



Qualification Specification

GA Level 4 Award in Business Skills for Teaching English as a Foreign Language (TEFL) (i-to-i)	610/0858/8
GA Level 4 Award in Digital Marketing Skills for Teaching English as a Foreign Language (TEFL) (i-to-i)	610/0859/X
GA Level 4 Award in Business Start-Up for Teaching English as a Foreign Language) (TEFL) (i-to-i)	610/0860/6

Section 1 - Qualification Overview

1.1 Introduction: About the Gatehouse Awards Teaching English as a Foreign Language Qualifications

The Gatehouse Awards (GA) Teaching English as Foreign Language (TEFL) qualifications are designed to give candidates working, or preparing to work, in an educational setting the knowledge, skills and understanding to teach English as a foreign or additional language, in line with best practice.

This specification covers the GA Level 4 Subject Specialist Awards in TEFL.

These qualifications have been developed in association with the Teach and Travel Group Ltd under its 'i-to-i' brand and are 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 these qualifications.

The qualifications are regulated by the Office of Qualifications and Examinations Regulations (Ofqual) in England and are part of the Regulated Qualifications Framework (RQF). All versions of these qualifications are listed on the Register of Regulated Qualifications which is operated by Ofqual at <http://register.ofqual.gov.uk>.

These qualifications are not designed to replace any existing qualifications.

1.2 Qualification Titles, Qualification Numbers and Important Dates

Qualification Title and Level	Qualification Number	Operational Start Date	Operational Review Date
GA Level 4 Award in Business Skills for Teaching English as a Foreign Language (TEFL) (i-to-i)	610/0858/8	04/05/2022	May 2025
GA Level 4 Award in Digital Marketing Skills for Teaching English as a Foreign Language (TEFL) (i-to-i)	610/0859/X	04/05/2022	May 2025
GA Level 4 Award in Business Start-Up for Teaching English as a Foreign Language) (TEFL) (i-to-i)	610/0860/6	04/05/2022	May 2025

1.3 Qualification Aims and Objectives

The aim of these qualifications is to equip candidates with the skills and knowledge to teach English to EFL learners in a range of EFL settings.

These qualifications can be relied upon by employers to indicate that an individual can undertake a specific role in the workplace and be used by individuals in the TEFL sector who wish to pursue a career as a freelance teacher or start their own TEFL business.

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

The GA Level 4 Awards in Teaching English as Foreign Language (TEFL) qualifications are listed on the Ofqual Register of Regulated Qualifications as part of the Regulated Qualifications Framework (RQF). The structure of these qualifications is as follows:

GA Level 4 Award in Business Skills for Teaching English as a Foreign Language (TEFL) (i-to-i)				
Mandatory Units	Unit Reference	Credits	GLH*	Study Time*
1. Business Skills for Teaching English as a Foreign Language (TEFL)	H/650/2330	6	40	20
		Total Credits 6	Total GLH* 40	TQT* 60

GA Level 4 Award in Digital Marketing Skills for Teaching English as a Foreign Language (TEFL) (i-to-i)				
Mandatory Units	Unit Reference	Credits	GLH*	Study Time*
1. Digital Marketing Skills for Teaching English as a Foreign Language (TEFL)	J/650/2331	6	40	20
		Total Credits 6	Total GLH* 40	TQT* 60

GA Level 4 Award in Business Start-Up for Teaching English as a Foreign Language (TEFL) (i-to-i)				
Mandatory Units	Unit Reference	Credits	GLH*	Study Time*
1. Business Skills for Teaching English as a Foreign Language (TEFL)	H/650/2330	6	40	20
2. Digital Marketing Skills for Teaching English as a Foreign Language (TEFL)	J/650/2331	6	40	20
		Total Credits 12	Total GLH* 80	TQT* 120

*Guided Learning Hours (GLH): Definition

The activity of a learner in being taught or instructed by – or otherwise participating in education or training under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

**Total Qualification Time (TQT): Definition

The number of Guided Learning Hours assigned, plus an estimate of the number of study hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike Guided Learning, not under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training.

