



## Qualification Specification

GA Level 5 Award in Teaching Other Subjects in English (CLIL)  
(TEFL) (i-to-i)

603/7479/2

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

## **Section 1 - Qualification Overview**

### **1.1 Introduction: About the Gatehouse Awards Teaching Other Subjects in English (CLIL) Qualification**

The Gatehouse Awards (GA) Teaching Other Subjects in English (CLIL) 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 alongside teaching other school subjects, in line with best practice.

This specification covers the GA Level 5 Award Teaching Other Subjects in English (CLIL) Qualification.

This qualification has been developed in association with the Teach and Travel Group Ltd under its 'i-to-i' brand and 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 is part of the Regulated Qualifications Framework (RQF).

All versions of this qualification is listed on the Register of Regulated Qualifications which is operated by Ofqual at <http://register.ofqual.gov.uk>.

This qualification are not designed to replace any existing qualifications.

## 1.2 Qualification Titles, Qualification Numbers and Important Dates

Qualification Title and Level	Qualification Number	Operational Start Date	Operational Review Date
<b>GA Level 5 Award in Teaching Other Subjects in English (CLIL) (i-to-i)</b>	<b>603/7479/2</b>	<b>23/04/2021</b>	<b>April 2026</b>

## 1.3 Qualification Aims and Objectives

This qualification can be relied upon by employers to indicate that an individual can undertake a specific role in the workplace.

The aim of these qualifications is to give candidates working in an educational setting the knowledge, skills and understanding to teach other school subjects in English as a foreign or additional language to learners, in line with best practice.

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

The structure of this qualification is as follows:

<b>GA Level 5 Award in Teaching Other Subjects in English (CLIL) (i-to-i)</b>				
Mandatory Units	Unit Reference	Credits	GLH*	Study Time*
1. Teaching Other Subjects in English	M/618/7068	8	60	80
		<b>Total Credits: 8</b>	<b>Total GLH*: 60</b>	<b>TQT*: 80</b>

### \*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 qualification within this specification is 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 the qualification is 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 aged 18 and over, who are working, or preparing to work, as a teacher tasked with teaching other school subjects in English as a foreign language.

There are other no formal entry requirements for this qualification; however, due to the nature of the qualification content, those undertaking the qualification must have a proficient level of spoken and written English and hold a formal English language qualification of at least Level 2, for example:

- GCSE English Language (A\* - C / Grade 4 or above), or equivalent
- ESOL International (CEFR: B2)

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

## **1.6 Rules of Combination**

Component units of this qualification are listed in paragraph 1.4 above.

There are no further Rules of Combination.

## **1.7 Recognition of Prior Learning and Transfer of Credits**

Recognition of Prior Learning (RPL) is a method of assessing whether a learner's previous experience and achievements meet the standard requirements of a GA unit or units prior to the candidate taking the assessment for the qualification, or part of the qualification, they are registered for.

Any prior learning must be relevant to the knowledge, skills and understanding which will be assessed as part of that qualification, and GA will subsequently amend the requirements which a candidate must have satisfied before they are assessed as eligible to be awarded the qualification.

Where there is evidence that the candidate's knowledge and skills are current, valid and sufficient the use of RPL may be acceptable for recognising achievement of a unit, units or whole qualification. The requirement for RPL in such instances will include a consideration of the currency of the knowledge gained by the candidate at the time they undertook the prior learning. RPL cannot be guaranteed in instances where industry practice or legislation has significantly changed in the time since the prior learning was undertaken / a previous award was issued.

No transfer of credits is permitted for this qualification.

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

The GA Award in Teaching Other Subjects in English is designed for teaching practitioners to add a further specialism to their existing teaching skills.

They are ideal qualifications for candidates who wish to work internationally.

Candidates may progress onto further Education and Training qualifications, or other qualifications at a higher level in Teaching English as a Foreign Language, for example CELTA/DELTA or the GA Level 5 Certificate and Diploma in Teaching English as a Foreign Language.

## **1.9 Language of Assessment**

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

### **1.10 Grading**

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

These qualifications are not graded on a scale. Learners are assessed as Pass or Fail.

