

BATQI Framework: Levels One , Two and Three

| 1. | Candidates and course | Benchmarks/detailed specifications - where appropriate | | |
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| | | Level One | Level Two | Level Three |
| 1.1 | Entry profile | <p><i>Successful applicants -</i></p> <ul style="list-style-type: none"> a) will have a standard of education which would allow entry to higher education b) will have an awareness of, and interest in, language c) will have a competence in English, both written and spoken, that enables them to follow the course and as appropriate to a teacher of the language. d) will demonstrate enthusiasm and aptitude for teaching | <p><i>Successful applicants -</i></p> <ul style="list-style-type: none"> a) will have a degree or equivalent b) will have two years' relevant experience c) will have a competence in English, both spoken and written, that enables them to follow the course, and as appropriate to a teacher of English | <p>Level 3 qualifications apply to courses whose purpose is the professional education of those engaged in TESOL. They comprise post-experience degrees at masters-level (MA, MEd, MSc etc) and doctorate level (PhD, EdD, DPhil, etc). Any form of diploma, PGCE, advanced certificate or advanced diploma is not in itself a Level 3 qualification but may be accepted by a master's level awarding body as credit towards one.</p> <p><i>Successful applicants:</i></p> <ul style="list-style-type: none"> a) will have qualifications and/or prior experience as specified by the degree awarding body. b) will have a minimum of two years' full-time (or equivalent) relevant teaching experience. |
| 1.2 | Exit profile | <p><i>A successful candidate at this level will operate competently and confidently with specified learners provided there is supervision and support, and will have achieved a level which enables him/her to gain entry to the profession. Specifically a teacher at this level will have demonstrated:</i></p> <ul style="list-style-type: none"> a) an awareness of language and an understanding of the systems of English commonly taught in beginner to upper-intermediate syllabuses b) an understanding of the needs, background, and motivation of the students | <p><i>A successful candidate at this level will be eligible for TESOL-Qualified Status, assuming other requirements (i.e. experience) have been fulfilled. Specifically a teacher at this level will have demonstrated:</i></p> <ul style="list-style-type: none"> a) an in-depth understanding of English language systems (grammar, lexis, phonology, discourse) commonly taught in beginner to advanced syllabuses b) an ability to ascertain information about the needs, background and motivation of the students | <p>As specified by the degree awarding body.</p> |

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| | | <ul style="list-style-type: none"> c) an ability to employ effective classroom management techniques d) an ability to create and maintain students' interest, and establish rapport e) a knowledge of commonly used teaching approaches, and an ability to use a range of effective teaching techniques f) an ability to foster learning in the students g) an ability to employ appropriate evaluation and assessment techniques h) an ability to identify and use appropriate teaching and reference resources i) an ability to plan and teach a class over a series of lessons j) an ability to evaluate his/her own effectiveness as a teacher k) an ability to play his/her part as a professional colleague l) awareness that this is an initial training process, and have the potential to continue his/her development as an English teacher | <ul style="list-style-type: none"> c) an ability to employ effective classroom management techniques d) a knowledge of current theories of language learning, and their practical application in the classroom e) an in-depth understanding of current principles and practices of ELT methodology f) an ability to use a range of effective teaching techniques and activities appropriate to learners at a wide range of levels g) an ability to employ appropriate evaluation and assessment techniques h) a knowledge of, and ability to use, a wide range of reference resources i) a knowledge of, and ability to evaluate, select, adapt, create, and use effectively, a wide range of teaching resources j) an ability to design and execute plans for teaching over extended periods k) an ability to evaluate his/her own effectiveness as a teacher l) an ability to play his/her part as a professional colleague m) an ability to provide effective support for teachers who have recently obtained Level 1 qualifications | |
| 1.3 | The qualification will be awarded on successful completion of a course of study approved or accredited by the awarding body | | | |
| 1.4 | Length of | Timetabled course hours: a minimum of 115 hours. | Minimum number of course hours: 150. | As specified by the degree awarding body. |