The number of study hours a learner is expected to undertake in order to complete each unit is expressed in the 'Study Time' above. This, including the GLH, provides the Total Qualification Time, or TQT, and represents an estimate of the total amount of time that could reasonably be expected to be required in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of these qualifications.

The estimates for Guided Learning Hours and Total Qualification Time above have been produced with due regard to information gathered from those with experience in education and training and is in line with guidance published by Ofqual on the allocation and expression of Total Qualification Time and Guided Learning Hours.

Level

The qualifications within this specification are designated at Level 4 on the Regulated Qualification Framework (RQF) according to the Level Descriptors for knowledge and understanding, which build on those used within the Qualifications and Credit Framework (QCF) and the European Qualifications Framework (EQF). This means that these qualifications are considered by GA to lead to the outcome as follows:

Achievement at Level 4 reflects the ability to identify and use relevant understanding, methods and skills to address problems that are well defined but complex and non-routine. It includes taking responsibility for overall courses of action as well as exercising autonomy and judgement within fairly broad parameters. It also reflects understanding of different perspectives or approaches within an area of study or work.

1.5 Intended Audience, Age and Entry Requirements

These qualifications are available to candidates aged 18 and over, who are working, or preparing to work, as teachers of English as a Foreign Language.

These Level 4 TEFL qualifications may be undertaken as initial training for those whose current or desired job role requires them to develop skills, understanding, and knowledge of Teaching English as a Foreign Language as a freelancer or self-employed practitioner, or those who intend to set up their own business in TEFL.

There are other no formal entry requirements for these qualifications; however, due to the nature of the qualification content, those undertaking the qualification must have a proficient level of spoken and written English.

We recommend that candidates hold a formal English language qualification of at least Level 2, e.g.

- GCSE English Language (A* - C / Grade 4 or above), or equivalent
- ESOL International (CEFR: C1 or C2)

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

1.6 Rules of Combination

Component units of each qualification are listed in paragraph 1.4. 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 these qualifications.

1.8 Relationship to Other Qualifications & Progression Opportunities

The GA Level 4 Award-sized TEFL subject specialist qualifications are designed to provide an introduction to the skills and knowledge required to work in the field of Teaching English as a Foreign Language as a freelance teacher, or as a TEFL business owner.

They are ideal qualifications for candidates who wish to work in the UK and abroad.

Candidates may progress onto further Education and Training qualifications, or other qualifications in TEFL, for example the GA Level 3 Certificate in TEFL, GA Level 5 Certificate in TEFL, GA Level 5 Diploma in TEFL, or a higher level qualification relating to business, management, sales and marketing.

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 these qualifications.

These qualifications are not graded on a scale. Learners are assessed as Pass or Fail. Learners who aren't successful can resubmit work within the registration period.

1.11 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

Section 2 – Qualification Delivery, Assessment and Certification

2.1 Teaching and Learning Requirements

Courses leading to the 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.

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 these 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 these qualifications and must make records available to GA upon request. The information GA expects the course provider to hold for each member of staff includes, as a minimum:

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

The 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 the GA TEFL 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 of Teaching English as a Foreign Language in the context of the specialised subjects: digital marketing and business skills.

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 TEFL 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 qualifications 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

GA may provide additional resources for these qualifications on the relevant qualification page of the website: 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 Gatehouse Awards 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