### **1.11 Qualification Availability**

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

Our contact details appear on our website, [www.gatehouseawards.org](http://www.gatehouseawards.org)

## **Section 2 – Qualification Delivery, Assessment and Certification**

### **2.1 Teaching and Learning Requirements**

Courses leading to the GA Teaching English as a Foreign Language qualifications consist of either e-learning courses or classroom-based courses.

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

Candidates must have suitable access to teaching and assessment staff as well as technical support. Specialist staff, high quality learning materials and access to assessment opportunities are essential for all centres.

#### **Minimum Assessment Requirements**

In order to achieve the GA Level 5 Award in Teaching Other Subjects in English (CLILC) (i-to-i), Candidates must produce a minimum of one specialist lesson plan and one assignment.

Further details and guidance on the content of teaching, learning and assessment for each unit can be found in the GA TEFL Syllabus in Section 4 below.

### **2.2 Assessment and Quality Assurance Model**

These qualifications are offered in two different models.

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

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

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

#### **Model 2: Externally-assessed model (online)**

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

Centres may wish to offer Model 2, with some classroom-based practice included in their offer. This does not require the centre to provide any further evidence or assessment and internal

moderation records in order for GA to be assured that the learner has met the qualification requirements as directed by the online course packages.

### **2.3 Registering Candidates and Unique Learner Numbers**

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

Owing to the Total Qualification Time of these qualifications, the validity period of registrations made will be 52 weeks. Should a candidate not have achieved in the timescale, a new registration is required.

Each approved GA centre is provided with a user account to allow approved staff access to the online system.

Where the Unique Learner Number (ULN) of a candidate is known, this should be provided at the point of registration in order for GA to issue updates to the Learner Record Service.

### **2.4 ID Requirements**

It is the responsibility of the centre to have systems in place to confirm each learner's identity.

Learners are required to declare that all work submitted for assessment is their own work.

### **2.5 Record Keeping**

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

The centre must operate a safe and effective system of care, 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**

Course providers offering GA TEFL qualifications under Model 1: Centre-assessed model (classroom-based) must ensure that they have the following resources in place.

### **3.1 Staff**

The knowledge and experience of all staff involved in the teaching, assessment and internal quality assurance of qualifications will be considered during the approval and re-approval process and at External Quality Assurance Visits.

The course provider must ensure that they hold up-to-date and detailed information about the staff involved with the delivery and quality assurance of the qualification and must make records available to GA upon request. The information GA expects the course provider to hold for each member of staff includes, as a minimum:

- current up to date CV
- copies of relevant qualification certificates
- relevant and up to date CPD (Continuous Professional Development) records

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

### **Requirements for Teachers and Assessors**

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

The GA TEFL qualifications contain elements of both knowledge and competence and therefore must be delivered by a knowledgeable and competent practitioner who is able to assess candidates' knowledge, skills and understanding.

GA recommends that Assessors have a minimum 2 years' experience in working as a Teacher of English as a foreign/additional language and recommends that Assessors hold a relevant teaching or assessing qualification suitable to support the making of appropriate and consistent assessment decisions in the field of English language teaching.

Suitable English language teaching qualifications may include CELTA, DELTA or Cert/Dip TESOL.

Suitable assessment-specific qualifications may include a Level 3 Certificate in Assessing Vocational Achievement (or Award in Assessing Vocationally Related Achievement / Assessing Competence in the Work Environment), Level 3 or 4 Award/Certificate in Education and Training, Cert. Ed or PGCE (or equivalent) or NVQ Level 3 or 4 Learning & Development.

Assessors may be working towards a relevant equivalent teaching/assessing qualification under the guidance of a suitably qualified and experienced Assessor and their Internal Moderator.

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

Assessors may have one or several appointed Internal Moderators.

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

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

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

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

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

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

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

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

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

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

### **3.2 Assessment of Candidates**

The course provider must ensure that Assessors meet the requirements listed in Section 3.1 above in order to make assessment decisions leading to the award of the qualification.

