



QUALIFI

SUCCESS THROUGH LEARNING
RECOGNISED WORLDWIDE

Level 5 Certificate in Observed Teaching Practice (TEFL) (The TEFL Academy) (603/4315/1)

Specification (For Centres)
October 2022

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About QUALIFI

QUALIFI provides academic and vocational qualifications that are globally recognised. QUALIFI's commitment to the creation and awarding of respected qualifications has a rigorous focus on high standards and consistency, beginning with recognition as an Awarding Organisation (AO) in the UK. QUALIFI is approved and regulated by Ofqual (in full). Our Ofqual reference number is RN5160.

Ofqual is responsible for maintaining standards and confidence in a wide range of vocational qualifications. QUALIFI is also recognised by Qualifications in Wales (QW) and the Council for the Curriculum, Examinations and Assessment (CCEA) who are responsible for Awarding Organisations and quality assurance in both Wales and Northern Ireland. QUALIFI is also a signatory to BIS international commitments of quality.

As an Ofqual recognised Awarding Organisation, QUALIFI has a duty of care to implement quality assurance processes. This is to ensure that centres approved for the delivery and assessment of QUALIFI's qualifications and awards meet the required standards. This also safeguards the outcome of assessments and meets national regulatory requirements.

QUALIFI's qualifications are developed to be accessible to all learners in that they are available to anyone who is capable of attaining the required standard. QUALIFI promotes equality and diversity across aspects of the qualification process and centres are required to implement the same standards of equal opportunities and ensure learners are free from any barriers that may restrict access and progression.

QUALIFI's policy document for learners with specific requirements or who need special consideration is available for centre reference. Centres are responsible for reviewing the applicant's ability to complete the training programme successfully and achieve a qualification. The initial assessment by the centre, will need to take into account the support that is readily available or can be made available to meet individual needs as appropriate. The centre must also consider prior learning and qualifications and they must be in a position to make a judgement on the learner's entry requirements.

Supporting Diversity

QUALIFI and its partners recognise and value individual difference and have a public duty to promote equality and remove discrimination in relation to race, gender, disability, religion or belief, sexual orientation and age.

Learner Voice

Learners can play an important part in improving the quality of this course through the feedback they give. In addition to the ongoing discussion with the course team throughout the year, there are a range of mechanisms for learners to feed back about their experience of teaching and learning. This can include questionnaires and surveys to allow both centres and QUALIFI to understand how we can improve the learner experience.

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1 Introduction

1.1 Why Choose QUALIFI Qualifications?

QUALIFI qualifications look to provide a realistic and broad opportunity for learners seeking career and professional development. They will support learners in realising their potential and provide clear objectives.

These objectives are to:

- provide career path support to learners who wish to develop their management skills, enterprise capabilities and opportunities in their chosen sector
- improve learner understanding of any given business environments and organisations and how they are managed and developed
- develop skills and abilities in learners to support their professional development.

Our qualifications provide a rich mix of disciplines and skills development opportunities. Learners will gain insight into the functioning, objectives and processes of organisations, appreciating their diversity and the influences and impact of external forces on them. The fast-changing and complex business environment and different organisational ability to stay resilient and respond positively to change and opportunities will be explored.

Our qualifications will develop learner ability to:

- apply analytical and evaluative techniques and to enhance those skills
- investigate issues and opportunities
- develop their awareness and appreciation of managerial, organisational and environmental issues
- use management techniques and practices in imaginative ways
- make use of relevant information from different sources
- develop and encourage problem solving and creativity to tackle problems and challenges
- exercise judgement and take responsibility for decisions and actions
- develop the ability to recognise and reflect on personal learning and improve their personal, social and other transferable skills

1.2 Employer Support for the Qualification Development

The development of these qualifications has been initiated and guided by discussions and idea sharing with a range of employers, providers and existing centres demonstrating the rigor, validity and demand for the qualification. Discussions and feedback have been taken throughout the development of the qualifications on content, the potential learner audience for the qualification and assessment methods, ensuring a valuable experience and a recognised set of skills, knowledge and understanding is realised.