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

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

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

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

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

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

Section 4 – The GA TEFL Syllabus

4.1 Unit 1: Business Skills for Teaching English as a Foreign Language (TEFL)

Unit Title	Unit Number	Level	Credits	GLH
Business Skills for Teaching English as a Foreign Language (TEFL)	H/650/2330	4	6	40
Unit aims: This unit aims to provide candidates with the knowledge and understanding of how to set up and run a freelance TEFL business in order that they can start to open up opportunities to teach independently both online and around the world. Candidates will gain knowledge and understanding of how to fulfil a wide range of roles both within and outside of the TEFL industry. These include marketing their TEFL skills, conducting a TEFL market analysis and building up a student base as a freelancer or TEFL business owner. Candidates will also gain knowledge and understanding of wider business skills in the context of TEFL, including the different business type options, how to produce a business plan, sales and the requirements and procedures of effective financial management. The unit may be undertaken by candidates wishing to offer freelance services as a self-employed teacher, or candidates who wish to set up a legal business entity for their own TEFL business.				
Specified Evidence or Assessment Requirements		A range of evidence types may be used for Learning Outcomes 1-8 (e.g. work products, professional discussion, assignments or projects, witness testimony, observation or other suitable method of assessment). NOTE: Evidence for this unit must include a written business plan for a TEFL business, covering at least the first 6 months of a new business, along with a written evaluation of the business plan and its content.		

Syllabus Content:		Learning Outcome – The learner will:		Indicative Content:
1	Why set up a TEFL business?	1a	understand the reasons for setting up a TEFL business and the differences between employment and self-employment	<i>Reasons to set up a TEFL business, e.g. variety of work, earning potential, flexible working hours, choosing own work, working for more than one company, if a particular company requires you to be self-employed, running your own business. Freelance work versus being employed; the pros and cons of each (making a profit/loss, taxes, responsibilities for the success or failure of the business; sick pay and holiday pay etc).</i> <i>Skills related to specific roles within a business, e.g. project manager, administrator, finance manager, curriculum manager, marketing manager, sales executive, teacher. The resources and skills set freelance TEFL teachers need, e.g. to teach online, the necessity of finding your own students.</i>
		1b	understand the key skills and resources for setting up a TEFL business	
2	How to set up a TEFL business	2a	understand the different types of business structures	<i>Types of business structure, e.g. sole trader, company with limited liability, partnership. The legal status of each, arrangements for paying taxes, submitting tax returns, liability for business debt, regulatory responsibilities of different types of business and the oversight the business is subject to. The pros and cons of each type of business structure, different types of company structures in different countries.</i> <i>The steps to take to establish a business; the documents to file and the process of filing; requirements for record-keeping. Additional considerations, e.g. insurance, damage to individuals or</i>
		2b	understand how to set up a TEFL business	

				<i>property; data protection regulations; employer responsibilities; local laws & taxes.</i>
3	Business planning & setting business objectives	3a	understand the purpose and benefits of a business plan	<i>Why a business plan is useful, length of time a plan should cover and how detailed it should be; how frequently it should be reviewed.</i> <i>The sections of a business plan: executive summary, vision and objectives, company background, market analysis, products and services, marketing and sales strategy, business operations, key personnel, financial projections etc. A vision statement to set out business aims.</i> <i>Setting goals that are SMART – specific, measurable, achievable, relevant, time-bound.</i>
		3b	understand what to include in a business plan	
		3c	understand how to create a vision statement for a business	
		3d	understand how to set smart objectives for a business	
4	Market analysis	4a	understand the concept of market analysis and why it is relevant understand the key factors which influence the TEFL market	<i>Use of market analysis to inform delivery approaches, which marketing channels to choose, products to offer, prices to charge, customers to target and why to target those specifically.</i> <i>Internal and external factors in the market: Internal – your competitive advantage, challenges to address. External – pay rates and conditions, time zones of students, teaching formats (one-to-one, online, groups etc); specific TEFL subjects (business</i>

