

Access Certificate in English Language Teaching (8575)

Qualification handbook



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October 2008
Version 5.0

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1 Introduction

City & Guilds and the Language and Literacy Studies in Education Group, University of Manchester, UK, have worked together to provide an Access Certificate in English Language Teaching (ACE). This award enables candidates to gain an initial language teaching qualification in communicative language methods.

Target audience

ACE is aimed at:

- newcomers to the profession who want an initial English language teaching qualification
- existing English language teachers who need to upgrade their skills and qualifications
- teachers who want to move into English Language teaching

It consists of two programmes of learning: one theoretical and one practical.

Constituent programmes

Foundations of English Language Teaching

by paper based test (8575-01-001)

OR

by online test (8575-01-003)

Supervised Teaching Practice (8575-01-002)

This programme is assessed by the Internal Assessor (Course Tutor), Internal Verifier (usually the main course tutor) and External Verifier. The assessment is in two parts:

- i) a portfolio of coursework produced by each candidate and
- ii) observation of Teaching Practice (TP) by Internal Assessor (course tutor)

Entry requirements

Candidates must register with an approved centre. They must have an adequate level of English to follow the course materials, and to function professionally as an English teacher; City & Guilds International ESOL Expert Level or equivalent is recommended as a minimum standard. Selection of candidates is at a centre's discretion but ACE is recommended as appropriate for graduates, or mature students qualified for university entrance. Applicants would normally be over the age of 20.

Note: Course Tutors will be referred to as Internal Assessor throughout this handbook.

2 Guide to getting approval

Approval

If you wish to offer the Access Certificate in English Language Teaching (ACE) at your centre, you must:

- 1 apply for and receive approval to carry out examinations (if you do not already have this for City & Guilds examinations)
- 2 apply for and receive approval to run the ACE programme
- 3 ensure that all trainers involved in observing and assessing Teaching Practice understand the ACE criteria by undertaking the Assessor Standardisation exercise (see the Standardisation, section below)
- 4 if necessary nominate a suitably qualified and experienced External Verifier and receive confirmation of this appointment from City & Guilds (see “Approval visits”, below).

Examination centre approval

In order to receive examination centre approval you must complete and submit an application for Centre Approval (form CAP in the UK, or CGI/CAP in other countries). For guidance on obtaining Centre Approval please see the *'Delivering International Qualifications – Centre Guide'* available to download on the City & Guilds website.

The staff required for running the ACE programme are as follows:

- Internal Assessors (Course Tutors) – run the classes for the programme and assess/grade candidates work
- Internal Verifier – moderate grades given by the Internal Assessor
- External Verifier – involved in centre approval; responsible for ensuring fairness and validity of all assessments.

Centres which already have approval to run City & Guilds examinations need not re-apply in order to run ACE, but they do need to apply for ACE qualifications approval using CGI/QAP.

If you are not able to meet the criteria for examination centre approval you may approach an external body to act as your examination centre, eg a City & Guilds Branch Office or the local British Council, and ask them to complete the form for examination centre approval.

Qualification approval

In order to receive approval to run the ACE programme you must complete form CGI/QAP submit a draft course outline showing how you intend to deliver the ACE training programme.

To attain programme approval you must be able to satisfy the following criteria:

- 1 The Internal Verifier should have a recognised diploma or first degree in English language teaching or equivalent teacher training experience and at least three years recent and relevant teaching experience. Internal assessors should have at least three years recent and relevant teaching experience. Copies of certificates should be included with the application.
- 2 The centre must have access to groups of ESOL students to enable candidates to observe and undertake Teaching Practice.
- 3 The centre must have access to a teachers' library containing, as a minimum, a collection of initial ELT methodology textbooks covering the topics listed in the Foundations of English Language Teaching syllabus which is at the back of each FELT unit booklet and a selection of ESOL reference books and coursebooks.
- 4 The centre must have access to video equipment suitable for showing the Assessor Training Video (see below).

Approval visits

Before granting approval (both examination centre approval and ACE programme approval), City & Guilds will normally arrange an approval visit, to be conducted by a City & Guilds External Verifier.

Standardisation for Internal Verifiers & assessors

In order to ensure reliability and validity in the assessment of the candidates Teaching Practice, all those involved in observing and evaluating candidates' performance must undergo standardisation training. Prior to starting the ACE programme, the Internal Verifier (IV) and Internal Assessors must complete the ACE Assessor Training Video Manual. This involves reading the guidance notes and completing a range of standardisation activities that will familiarise the IV and Internal Assessors with the assessment criteria and how to calculate overall grades. As part of this process they are required to assess a complete lesson (supplied on video by City & Guilds) and submit their evaluation to City & Guilds (an example of the standardisation form can be found in appendix 6). In this way, City & Guilds can monitor and confirm that centres are applying common standards and suggest any necessary modifications.