1.3 Qualification Titles and Codes

This qualification has been accredited to the Regulated Qualification Framework (RQF) and has its own unique Qualification Accreditation Number (QAN). This number will appear on the learner's final certification document. Each unit with the qualifications has its own RQF code. The QAN for this qualification is as follows:

QUALIFI Level 5 Certificate in Observed Teaching Practice (TEFL (The TEFL Academy) 603/4315/1

1.4 Awarding Organisation

QUALIFI LTD

2 Programme Purpose

2.1 Reasons for the Qualification

The qualification has been created to contribute to the professionalism of the global TEFL industry.

The programme is designed to develop the academic and professional skills and qualities needed to develop as an effective EFL teacher.

2.2 Rationale, aims and learning outcomes of the course

The Qualifi Level 5 Teaching Practice (TEFL)9 The TEFL Academy) Certificate is designed for new teachers who have completed the Level 5 Certificate in Teaching English as a Foreign Language (TEFL Academy). The aim is to support novice teachers in their practice through a series of reflection and self-evaluation tasks.

2.3 Aims of the Certificate

The Level 5 Certificate in Observed Teaching Practice (TEFL) (The TEFL Academy) aims to give learners the opportunity to:

- Gain a qualification from an internationally recognised awarding organisation.
- Apply knowledge from a curriculum supported by content relevant to modern English language teaching.
- Develop new skills and knowledge that can be immediately applied.
- Have assignments marked by professionals with practical experience as EFL teachers and teacher trainers.
- Progress along a pathway to study for a higher level of qualification in teaching and/or linguistics, should they choose to in the future.

2.4 Learning Outcomes of the Certificate

The primary objective of this course is to equip new teachers to further develop the following areas covered in the online course:

- plan effective, well-structured lessons
- take the needs and interests of their students into account when planning lessons and courses
- use a range of materials and different activity types
- have a sufficient understanding of English grammar, vocabulary and pronunciation to identify and help with student problems
- be aware of the four language skills and ways of teaching them.

The Certificate will provide evidence that teachers have undergone supervised teaching (though unobserved) teaching practice.

The learning outcomes for the unit are identified in Appendix 1 within the unit descriptor.

3. Delivering the Qualification

3.1 Quality Assurance Arrangements

All centres go through an approval process to be recognised as an approved centre. Centres must have in place qualified and experienced tutors. The experience of tutors and their ability to support learners will be important. Centres must commit to working with QUALIFI and its team of Quality Reviewers/External Verifiers. Continuing professional development (CPD) for tutors is also required.

Approved centres will be monitored by QUALIFI External Quality Reviewers (EQAs) to ensure that learners are provided with appropriate learning opportunities and guidance. EQAs will ask to see and discuss a centre's formative assessment plans. The suitability of these plans will be agreed with the centre.

QUALIFI's guidance on invigilation, preventing plagiarism and collusion will apply to centres. QUALIFI Quality Reviewers/External Verifiers will monitor centre compliance. For assessment purposes, unless otherwise agreed, QUALIFI:

- appoints assignment setters, markers and moderators
- sets and agrees assignments
- marks and moderates' assignments
- agrees the final mark and issues certificates.

QUALIFI's 'Handbook on Guidance and Requirements for Assessment and Marking' will apply to its assignment setters, markers and moderators.

3.2 Entry Criteria

QUALIFI Level 5 Certificate in Observed Teaching Practice (TEFL) (The TEFL Academy)

This qualification is designed for new teachers who have completed the Qualifi Level 5 Observed Certificate in Teaching English as a Foreign Language (TEFL Academy).

In the case of applicants whose first language is not English, then IELTS 6.5 (or equivalent) is recommended.

4 Structure of the Qualification

4.1 Unit, Credit and Total Qualification Time (TQT)

The QUALIFI Certificate in Observed Teaching Practice (TEFL) (The TEFL Academy) is a Level 5 qualification made up of **1 unit** equating to 11 credits.

The units have been designed from a learning time perspective and are expressed in terms of **Total Qualification Time (TQT)**. TQT is an estimate of the total amount of time that could be expected to be required for a student to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification. TQT includes undertaking each of the activities of Guided Learning, Directed Learning and Assessment.