Candidates are assessed on the evidence contained within their portfolio. A range of assessment methods may be used in the production of evidence towards knowledge-based assessment criteria, for example:

- Written assignments
- Questions and answers
- Professional discussion

### **3.3 Portfolio Requirements (Centre-assessed model)**

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

Various types of evidence may be used, for example:

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

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

All evidence must meet CRAVES requirements.

### 3.4 CRAVES Requirements

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

- **current:** the work is relevant at the time of the assessment
- **reliable:** the work is consistent with that produced by other learners
- **authentic:** the work is the candidate's own work
- **valid:** the work is relevant and appropriate to the subject being assessed and is at the required level
- **evaluated:** where the learner has not been assessed as competent, the deficiencies have been clearly and accurately identified via feedback to the learner
- **sufficient:** the work covers the expected learning outcomes and any range statements as specified in the criteria or requirements in the assessment strategy.

### 3.5 Internal Moderation and Quality Assurance Arrangements

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

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

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

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

### 3.6 External Moderation and Quality Assurance Arrangements

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

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

- checking that the management of the centre and the management arrangements relating to the qualification are sufficient
- checking that resources to support the delivery of the qualifications, including physical resources and staffing, are in place and sufficient
- ensuring that the centre has appropriate policies and procedures in place relevant to the organisation and to the delivery and quality assurance of the qualifications
- the use of assessment materials and the arrangements in place to ensure that evidence for assessment is 'CRAVES' (Current, Reliable, Authentic, Valid, Evaluated and Sufficient)
- sampling assessment decisions against the qualification requirements across the range of levels, number of Assessors and assessment sites, according to the number of candidates
- the internal moderation and quality assurance arrangements
- sampling internal moderation records against the qualification requirements across the range of levels, number of Assessors and assessment sites, according to the number of candidates
- administrative arrangements
- ensuring that any actions from moderation and wider quality assurance activity have been carried out by the centre
- confirming any claims for RPL, reasonable adjustments or special considerations

Through discussions with centre staff, examining learner's work, moderation of assessment, talking to learners and reviewing documentation and systems, the GA EQA will provide the centre with full support, advice and guidance as necessary.

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

### 3.7 Venue Requirements

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

### 3.8 Equipment

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

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

### 3.9 Teaching and Learning Resources

Centres delivering the qualification as their own classroom-based or blended course delivery must ensure that their teaching and learning resources are high quality, relevant and up-to-date, in order to allow candidates to adequately prepare for assessment.

All delivery and assessment resources should be inclusive of the principles of equality and diversity and the safeguarding of candidates.

### 3.10 Useful Resources

- Ofqual: [www.gov.uk/government/organisations/ofqual](http://www.gov.uk/government/organisations/ofqual)
- Swan, M. (2005). Practical English Usage. Oxford: OUP.
- Murphy, R. (2004). English Grammar in Use. Cambridge: CUP

GA provides additional resources for these qualifications on the relevant qualification page of the website: [www.gatehouseawards.org](http://www.gatehouseawards.org)

Any references to books, journals, websites or other third party materials and publications made in this Qualification Specification are made in good faith only and GA does not accept responsibility for the content of such materials or any opinions expressed within them.

### 3.11 Results

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

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

### **3.12 Certificates**

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

Certificates will only be issued to learners who have achieved sufficient credits and met the rules of combination for the qualification they are registered for. If a learner has not achieved sufficient credits or failed to meet the rules of combination, the qualification certificate will not be issued. Replacement certificates are available upon request.

Amendments to certificates are available upon request but may require the centre to provide evidence of the need for any amendment (e.g. learner proof of identification) and will involve the return of the original certificate. Replacements and amendments may incur an additional charge.

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

Direct Claim Status is not available for these qualifications.

### **3.14 Appeals and Enquiries**

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

General enquiries can be made at any time and should be directed to a GA Centre Administrator.

### **3.15 Ongoing Support**

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

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

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

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

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

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

Contact details for GA can be found on the GA website [www.gatehouseawards.org](http://www.gatehouseawards.org).