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| | course | <p>The minimum length of the course should be four weeks.</p> <p>The course should be timetabled over a period of time to enable candidates to spend a minimum additional 30 hours on reading/research, completing assignments and preparing lessons. Some of this time may be scheduled before and/or after the timetabled course, e.g. Pre-course reading and tasks, completion of assignments.</p> | <p>The course should be timetabled over a period of time to enable candidates to have time for an additional 150 hours for the required reading/research, assignments and lesson preparation. Some of this time may be scheduled before and/or after the timetabled course, e.g. Pre-course reading and tasks, completion of assessed elements</p> | |
| 1.5 | Number of trainer contact hours | <p>A minimum of 100 hours, where a candidate is engaged with the trainer, either in input sessions, tutorials, counselling, or feedback sessions (i.e. including interaction with trainer, but excluding teaching practice where the trainer is observing).</p> | <p>A minimum of 120 hours, where a candidate is engaged with the trainer, either in input sessions, tutorials, or feedback sessions (i.e. including interaction with tutors, but excluding teaching practice where the trainer is observing).</p> <p>If by distance learning mode - the equivalent, using an appropriate combination of media: face-to-face interaction; via video, internet etc..</p> | As specified by the degree awarding body. |
| 1.6 | Guided purposeful observation of qualified and experienced teachers | <p>A minimum of 8 hours, of which at least 4 should be live lessons. The rest can be either video lessons and/or lessons in which the trainees themselves are foreign language learners, in which case there must be structured observation tasks.</p> | <p>A minimum of 10 hours, of which at least 5 should be live lessons. The rest can be video-based and/or peer observation.</p> | If applicable, as specified by the degree awarding body. |
| 1.7 | Curriculum | <p><i>The course will provide coverage of at least the following areas, with associated minimum percentage of the overall input. The number of hours spent on these and additional areas will depend on the needs and interests of the group. These areas will often be integrated.</i></p> <ul style="list-style-type: none"> • (minimum 20 %) language: knowledge/awareness of language commonly taught in beginner to upper-intermediate syllabuses, in these areas - <ul style="list-style-type: none"> • grammar • vocabulary /lexis • phonology | <p><i>The course will provide coverage of at least the following areas:</i></p> <ul style="list-style-type: none"> • English language systems (grammar, lexis, phonology, discourse) and their practical application to the level taught in advanced ELT syllabuses. • current theories of language learning, and their practical application in the classroom • current principles and practices underlying a wide range of methodological approaches • classroom management • materials and resources for reference and teaching | <p><i>The course provided will offer the possibility of studying the areas of</i></p> <ol style="list-style-type: none"> 1) English language and 2) English language teaching, <p>such that these two components together will cover at least two-thirds of the programme with neither component comprising less than one-fifth of the overall content.</p> <p>NB: Placement in either category will depend on the orientation adopted.</p> <p><i>Examples of (1) include:</i></p> <p>Phonetics, phonology Lexis</p> |

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| | | <ul style="list-style-type: none"> • discourse • (minimum 20%) methodology: commonly used techniques for - <ul style="list-style-type: none"> • teaching English language systems (grammar, vocabulary/lexis, phonology, discourse) • teaching language skills (speaking, listening, reading, writing) • establishing rapport • effective classroom management • conducting a range of activity types • monitoring and evaluation of students • methods of giving appropriate feedback • lesson and unit planning • (minimum 10%) resources: use of classroom facilities and teaching resources to facilitate learning • (minimum 10%) learners: commonly used techniques for - <ul style="list-style-type: none"> • assessing learners' needs • raising learners' awareness and facilitating effective learning strategies | <p>purposes</p> <ul style="list-style-type: none"> • current approaches to needs analysis, evaluation, monitoring and assessment • course organisation and planning for a range of teaching contexts | <p>Morphology, syntax, grammar Discourse analysis Text structures Stylistics Semantics Pragmatics Sociolinguistics Genre analysis Corpus linguistics World Englishes including language variation History of English language Language and literacy <i>Examples of (2) include:</i> Theories of language learning Second language acquisition Learner factors such as individual differences Classroom-oriented research Teacher preparation, training and evaluation Trainer training, teacher education Evaluation and assessment of language learners and language programmes English for Specific or Academic Purposes IT and CALL ELT and Project Management Theory and practice of education Materials design and evaluation Social psychology of second language learning Classroom management Sociolinguistics Genre analysis Corpus linguistics Literature and ELT Cultural studies and ELT</p> |
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| | | | | History of ELT |
| 1.8 | Assessment | The knowledge and skills specified in 1.7 (Curriculum) will have been demonstrated. For specifications see Section 3. | | |
| 1.9 | Specified teaching practice with genuine language learners | A minimum of 6 hours of supervised and assessed teaching practice. These should cover at least two levels of language proficiency. The assessed classes should contain a minimum of 5 students; two hours of teaching practice should be with classes of no fewer than 10 students (Amendment agreed at AGM Feb 2000: A minimum of 6 hours of supervised and assessed teaching practice. These should cover at least two levels of language proficiency. The assessed classes should contain a minimum of 6 students.) | A minimum of 20 hours (of which 4 to be assessed - See Section 3). These should cover at least two levels of language proficiency and a range of class types. The average number of students in each class should be no fewer than 8. | |

