



UNIVERSITY *of* CAMBRIDGE
ESOL Examinations

Teaching Awards

CELTA

Administration Handbook

2007

May 2007

Equal Opportunity Statement

CELTA is based on the principle of open and equal opportunity for all, irrespective of gender, marital status, sexual orientation, creed, colour, race, ethnic origin, age or disability.

This principle is promoted in all aspects of CELTA, including:

- statements of eligibility for entry to all courses that are based solely on professionally relevant criteria
- the methods of recruitment, selection, briefing and training of all those working for or on behalf of Cambridge ESOL Teaching Awards
- language assessment criteria based on the use of English in ESOL classrooms worldwide.

The Cambridge ESOL Teaching Awards' procedures ensure that all aspects of practice are and remain non-discriminatory.

This document contains the CELTA Administration Handbook and should be read in conjunction with the CELTA Syllabus and Assessment Guidelines.

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SECTION 1

Introduction

This handbook is intended principally for course tutors, assessors and centre administrators who are involved in preparing and assessing candidates for the *Certificate in Teaching English to Speakers of Other Languages* (CELTA).

Courses are approved and administered by the University of Cambridge ESOL Examinations.

There are three sections within Cambridge ESOL, which share responsibility for administering the award.

They are Cambridge ESOL Centre Registration, Cambridge ESOL On Demand Processing, and Cambridge ESOL Teaching Awards.

Contact Cambridge ESOL Centre Registration

Telephone: +44 (0)1223 553790; Fax: + 44 (0) 1223 553621;

E-mail: ESOLTeachingAwards@CambridgeESOL.org regarding:

- application forms for approval and re-approval
- advisory visits
- approval of trainers
- site changes
- significant changes to a centre's annual course provision.

Contact Cambridge ESOL On Demand Processing

Telephone: +44 (0)1223 558406; Fax: + 44 (0)1223 553085;

E-mail: CELTAadmin@CambridgeESOL.org regarding:

- entries
- course dates
- requests for and submission of course documentation
- cancellation of courses
- arrangements for assessments
- results and certificates
- approval of assessors.

Contact Cambridge ESOL Teaching Awards

Telephone: +44 (0)1223 553785 regarding:

- information on standardisation procedures
- professional advice and support.

Please note there is a direct information telephone number for all prospective candidates: +44 (0)1223 553789 (Cambridge ESOL Helpdesk).

Our address is:

Cambridge ESOL Centre Registration *or* On Demand Processing *or* Teaching Awards
University of Cambridge ESOL Examinations
1 Hills Road
Cambridge
CB1 2EU
United Kingdom

SECTION 2

Course requirements and staffing

2.1 Course composition and length

The CELTA course involves:

- attendance on an approved course of at least 120 contact hours between candidates and the course tutors, including:
 - input
 - tutorial support and consultation
 - supervised lesson planning
 - six hours' assessed teaching practice per candidate supervised by a course tutor
 - feedback on teaching practice
 - peer observation of teaching practice
 - six hours' directed observation of live lessons taught by experienced ELT professionals or four hours' observation of live lessons plus two hours' observation of lessons on video.
- 120 additional learning hours for reading, research, assignment writing and lesson preparation and record keeping.

2.2 Timing

Courses may be run at any time of year – full-time over a minimum period of one month (20 working days) or part-time over a maximum period of one year.

2.3 Staffing

2.3.1 Ratio of course tutors

The number of staff will depend on the number of candidates on the course. However, courses must be staffed by a minimum of two approved tutors normally involved in all aspects of the course – input, teaching practice, teaching practice feedback, tutorials and marking of written assignments. The normal division of responsibilities is 50/50 where two tutors are involved. The minimum involvement of the second tutor is 30% of input and 50% of TP. The number of tutors involved in any course should be such that opportunities for communication between tutors and continuity for trainees are maximised. The usual arrangement for teaching practice supervision is that a TP group should be assessed by two and not more than three tutors during the course.

Centres should aim to run courses with consistent teams of tutors to ensure adequate liaison between course tutors – particularly if any tutor is not permanently on site. The use of occasional guest speakers is allowed for additional sessions on specialist areas. Follow-up on these sessions will normally be delivered by course tutors.

A minimum of two tutors should be available throughout the course. If two tutors will not be available for the duration of the course, the centre should seek advice from Cambridge ESOL Centre Registration.