External Verifier

Where possible, City & Guilds will assign an External Verifier who will be responsible for ensuring the consistency and validity of assessments on City & Guilds' behalf. Further information on the role of the External Verifier is given throughout this document and in detail in section 7.

3 Centre guide to running ACE

Support and assessment materials

Once your centre has been approved you will receive a range of support units for Foundations of English Language Teaching:

- Unit 0: Learning and teaching
- Unit 1: Choices in the classroom
- Unit 2: Learning about the language
- Unit 3: Teaching the language systems
- Unit 4: Teaching receptive skills
- Unit 5: Teaching productive skills (speaking)
- Unit 6: Teaching productive skills (writing)
- Unit 7: Learner styles and learner training
- Unit 8: Planning effective learning
- Unit 9: Resources available to the teacher
- Unit 10: Teaching versus testing

Candidate registration

As soon as you have decided to run ACE you need to complete a Candidate Registration Form (FORM S, see Appendix 1 On receipt of the Registration Form S, City & Guilds will send you a copy of the registration form containing the candidates' enrolment numbers (enr).

8575-01-001: Foundation of English Language Teaching Dated Entry Examinations

The dated entry multiple choice examination paper is held four times a year. Once you have decided which date you wish to run your exam you must complete Candidate Dated Entry Form (Form S, appendix 1). In order to ensure the examination papers arrive on time, complete the Dated Entry Form well in advance. Alternatively you can enter candidates for the test using the Walled Garden.

8575-01-003: Foundation of English Language Teaching Online Test

The online test can be taken at any time at 48 hours' notice. Entries can be made on the Walled Garden or with Form S as for 8575-01-001.

Working with the External Verifier

Prior to running ACE, you must contact the External Verifier and notify him/her of your plans. The External Verifier should be sent:

- prospectus of your centre
- details of staff involved in the course (application forms from your Approval submission will be ideal).
- course dates and list of candidates
- proposed dates for visit to your centre by the External Verifier and an agenda to include adequate time for:
 - scrutiny of portfolios
 - meeting staff involved in the programme
 - meeting candidates
 - observation of selected candidates' lessons
 - agreeing of final grades.

4 Course delivery

Method of delivery

This programme may be offered on either a) a part-time basis or b) a full-time basis.

There are different methods of course delivery. These vary from 4-6 weeks intensive courses to part-time courses lasting up to one year. Design your timetable to suit your centre's needs and note that timetables are to be submitted to City & Guilds for approval.

8575-01-001/8575-01-003: Foundations of English Language Teaching

In order to complete this programme, the following resources are recommended:

- copies of the book 'How to teach English' by Jeremy Harmer (Longman: ISBN 0-582-29796-6)
- the Foundations of English Language Teaching (FELT) support materials, based on Harmer's book, which are sent on registration
- access to an adequate English language teaching library eg the British Council.

Candidates need a minimum of 100 hours for this programme. The estimated time includes input sessions, tutorials, assignments and time spent on the support materials.

8575-01-002: Supervised Teaching Practice

In order to complete this programme, the following resources are recommended:

- copies of 'Teaching Practice Handbook' by Gower, Philips and Walters (Heinemann: ISBN 0435-24059-5)
- access to at least two classes, each at a different level of English, for a minimum of 10 hours for the purpose of Teaching Practice (TP). This time includes 4 lessons of assessed TP. The recommended lesson time for assessment purposes is at least 40 minutes
- access to lessons in order to observe Teaching Practice. A candidate must observe and report on at least 4 lessons given by other teachers at the centre. If this is not possible, candidates may observe their peer group or appropriate videos eg the Assessor Training Video and report on these.

Candidates need a minimum of 50 hours for this programme. The recommended 10 hours for TP is a minimum. The time includes the observed lessons, TP, planning time for and feedback on lessons.

5 Guide to assessment

The assessment consists of two programmes of learning:

1. Foundations of English Language Teaching:

Either 8575-01-001 paper based test
or 8575-01-003 online test

2. Supervised Teaching Practice 8575-01-002

In order to receive the full ACE award, candidates must be successful in both programmes. However, candidates will receive a Certificate of Unit Credit for each programme successfully completed. A candidate who passes one programme but fails the other may re-take the programme in which they were unsuccessful. They will be entitled to a full ACE certificate if they succeed in both programmes within a two-year time span.

8575-01-001: Foundations of English Language Teaching (paper based test)

This programme is assessed by an examination paper of 1 hour's duration consisting of 40 multiple choice questions. A candidate will have to attain a pass mark of 65% in order to be successful in this exam. The test questions are based on the Foundations of English Language Teaching support materials (11 units). At present this examination is available on set dates four times a year.

