage.

For full details of TQUK's policy and the process for requesting reasonable adjustments and/or special considerations, please refer to the Reasonable Adjustments and Special Considerations Policy on the homepage on the TQUK Management Suite.

Appeals Policy

TQUK's Appeals Policy is aimed at our customers, including learners, who are delivering, enrolled on or have taken a TQUK approved qualification or unit. It sets out the process a centre should follow when submitting appeals to TQUK and the process TQUK will follow when responding to enquiries and appeals.

It is important that staff involved in the management, assessment and quality assurance of TQUK's qualifications are aware of the contents of TQUK's policy.

For details of TQUK's policy and procedure on appeals, please refer to the homepage on the TQUK Management Suite.

To be approved by TQUK, a centre must have in place an internal Appeals Policy that is shared with learners.

Complaints

For details of TQUK's policy and procedure on complaints, please refer to the homepage on the TQUK Management Suite.

Support from TQUK

Approved centres will be able to access support from TQUK whenever necessary. External Verifier visits will be undertaken on a regular basis. TQUK also offer approved centres the service of an Account Manager. An Account Manager's role is to support centres with any administration queries or qualification support.

Pre-Course Information

All learners should be given appropriate pre-course information regarding any TQUK qualifications. The information should explain about the qualification, the fee, the form of the assessment and any entry requirements or resources needed to undertake the qualification.

Initial Assessment

Centres should ensure that any learner registered on a TQUK qualification undertakes some form of initial assessment. The initial assessment should be used to inform a teacher/trainer on the level of the learner's current knowledge and/or skills.

Initial assessment can be undertaken by a teacher/trainer in any form, depending on the qualification to be undertaken by the learner/s. It is the centre's responsibility to make available forms of initial assessment that are valid, applicable and relevant to TQUK qualifications.

All initial assessment findings should be analysed by a teacher/trainer and the information obtained should be used to inform teaching and learning approaches, content delivery and assessment strategies. Initial assessment will be reviewed during the IV and EV process.

Learner Registration

Once approved to offer a qualification, the centre should register learners before any assessment can take place. Approved centres must follow TQUK's procedures for registering learners on the homepage of the Management Suite. For short courses, TQUK offer the option of registering a course and booking a number of places. Learners are then added once the course has taken place, thus acknowledging situations where substitutions are made at short notice to meet business needs.

Pro-forma documents including Induction checklist, Initial Assessment and Course Evaluation can be found in Appendix 1.

Resources

Learners will need access to the following:

- Course manual
- ICT resources if applicable
- Equipment at the venue
- Appropriate general and subject specific texts
- A suitably equipped venue and resources
- Other resources to support identified needs of learners.
- Resources to support the delivery of the qualification

This list is not final, additional resources may be added to meet the needs of the learners.

Training Requirements

Training must be delivered following quality detailed lesson plans. All lesson plans must include:

- Aim (a clear concise statement to show what the learners are to achieve by the end of the course)
- Objectives (to give the learners a step by step guide as to how they are going to achieve the aim of the course)
- Length of time allocated for each individual session
- Learner activities during the session
- Training methods, resources and equipment to be used
- Methods of assessing the level of knowledge/skills the learners have gained.

Trainer/Assessor Requirements

The role of a teacher, trainer, tutor or assessor is to deliver TQUK qualifications to learners. They must be qualified in the subject area they are delivering. Any centre staff delivering a qualification must also hold relevant experience of delivery of that qualification or work experience in the qualification subject.

The responsibility of a trainer, teacher, tutor or assessor is to ensure that learners gain knowledge and/or skills when studying a TQUK qualification. They must ensure that they follow TQUK's qualification specifications and deliver an interesting and informative course to learners.

They must ensure learners receive the correct support and/or advice to assist them in achieving their qualification.

All TQUK qualifications must be delivered in a professional manner. It is a teacher/trainer's responsibility to ensure that all sessions are fully planned and prepared and that all resources are available to learners.

In order to gain approval by TQUK to deliver the TQUK Level 5 Certificate in Teaching English: as a Foreign Language (QCF) trainers/assessors must have all of the following:

- occupationally competence in the subject area being delivered
- current evidence of continuing professional development in assessment and quality assurance
- a teaching qualification equivalent to QCF Level 5 or above;
- a Level 4 specialist qualification or Level 5 Additional Diploma or equivalent qualification in the relevant specialist area
- evidence of relevant teaching experience in the specialist context(s);
- in-depth knowledge of the relevant specialist area(s);
- access to appropriate guidance and support; and
- on-going participation in related programme quality assurance processes

Assessment Policy

A centre must ensure that assessment is valid, reliable and does not disadvantage or advantage any group of learners or individuals. The assessment procedure should be open, fair and free from bias. There should also be accurate and detailed recording of assessment decisions.

In order to do this, the centre should:-

- Assess learner's evidence using only the published assessment criteria
- Ensure that assessment decisions are impartial, valid and reliable
- Develop assessment procedures that will minimise the opportunity for malpractice
- Maintain accurate and detailed records of assessment decisions
- Maintain a robust and rigorous internal verification procedure
- Annually provide samples for external verification, as required by the awarding body
- Monitor external verifier reports and undertake any remedial action required
- Share good assessment practice between all training teams
- Ensure that assessment methodology is understood by all staff
- Provide resources to ensure that assessment can be performed accurately and appropriately

All centre devised assessments must be approved by TQUK before use.