Examples of activities which can contribute to Total Qualification Time include:

- guided learning
- independent and unsupervised research/learning
- unsupervised compilation of a portfolio of work experience
- unsupervised e-learning
- unsupervised e-assessment
- unsupervised coursework
- watching a pre-recorded podcast or webinar
- unsupervised work-based learning.

Guided Learning Hours (GLH) are normally defined as the time when a tutor is present to give specific guidance towards the learning aim being studied on a programme. For the purposes of this self-development course, Guided Learning means time spent preparing, and carrying out and evaluating tasks.

4.2 Qualification Structure

There is 1 mandatory unit for this qualification. The unit covers a number of topics relating to learning outcomes. The unit has the equivalency of credits.

Learners are required to complete the unit to achieve the credits required to gain the Level 5 Certificate in Observed Teaching Practice (TEFL) (The TEFL Academy).

Unit Reference	Mandatory Unit	Level	TQT	Credit	GLH
J/617/5296	Fundamentals of TEFL Practice	5	110	11	41

5 Guidance to Teaching and Learning

To ensure consistency and quality of delivery amongst centres, QUALIFI has outlined a number of policies and procedures required to ensure the very best standards are available to learners. These include:

- expertise of staff
- learning and teaching methods
- study skills
- learning resources
- personal development planning
- career opportunities.

The policies and procedures are available on request to all accredited centres or to those wishing to apply for accreditation to deliver QUALIFI qualifications.

6 Learner Support

Centres should continue to support learners and encourage appropriate behaviour. To ensure consistency and quality of delivery amongst centres QUALIFI, has outlined a number of policies and procedures to ensure the very best standards are available to learners. These include:

- learners with disabilities
- health and safety
- conduct

The policies and procedures are available on request to all accredited centres or to those wishing to apply for accreditation to deliver QUALIFI qualifications.

6.1 Data Protection

All personal information obtained from learners and other sources in connection with studies will be held securely and will be used during the course and after they leave the course for a variety of purposes. These should be all explained during the enrolment process at the commencement of learner studies. If learners or centres would like a more detailed explanation of the partner and QUALIFI policies on the use and disclosure of personal information, please contact QUALIFI via email support@QUALIFI-international.com

7. Assessment

These qualifications are vocational as they can support a learner's career progression. To meet QUALIFI's aim to provide an appropriate assessment method each unit will be assessed through tasks that will be written in a way to make them realistic 'work-related' tasks wherever possible. Learners will need to demonstrate knowledge, understanding and original thought, problem solving and recommendations on actions will also be asked for from learners where appropriate for the unit. Intellectual rigour will be expected appropriate to the level of the qualification.

Assignments will contain a question strand for each of the given unit's learning outcomes. The assignment tasks will address the LO (learning outcome) and AC (assessment criteria) requirements. Within assignments there will always be requirements for learners to engage with important and relevant theory that underpins the subject area.

Sample assessments and marking scheme are available on request as part of the Qualification Specification supplied to centres.

QUALIFI has an assessment policy and procedure documents that are available to all centres delivering this qualification. QUALIFI's 'Handbook on Guidance and Requirements for Assessment and Marking' covers the following:

- assessment strategy
- assessment arrangements for learners with a disability
- verification
- marking scheme/pass mark
- deferral after valid mitigating circumstances
- referral after failure
- dealing with difficulties in meeting assessment deadlines
- late submissions
- assessment boards
- appeals
- cheating and plagiarism
- referencing
- confidential material
- submission.

8. Course Regulations

8.1 Course Requirements

Learners must complete the unit and pass with the appropriate mark to receive the full Certificate Award.

QUALIFI will issue certificates to all successful learners through the registered centres.

8.2 Classification of Awards

The classification is pass or fail.

Decisions about the overall classification of awards are made by QUALIFI through the application of the academic and relevant course regulations. It is based on the Average Percentage Mark (APM) or, at the discretion of QUALIFI, on the basis of your overall profile and performance subject to the minimum requirements.