8575-01-003: Foundations of English Language Teaching (online test)

As an alternative to the paper based test candidates may sit the assessment for Foundations of English Language Teaching online. The online assessment covers the same syllabus as the paper based test and has the same number of questions, duration and pass mark. The online test is available at any time at 48 hours' notice. Results are available immediately and candidates can re-sit the test at any time subject to an additional entry fee.

8575-01-002: Supervised Teaching Practice

This programme is assessed by the course tutor and moderated by the External Verifier. The assessment is based on i) candidate's Teaching Practice and ii) candidate's portfolio. Candidates must be successful in both sections of this programme in order to apply for certification. They must achieve a minimum of a C grade in each of these sections. Candidates, who fail the Teaching Practice section of this programme and wish to resit the exam need only repeat the sections of the candidate portfolio referring to 'live teaching'.

Teaching Practice assessment

In practice, each candidate will undertake between 10 and 20 lessons (of at least 40 minutes' duration) of Teaching Practice (TP) which must be observed by experienced teachers or trainers who give feedback on his or her performance. However, Internal Assessors (Course Tutors) are required to formally assess each candidate for at least 4 of these lessons. Internal Assessors (Course Tutors) must use the criteria for marking TP (section 10) and give candidates written feedback and grades for each lesson. In order to be successful, candidates must average a C grade for the 4 assessed lessons. The External Verifier should co-assess a sample of these lessons.

Portfolio assessment

During the course of the programme each candidate will produce a portfolio of evidence that will be graded by the Internal Assessor (Course Tutor) using the criteria for portfolio assessment (see section 11). The portfolio must be completed by the end of the course. The portfolio must include the following elements:

Lesson plans (at least 4) – including reflections on the lessons, produced at regular intervals during the candidate’s Teaching Practice. There should normally be at least 4 lesson plans.

Observed TP sheets – 4 formal observations of a candidate’s Teaching Practice by the course tutor.

Teaching observation sheets (at least 4) – the observation sheet candidates complete when observing lessons given by other teachers during their Teaching Practice. These sheets parallel the construction for the sheets used for lesson planning and also the criteria used by the Internal Assessor (Course Tutor) during the assessed lessons. This has been done to make reflection on the lesson easier.

Teaching journal – Candidates should keep a diary or a journal to cover each day they teach. The entries should cover both professional (eg lesson planning) and personal (eg anxieties and triumphs) matters.

Assignment 1: Materials evaluation – Candidates should include an evaluation of at least one of the textbooks or other forms of teaching materials they have used regularly.

Assignment 2: Profile of a student – Candidates to interview one of their students and tape the interview to identify language learning difficulties and recommend future lessons.

Assignment 3: An evaluation of the Teaching Practice experience including a self-evaluation. The above material must be put in a folder or ring file and include the following sections:

- table of contents
- an introduction describing the school/institution
- a section describing English teaching at the school/institution
- a section describing the class(es) candidates have taught during TP.

The verification process

The Internal Verifier should moderate the grades awarded by other course tutors at the centre, by sampling a selection of the assignments graded by them and by sitting in on some of the observed Teaching Practice sessions. The Internal Assessor should act as the point of contact with the External Verifier and with City & Guilds for all matters to do with assessment and verification.

Towards the end of the programme the External Verifier will visit the centre on agreed dates to meet staff and candidates and carry out the verification process. Ideally this visit should take place on the last day on which candidates are being observed and graded during Teaching Practice. The External Verifier should:

- sit in on some observed and graded Teaching Practice lessons and review the grades subsequently awarded by the Internal Assessor
- review a selection of candidates' graded portfolios.

As far as possible the Internal Assessor and the External Verifier should agree a final grade for each candidate in the Supervised Teaching Practice programme at this time.

City & Guilds reserve the right to sample candidates' portfolio work, to observe Teaching Practice sessions and to be present at the written examination.

6 Certification

Once the assessment is completed you must carry out the following process in order to receive certification for your candidates.

8575-01-001: Foundations of English Language Teaching (paper based test)

When candidates have completed the examination, send all examination materials to City & Guilds. Candidates who are successful will receive a Certificate of Unit Credit. Candidates who are not successful and wish to re-sit the examination must be entered for the next dated entry examination quoting their enrolment numbers (S form, appendix 1).

8575-01-003 (online test)

On completion of the online test candidates receive a provisional notification of results. After 72 hours this is confirmed and a Certificate of Unit Credit is issued.

8575-01-002: Supervised Teaching Practice

When candidates have completed their portfolio and Teaching Practice, send in the Results Submission Form (Form S, appendix 1) with details of successful candidates only. Candidates will receive a Certificate of Unit Credit.

Candidates who are successful in both Foundations of English Language Teaching (paper based or Online test) and Supervised Teaching Practice within a two year period will receive a full ACE certificate.

7 Role of the External Verifier

To ensure the reliability, credibility and validity of this award, City & Guilds appoints an External Verifier to monitor the standards of assessments being carried out by the staff.