Signatures

Learners, assessors and internal quality assurers must sign and date all relevant documentation where applicable. However, documents which are submitted electronically can have an e-mail address instead of a signature. This is provided that the centre has taken steps to ensure the legitimacy and authenticity of the person to whom the e-mail address belongs.

Assessment Decisions

It is the centre's decision as to whether a learner can submit one copy of a draft for informal feedback prior to formal assessment.

All completed assessment activities must be graded pass, refer or fail.

Pass

A learner achieves all the learning outcomes and assessment criteria at the first attempt.

Refer

A learner can be referred if they do not meet some or all of the criteria at the first attempt. Centres must have an appropriate referral procedure in place as part of their Assessment Policy. Records must be maintained of all referrals, subsequent actions, and achievements.

Fail

It is very rare a learner will fail an assessment activity, as they should be referred first with the opportunity to resubmit and/or be reassessed.

However, it is possible for a learner to fail if they do not take the assessment seriously. For example, submitting a totally inappropriate response to a written task, or delivering a dangerous or inappropriate session with the learner. Records must be maintained in case of an appeal.

Results and Certification

Results and certificates will be issued to centres once they have undertaken the required internal quality assurance procedures and have undergone external quality assurance activities, necessary for each qualification. It is a centre's responsibility to ensure learners are notified about the result of any assessment outcomes.

Approved centres must also fully inform learners regarding how and when they are able to obtain any results and/or certificates after successfully completing a course. Once all course documentation has been received and quality assured, certificates will be dispatched and should be received at the centre within 48 hours.

To inform TQUK of learners who have passed, centres should use the 'Registering a Group of Learners' section on the homepage of the TQUK Management Suite.

Should exceptional circumstances arise and a certificate is lost or damaged, learners may request a replacement certificate. Replacement certificates will have the same standing as original certificates and will incur a fee.

An approved centre should make replacement certificate requests to TQUK.

Centre Quality Assurance

TQUK require each centre to have in place a functioning quality system that is appropriate to the centre's size and volume of learners. The centre should also maintain sufficient records which demonstrate the use of quality assurance systems and the outcomes of key monitoring activities.

All qualifications should be delivered to a high standard and assessment and internal quality assurance/verification must be embedded throughout a centre's quality assurance system.

Each approved centre must employ staff who can undertake a number of specific roles that allow the centre to function effectively. Some centre roles can be undertaken by different individuals or the same person, depending on the size of the centre and the volume of TQUK qualification being delivered.

Full details of centre and TQUK responsibilities for quality assurance can be found on the TQUK website and Centre Handbook.

Internal Verifier

The role of an Internal Verifier (IV) is at the heart of the quality assurance and management systems of each approved TQUK Centre. There are three main aspects of the Internal Verifier role: -

- Verifying assessment
- Developing and supporting teachers, trainers, tutors and assessors
- Managing the quality of delivery

Verifying assessment is concerned with maintaining the quality of assessment for all learners. In most centres this forms the core part of the Internal Verifier's duties, and is by far the most time consuming. There are three strands to verifying assessment: - sampling assessments, monitoring assessment practice and standardising assessment judgements.

IVs should offer advice and guidance on best practice to trainers and assessors. IVs will undertake regular observations of trainers and assessors. They will also review learner portfolios and undertake standardisation activities as part of this support.

IVs will be expected to devise and undertake sampling activities in line with centre approval responsibilities. They are also responsible for managing the quality of delivery by trainers, to ensure that learners are receiving the best possible teaching and learning. IVs set best practice standards in centres.

Full details of TQUK's requirements for Internal Verification can be found in the Centre Handbook.

Internal Quality Assurance/Verifier Requirements

Internal verifiers must have relevant experience in delivering and/or assessing the subject they are internally verifying. This includes having a working knowledge of the requirements of the qualification, and a thorough knowledge and understanding of the role of tutors/assessors and internal quality assurance.

Internal verifiers must support tutors and assessors in their delivery and assessment of a qualification. They should also observe assessments.

All those who quality assure this qualification internally must: -

- Have up-to-date working knowledge and experience of best practice in assessment and quality assurance
- Show current evidence of continuing professional development in assessment and quality assurance
- Hold or be working towards one of the following qualifications or their recognised equivalent:
 - Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice, *or*
 - Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice, *or*
 - V1 Conduct internal quality assurance of the assessment process *or*
 - D34 Internally verify the assessment process

or

- attend a CPD event for IVs held by TQUK

It is best practice that those who quality assure the qualification also hold one of the following qualifications or their recognised equivalent:

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

Internal verifiers who do not hold one of the internal quality assurance qualifications listed above, must follow the principles set out in Learning and Development NOS 11 - Internally monitor and maintain the quality of assessment.

External Quality Assurance/Verification

External quality assurance (EQA) is carried out to ensure a centre is using valid, reliable, fair and ethical assessment and internal quality assurance processes. External quality assurers/verifiers (EVs) will be appointed by TQUK to approve a centre, and to monitor delivery, assessment and internal quality assurance.

Annual EV visits are provided free. Additional support visits can be requested at any time which will incur a charge. Additional support can include specific advice regarding particular qualification requirements, and/or assessment and internal quality assurance guidance.

If centres have any specific qualification questions, they should contact TQUK.