2.3.2 CELTA course tutor status and the course entry form

Approved course tutors are registered on the Cambridge ESOL awards database and their involvement on courses is logged on a course-by-course basis from the information supplied on the course entry form. In order to maintain their status, trainers must work on a course at least every two years.

The names of the approved tutors for the course, their status on the course (please see below) and their contribution on the course as a percentage should be noted on the course entry form.

Please note the roles for tutors on each course should be logged as follows:

- Main Course Tutor*
- Assistant Tutor*
- Input Tutor
- Teaching Practice Tutor
- Input/Teaching Practice Tutor
- Trainer-in-training

* A main course tutor will normally have worked on at least three to four CELTA courses in the role of assistant tutor and should have shadowed the role of main course tutor. Assistant CELTA tutors will normally need continued support during initial courses. All approved tutors are assumed to be able to deliver all areas of the course or to be extending their experience on a course-by-course basis in order to allow them to do so.

Centres do not need to seek permission from Cambridge ESOL Centre Registration for tutors to assume the main course tutor role unless the centre has been advised that a tutor is approved for a limited role on courses pending further qualification.

2.3.3 Trainers-in-training

A copy of the CELTA Training and Induction Handbook is on ESOL CentreNet (see section 3.4.2). Centres need to ensure that all staffing arrangements meet the criteria set out in the Cambridge ESOL Teaching Awards Equal Opportunities Statement at the front of this handbook.

All trainers-in-training should be formally approved by Cambridge ESOL Centre Registration before training takes place. Training undertaken without prior approval will not be acknowledged by Cambridge ESOL. The name of the trainer-in-training should be included on the course entry form when this is submitted.

2.3.4 Training schemes

The confirmation of whether a centre is approved to follow the Internal or External Training Scheme can be found on the Memorandum of Agreement (formerly the Letter of Approval). Details of the requirements for centres approved to manage CELTA training internally, along with the relevant procedures for training tutors, can be found in the CELTA Training and Induction Handbook which is located on ESOL CentreNet. Please note that centres will need to book the assessor for an extra day to assess the trainer-in-training if training on the external scheme.

2.3.5 Use of freelance tutors

The use of freelance tutors is allowed subject to approval by Cambridge ESOL Centre Registration. Before employing freelance tutors, centres should check that the tutors they wish to employ are approved. Where a tutor is not a permanent member of staff, liaison time should be included in the terms and conditions at the time of the appointment. The tutor should arrive sufficiently in advance of the course to prepare for the course and liaise with the other tutors. Freelance tutors must respond speedily to any issue raised by the centre/candidates after the course. This is particularly important in relation to enquiries on results and complaints procedures.

Recruitment of *two* freelance tutors to run a CELTA course must be approved beforehand by Cambridge ESOL Centre Registration.

It is the responsibility of freelance tutors to ensure that they have up-to-date documentation from Cambridge ESOL and that they are fully aware of the guidelines for course administration and, where appropriate, trainer training.

It is the centre's responsibility to complete a formal evaluation of any freelance tutors used. Centres wishing to employ a freelance tutor are advised to request references from the two previous centres where the freelancer has worked.

Centres should send freelance tutors copies of recommendations made by assessors for courses in which the freelance tutor was involved. Centres should not copy reports to freelance tutors though they may give freelance tutors access to the reports at the centre.

SECTION 3

Approval procedure

3.1 Initial approval

Details of the initial application procedure and an online initial application form are available on the website <http://www.cambridgeesol.org/ig/index.htm> For further details of course requirements, please refer to the CELTA syllabus.

Further information regarding the application procedure can be obtained from Cambridge ESOL Centre Registration, e-mail: ESOLTeachingAwards@CambridgeESOL.org

All new centres are approved for a specified initial term, providing they meet the requirements set out in this booklet and the relevant application forms. However, at any stage, if there are concerns about a centre's performance, approval may be suspended.

Once details of a course have been approved, a Memorandum of Agreement will be sent to the centre. For further details of the Memorandum of Agreement, please see section 3.1.2. Please note that candidates will not be issued with certificates for any courses run without approval.

3.1.1 Approval to run an additional award

Where an approved centre wishes to apply for authorisation to run an award that it is not currently approved to offer, the centre should contact Cambridge ESOL Centre Registration for an application form. Please note that a fee will be charged for each additional award. For details of this fee, please contact Cambridge ESOL Centre Registration.

3.1.2 Memorandum of Agreement

The Memorandum of Agreement replaces the letter of approval. The Memorandum of Agreement must be signed and returned to Cambridge ESOL Centre Registration before the start of the first course.