## Section 4 – The GA TEFL Syllabus

### 4.1 Teaching Other Subjects in English (CLIL)

Unit Title	Unit Number	Level	Credits	GLH
<b>Teaching Other Subjects in English</b>	<b>M/618/7068</b>	<b>5</b>	<b>8</b>	<b>60</b>
<p><b>Unit aims:</b> This unit aims to provide Candidates with the knowledge and understanding of the working context of Teaching Other Subjects in English and associated concepts and terminology related to CLIL – Content and Language Integrated Learning, in which a subject is taught in English to non-native English-speaking learners, rather than the first language of the learners. Candidates will develop their skills in practical approaches to lesson planning and delivery which are designed to allow their learners to focus on and learn to use English as they learn new subject content.</p>				
<p><b>Specified Evidence or Assessment Requirements</b></p>	<p>A range of evidence types may be used for Learning Outcomes 1 - 4 (e.g. work products, professional discussion, assignments or projects, witness testimony, observation or other suitable method of assessment).</p> <p>Learning Outcome 6 must be met by producing a written/typed lesson plan alongside a written rationale (recommended 700-1000 words) in the context of teaching other subjects in English. The context must be for either Primary or Secondary school learners and use a school subject e.g. science, history, geography in order to meet this criteria.</p>			



Syllabus Content:		Learning Outcome – The learner will:		Indicative Content:
1	Teaching other subjects in English in context	1a	understand the names and definitions of approaches to teaching other subjects in English	<p><i>Teaching other subjects in English names and definitions: dual focus; as it appears in CLIL (Content and Language Integrated Learning); (CCL) Cross Curricular Learning; CBI (Content Based Instruction); EAC (English Across the Curriculum); FLIP (Foreign Language through Immersion in Primary).</i></p> <p><i>The history of content teaching and the growth of teaching other subjects in English.</i></p> <p><i>Advantages of teaching other subjects in English: developing language competence; developing multilingual interests; allowing teachers to diversify in the classroom; increasing learner autonomy; increasing learner motivation; benefits to future studies or work, etc.</i></p> <p><i>Disadvantages of teaching other subjects in English: lack of effective integration in schools; lack of training for teachers' lack of confidence from language/subject teachers; barriers e.g. cultural, social.</i></p>
		1b	understand the history and growth of teaching other subjects in English	
		1c	understand the advantages of teaching other subjects in English	
		1d	understand the disadvantages of teaching other subjects in English	
2	Content language teaching concepts and language acquisition	2a	understand core features and concepts of content language teaching	<p><i>Coyle's Framework of content teaching: the four Cs of content teaching: Content, Communication, Cognition and Culture; the Three As: Analyse, Add to, Apply to.</i></p>

		2b	relate theories of language acquisition to content language teaching	<p><i>Theories of language acquisition:</i></p> <p><i>Krashen - acquisition vs. learning and input hypotheses; comprehensible input and communication and how they are linked to content language teaching; implications for error correction, inferring meaning.</i></p> <p><i>Lightbown and Spada - meaning / form; level of language input, value of meaningful exchange and the negotiation of meaning and how it is related to content language teaching: real world relatable content and autonomy.</i></p> <p><i>Lev Vygotsky and Bruner's Scaffolding Theory - the Zone of Proximal Development (ZPD), routines and scaffolding theories from unknown' to 'known' and how it is relatable to content language teaching: fluency and communication, use of prompts and modelling.</i></p> <p><i>Bloom's Taxonomy - lower and higher order thinking skills and their application to simple and complex/more challenging content and how it is relatable to content language teaching: remembering, identifying, moving towards analysing, creating and independent use. Critical thinking skills.</i></p>
3	Teaching techniques for teaching other subjects in English	3a	understand teaching techniques for teaching other subjects in English	<p><i>Types of lesson: hard/content-driven or soft/language-driven content lesson.</i></p> <p><i>Considerations of purpose, frequency, proportion (total or partial content) and language use (including in monolingual &amp; multi-lingual classes)</i></p> <p><i>A typical lesson structure, for example:</i></p>