External Verifiers are required to satisfy themselves that the resources at each centre enable candidates to experience all aspects of the syllabus and that the teachers delivering the syllabus are the teachers listed in the application for approval.

The centre is responsible for moderating the assessment of i) candidates' portfolios and ii) candidates' Teaching Practice. The External Verifier is responsible for verifying that the assessments carried out by the centre and the results obtained are in accordance with the standards required for this award.

It is not possible for the External Verifier to monitor every assessment that takes place but he/she should scrutinise sufficient candidates' portfolios either prior to visiting the centre or during the visit to verify the centre's ability to assess to the specified standards. The External Verifier may request that particular candidates are present during his/her visit, may interview candidates and/ or arrange to observe candidates' teaching.

Candidate Results Submission Form

The External Verifier will discuss the grades with the Internal Assessor and they must come to a final decision on an overall result (ie pass or fail) for programme 002: Supervised Teaching Practice. Centres must enter the results of successful candidates on Form S (appendix 1), which the External Verifier is required to countersign, and send the form to us at City & Guilds. For each course, the External Verifier will be required to visit the centre during the last few weeks in order to carry out their role.

8 Syllabus: 8575-01-001/8575-01-003: Foundations of English Language Teaching

8575-01-001/8575-01-003: Foundations of English Language Teaching

Introduction

This programme of learning consists of the following 11 units covering an introduction to the practice of English language teaching.

Aim

The aim of this programme is to develop an initial understanding of the practical features of English language teaching. The programme also makes suggestions about how English can be taught in the most effective way. In particular it focuses on the following areas:

- ideas on what makes a good teacher and a good learner
- an introduction to language systems and how they can be taught
- how to teach receptive and productive skills
- effective classroom management
- suggested teaching models applied to lesson planning
- resources available to teachers and learners
- appropriate teaching techniques.

Syllabus objectives

In order to achieve the following syllabus objectives, candidates should study 'How to teach English' (Harmer: ISBN0-582-29796-6) and also the related support materials (units 0-10).

- 0 Learning and teaching: how to be a successful teacher; how to be a successful learner
- 1 Choices in the classroom: how to manage teaching and learning
- 2 Learning about the language: descriptions of language systems for the learner and the teacher
- 3 Teaching the language systems: from understanding to practice
- 4 Teaching receptive skills: reading and listening
- 5 Teaching productive skills: speaking
- 6 Teaching productive skills: writing
- 7 Learning styles and learner training
- 8 Planning effective learning: teaching models and lesson planning
- 9 Resources available to the teacher
- 10 Teaching versus testing

Assessment

Foundations of English Language Teaching is assessed by a multiple choice exam consisting of 40 questions.

The following table shows the learning objective that are covered in the eleven units of Foundations of English Language Teaching and the number of test items relating to each unit.

FELT Unit	Learning Objectives	No of items
0 Learning and Teaching: how to be a successful teacher, how to be a successful learner	Issues about teaching Issues about learning Teaching different levels	3
1 Choices in the classroom: how to manage teaching and learning	Class management Seating arrangements Student groupings	3
2 Learning about the language: descriptions of language systems for the learner and the teacher	Sentence construction and parts of speech Nouns and pronouns Verbs Adjectives and adverbs Prepositions, articles, conjunctions, conditionals Forms and meanings Phonology Discourse	8
3 Teaching the language systems: from understanding to practice	Studying language Correcting students	2
4 Teaching receptive skills: reading and listening	Reading Reading skills Principles of teaching reading Reading sequences Listening skills Listening activities	6
5 Teaching productive skills: speaking	Speaking skills The teacher's role in speaking skills development Speaking activities	3
6 Teaching productive skills: writing	Writing Correcting writing Writing activities	3
7 Learner styles and learning training	Learning styles Learner training	2
8 Planning effective learning: teaching models and lesson planning	Lesson sequences Teaching models Lesson plans Planning a sequence of lessons Assessing needs	5
9 Resources available to the learner	Text-based resources Audio-visual resources Human resources	4
10 Teaching versus testing	Evaluation of learners' performance	1

9 Syllabus: 8575-01-002: Supervised Teaching Practice

Introduction

This programme of learning 10 units covers the principal issues in Teaching Practice.

Aim

The aim of this programme is to develop the practical skills of English language teaching. It focuses on the following:

- classroom management and procedures
- techniques and methods
- personal qualities
- assessment and monitoring
- use of language.

Syllabus objectives

It is recommended that candidates use the 'Teaching Practice Handbook' (Gower, Philips and Walters: ISBN 0-435-24059-5) as their guide to this programme. Trainees are expected:

- demonstrate effective classroom management
- demonstrate effective lesson planning
- utilise a wide variety of classroom techniques
- demonstrate ability to develop teaching materials
- display good student rapport
- demonstrate ability to work as a team
- assess and monitor learners' achievements
- provide feedback appropriately
- analyse language for teaching purposes
- provide an accurate language model.