The Memorandum of Agreement will contain the name of the centre's Joint Chief Assessor and a contact e-mail. Please see also section 11.2 for information about the role of the JCA.

The Memorandum of Agreement will also state the name of the Cambridge ESOL Development Manager for the centre. A Cambridge ESOL Development Manager (DM) is responsible for a country or region and works with centres to promote and develop Cambridge ESOL's teaching awards. The DM may be contacted for advice.

3.2 Re-approval procedures

Teaching award centres are invited to apply for re-approval once every three years. The Memorandum of Agreement will detail the date the centre is due for re-approval. Cambridge ESOL Centre Registration will contact the centre approximately three months in advance of the date the centre is due for re-approval with full details of applying for re-approval and the re-approval form.

The centre will be invoiced for the re-approval fee towards the end of the process. This fee is charged to the centre only once every three years.

The standard term of re-approval for centres is three years, although re-approval may, at Cambridge ESOL's discretion, be for less than three years if there is any doubt that the centre is able to fulfil its obligations under the terms of centre re-approval. In cases where a centre is given less than three years' approval, the reasons for this decision will be stated in the re-approval letter.

Centres whose application for re-approval is not successful will also receive written confirmation of the outcome and information regarding the reason(s) why the application has been rejected. Centres whose application has been unsuccessful will not be invoiced for the re-approval fee.

Normally an unsuccessful centre will be given six months' notice to allow it to complete any courses it is running; however, this period can be extended if sufficient justification is provided. In exceptional

circumstances, Cambridge ESOL may remove a centre's eligibilities with immediate effect. Detail regarding the summary termination of centre status can be found in the Teaching Awards Re-approval Supplement.

Any centre not wishing to apply for re-approval is asked to inform Cambridge ESOL of this in writing. Letters should be addressed to Cambridge ESOL Centre Registration and the letter should include details of all courses the centre intends to offer in the remainder of the current approval period.

As part of re-approval, centres are required to provide the name of a Centre Administrator for the Cambridge ESOL Teaching Awards. This Centre Administrator should be a permanent member of staff, who deals with candidate applications, liaises with the course tutors and ensures that correspondence from Cambridge ESOL is directed to the appropriate course tutors. Only one Centre Administrator can be nominated per centre.

For further information on the Cambridge ESOL centre approval processes and the main criteria for registering and authorising teaching award centres, please refer to the Centre Registration Booklet for Teaching Awards 2007 that can be found on CentreNet. This document covers the role, responsibilities and benefits of being an approved Cambridge ESOL Teaching Award centre.

3.3 Notification of course dates and site changes

Previously, centres applied for approval for each course. However, this is no longer necessary. Provided the approved centre ensures that all its courses meet the requirements as listed in the documentation provided by Cambridge ESOL, and provided the course dates do not represent a major departure from or change to its previous course structure and timing (e.g. changing from part-time to full-time), the centre can advertise its courses without needing specific approval from Cambridge ESOL for each course. This means that an approval letter will not be sent out for each course the centre intends to run.

3.3.1 Submitting dates for courses

Cambridge ESOL will write to the centre each year to gather information about planned courses. This includes the start and end date of each course and whether it is full- or part-time.

These start and end dates of courses will be logged by Cambridge ESOL On Demand Processing. It is the centre's responsibility to ensure that the dates submitted meet minimum course-length requirements (see section 2.2). If a centre wishes to cancel courses, amend course dates or run additional courses, details should be sent to Cambridge ESOL On Demand Processing (CELTAAdmin@CambridgeESOL.org). Significant changes to a centre's annual provision will need to be discussed with Cambridge ESOL Centre Registration (ESOLTeachingAwards@CambridgeESOL.org) in consultation with the Development Manager for the area.

3.3.2 Submitting site changes

Centres should inform Cambridge ESOL Centre Registration as soon as possible if there is a change of approved site. Cambridge ESOL Centre Registration will then send a change of site form for the centre to complete. This form should be submitted sufficiently in advance of use of the new site to enable Cambridge ESOL to consider approval, amend the course details and confirm in writing that the new site may be used.

The change of site request is intended for any centre that wishes to transfer its entire or part of its site for running the CELTA to a new venue. The completed form must be signed by the Head of Centre. (This person must be able to make legally binding commitments on behalf of the institution/centre.)

The external assessor of the next course should inspect the new venue and record this in section 6 of the assessor's report.