		3b	consider the use of content lesson materials and resources	<p><i>Activate (introduction using visuals or questions) / Input (presentation via video, text, audio or other materials) / Task (application activities or tasks in pairs, groups etc.) / Output (result of the activities or task, written or spoken forms, communication).</i></p> <p><i>How to assess materials for input/language required for the task and output and determining the level of scaffolding needed.</i></p> <p><i>Types of Language in Content Teaching (e.g. Cummings' Dimensions of Language): conversational – Basic Interpersonal Communication Skills (BICS) and academic – Cognitive Academic Language Proficiency (CALP); the role of teaching other subjects in English to guide learners from BICS to CALP. Assessing Input and the level of challenge: cognitive demands and linguistic demands - aiming at the correct levels. Balancing content and language in each stage of the lesson: e.g. via use of Cummins' quadrants.</i></p> <p><i>The use of scaffolding in content teaching: verbal, procedural and scaffolding learning tools</i></p>
4	Principles of lesson planning for teaching other subjects in English	4a	understand the characteristics of learners in the classroom	

		4b	<p>demonstrate awareness of suitable activities, resources and materials for teaching other subjects in English</p>	<p><i>Applied to Primary School content teaching:</i>  <i>The characteristics of primary school learners and what is important (e.g. security in routines and repetition, learning through play, belonging to a safe community and its cultural identity, seeking independence, the natural world, use of stories, use of patterns, self-expression).</i>  <i>Reviewing task examples for both lower and higher order thinking skills and their appropriacy for primary aged learners. Language learning using multimedia (such as a video or pictures in a PowerPoint to put words into context); tick lists; playing picture or word bingo; playing words games; use of alphabet boxes; say and wave or touch; flap pictures; use of language frames; sentence starters/stems; mapping.</i>  <i>Project based lessons – single lessons or a series of lessons and other activities: I spy, picture reveal, mystery bag, use of mnemonics, use of charts (e.g. Learn/Want to Learn/Learned chart).</i>  <i>Task Cycle - Input, Task, and Output: using discovery, experimental learning.</i>  <i>Using texts: skimming, scanning, the banana game, traffic lights, coloured headings, posters; use of Total Physical Response (TPR) and (online) games.</i></p> <p><i>Applied to Secondary School content teaching:</i>  <i>The characteristics of secondary school learners and what is important (e.g. technologically advanced, use of IT in output/tasks, wider sense of community within cultural boundaries, able to operate within a level of control with support at times, ability to collaborate effectively with peers,</i></p>
--	--	----	---	---

				<p>able to take part in competition and start to evaluate own performance).</p> <p>Managing interactions, classroom management and relationship building; differentiating between learners with differing levels of ability.</p> <p>Academic language and content specific language: use of course books, flip books, use of charts maps and graphs.</p> <p>Activating or introducing topics using word clouds, question loops, CLIL ball, placemats, personalising and use of experience.</p> <p>Content-specific language: highlighting, use of WordSift online, videos, learner's own definitions.</p> <p>Task cycle: Input, Task, and Output: use of webquests, Padlet, disappearing text. Revision aids, journals and online revision games e.g. Kahoot</p>
5	Challenges and solutions in teaching other subjects in English	5a	identify common challenges when teaching other subjects in English	<p>Common challenges, e.g. where learners only want to work with friends, learners do not understand new information, learners do not know how to take notes, learners mishear what the teacher says, some learners do not want to speak, learners don't ask for help when they need it, learners lack IT skills, etc.</p>
		5b	identify solutions to common challenges when teaching other subjects in English	<p>Use of activities that require learners to mingle and form new groups, use of a class rota, use of digital tools such a random name picker. Co-operative learning, use of bi-lingual dictionaries. Advantages of using a reflection activity at the end of the class to motivate learners; use of glossaries, tables and wall displays.</p>

				<p><i>Practising teacher talking time, use of gestures, use of visuals, standardise classroom and instructional language; use learners' personalities and interests; use non-linguistic activities (maps, storyboards), monitor learners' work, offer encouragement, use traffic light cards or other visuals so learners can communicate difficulties easily; use of technology; the importance of teacher reflection and evaluation.</i></p>
6	Producing effective lesson plans for teaching other subjects in English	6a	devise an effective lesson plan for teaching other subjects in English	<p><i>Produce lesson plan(s); produce self-evaluation of lesson plan(s). The lesson plan(s) should be a content teaching lesson teaching another subject in English. Candidates may choose to the content and context of the lesson plan (at least one from primary or secondary).</i></p>
		6b	evaluate a lesson plan for teaching other subjects in English	