Assessment

The assessment for Supervised Teaching Practice consists of two sections: i) candidate's teaching practice and ii) candidate's portfolio.

In order to be successful candidates must achieve a minimum of a C grade for each of these sections.

Teaching Practice

Internal Assessors are required to assess candidates teaching 4 lessons (minimum duration of 40 minutes each). Ideally candidates should have a minimum class of 6 students, and the lessons should cover more than one level. At least two lessons should have a language focus (eg grammar, vocabulary or function) and two lessons should have a skills focus (eg speaking, reading). Using the criteria for marking Teaching Practice lessons, the Internal Assessor should give a candidate written feedback for each lesson.

Portfolios

In order to be successful candidates must average a C grade for the portfolio.

The portfolio should include the following elements:

- lesson plans (at least 4)
- observed TP sheets (at least 4)
- Teaching Practice observation sheets (at least 4)
- teaching journal/diary
- materials evaluation
- profile of a student
- evaluation of the TP experience including a self evaluation.

These elements must be put in a folder or ring file and include the following sections:

- table of contents
- an introduction describing the school/institution
- a section describing English teaching at the school/institution
- a section describing the class(es) you teach.

10 Criteria for marking Teaching Practice lessons

Criterion	Grade A Very good with several outstanding features	Grade B Good, with no significant weaknesses	Grade C Adequate but requires significant improvement in some areas	Grade D Fail – poor quality
Management & Procedures	Displays very good qualities of classroom management and control; lesson preparation full and complete at all times.	Displays good qualities of classroom management and control at most times; lesson preparation sound and complete at most times.	Displays adequate qualities of classroom management and control at most times; lesson preparation acceptable at most times.	Displays inadequate qualities of classroom management and control for much of the time; lesson preparation frequently inadequate.
Techniques & Methods	Shows an ability to work with a wide variety of appropriate classroom techniques effectively; demonstrates creativity in the development of teaching materials and techniques.	Shows an ability to work with various appropriate classroom techniques effectively; demonstrates some originality or imagination in the development or adaptation of teaching materials and techniques.	Shows an ability to work with a range of appropriate classroom techniques to some effect; teaching materials and techniques mostly taken from published sources, with little creativity or imagination.	Shows an ability to work with only a narrow range of appropriate classroom techniques, and these may lack effect; teaching materials and techniques mostly taken from published sources, and these may not be applied effectively.
Personal Qualities	Displays an unusually good rapport with classes; an outstanding ability to work with other teachers and/or peers, either individually or as a member of a team.	Displays a good rapport with classes at most times; good ability to work with other teachers and/or peers, either individually or as a member of a team.	Displays a fair rapport with classes at most times; some ability to work with other teachers and/or peers, either individually or as a member of a team.	Displays little rapport with classes for much of the time; little ability to work with other teachers and/or peers, either individually or as a member of a team.
Assessment & Monitoring	Assesses and monitors the achievements of learners especially effectively; provides diagnostic feedback relevant to learners' progress, and incorporates this information into subsequent lesson planning.	Assesses and monitors the achievements of learners well; provides diagnostic feedback relevant to learners' progress, and usually incorporates this information into subsequent lesson planning.	Assesses and monitors the achievements of learners, but may display inconsistencies or inaccuracies of judgement; provides some diagnostic feedback relevant to learners' progress, and sometimes incorporates this information into subsequent lesson planning.	Displays frequent inconsistencies or inaccuracies of judgement when assessing or monitoring the achievements of learners; provides little diagnostic feedback relevant to learners' progress, and rarely incorporates such information into subsequent lesson planning.
Use of Language	Displays an excellent command and analysis of language for the purposes of teaching and class management.	Displays a good command and analysis of language for the purposes of teaching and class management.	Displays an adequate command and analysis of language for the purposes of teaching and class management.	Displays a poor command and analysis of language for the purposes of teaching and class management.