3.4 Support for running the CELTA

3.4.1 Candidate information leaflets

Cambridge ESOL leaflets have been produced to help you promote the CELTA course. To order the leaflets, please e-mail ESOLinfo@CambridgeESOL.org stating your centre name, centre number and the number of copies required.

3.4.2 ESOL CentreNet

ESOL CentreNet is a secure website containing a range of downloadable documents relating to Teaching Awards. This facility is also used as a means of communicating important information to you.

To register for access to ESOL CentreNet (<http://www.esolcentrenet.org>) you must complete a form accepting the Terms and Conditions for access. Please contact Cambridge ESOL Centre Registration (ESOLTeachingAwards@CambridgeESOL.org) for details.

3.4.3 The CELTA discussion list

The discussion list is a forum for tutors and assessors on CELTA courses to explore pedagogical issues, and to advertise for trainers or find assessors. To register to use the list, please visit our site at <http://lists.ucl.ac.uk/lists/listinfo/efl-celta-centres> and follow the instructions.

3.4.4 Use of the Cambridge ESOL logo

The Cambridge ESOL logo can be used on promotional literature provided permission has been given by the Marketing Communications Unit at Cambridge ESOL.

Detailed written instructions on the arrangements for the use of the Cambridge ESOL logo will be provided to all registered centres on request by the Cambridge ESOL Marketing Resource Department, (ESOLlogo@CambridgeESOL.org) See also the Centre Registration Booklet.

3.5 Documentation sent after approval

When a centre has been approved and a Memorandum of Agreement issued, Cambridge ESOL On Demand Processing will send the centre an administration pack for the first course (see section 6 for the administrative timetable).

Please note that subsequently bulk despatches of course documentation will be sent out twice a year in June and December to cover the number of approved courses, according to the course dates provided by centres (see section 3.3.1).

3.6 Payment of entry fees

Centres will receive an invoice after the course starts for the number of candidates entered. There is a minimum payment which is equivalent to entering ten candidates. Cambridge ESOL credit terms require payment within 28 days of the invoice date for all centres. Information about candidate fees is available from ESOL Cambridge ESOL On Demand Processing. For conditions for refunds of fees, please refer to section 5.9.

In the event of non-payment, Cambridge ESOL may withhold issue of results and certificates.

SECTION 4

Centre obligations

As part of the approval procedure and in line with Cambridge ESOL Teaching Awards' own policy, centres should have an explicit policy on equality of opportunity. Centres must ensure that all local legal requirements are met with respect to the implementation of equality of opportunity as well as health and safety, copyright law, pre-course information and conditions of employment for trainers.

The Cambridge ESOL Teaching Awards Centre Authorisation Certificate, which is reissued after re-approval, should be displayed at the centre.

Centres should note that:

- Cambridge ESOL reserves the right to visit centres on a spot-check basis and withdraw approval where substantial changes have been made to the course content without permission or where regulations are not being followed.
- Any centre failing to meet approval requirements will be responsible for indemnifying Cambridge ESOL against any loss or damage suffered as a result.
- The Cambridge ESOL logo should not be used by centres unless written permission has been given by the Marketing Communications Unit at Cambridge ESOL, (ESOLlogo@CambridgeESOL.org)
- Centres are approved for Cambridge CELTA courses only and are not approved as a Cambridge ESOL examination centre.

5.1 Number of candidates

The recommended minimum number of candidates is eight. Centres may, at their discretion, run courses with between four and eight candidates. In certain circumstances, permission may be given by Cambridge ESOL Teaching Awards to run a course with fewer than four candidates.

5.2 Selection of candidates

It is the centre's responsibility to assess candidates and make judgements about accepting them onto the course using the guidelines below. Selection should be conducted by approved course tutors or by a nominated person at the centre who has received appropriate training.

If an applicant is invited for interview, the interview should be conducted at the centre in suitable surroundings, e.g. a dedicated interview room or tutor's office. Exceptionally, telephone interviews can be arranged for candidates unable to attend in person. Applicants interviewed by telephone must submit written tasks before being accepted.

The selection process must be comprehensive and should assess applicants' suitability for each component of the course. It is particularly important that interview tasks include language awareness tasks and an extended writing task to ensure that applicants will be able to meet the demands of a course at this level. It is recommended that the interview should include tasks that demonstrate that the applicant has good team-working and communication skills. Centres may like to consider group interviews or interactive tasks. The centre's decision is final.