TQUK will make contact with a centre to arrange external quality assurance activities and may request information in advance of an EV visit.

Malpractice & Maladministration Policy

Definition of Malpractice

Malpractice is any activity or practice which deliberately contravenes regulations and compromises the integrity of the internal or external assessment process and/or the validity of certificates. It covers any deliberate actions, neglect, default or other practice that compromises, or could compromise:-

- the assessment process
- the integrity of a regulated qualification
- the validity of a result or certificate
- the reputation and credibility of TQUK
- the qualification or the wider qualifications community

Malpractice may include a range of issues from the failure to maintain appropriate records and systems to the deliberate falsification of records in order to claim certificates. It also covers misconduct and forms of unnecessary discrimination or bias towards certain or groups of learners.

Definition of Maladministration

Maladministration is any activity or practice which results in non-compliance with administrative regulations and requirements and includes the application of persistent mistakes or poor administration within a centre (e.g. inappropriate learner records).

Centre's Responsibility

It is important that centre staff involved in the management, assessment and quality assurance of TQUK qualifications, and learners, are fully aware of the contents of the policy and that centres have arrangements in place to prevent and investigate instances of malpractice and maladministration.

A failure to report suspected or actual malpractice/maladministration cases, or have in place effective arrangements to prevent such cases, may lead to sanctions being imposed on a centre (see TQUK's Sanctions Policy in the downloads section of the TQUK Management Suite for details of the sanctions that may be imposed).

TQUK can provide centres with guidance/advice/support on how to prevent, investigate, and deal with malpractice and maladministration.

A centre's compliance with this policy, and how it takes reasonable steps to prevent and/or investigate instances of malpractice and maladministration, will be reviewed by TQUK periodically through ongoing centre monitoring arrangements.

Should an investigation be undertaken into a centre, the head of centre must:-

- respond speedily and openly to all requests relating to the allegation and/or investigation
- cooperate and ensure that staff cooperate fully with any investigation and/or request for information.

For full details of TQUK's policy on malpractice and maladministration, please refer to the homepage on the TQUK Management Suite.

The TQUK Management Suite

Once a centre registers with TQUK they will be given a centre login to the Management Suite where they will enter their centre details. The TQUK Management Suite holds information regarding the centre approval process.

The booking and management of a centre's qualifications with TQUK is user friendly and designed to help in the administration of qualifications.

Centres will be able to register learners and course details via their homepage on the Management Suite. Centres will be able to register:-

- Course details
- Trainer/Tutor/Assessor and IV details
- Learner details
- Results for certification

Management Suite training will be given to each new centre, once approved.

Useful Websites

- Register of Regulated Qualifications <http://register.ofqual.gov.uk>
- Office of Qualifications and Examinations Regulation www.ofqual.gov.uk
- Excellence Gateway <http://www.excellencegateway.org.uk/>
- National Research and Development Centre for Adult Literacy and Numeracy
www.nrdc.org.uk
- Department for Education <http://www.education.gov.uk/>
- Education and Training foundation
- LLUK have archived their website; follow the link to view the documents archived
<http://webarchive.nationalarchives.gov.uk/20110414152025/http://www.lluk.org/>
- Health and Safety Executive www.hse.gov.uk
- Skills for Justice <http://www.sfjuk.com/>

For further details regarding approval and funding eligibility please refer to the following websites:

- Skills Funding Agency <http://skillsfundingagency.bis.gov.uk/> for public funding information for 19+ learners in England
- Learning Aim Reference Service (LARS) <https://www.gov.uk/government/publications/individualised-learner-record-ilr-sources-of-data>
- DAQW – Database of Approved Qualifications www.daqw.org.uk for public funding in Wales
- Department for Employment and Learning www.delni.gov.uk or Department of Education www.deni.gov.uk for public funding in Northern Ireland.

Reading List for Learners

- Castle P & Buckler S (2009) *How to be a Successful Teacher* London SAGE Publications Ltd
- Gravells A (2013) *The Award in Education and Training* London Learning Matters
- Gravells A (2013) *Passing Assessments for The Award in Education and Training* London Learning Matters
- Gravells A (2012) *Achieving your TAQA Assessor and Internal Quality Assurer Award* Exeter Learning Matters
- Gravells A & Simpson S (2012) *Equality and Diversity in the Lifelong Learning Sector* (2nd Edn) London Learning Matters
- Gravells A (2012) *What is Teaching in the Lifelong Learning Sector?* London Learning Matters
- Kidd W & Czerniawski G (2010) *Successful Teaching 14-19* London SAGE Publications Ltd
- Ofqual (2009) *Authenticity – A Guide for Teachers*. Coventry: Ofqual.
- Peart S & Atkins L (2011) *Teaching 14-19 Learners in the Lifelong Learning Sector* Exeter Learning Matters
- Powell S & Tummons J (2011) *Inclusive Practice in the Lifelong Learning Sector* Exeter Learning Matters
- Read H (2011) *The Best Assessor's Guide* Bideford Read On Publications
- Reece I and Walker S (2007) *Teaching, Training and Learning: A Practical Guide (6th Ed)* Tyne & Wear Business Education Publishers
- Vizard D (2012) *How to Manage Behaviour in Further Education* London Sage Publications Ltd
- Wallace S (2007) *Managing Behaviour in the Lifelong Learning Sector* Exeter Learning Matters
- Wallace S (2011) *Teaching, Tutoring and Training in the Lifelong Learning Sector* (4th Edn) Exeter Learning Matters