11 Criteria for marking portfolios

Portfolio element	Grade A	Grade B	Grade C	Grade D
	Very good with several outstanding features	Good, with no significant weaknesses	Adequate but requires significant improvement in some areas	Fail – poor quality
Assignment 1: Materials evaluation	Well organised Required length Few language errors Appropriate academic style Detailed evidence of: <ul style="list-style-type: none"> • a knowledge of local materials • an understanding of different approaches • evaluation of material in terms of the local context • understanding of how syllabuses are designed • understanding of balance of skills and language study 	Well organised Required length Some language errors Appropriate academic style Evidence of: <ul style="list-style-type: none"> • a knowledge of local materials • an understanding of different approaches • evaluation of material in terms of the local context 	Well organised Required length A number of language errors Some lapses in appropriate academic style Incomplete evidence of: <ul style="list-style-type: none"> • a knowledge of local materials • an understanding of different approaches • evaluation of material in terms of the local context 	Serious weaknesses in presentation Style often inappropriate Very many errors Fails to meet most or all of the objectives of this assignment
Assignment 2: Profile of a student	Well organised Required length Few language errors Appropriate academic style Detailed evidence of understanding of: <ul style="list-style-type: none"> • different learning styles • motivation • language needs Account taken of: <ul style="list-style-type: none"> • educational background • student's language learning context 	Well organised Required length Some language errors Appropriate academic style Evidence of understanding of: <ul style="list-style-type: none"> • different learning styles • motivation • language needs Account taken of: <ul style="list-style-type: none"> • educational background • student's language learning context 	Well organised Required length A number of language errors Some lapses in appropriate academic style Evidence of understanding of a minimum of at least two of the following: <ul style="list-style-type: none"> • different learning styles • motivation • language needs Account taken of at least one of the following: <ul style="list-style-type: none"> • educational background • student's language learning context 	Serious weaknesses in presentation Style often inappropriate Very many errors Fails to meet most or all of the objectives of this assignment

11 Criteria for marking portfolios (continued)

Portfolio element	Grade A Very good with several outstanding features	Grade B Good, with no significant weaknesses	Grade C Adequate but requires significant improvement in some areas	Grade D Fail – poor quality
Assignment 3: Evaluation of Teaching Practice	Evidence of ability to apply ELT theory to practice Understanding of ELT concepts and terminology Ability to evaluate lesson preparation Ability to critically evaluate execution of lessons identifying strengths and weaknesses in: <ul style="list-style-type: none"> • class management • language teaching • skills teaching Ability to take account of own/tutors'/colleagues'/mentors' evaluation in execution of future lessons	Evidence of ability to apply ELT theory to practice Understanding of main ELT concepts and terminology Ability to evaluate execution of lessons or parts of lessons identifying strengths and weaknesses Ability to take account of own/tutors'/colleagues'/mentors' evaluation in execution of future lessons	Evidence of ability to apply ELT theory to practice Partial understanding of main ELT concepts and terminology Ability to evaluate execution of parts of lessons Ability to take account of own/tutors'/colleagues'/mentors' evaluation in execution of future lessons	Fails to meet most or all of the objectives of this assignment
Observation of classes taught by qualified teachers (minimum 4)	Evidence of: <ul style="list-style-type: none"> • identification and understanding of lesson aims and rationale of stages • identification of a wide range of successful activities • identification of a number of successful class management techniques • use of observed techniques in own lessons 	Evidence of: <ul style="list-style-type: none"> • identification of lesson aims and rationale of stages • identification of a range of successful activities • identification of some successful class management techniques Use of some observed techniques in own lessons	Evidence of: <ul style="list-style-type: none"> • identification of lesson aims and rationale of stages though not always accurate • identification of a few successful activities • identification of a few class management techniques Use of a few observed techniques in own lessons	Fails to meet most or all of the objectives of this report

11 Criteria for marking portfolios (continued)

Portfolio element	Grade A Very good with several outstanding features	Grade B Good, with no significant weaknesses	Grade C Adequate but requires significant improvement in some areas	Grade D Fail – poor quality
Lesson plans for all lessons taught	<p>Ability to plan effectively for different lesson types: skills v language lessons</p> <p>Ability to plan stages with a clear understanding of the rationale for each stage</p> <p>Ability to time stages appropriately</p> <p>Ability to group students appropriately for tasks</p> <p>Ability to thoroughly research language points</p> <p>Ability to anticipate and plan effectively for difficulties</p> <p>Ability to adapt or design materials</p>	<p>Ability to plan for different lesson types: skills v language lessons</p> <p>Ability to plan most stages with some understanding of the rationale for each stage</p> <p>Ability to time most stages effectively</p> <p>Ability to group students appropriately for tasks most of the time</p> <p>Ability to research language points adequately</p> <p>Ability to anticipate and plan for difficulties</p>	<p>Ability to plan for different lesson types: skills v language lessons</p> <p>Ability to plan most stages with some understanding of the rationale for each stage – not necessarily consistently</p> <p>Ability to group students appropriately for tasks some of the time</p> <p>Ability to research language points – though not always thoroughly</p> <p>Ability to anticipate and plan for difficulties – though not always effectively</p>	<p>Fails to show evidence of some or all of the following: underlying principles of effective planning in terms of:</p> <ul style="list-style-type: none"> • aims • stages • timing • rationale of stages • types of lessons • anticipating difficulties
Teaching journal/diary covering each day taught	<p>Evidence of:</p> <ul style="list-style-type: none"> • detailed assessment of strengths and weaknesses • how to address weaknesses • informed reflection on comments made on TP • awareness of factors influencing effective teaching and learning 	<p>Evidence of:</p> <ul style="list-style-type: none"> • assessment of strengths and weaknesses • how to address weaknesses • reflection on comments made on TP • awareness of a number of the factors influencing effective teaching and learning 	<p>Evidence of:</p> <ul style="list-style-type: none"> • assessment of strengths and weaknesses though not always valid or detailed • ways of addressing some weaknesses though not always effectual • reflection on comments made on TP though not always with clear understanding • awareness of some of the main factors influencing effective teaching and learning 	<p>Little evidence of informed assessment of strengths and weaknesses</p> <p>Little evidence of understanding of comments made on TP</p> <p>Little evidence of understanding the factors influencing effective teaching and learning</p>