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| 2 | Assessment | Benchmarks/detailed specifications | | |
| | | Level One | Level Two | Level Three |
| | Specifications to be made clear: the format, scope, course components assessed, and grading criteria. | a) A minimum of 6 hours assessed teaching practice, which is externally moderated. b) The practical teaching assessment to include planning, execution and ability to reflect on the lesson. c) Guidelines for judging a lesson of sufficient standard to be available to assessors/examiners. d) In assessing the quality of performance weighting given to the practical teaching element must be no less than that given to the written element. e) Written work that demonstrates practical knowledge of those areas specified in 1.7 (Curriculum), and which is externally moderated. Practical assignments/exercises which between them should cover the following: <ul style="list-style-type: none"> the language systems of English (grammatical, lexical, phonological) e.g. exercises; description | a) A minimum of 4 hours of assessed teaching practice with genuine language learners, at least one hour to be externally assessed. b) The practical teaching assessment to include planning, execution and ability to reflect on the lesson. c) Guidelines for judging a lesson of adequate standard to be available to the assessors/examiners. d) In assessing the quality of performance weighting given to the practical teaching element must be no less than that given to the written element. e) Written work that demonstrates practical knowledge of those areas specified in 1.7 (Curriculum), and which is externally moderated. Assignments which between them should cover the following: | At Level Three assessment is deemed to be the responsibility of the degree-awarding body. As a British University the degree-awarding body will conform to the Code of Practice for the Assurance of Academic Quality and Standards in Higher Education (QAA). |

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| | | <p>of why a particular grammar point might be difficult for certain learners etc.</p> <ul style="list-style-type: none"> • learners and their needs, e.g. a learner profile etc. • classroom teaching, e.g. lesson plans and/or reflection activities etc. • use of resources, e.g. evaluation of a course book, adaptation/development of materials for use in a lesson(s) etc. <p>f) Internally assessed work to be assessed by more than one person.</p> <p>g) Written work to meet standards of spelling, style and presentation appropriate for a teacher of English.</p> <p>h) The candidate to gain an overall pass in both the written and practical teaching elements in order to gain an overall pass on the course.</p> | <ul style="list-style-type: none"> • knowledge of the language systems • awareness of the theory underlying methodology • understanding of learners, their needs and their capacities • evaluation, monitoring and assessment • materials preparation and use • lesson and course planning <p>f) Internally assessed work to be assessed by more than one person</p> <p>g) There is to be one written examination of 3 hours duration, which will be externally moderated.</p> <p>h) Written work to meet standards of spelling, style and presentation appropriate for a teacher of English</p> <p>i) Steps must be taken to ensure that the written work is the candidate's own</p> <p>j) The candidate to gain an overall pass in both the written and practical teaching elements in order to gain an overall pass on the course</p> | |
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| 3. | Quality Assurance | Benchmarks/detailed specifications | | |
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| | | Level One | Level Two | Level Three |
| 3.1 | The qualification will be validated by a reputable and independent validating body | a) The validating body will have appropriate government approval. b) The external validating/examining scheme must be independent of the course providers. c) The standardisation and moderation procedures of the validating body will be open to public scrutiny. d) The names, experience and qualifications of all chief examiners, moderators and external examiners will be open to public scrutiny. e) There will be clear procedures for dealing with complaints and disagreements about the awarding or non-awarding of qualifications. f) Statistics on current and past examination results and number of candidates entered will be open to public scrutiny. | | At Level Three Quality Assurance is deemed to be the responsibility of the degree-awarding body. As a British University the degree-awarding body will conform to the Code of Practice for the Assurance of Academic Quality and Standards in Higher Education (QAA). |
| 3.2 | To be eligible for accreditation, a qualification will have been in existence for at least two years, or evidence of at least two years' piloting and evaluation will be available. | | | |
| 3.3 | There will be effective measures to ensure that appropriate course trainers are selected, and that there is an ongoing programme of training and standardisation for all trainers. | Minimum requirements for main trainers on the course will be a Level 2 qualification and three years' recent and relevant teaching experience. New trainers will undertake an appropriate induction programme, approved and monitored by the validating body, and which includes one or more of the following: the observation of all or part of a course; briefing/training /mentoring by a trainer who has considerable experience of the course; handbooks, guides and manuals. | Minimum requirements for main course trainers will be a Level 2 qualification and five years' recent and relevant teaching experience. New trainers will undertake an appropriate induction programme, approved and monitored by the validating body, and which includes one or more of the following: the observation of all or part of a course; briefing/training/ mentoring by a trainer who has considerable experience of the course; handbooks, guides, manuals. | |