Website List for Learners

- Ann Gravells Ltd – www.anngravells.co.uk (teaching information and resources)
- Assessment tools library (literacy, numeracy, ESOL, dyslexia) - <http://archive.excellencegateway.org.uk/page.aspx?o=toolslibrary>
- Brainbox teaching resources - www.brainboxx.co.uk
- Educational Theory – www.businessballs.com
- Equality and Diversity Forum – www.edf.org.uk
- Initial Assessment Tools – www.toolslibrary.co.uk
- Institute for Learning - www.ifl.ac.uk
- Learning Styles – www.vark-learn.com
- National Institute of Adult Continuing Education - www.niace.org.uk
- Plagiarism - <http://plagiarism.org>
- Post Compulsory Education and Training Network – www.pcet.net
- Qualifications and Credit Framework (QCF) – <http://www.ofqual.gov.uk/qualifications-and-assessments/qualification-frameworks/>
- Teaching resources - <http://excellence.qia.org.uk/golddust/>

Units of Assessment

Unit 1

Title:		Principles of Teaching English as a Foreign Language	
Unit reference		R/506/8712	
Level:		5	
Credit value:		5	
Guided learning hours		19	
Learning outcomes		Assessment criteria	
<i>The learner will:</i>		<i>The learner can:</i>	
LO1	Understand the current role of English as a global language	1.1	Evaluate the extent of the Anglophone world, providing a range of examples of: <ul style="list-style-type: none"> countries in which English is a first or native language countries in which English holds legal status as the primary language countries in which English holds legal status as a secondary language countries and regions in which English is widely spoken as a business language regions and international bodies in which English is upheld as a recognised language
		1.2	Explain the importance of English in economic, social and cultural terms.
		1.3	Explain why English is often a highly desirable language to learn for non-native speakers
		1.4	Explain the origin of English as an Indo-European language.
		1.5	Explain the status of English as a Germanic language and the large influence of Romance languages on English
LO2	Understand modern methodologies and best classroom practice	2.1	Evaluate the strengths and weaknesses of teaching methodologies/philosophies, including: <ul style="list-style-type: none"> Behaviourism Audiolingualism The 'Natural Way' Humanistic Approaches
		2.2	Evaluate how to match methodology to learner needs

Unit 2

Title:		Understanding English Grammar	
Unit reference		D/506/8714	
Level:		5	
Credit value:		5	
Guided learning hours		27	
Learning outcomes		Assessment criteria	
<i>The learner will:</i>		<i>The learner can:</i>	
LO1	Understand word classes and their uses in English grammar	1.1	Identify, and analyse the functions of, word classes
LO2	Understand tense, person and number in English grammar	2.1	Interpret the different ways in which tenses are formed and used in English grammar.
		2.2	Interpret the ways in which person is indicated in English grammar
		2.3	Interpret the ways in which number is indicated in English grammar.
LO3	Understand syntax and punctuation in English grammar	3.1	Explain the principles of English syntax, including how phrases and sentences are typically structured.
		3.2	Analyse common sentence types and clause co-ordination.
		3.3	Explain the use of standard English punctuation in all common contexts.

Title:		Teaching English Grammar	
Unit reference		K/506/8716	
Level:		5	
Credit value:		2	
Guided learning hours		17	
Learning outcomes		Assessment criteria	
<i>The learner will:</i>		<i>The learner can:</i>	
LO1	Be able to present grammatical structures and meaning in context	1.1	Explain the PPP paradigm (presentation, practice and production)
		1.2	Provide examples of PPP lesson planning
		1.3	Demonstrate the presentation of a structure
		1.4	Justify maintaining normal patterns of speech during presentation of grammar
		1.5	Evaluate the place of elicitation
		1.6	State the natural order of a lesson
LO2	Be able to select the target language appropriate to the linguistic level of the learners	2.1	Explain the pedagogical value of recycling language.
		2.2	Explain ways in which language can be recycled for educational purposes during a language lesson
		2.3	Explain structures generally learned at different levels, including: <ul style="list-style-type: none"> • beginner • elementary • intermediate • advanced
		2.4	Demonstrate the ability to switch vocabulary and complexity of instruction based on previously identified skill level
LO3	Be able to assess, grade and correct language for teaching purposes	3.1	Differentiate between mistakes and errors and their origins, including: <ul style="list-style-type: none"> • Structural errors • Phonological errors • Conceptual combination errors

		3.2	Analyse learner errors and mistakes and state the possible causes
		3.3	Match appropriate correction procedures to varying types of errors
		3.4	Demonstrate correction techniques, including: <ul style="list-style-type: none">• verbal and non-verbal• finger correction• self correction• peer correction• teacher correction

Title:		Teaching English Vocabulary	
Unit reference		A/506/8719	
Level:		5	
Credit value:		1	
Guided learning hours		10	
Learning outcomes		Assessment criteria	
<i>The learner will:</i>		<i>The learner can:</i>	
LO1	Be able to select appropriate techniques and strategies for the teaching of vocabulary	1.1	Specify how lexis is grouped
		1.2	State techniques for recycling vocabulary
		1.3	Evaluate the pedagogical value of using: <ul style="list-style-type: none"> • overhead projector transparencies • realia • mind maps • mime and gesture • translation • dictionaries
		1.4	Explain what is meant by: <ul style="list-style-type: none"> • similarity • association • lexical sets • collocation
		1.5	Identify and explain cognates
		1.6	Identify and explain 'false friends'
		1.7	Design activities for dictionary use