Appendix 1 Form S

Candidate registration, dated entry and results submission form (sample)

City & Guilds Form S - registration, results and dated entry submission

This form will be scanned. Please use BLOCK CAPITALS. Please send this form to: City & Guilds, Data Processing, 1 Giltspur Street, London EC4A 9DD.
If you have any questions about how to fill in this form, please phone Entries and Results Customer Support on 020 7294 2787. Please read the guidance notes over the page before you fill in this form.

Centre number: 7 0 1 2 3 4	Sub A	Centre name UPTOWN COLLEGE	Phone number 020 8444 3339	Centre contact name DAVID JONES
Award number 3 0 1 7 0 1	Award title HAIRDRESSING, LEVEL 1	Syllabus code	Purchase order number or customer reference	
Tick one of these boxes →	Named registration <input checked="" type="checkbox"/>	Results <input checked="" type="checkbox"/>	Dated examination <input checked="" type="checkbox"/> - <input type="text"/> <input type="text"/> Month	Block registration <input checked="" type="checkbox"/> - <input type="text"/> Number of registrations needed
Insert enrolment number if known (use BLOCK CAPITALS)	The candidate's name is not necessary when you have given the enrolment number. (Please use BLOCK CAPITALS)			
E N R	P E T E R D B R O W N	A M	13 10 61	<input checked="" type="checkbox"/>
1 0 1 P 1 0 2 P	1 0 3 P 1 0 4 P 1 0 5 P 1 1 2 P	COMPONENT ONE	COMPONENT TWO	COMPONENT THREE
A B C 1 2 3 4	A N N D B R O W N	M/F	02 02 80	<input checked="" type="checkbox"/>
D E F 5 6 7 8	J A M E S D G R E E N	M	03 03 75	
1 0 3 P 1 0 5 P	C A N D I D A T E N A M E	M/F	DD MM YY	
E N R	C A N D I D A T E N A M E	M/F	DD MM YY	
E N R	C A N D I D A T E N A M E	M/F	DD MM YY	
E N R	C A N D I D A T E N A M E	M/F	DD MM YY	
E N R	C A N D I D A T E N A M E	M/F	DD MM YY	
E N R	C A N D I D A T E N A M E	M/F	DD MM YY	
E N R	C A N D I D A T E N A M E	M/F	DD MM YY	
E N R	C A N D I D A T E N A M E	M/F	DD MM YY	
E N R	C A N D I D A T E N A M E	M/F	DD MM YY	

I confirm that the candidates above are entered in line with City & Guilds regulations.

Your signature: *DK Jones* Page 1 of 1 Date: 11 / 8 / 02 Counter signature (if needed) _____
Send the top copy to City & Guilds. Keep the second copy for your own records.

ST74937 F40030565 04/02 Version 2

Appendix 2 Suggested lesson planning sheet

Ace Trainee Date Time

No. of students Duration of class

Level

Lesson aim(s)

.....

Personal aim(s)

Context for language learning

.....

.....

Self Evaluation

What I learnt from this lesson:

- Management & procedures
-
-
-
- Techniques & methods
-
-
-
- Personal qualities
-
-
-
- Assessment & monitoring
-
-
-
- Use of language
-
-
-

Aim(s) for next lesson

.....

.....

Signature of mentor/observer Signature of trainee

Procedure				
Time/interaction	Stage/rationale of lesson	Students' activities	Teacher's activities	Materials& aids

Appendix 3 Suggested observed TP sheets

Ace Trainee	Date	Time
No. of students	Duration of class	
Level		
Lesson aim(s)		
.....		
Personal aim(s)		
Context for language learning		
.....		

Feedback to trainee

- Management & procedures
- Techniques & methods
- Personal qualities
- Assessment & monitoring
- Use of language

Aim(s) for next lesson

Signature of mentor/observer Signature of trainee

Appendix 4 Suggested teaching observation report

Teacher	Date	Time
No. of students	Duration of class	
Level		
Lesson aim(s)		
.....		
.....		
Context for language learning		
.....		
.....		