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| 3.4 | There will be effective measures to ensure that the Curriculum includes areas specified in 1.7. | To be included in the brief of the assessor/moderator. | |
| 3.5 | Course entry requirements will be clearly specified. | To be specified in the pre-course publicity. | |
| 3.6 | There will be clear specifications of the academic resources available to trainers and candidates. | <ul style="list-style-type: none"> a) A range of resource books for teachers which cover the areas specified in 1.7 b) A range of up-to-date teaching materials, covering all relevant language areas and skills at the levels covered by the Curriculum. | |
| 3.7 | There will be suitable and sufficient premises for the delivery of the course, including provision for private study, where appropriate. | | |
| 3.8 | There will be effective measures for evaluation of the course by participants and evidence that action is taken on areas where dissatisfaction is expressed. | <ul style="list-style-type: none"> a) Use of mid- and post-course questionnaires, focus groups etc. b) An opportunity for participants to meet the assessor/examiner in order to give opinions on the course. c) Checking by assessors/examiners that feedback from participants is acted upon by the course providers, where appropriate. d) An external complaints procedure. | |

| 4. | Standardisation Procedures | Benchmarks/detailed specifications | | |
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| | | Level One | Level Two | Level Three |
| 4.1 | Stated minimum requirements for all external assessors/moderators. | a) A Level 2 qualification. b) A minimum of three years' experience as a teacher of English. c) Recent/current experience as a trainer on courses at Level 1. d) A record of professional development, e.g. attendance on INSETT courses and professional conferences. | a) A Level 2 qualification. b) Five years' experience as a teacher of English. c) Recent/current experience as a trainer on courses at Level 2. d) A record of professional development, e.g. attendance on INSETT courses and professional conferences. | a) At Level Three standardisation, as a component of Quality Assurance, is deemed to be the responsibility of the degree-awarding body. As a British University the degree-awarding body will conform to the Code of Practice for the Assurance of Academic Quality and Standards in Higher Education (QAA). |
| 4.2 | All examiners/assessors will be required to be up-to-date in developments and standards of the course. | a) Examiners/assessors to undergo appropriate briefing/training on at least an annual basis. b) Evidence of the evaluation by examiners/assessors of the relevance and usefulness of training to be provided. | | b) (Plus criteria specific to the experience and expertise of the External Examiner?????) |
| 4.3 | Effective induction procedures for new examiners/assessors. | Successful completion of a training programme and/or guidelines which cover all relevant areas: course content, management/administration and assessment procedures. | | |

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| <p>4.4</p> | <p>The performance of examiners/assessors will be monitored. Examiners/assessors whose work or attendance at briefing/training events is unsatisfactory or infrequent will be removed from the panel.</p> | <ul style="list-style-type: none"> a) Performance records to be kept. b) Satisfactory feedback received from course trainers. c) Random course assessments to be double checked by a chief examiner/assessor. | <ul style="list-style-type: none"> a) Performance records to be kept. b) Satisfactory feedback received from course trainers. c) Course assessments to be moderated by a chief examiner/assessor. d) A selection of written assignments to be double marked. e) All written examinations to be double marked. | |
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