		4b	understand the key factors which influence the TEFL market	English, exam preparation, conversational etc), demand from different ages, levels of students).
		4c	understand how to analyse the position of the business	Sources of TEFL market information: social media, jobs boards, marketplace platforms, other teachers, industry reports.
		4d	understand how to use market analysis to inform business planning	Macro factors: PESTLE analysis (political, environmental, social technological, legal, economic) and SWOT analysis (strengths, weaknesses, opportunities and threats); actions arising from this analysis.
5	Managing finances	5a	understand the importance of realistic financial goals	Setting income goals, calculating income (e.g. price per lesson x number of lessons), the importance of being realistic.
		5b	understand how to calculate costs and set realistic rates	Identifying personal costs and business expenses: advertising, marketing, office costs (Wi-Fi etc), travel costs, costs for delivering the service, teaching resources. Financial costs: banking charges and insurance; training costs (TEFL courses and CPD).
		5c	understand gross and net income	Gross versus net income; saving for tax bills.
		5d	understand ways to manage financial records	Setting your rates: the 'bottom line'; comparisons to other similar services, how many students to engage with, when and how to change the rates (e.g. increase when in-demand, decrease when spaces are hard to fill). The process of getting paid via freelance platforms, direct payments from students, writing invoices, currency conversion

				<i>and banking fees. Keeping financial records for tax and auditing purposes; clear, accurate and accessible records.</i> <i>Creating a finance system: recording payments in / payments out, proof of transactions (receipts), country-specific tax-requirements.</i>
6	Marketing a TEFL business	6a	understand marketing and why it is important	<i>Identifying the customers, the customers' goals and challenges and determining how to meet their needs. The competitor's approaches and how the business can solve an identified problem.</i>
		6b	use market analysis to identify marketing approaches	<i>The 'marketing mix' and the 7Ps: Product, Price, Place, Promotion, Process, Physical Evidence, People.</i>
		6c	understand the marketing channels appropriate for a TEFL business	<i>Definitions of 'customer' and 'consumer', marketing strategies for both customers and consumers. Consideration of 'want' versus 'demand'.</i> <i>Marketing methods and suitable channels, e.g. website, blog, social media, email/calling, word of mouth, paid promotions, profile on industry-specific marketplaces and platforms. Market segmentation and which platforms and activities are most effective: focusing on particular customers by type/group, e.g. age, gender, culture, lifestyle, income, and TEFL-specific considerations e.g. time-zone and location, interest in different types of lessons.</i>
		6d	understand how to measure the impact of marketing activities	

				<i>Measuring impact: collecting, analysing market data, setting smart goals, planning targeted marketing activities, executing marketing activities.</i>
7	Building up a customer base of students	7a	understand the differences between sales and marketing	<i>Sales versus marketing: functions of each, the tasks (e.g. pitching and following up vs running campaigns, tracking and analysing results. Targeting individual leads vs groups of potential customers; techniques of sales and marketing, e.g. trials and discounts versus targeted ads and networking. Showcasing own skills: demonstrating using videos, promotions using introductory videos; presenting your profile using different formats.</i>
		7b	understand how to promote own skills to attract students	
		7c	understand how to generate sales to build the customer base	
8	Running a successful TEFL business	8a	understand how to deal with challenges in delivering the business services	<i>Challenges in a TEFL business: power cuts/internet issues with online lessons and having back up plans; dealing with student cancellations and having clear policies around refunds and payments in advance; cancelling scheduled lessons; personal challenges (e.g. stress, feeling overwhelmed) and the need to build in work/life balance and having clear boundaries.</i>
		8b	understand how to further develop the TEFL business	

		8c	understand how to further develop personal and professional skills	<i>Networking and using connections to explore future opportunities, attending training and events, sharing expertise, CPD activities.</i>
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4.2 Unit 2: Digital Marketing Skills for Teaching English as a Foreign Language