8.3. Learner Voice

Learners can play an important part in improving the quality of this course through the feedback they give. In addition to the ongoing discussion with the course team throughout the year, there is a range of mechanisms for learners to feed back about their experience of teaching and learning.

8.4 Complaints

QUALIFI recognises that there may be occasions when learners and centres have cause for complaint about the service received. When this happens, the complaints procedure is intended to provide an accessible, fair and straightforward system that ensures as an effective, prompt and appropriate response as possible.

For more information on our formal complaints procedure please contact in the first instance or email: support@QUALIFI-international.com

9 Equality and Diversity

QUALIFI recognises that discrimination and victimisation are unacceptable and that it is in the interests of QUALIFI employees to utilise the skills of the total workforce. It is our aim to ensure that no employee or other representative of QUALIFI receives less favourable facilities or treatment (either directly or indirectly) in recruitment or employment on grounds of age, disability, gender/gender reassignment, marriage/civil partnership, pregnancy/maternity, race, religion or belief, sex, or sexual orientation (protected characteristics).

Our aim is that our workforce will be truly representative of all sections of society and each employee feels respected and able to give their best. We oppose all forms of unlawful and unfair discrimination or victimisation. To that end the purpose of this policy is to provide equality and fairness for all.

Our staff will not discriminate directly or indirectly, or harass customers or clients because of age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, and sexual orientation in the provision of QUALIFI's goods or services.

This policy and the associated arrangements shall operate in accordance with statutory requirements, particularly the Equality Act 2010 <https://www.gov.uk/equality-act-2010-guidance>. In addition, full account will be taken of any guidance or codes of practice issued by the Equality and Human Rights Commission, any government departments, and any other statutory bodies.

The policy document will be monitored and reviewed annually and can be downloaded from our website or by making contact with QUALIFI.

10. Further Professional Development and Training

QUALIFI supports UK and international customers with training related to our qualifications. This support is available through a choice of training options offered through publications or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing student-centred learning and teaching approaches
- building in effective and efficient quality assurance systems.

You can request customised training through your registered centre in the first instance. If you need to contact QUALIFI directly:

Our customer service number: +44 (0) 115 888 2323

Or email: support@QUALIFI-international.com

Website: www.QUALIFI.net www.QUALIFI-international.com

Appendix 1: Unit Descriptor

QUALIFI Level 5 Certificate in Observed Teaching Practice (TEFL) (The TEFL Academy)

UnitCTP501: Fundamentals of TEFL Practice

Unit code: J/617/5296

RQF level: 5

Unit Aim

The aim of this unit is for learners, newly qualified as teachers, to develop the skills, understanding and qualities needed to become an effective EFL teacher.

Learning Outcomes and Assessment Criteria

Learning Outcomes To achieve this unit a learner must be able to:	Assessment Criteria: Assessment of these outcomes demonstrates a learner can:
1. Be able to plan lessons and activities to meet identified lesson aims for their students	1.1. Identify and evaluate aims of another teacher's lesson and observed teaching skills to inform own approach
	1.2. Develop appropriate lesson aims for their own students
	1.3. Select and develop materials and activities to achieve lesson aims
2. Be able to use a range of teaching approaches and materials to meet student needs	2.1. Develop activities to identify student' interests and needs in order to form appropriate teaching aims and topics
	2.2. Develop appropriate longer term aims for an individual student
	2.3. Design materials to meet specific learning needs
	2.4. Clarify meaning through elicitation and language grading
	2.5. Select appropriate ways of using materials in the classroom
	2.6. Plan appropriate skills lessons for students