Title:		Teaching Productive Skills: Speaking and Writing	
Unit reference		A/506/8722	
Level:		5	
Credit value:		4	
Guided learning hours		25	
Learning outcomes <i>The learner will:</i>		Assessment criteria <i>The learner can:</i>	
LO1	Be able to distinguish between accuracy and fluency	1.1	Identify the differences between accuracy and fluency
		1.2	Evaluate the relative importance of accuracy and fluency
LO2	Be able to investigate a range of communication activities	2.1	Categorise spoken communication activities, including: <ul style="list-style-type: none"> • discussions • debates • problem solving • information gap • instructions • role play • simulation
		2.2	Explore activities for the development of communication skills at various levels
LO3	Be able to explore the stages inherent in developing the productive skills of writing and speaking	3.1	Analyse stages involved in learning writing, including; <ul style="list-style-type: none"> • copying • guided writing • free writing
		3.2	Explain the nature of assimilation
		3.3	Explain ways in which written work can be corrected
LO4	Be able to introduce ways of teaching speaking and writing skills	4.1	Demonstrate the ability to: <ul style="list-style-type: none"> • interrupt politely and effectively • negotiate meaning • clarify meaning • check understanding • set parameters • change subject • express agreement and disagreement • express contradiction • express sarcasm and irony • persuade
		4.2	Explain the need for consistency in pronunciation in the presentation stage

Title:		Teaching Receptive Skills: Listening and Reading	
Unit reference		F/506/8723	
Level:		5	
Credit value:		2	
Guided learning hours		11	
Learning outcomes		Assessment criteria	
<i>The learner will:</i>		<i>The learner can:</i>	
LO1	Understand types of listening and reading skills	1.1	Explain and provide examples of extensive and intensive listening
		1.2	Explain and provide examples of skimming and scanning
LO2	Understand different ways of teaching reading skills	2.1	Explain the typical stages of reading development
		2.2	Evaluate reading activities and materials
		2.3	Evaluate skimming and scanning techniques
		2.4	Explain discourse markers
		2.5	Select and match reading activities to various levels
		2.6	Explain how to target activities for learners at: <ul style="list-style-type: none"> • elementary/beginner level • intermediate level • advanced level

Title:		Materials and Aids for Teaching English	
Unit reference		L/506/8725	
Level:		5	
Credit value:		2	
Guided learning hours		9	
Learning outcomes		Assessment criteria	
<i>The learner will:</i>		<i>The learner can:</i>	
LO1	Be able to evaluate the range of media available to the modern ELT classroom both electronic and non electronic	1.1	Explain the uses of teaching aids
		1.2	Explain appropriate use of: <ul style="list-style-type: none"> • flash cards • pictures and realia • feely bags • story time • organising and using the board • overhead projector • video
		1.3	Evaluate a range of teaching aids in the modern classroom
LO2	Be able to justify the value of using authentic materials wherever possible	2.1	Explain and justify the use of authentic materials (newspapers/magazines etc.) and their importance

Unit 8

Title:		Teaching Pronunciation of English	
Unit reference		R/506/8726	
Level:		5	
Credit value:		3	
Guided learning hours		16	
Learning outcomes		Assessment criteria	
<i>The learner will:</i>		<i>The learner can:</i>	
LO1	Demonstrate an understanding of basic phonetics and phonology and its practical application in the classroom	1.1	Identify and replicate the range of phonemes used in the English language
		1.2	Categorise phonemes
		1.3	Describe the manner and place of articulation
		1.4	Transcribe a passage in International Phonetic Alphabet (IPA)
		1.5	Explain the function of teaching pronunciation in the classroom
LO2	Understand how to teach pronunciation and the acquisition of an appropriate level of stress rhythm and intonation	2.1	Evaluate the importance of pronunciation and a knowledge of phonology
		2.2	Identify stress patterns at word level
		2.3	Explain ways of applying teaching techniques to aid pronunciation
LO3	Be able to explain how the learner's primary language can interfere in the second language acquisition process as related to effective pronunciation	3.1	Define mother tongue interference
		3.2	Explain a range of methods by which mother tongue interference can be avoided.

Title:		Lesson Planning for Teaching English as a Foreign Language	
Unit reference		D/506/8728	
Level:		5	
Credit value:		2	
Guided learning hours		11	
Learning outcomes		Assessment criteria	
<i>The learner will:</i>		<i>The learner can:</i>	
LO1	Understand the contents of a lesson plan and the stages of a lesson	1.1	Identify aims and objectives of a lesson
		1.2	Compare lesson types and approaches to lesson planning
		1.3	Analyse the lesson plan design
LO2	Understand the value of the various interactive modes available between learners and teacher	2.1	Explain the rationale for each of the main modes of classroom interaction
		2.2	Explain the value and give examples of the use of pair and group work
		2.3	Explain the value and give examples of the use of teacher to learner teaching
		2.4	Explain the value and give examples of the use of learner to learner teaching
		2.5	Explain the value and give examples of the use of peer teaching
		2.6	Explain the value and give examples of the use of self appraisal and learner feed back
		2.7	Explain the value of one to one classes
LO3	Be able to produce lesson plans appropriate to the language ability of the target group	3.1	Target language usage to the ability level/s of learners
		3.2	Produce lesson plans for specific levels
		3.3	Compare the merits of mono-lingual vs multi-lingual classes.