Unit Title	Unit Number	Level	Credits	GLH
Digital Marketing Skills for Teaching English as a Foreign Language	J/650/2331	4	6	40
Unit aims: This unit aims to provide candidates with the knowledge, skills and understanding to create their own digital marketing plan and engaging digital marketing content in a range of formats for their own business in Teaching English as a Foreign Language (TEFL) Candidates will gain knowledge and understanding of what is involved in creating a website, including the use of search engine optimisation (SEO) using key words and both on-page and off-page optimisation. Candidates will also gain knowledge and understanding of the use of social media platforms and content to build and maintain an online community. They will also develop their understanding of paid advertising and email marketing. Throughout, candidates will develop their knowledge and understanding of the different metrics they can use to measure the success of their digital marketing activities.				
Specified Evidence or Assessment Requirements	A range of evidence types may be used for all Learning Outcomes (e.g. work products, professional discussion, assignments or projects, witness testimony, observation or other suitable method of assessment). NOTE: Evidence for this unit must include a written digital marketing plan for a TEFL business which outlines the candidate's digital marketing objectives, an outline of their digital marketing campaign, including relevant content and clear plan for how they will optimise the content.			

Syllabus Content:		Learning Outcome – The learner will:		Indicative Content:
1	Digital Marketing Planning	1a	understand how to create a digital marketing plan	<i>What is digital marketing? Traditional vs digital marketing activities (outdoor billboards, broadcasting, referrals, flyers/newspapers vs email, online codes, social media, blogs, webinars); categories of digital marketing: owned, paid and earned. Digital marketing relevant to promoting TEFL services and products. Rationale for choice of digital marketing activities.</i> <i>Marketing concepts: the customer journey, customer personas and inbound and outbound marketing. How these might influence the choice of marketing and use of different categories of digital marketing.</i> <i>Your legal responsibilities relating to digital marketing; services and products being fit for purposes; use of false or misleading information about services or products. Data protection: collecting, processing, storing and using personal data about students and customers/potential customers.</i> <i>Digital Marketing Plans: the purpose of a digital marketing plan and the key elements to include, objectives, tactics, timescales, resources and measuring the results. Understanding the market: market analysis - the target audience, stages of the customer journey, channels your customers are likely to engage with, their needs and goals, your offer, why a customer should choose you rather than competitors. Conducting a SWOT analysis; undertaking audience research (e.g. surveys and 'insight' tools);</i>

				<i>industry trends, competitor analysis, channel analysis (reach, cost, frequency, engagement, relevance, method).</i> <i>Setting appropriate SMART objectives for your target audience and planning a campaign.</i> <i>The resources you need to deliver your plan: time, money and people. Setting a budget.</i> <i>The importance of measuring the outcomes of your digital marketing activities; return on investment (ROI) e.g. analysis of clicks per lead.</i>
2	Effective Digital Marketing Content	2a	understand how to create effective digital marketing content	<i>What content marketing is and how to use it effectively: content that is relevant, personalised, educational and interesting. The 'call to action', e.g. buy a TEFL book, arrange a call, link to website, book a trial etc.</i> <i>Content categories: topical content, evergreen content, ephemeral content.</i> <i>Creating impact: visual appeal, appropriate time and scheduling (including use of direct and third-party), call to action for each piece.</i> <i>Different types of content: content format, category and delivery.</i>

3	Creating a Website	3a	understand how to create a website	<i>How to create an effective website for your TEFL business: setting up a new business website using appropriate architecture, design, content and optimisation.</i> <i>Website architecture: hosting, domain, website builders (e.g. Wix, WordPress, Squarespace etc); buying a website package: analyse the cost, security, support and any downtime and how this is relevant to the TEFL business.</i> <i>Website design: providing a joined-up, cohesive experience using the look, tone and language with easy to navigate pages.</i> <i>Using calls to action effectively. Ensuring a good user experience and optimisation: user experience and user interface. Optimising a site for mobiles, how to use A/B testing to optimise the site in the calls to action, headlines, images, copy and promotions.</i> <i>Reviewing the effectiveness of the website – tools (e.g. Google analytics) and how to use tools to set own goals.</i>
4	Search Engine Optimisation	4a	understand search engine optimisation	<i>What is search engine optimisation (SEO)? Difference between SEO and pay per click (PPC) and paid ads; search engine rankings using crawling, indexing and ranking operations.</i> <i>Using technical optimisation, on-page optimisation and off-page optimisation.</i> <i>Suitable keywords: short-tail and long-tail keywords and keyword research. Using keywords for navigational, information</i>