## Appendix 1: Internal Moderation and Quality Assurance Regulations and Guidance

### 3.1 Introduction to Internal Moderation

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

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

### 3.2 Internal Moderation Processes

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

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

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

### 3.3. Co-ordination of the Assessment Process

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

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

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

### 3.4 Standardisation of Assessment

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

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

### 3.5. Sampling Process

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

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

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

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

The Internal Moderator will therefore be able to evaluate the quality and consistency of the Assessor's assessment decisions and be able to identify any problems at an early stage. It will highlight individual Assessor training and development needs, which in turn can inform the programme of CPD for the assessment team as a whole.

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

### 3.6 Establishing a Sampling Strategy

Sampling should enable the Internal Moderator to evaluate how Assessors have reached their decisions. They must be able to follow documentation which clearly shows that Assessors have checked that the evidence presented meets the rules of evidence.

Evidence must be confirmed by Assessors as '**CRAVES**'



- **Current:** the work is relevant at the time of the assessment
- **Reliable:** the work is consistent with that produced by other learners
- **Authentic:** the work is the learner's own work
- **Valid:** the work is relevant and appropriate to the subject being assessed and is at the required level
- **Evaluated:** Where the learner has not been assessed as competent, the deficiencies have been clearly and accurately identified via feedback to the learner resulting in improvements in knowledge or competency leading to the award
- **Sufficient:** the work covers the expected learning outcomes and any range statements as specified in the criteria or requirements in the assessment strategy.

### 3.7 Planning Sampling Activities

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

- the learners' ethnic origin, age and gender to ensure a representative range of learners are sampled
- the Assessors' experience and qualifications, workload and their occupational competence. For example, if Assessors are qualified and experienced it may not be necessary to look at everything in a learner's portfolio. If Assessors have less than 12 months' experience, are new to the centre or a particular qualification, or perhaps have not assessed for a length of time, the Internal Moderator will need to sample substantially more of their decisions for the first 6 - 12 months
- the full range of assessment methods used for any one qualification, for example observation, witness testimony, professional discussion, reflective accounts, questioning, assignments, products, RPL, simulation, etc and ensure a good, representative range of assessment evidence is sampled
- previous feedback to Assessors regarding good practice and/or involved highlighting development needs, for example If the Internal Moderator has a particular concern regarding the assessment decisions of a particular Assessor they should focus on increasing the volume of work from that Assessor to continue increased monitoring and evaluation of risk
- whether any changes have been implemented relating to the assessment of the qualification or its units, for example if there have been amendments to the qualification specification, or instances where industry practice or legislation has changed
- the range of locations where assessments have taken place
- the sampling process must not be determined by any rule of thumb such as '10%.'

### **3.8 Producing a Sampling Plan**

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

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

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

### **3.9 Completing a Sample Record**

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

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

Where the Internal Moderator does not agree with the assessment decisions, full feedback must be given to the Assessor, with action points agreed which relate to the Assessor's areas for improvement and instructions for how the learner can be supported to produce the required evidence of knowledge and skills.

Sampling must take place before any certification claims are made by the centre and all records, including those of standardisation meetings, feedback to Assessors and CPD activity should be made available to the GA-appointed External Moderator (also referred to as the EQA) upon request.

Document Specification:					
Purpose:	To detail the specifications of the: GA Level 5 Award in Teaching Other Subjects in English (CLIL) (i-to-i) qualifications.				
Accountability:	GA Governing Body		Responsibility:	GA Quality Assurance Manager	
Version:	1	Effective From:	March 2023	Indicative Review Date:	March 2028
Links to Ofqual GCR	E3; G6; G7	Other relevant documents:	GA Centre Handbook GA Candidate Access Policy GA Malpractice & Maladministration Policy		