Title:		Teaching English as a Foreign Language to Young Learners	
Unit reference		D/506/8731	
Level:		5	
Credit value:		1	
Guided learning hours		9	
Learning outcomes		Assessment criteria	
<i>The learner will:</i>		<i>The learner can:</i>	
LO1	Understand the principles of teaching 5 – 16 year old learners	1.1	Explain the principles and developmental stages of language acquisition between the ages of 5 and 16
		1.2	Outline theoretical models for when young learners become capable of abstract thought
		1.3	Outline the main principles of teaching young learners and teenagers
		1.4	Explain a range of methods to motivate young learners and teenagers
LO2	Be able to design lessons and activities appropriate to the linguistic needs and purposes of 5 – 16 year old learners	2.1	Design a lesson plan suitable for the 5-16 age range
		2.2	Justify the use of materials and activities chosen for a lesson plan for the 5-16 age range

Unit 11

Title:		Use Resources Effectively when Teaching English as a Foreign Language	
Unit reference		H/506/8732	
Level:		5	
Credit value:		2	
Guided learning hours		14	
Learning outcomes		Assessment criteria	
<i>The learner will:</i>		<i>The learner can:</i>	
LO1	Be able to evaluate course books and other texts	1.1	Carry out a language audit to discover learners' needs
		1.2	Evaluate commonly used course books and other texts against a checklist of criteria
		1.3	Investigate commonly used course books and other texts which meet learners' needs
LO2	Be able to integrate the use of course books within the planning and implementation of a scheme of work	2.1	Explain the integration of course book materials into a scheme of work
		2.2	Demonstrate the matching of materials to learners' needs
LO3	Be able to use the internet as an effective resource	3.1	Explain how to carry out searches for language resources on the internet
		3.2	Evaluate what the internet offers in the way of materials and tools and the usefulness/drawbacks of these resources
		3.3	Assess the strengths and drawbacks of online teaching compared to classroom based programmes
		3.4	Provide lesson ideas for usage of online resources.

Appendix 1 - Pro-formas

Full name:		Date of birth:	
Gender:		Ethnicity:	
Today's date:		Language spoken:	
Telephone numbers:		e-mail address:	

Why would you like to take the TQUK Level 5 Certificate in Teaching English: as a Foreign Language (QCF)

What are your current (and previous) job roles and experiences, including any teaching or training positions?

What do you hope to achieve from the course?

Have you achieved any other teaching, training or assessing qualifications (or units) in the past? If so, please list them here as they might be taken into consideration towards the Award to save the duplication of work. Original certificates will need to be supplied.

Complete the learning styles questionnaire at www.vark-learn.com and note your results here.

V A R K

What are your particular learning needs or support requirements?

Would you like help with written/spoken English and literacy?

Would you like help with maths/numeracy skills?

You can test your English and maths via a free online program at: <http://www.move-on.org.uk/>

Would you like help with ICT skills?

Free online ICT support is available at: <http://learn.go-on.co.uk/>

IQA/IV name: if sampled		Date:	

Appropriate skills tests for English, maths and ICT should be carried out by learners.

Induction Checklist

- an introduction to the organisation
- an introduction to all relevant staff
- identification check
- icebreaker
- ground rules
- where to go for help, advice and support
- policies and procedures, for example health and safety, appeals, complaints
- evacuation procedures/first aid in case of an emergency
- methods of communication i.e. telephone, e-mail
- procedures to follow in case of absence or lateness
- attendance dates
- break times
- course details
- assessment details and target dates
- microteach details and dates
- coursework/homework
- tutorial/review procedures
- commitment both during the course and in learners' own time
- available resources and how to access them
- completion of relevant application forms, initial assessment forms, and action plans
- progression opportunities
- a tour of the site and an explanation of the facilities i.e. toilets, refreshments, parking, smoking areas

Learner signature:		Date:	
Teacher signature:		Date:	
IQA/IV name if sampled		Date:	

Action Plan

Learner name:		Date:	
Date commenced:		Expected completion date:	

Unit, RPL, activity and/or development needs	Action required	Target date	Achievement date

Learner Signature:		Date:	
Assessor Signature:		Date:	
IQA/IV Name if sampled		Date:	

Learning Journal

Learner:		Date:	
Journal number: (please circle)	1 2 3 4 5 6 7 8 9 10		

Key points learnt so far:
How the key points will help develop my knowledge and understanding of teaching/training:
How the key points will help develop my teaching/training skills:

IQA/IV name: if sampled		Date:	
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Course Evaluation Form

All responses are anonymous, unless you wish to add your details at the end of the form.