3. Understand language areas for teaching purposes	3.1. Identify students' pronunciation problems
	3.2. Design activities to help learners with specific pronunciation problems
	3.3. Research specific target language to inform teaching practice
	3.4. Select ways of presenting and practising target language appropriate for the class
	3.5. Devise effective and appropriate ways of introducing new vocabulary
4 Be able to develop a positive relationship with and among students in order to create a constructive learning environment	4.1. Explain the importance of getting to know students in order to build a positive relationship
	4.2. establish and maintain an orderly learning situation, using different approaches
	4.3 Create opportunities for genuine communication in lessons
	4.4 Use different approaches as appropriate to lesson aims and student needs
	4.5. Can create an individual learning plan and track student progress
5 Understand how cultural factors impact on learning and student needs	5.1. Explain how cultural difference may impact on teaching and learning
	5.2. Explain how to deal with issues that may arise due to cultural differences
6 Understand how to carry out duties in a professional manner following organisational procedures/requirements	6.1. Carries out non-teaching duties in a professional manner
7 Be able to evaluate own teaching in order to develop own practice	7.1. Evaluate materials and approaches designed to meet specific lesson aims
	7.2. Evaluate activities designed to help learners with specific pronunciation problems
	7.3. Evaluate new language lessons (grammar or functional language)
	7.4. Evaluate vocabulary teaching
	7.5. Evaluate communicative activities used in lessons
	7.6. Evaluate whole lesson - activities and delivery

Indicative Content

- Observation of other teachers
- Assessment of specific aspects of own teaching
- Needs analysis
- Promotion of learning through fostering good relationships in the classroom
- Developing activities and lessons to meet identified needs
- Developing and an IEP and assessing a student's progress
- Developing classroom management skills
- Developing own language awareness in order to enhance student progress
- Showing awareness of cultural factors when planning courses and lessons

Suggested Resources

Janelle Cox, *Teaching Strategies to Improve Student Self-Discipline*, Teach Hub, Available at:

<http://www.teachhub.com/teaching-strategies-improve-student-self-discipline> [Accessed January 2018]

Top 10 strategies for encouraging good behaviour, Education.gov.gy, Available at:

<https://education.gov.gy/web/index.php/teachers/tips-for-teaching/item/1440-top-10-strategies-for-encouraging-good-behaviour> [Accessed January 2018]

Stephanie Long, *Classroom management for adult students*, Reach to Teach, Jan 2017, Available at:

<https://www.reachtoteachrecruiting.com/blog/classroom-management-adult-students/> [Accessed January 2018]

Deb Peterson, *Manage Disruptive Behaviour in the Classroom*, ThoughtCo, June 2018, Available at:

<https://www.thoughtco.com/manage-disruptive-behavior-in-classroom-31634> [Accessed January 2018]

Elena Chou, *7 Learning Styles: An ESL Teaching Strategy That Works*, Fluent U, 2019, Available at:

<https://www.fluentu.com/blog/educator-english/esl-teaching-strategies-styles/> [Accessed January 2019]

What's your learning style? 20 Questions, Education Planner.Org, PHEAA, 2011, Available at:

<http://www.educationplanner.org/students/self-assessments/learning-styles-quiz.shtml> [Accessed January 2019]

An alternative to teacher observation, The TEFL Academy Blog, Feb 2019, Available at:

<https://www.theteflacademy.com/blog/2019/02/an-alternative-to-teacher-observations/> [Accessed February 2019]

Deborah Bullock, *Assessment for Learning*, Teaching English, British Council/BBC, Dec 2016, Available at:

<https://www.teachingenglish.org.uk/article/assessment-learning> [Accessed March 2019]

Linda Diamond and Linda Gutlohn, *Teaching Vocabulary*, Reading Rockets, n.d. Available at:

<http://www.readingrockets.org/article/teaching-vocabulary> [Accessed March 2019]

Advanced English lessons, Englishpage.com, 2019, Available at: <https://www.englishpage.com/>

[Accessed March 2019]

Adrian Underhill, *Introduction to Teaching Pronunciation Workshop*, Macmillan Education ELT,

YouTube March 2004, Available at: <https://www.youtube.com/watch?v=1kAPHyHd7Lo> [Accessed March 2019]

Peter Pun, *Teaching functional language*, ELT Planning, June 2018, Available at:

<https://eltplanning.com/2018/06/25/teaching-functional-language/> [Accessed March 2019]

Some of the worksheets on this website can be downloaded free. Look for the green icon:

Functional Language, Teach-This.com 2019, Available at: <https://www.teach-this.com/functional-activities-worksheets> [Accessed March 2019]

Students also have access to the 168 hour online course Units and further reading lists, and The TEFL Academy Blog <https://www.theteflacademy.com/blog/>