				and transactional purposes. Refining keywords and useful tools (e.g. Keywords Everywhere, SEMrush, Google Keyword Planner). On-page optimisation: pre-click and post-click. Using title tags, meta description tags and URLs, headings, main body text and images. Off-page optimisation: topical backlinks, high authority and authentic backlinks. Technical optimisation and tools (e.g. Google Search Console). Measuring the impact of SEO using keywords rankings, organic traffic, conversions and sales, referral traffic and link-building KPIs (e.g. Google Analytics).
5	Social Media	5a	understand how to use social media	Using social media as part of a digital marketing approach: advantages (agility, real-time, cheap, relationships, authenticity) and disadvantages (need for time and interaction, audience may not become customers); the different social media platforms; social media terminology (newsfeed, engagement, username/handle, blocking, mentions, follows, story etc); using a social media business account. Building a social media community, using hashtags, SEO, paid ads, influencers. Maintaining the community using special offers, relevant language, consistent posting; video content; responsiveness, tags and calls to action. How to implement digital marketing using the most popular social media platforms (Twitter, Facebook, LinkedIn, Instagram etc) and what works on each.

				<i>Measuring the impact of social media marketing using website referrals, lead generation, community engagement and purchase data. Analytics tools within social media platforms.</i>
6	Paid Advertising	6a	understand how to use paid advertising	<i>What is paid advertising? Social media and search engine paid ads. Pay per Click (PPC), Pay Per Impression (PPI). Benefits of paid advertising, e.g. offering relevant, timing, quality visitors, control, accountability, fast-tracking, taking advantage of 'micro-moments').</i> <i>Elements of a paid ad campaign: keywords, ads and landing pages. Shaping the ad: relevant copy, attractiveness, highlighting benefits, call to action. Using Google Ads: PPC, Quality Scores and Cost Per Click (CPC).</i> <i>Setting a budget for paid ads, bidding strategies, bid adjustments. Selective targeting, customised campaigns and performance enhancement.</i> <i>Metrics you can use to measure the success of your paid advertising campaigns, e.g. Google Analytics or Google Ads Conversion Tracking.</i>

7	Email Marketing	7a	understand how to use email marketing What is email marketing? Rules for email marketing: laws and regulations e.g. privacy and data protection relevant to the country you are working in. Building a good quality subscriber list: single opt-in and double opt-in options. Using email service providers to manage subscriber lists and deliver campaigns via email: advantages (e.g. whitelisting, ESP provisioning and IP set-up, deliverability reporting, enterprise mail transport agent configuration, bounce and compliant handling). Email campaigns and having a set purpose, considering the audience, copy and call to action. Personalisation: using merged fields, segmentation by demographic, roles/industry, purchase history, web traffic or interests. How to approach the subject line and email content and design. Use of footer buttons, timing and testing. Challenges of email marketing: email bounces, unsubscribes, spam complaints, spam traps, sending volume triggering spam filters, emails sent to Junk folders. How to measure the impact of your email marketing campaigns: measuring click through rates, conversion rates, bounce rates, share/forwarding rates, list growth, overall return on investment. Optimising email marketing using data and analytics.
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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 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 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 4 Award in Business Skills for Teaching English as a Foreign Language (TEFL) (i-to-i) GA Level 4 Award in Digital Marketing for Teaching English as a Foreign Language (TEFL) (i-to-i) GA Level 4 Award in Business Start-Up for Teaching English as a Foreign Language (TEFL) (i-to-i)				
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Links to Ofqual GCR	E3; G6; G7; H2	Other relevant documents:	GA Centre Handbook GA Candidate Access Policy GA Malpractice & Maladministration Policy GA CASS and General Moderation Policy		