What can be learned from this lesson:

- Management & procedures
- Techniques & methods
- Personal qualities
- Assessment & monitoring
- Use of language

Overall comment

Things I'd like to try myself.....

Signature of teacher observed

Procedure			
Time/interaction	Students' activities	Teachers' activities	Materials & aids

Appendix 5 Assignments

Candidates are required to submit three assignments for inclusion in their portfolio:

1. Materials evaluation
2. Profile of a student
3. Evaluation of Teaching Practice

There are many ways of guiding candidates in these areas. The following pages contain suggested outlines to support students in producing these assignments.

Candidates can resubmit an assignment to their tutor (to be marked before the verifier's visit) if any of the following are not satisfactory:

- The assignment should be complete and should address all the issues given
- The assignment should be of the specified length
- The assignment should meet the standards of spelling, style and presentation appropriate for a teacher of English.

Assignment 1 – Materials evaluation

- i. Choose two course books of the same level and select an area of language which both course books cover, eg the second conditional.
- ii. Evaluate how the language is presented and practised, eg which model is used, task based, presentation, practice production (PPP), teacher talking time (TTT)? Does the material cover the concept, the form and the pronunciation? Is the practice meaningful, interesting to students, communicative? Is there oral and written practice ranging from controlled to relatively free?
- iii. Which would you prefer to use? Give reasons for your choice. How would you adapt or supplement the material for your students?
- iv. Use your chosen material and teach it to your students. Comment on your lesson in terms of the material.

Write approximately 500-750 words.

Assignment 2 – Profile of a student

- i. Choose one of your TP students, making sure you have chosen someone that your colleagues have not. If possible observe your student in class. Ask the student to produce some writing for you (for example, you describe an event from your life – your worst journey – then ask the student to write about an awful journey).
- ii. Obtain a sample of spoken English from your student. Plan the questions you will ask. Include your questions in your assignment. Arrange a place and a time for an interview. If possible tape the interview.
- iii. Write up your findings under the following headings:
 - previous language learning experience
 - reasons for learning English
 - preferred learning style
 - strengths and weaknesses in English: grammar, vocabulary, pronunciation and communicative ability
- iv. Make recommendations for helping your student with one of the weak areas.

Write approximately 500-750 words.

Assignment 3 – Evaluation of Teaching Practice

Part 1

Go back over the feedback you received from your observed lessons and your teaching journal. Critically reflect on your own teaching and under each of the criteria given below, list two aspects of teaching you feel comfortable with and one aspect you feel you need to work on. See section 10 for fuller descriptions of the criteria.

- Management and procedures
- Techniques and methods
- Personal qualities
- Assessment and monitoring
- Use of language

Example:

Management and procedures

Strengths

I can give instructions.
My board work is planned effectively and helps students.

Weaknesses

I need to work on how to pace a lesson. I let some stages go on too long and students lose interest.

Part 2

- a) Look back through your notes on lessons you have observed. Without naming the teacher, describe briefly the different stages of a particularly effective lesson. Comment on why you thought it worked well.
- b) You will have observed other teachers using ideas that you would like to incorporate in your own lessons.
 - i. Describe an example of these ideas under each of the following categories:
 - Management and procedures
 - Techniques and methods
 - Personal qualities
 - Assessment and monitoring
 - Use of language
 - ii. Explain how each idea is effective

Example:

Assessment and monitoring

I observed that during a reading task, the teacher stood at the front of the class after she had given students a gist task which needed to be done quickly and then moved quietly round near students after they had been given more detailed comprehension questions. As she moved round, she didn't interrupt students but some stopped her and asked her questions.

This meant they weren't tempted to ask questions during the gist task but they felt able to do so for the most detailed reading. This is one way of encouraging skimming and training students not to stop at every word they don't know for gist reading. By moving close to students, they felt confident to ask individual questions which gave support for the more intensive reading tasks.

Write approximately 250 words for Part 1 and 500 words for Part 2.

Appendix 6 Assessor standardisation form

Name of centre: Role: Teacher trainer/Visiting Verifier (delete as appropriate)

Centre number (if allocated)

--	--	--	--	--	--	--	--

Surname: (Mr/Mrs/Ms/Dr) Forename:

Address:

Complete lesson for assessment using ACE criteria (SAQ 13)

Rating	A Very good With several outstanding features	B Good With no significant weaknesses	C Adequate But requires significant improvement in some areas	D Fail poor quality requiring significant improvement in many areas
Management & procedures				
Techniques & methods				
Personal qualities				
Assessment & monitoring				
Use of language				
Totals:				

Overall rating for full lesson

Aggregate:

Rating:

Signed..... Date.....

Your completed form should be returned to International English Qualifications, BITES, City & Guilds, 1 Giltspur Street, London EC1A 9DD

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