	Excellent	Very Good	Good	Fair	Poor
<i>(Please circle the relevant X)</i>					
The course:					
Description was helpful and informative	X	X	X	X	X
Information and details on the website/in leaflets was correct	X	X	X	X	X
Support and guidance given by the teacher/assessor was beneficial	X	X	X	X	X

	Excellent	Very Good	Good	Fair	Poor
(Please circle the relevant X)					
The teacher/assessor:					
provided clarity and focus regarding tasks/assignments	X	X	X	X	X
Demonstrated knowledge, skills and expertise	X	X	X	X	X
Responded to the needs of individuals	X	X	X	X	X
Created the right climate for constructive feedback	X	X	X	X	X
Gave guidance regarding preparation for the microteach session	X	X	X	X	X
Gave useful feedback which helped individuals and the group	X	X	X	X	X
Provided support and guidance when needed	X	X	X	X	X

Section 2 – Identification check (to be completed by a member of the centre staff when in face to face contact with the learner, for example during the induction session, or the teaching session)

Please tick to indicate which photo ID has been produced by the learner and verified by yourself.

Photo ID must be current and the person must be a true representation of the photo.

Passport

Driving Licence

Other

If other, please state _____

Name: _____

Signature: _____

e-mail address: _____

Date: _____

IQA/IV name: if sampled		Date:	
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Progress Review Record

Learner:		Assessor:	
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Issues discussed	Action required	Target date

Learner Signature:		Date:	
Assessor Signature:		Date:	
IQA/IV name: if sampled		Date:	

Appendix 2 - Teaching and Learning Plan (Session Plan)

Teacher/trainer:		Date of session		Venue:	
Subject/topic:		Start time: Duration:		Number of learners:	
Session aim:					
Details of group: (i.e. individual needs, differentiation strategies)					
Timing	Objectives	Teacher activities	Learner activities	Resources	Assessment activities

Appendix 3 – Guidance on assessed observations of practice

Ofsted criteria and grading characteristics that can be used for assessed observations of practice

The Initial Teacher Education (ITE) inspection handbook (Ofsted, 2012) states that, for outcomes for trainee teachers to be judged as at a good level, their teaching should be predominantly good, with examples of outstanding teaching. When making judgements about trainee teachers' practice, inspectors often use as a point of reference, the criteria and grading characteristics for judging the quality of teaching, learning and assessment identified in the Handbook for the inspection of further education and skills (Ofsted, 2012). The criteria identify key elements of teaching, learning and assessment against which inspectors make judgements.

Criteria

In judging the quality of teaching, learning and assessment, inspectors evaluate the extent to which:

- learners benefit from high expectations, engagement, care, support and motivation from staff;
- staff use their skills and expertise to plan and deliver teaching, learning and support to meet each learner's needs;
- staff initially assess learners' starting points and monitor their progress, set challenging tasks, and build on and extend learning for all learners;
- learners understand how to improve as a result of frequent, detailed and accurate feedback from staff following assessment of their learning;
- teaching and learning develop English, mathematics and functional skills, and support the achievement of learning goals and career aims;
- appropriate and timely information, advice and guidance support learning effectively;
- equality and diversity are promoted through teaching and learning.

Grading Characteristic

Outstanding (grade 1)

- Much teaching, learning and assessment for all age groups and learning programmes is outstanding and rarely less than consistently good. As a result, the very large majority of learners consistently make very good and sustained progress in learning sessions that may take place in a variety of locations, such as the classroom, workplace or wider community.
- All staff are highly adept at working with and developing skills and knowledge of learners from different backgrounds. Staff have consistently high expectations of all learners and demonstrate this in a range of learning environments.
- Drawing on excellent subject knowledge and/or industry experience, teachers, trainers, assessors and coaches plan astutely and set challenging tasks based on systematic, accurate assessment of learners' prior skills, knowledge and understanding. They use well-judged and often imaginative teaching strategies that, together with sharply focused and timely support and intervention, match individual needs accurately. Consequently, the development of learners' skills and understanding is exceptional. Staff generate high levels of enthusiasm for participation in, and commitment to, learning.

- Teaching and learning develop high levels of resilience, confidence and independence in learners when they tackle challenging activities. Teachers, trainers, and assessors check learners' understanding effectively throughout learning sessions. Time is used very well and every opportunity is taken to develop crucial skills successfully, including being able to use their literacy and numeracy skills on other courses and at work.
- Appropriate and regular coursework contributes very well to learners' progress. High quality learning materials and resources including information and communication technology (ICT) are available and are used by staff and learners during and between learning and assessment sessions.
- Marking and constructive feedback from staff are frequent and of a consistent quality, leading to high levels of engagement and interest.
- The teaching of English, mathematics and functional skills is consistently good with much outstanding. Teachers and other staff enthuse and motivate most learners to participate in a wide range of learning activities.
- Equality and diversity are integrated fully into the learning experience. Staff manage learners' behaviour skilfully; they show great awareness of equality and diversity in teaching sessions.
- Advice, guidance and support motivate learners to secure the best possible opportunities for success in their learning and progression

Good (grade 2)

- Teaching, learning and assessment are predominantly good, with examples of outstanding teaching. All staff are able to develop learners' skills and knowledge regardless of their backgrounds. As a result, learners make good progress.
- Staff have high expectations of all learners. Staff in most curriculum and learning programme areas use their well-developed skills and expertise to assess learners' prior skills, knowledge and understanding accurately, to plan effectively and set challenging tasks. They use effective teaching, learning and assessment strategies that, together with appropriately targeted support and intervention, match most learners' individual needs effectively.
- Teaching generally develops learners' resilience, confidence and independence when tackling challenging activities. Staff listen perceptively to, carefully observe, and skilfully question learners during learning sessions. Teaching deepens learners' knowledge and understanding consistently and promotes the development of independent learning skills. Good use of resources, including ICT, and regular coursework contribute well to learners' progress.
- Staff assess learners' progress regularly and accurately and discuss assessments with them so that learners know how well they have done and what they need to do to improve.
- The teaching of English, mathematics and functional skills is generally good. Teachers and other staff enthuse and motivate most learners to participate in a wide range of learning activities

- Equality and diversity are promoted and learners' behaviour is managed well, although some work is still needed to integrate aspects of equality and diversity into learning fully.
- Advice, guidance and support provide good opportunities for learners to be motivated and make the necessary connection between learning and successful progression.

Requires improvement (grade 3)

- Teaching, learning and assessment require improvement and are not yet good. They result in most learners, and groups of learners, making progress that is broadly in line with that made by learners nationally with similar starting points. However, there are weaknesses in areas of delivery, such as in learning or assessment.
- There is likely to be some good teaching, learning and assessment and there are no endemic inadequacies in particular courses, across levels or age groups, or for particular groups of learners. Staff work with and develop skills and knowledge in learners from different backgrounds satisfactorily. Staff expectations enable most learners to work hard and achieve satisfactorily, and encourage them to make progress.
- Due attention is given to the careful initial assessment and ongoing assessment of learners' progress, but these are not always conducted rigorously enough, which may result in some unnecessary repetition of work for learners, and tasks being planned and set that do not fully challenge them.
- Staff monitor learners' work during learning sessions, set appropriate tasks and are capable of adjusting their plans to support learning. These adaptations are usually successful but occasionally are not timely or relevant, and this slows learning for some learners.
- Teaching strategies ensure that learners' individual needs are usually met. Staff deploy available additional support carefully, use available resources well and set appropriate coursework for learners.
- Learners are informed about the progress they are making and how to improve further through marking and dialogue with staff that is usually timely and encouraging. This approach ensures that most learners want to work hard and improve.
- The teaching of English, mathematics and functional skills is satisfactory overall.
- The promotion of equality and support for diversity in teaching and learning are satisfactory.
- Advice, guidance and support help to motivate learners to succeed in their learning and progress.

Inadequate (grade 4)

Teaching, learning and assessment are likely to be inadequate where any of the following apply.

- As a result of weak teaching, learning and assessment over time, learners or groups of learners are making inadequate progress and have been unsuccessful in attaining their learning goals.

- Staff do not have sufficiently high expectations and, over time, teaching fails to excite, enthuse, engage or motivate particular groups of learners, including those with learning difficulties and/or disabilities.
- Staff lack expertise and the ability to promote learning.
- Learning activities and resources are not sufficiently well matched to the needs of learners and, as a result, they make inadequate progress.
- Teaching of English, mathematics and functional skills is inadequate and a significant proportion of learners do not receive appropriate support to address English, mathematics and language needs.
- Staff show insufficient understanding and promote equality and diversity insufficiently in teaching sessions.

Standard of practice required of trainee teachers in assessed observations

Assessed observations of practice should be appropriately spaced throughout the whole programme and take into account a trainee teacher's progress. Trainee teachers will therefore be observed at different stages in their development during the programme. In the early stages of their development, some trainee teachers may not yet demonstrate the characteristics of good practice (grade 2).

The Initial Teacher Education inspection (ITE) handbook (Ofsted,2012) states that, for outcomes for trainee teachers to be judged as at a good level (grade 2), much of their teaching should be good, with examples of outstanding teaching. LSIS therefore recommends that all trainee teachers should be required to achieve a good standard of teaching by the end of their programme.

Any assessed observations of practice demonstrating the characteristics of inadequate practice (grade 4) should not be included in the total number of assessed observations of practice required for any individual qualification. However, providers should record these observations and provide detailed developmental feedback to trainee teachers.

It is important that all records of assessed observations of practice demonstrating the characteristics of all grades (1 to 4) be retained. This will enable those observing and assessing practice to identify developmental points from previous observations, and to monitor trainee teachers' progress towards meeting developmental points and achieving a good standard of practice (grade 2) by the end of their programme.

Teaching Observation and Feedback Form

Learner: (trainee teacher)		Observer:	
Group Size:		Duration:	
Subject/ Topic:			

Observer feedback and comments	Criteria met
Planning and preparing the session	
Teaching and learning plan (session plan) prepared with an appropriate aim, objectives and timings?	
Opening the session	Criteria met
Objectives stated, initial assessment carried out, learners engaged?	
Teaching and learning approaches	criteria met
<p>A variety of approaches used to engage and motivate learners?</p> <p>Good knowledge and understanding of subject/topic demonstrated?</p> <p>Able to answer learners' questions?</p>	

Observer feedback and comments	Criteria met
Communication	Criteria met
Communicated in ways that met learners' needs?	
Supporting individual learners	Criteria met
Demonstrated inclusive teaching and learning approaches to support all individuals?	
Assessment and feedback	Criteria met
Assessment methods used effectively to meet individual needs? Constructive feedback given to individual learners?	
Resources	Criteria met

Observer feedback and comments	Criteria met
Concluding the session	Criteria me
Session aim and objectives met, summary or recap given?	
Overall feedback, general comments and any action required:	

This is a true representation of the teaching session

Learner signature:		Date:	
Assessor signature:		Date:	
IQA/IV name: if sampled		Date:	