It is the centre's responsibility to ensure that the centre's application procedures ensure equality of opportunity. Centres should follow local legislation regarding inclusion of questions relating to the applicant's physical and mental health.

Centres must provide the course assessor with evidence of selection procedures.

All applicants should complete the centre's pre-course/complementary course task. This is particularly important for candidates starting intensive CELTA courses with little or no previous ELT experience.

5.3 Entry requirements

CELTA is an introductory course for applicants with little or no experience of teaching English to speakers of other languages. Candidates with some experience but little formal ELT training can also be considered. Applicants should be selected for the course only if they meet the following entry requirements.

Applicants must:

- be at least 18 (It is generally recommended that candidates should be aged 20 or over, but candidates aged between 18 and 20 can be accepted at the centre's discretion.)
- have an awareness of language and a competence in both written and spoken English, which will enable them to undertake the course and prepare for teaching a range of levels
- have the potential to develop the necessary skills to become effective teachers and to complete successfully the written assignments and the assessment of practice teaching.

Candidates should normally have, as a minimum entry requirement, a standard of education equivalent to that required for entry into higher education. Centres may, at their discretion, accept applicants who do not have formal qualifications at this level if screening indicates that they would be likely to complete the course successfully. Applicants in this category should be interviewed carefully and the evidence should be convincing.

In addition, centres should also satisfy themselves that the course is suitable for all applicants in respect of their experience, background and career plans.

Candidates being interviewed for intensive courses should be made aware of the demands of the course and the need to be able to commit time and energy to it.

Candidates should also be made aware that completion of a course does not guarantee that they will be successful.

5.4 Applicants with special requirements

In line with Cambridge ESOL Teaching Awards' Equal Opportunities Policy, centres should make every effort to accommodate applicants with special requirements. Applicants with special requirements often have and will be able to confirm that they have the necessary strategies and/or the personal and technical support to enable them to complete the course successfully. Course providers should make reasonable adjustments to the course programme and course delivery where necessary and should familiarise themselves with local law and their responsibilities in relation to legal requirements.

Requests to Cambridge ESOL for special arrangements should be made before accepting the candidate onto the course.

Application for additional time for completion of written assignments for candidates with specific learning difficulties (e.g. dyslexia) must be supported by a report that includes details of the effects of the learning difficulty and an assurance that the evidence of specific difficulties was obtained from the results of appropriate and recognised tests. The assessment must be completed and the report signed by an appropriately qualified person within two years before the start of the course. The status of the person must be specified. Other acceptable evidence may be considered. It may be helpful for applicants with special requirements to be given the opportunity to familiarise themselves with the role of the teacher and the demands of the classroom in the field of ELT before accepting a place on the course.

5.5 Attendance

Candidates are expected to attend the whole course. Candidates should be advised that CELTA is a course-based award and that absence from the course may jeopardise their chances of successfully meeting the assessment criteria.

Candidates who know in advance that they cannot attend significant parts of the course must not be accepted.

Where candidates are unavoidably absent for a short period, the centre should make arrangements for the candidate to make up the work. Teaching practice and observation of experienced teachers may need to be rescheduled.

Candidates who are absent for a critical or substantial part of the course, perhaps through illness or unexpected family commitments, may be eligible for the award provided that all the assessment is successfully completed.

However, a candidate who has not completed the six hours' teaching practice or who has incomplete written assignments can be considered for the award only in exceptional circumstances.

Where a candidate has missed substantial parts of the course, arrangements can be made, at the centre's discretion, for an individual extension or completion on a subsequent course. Such arrangements must be agreed by Cambridge ESOL Teaching Awards in writing. Centres are advised to ensure that the pre-course information given to the candidate before enrolment makes clear the terms and conditions that will be applied if a candidate is unable to complete the course within the course dates. See sections 5.7 and 5.8.

5.6 Entering candidates

- Cambridge ESOL On Demand Processing will e-mail centres an electronic entry form (in Microsoft Word format) for each CELTA course no later than two weeks before the start of the course. Instructions for completing the form will accompany the e-mail.
- Entry forms can be sent out only if centres have previously provided Cambridge ESOL On Demand Processing with the start and end dates of their courses. It is the responsibility of centres to liaise

with Cambridge ESOL Centre Registration about approval issues if the dates they have provided mark a significant change to their annual provision (see section 3.3).

- Each entry form is specific to a given course and cannot be reused for subsequent courses.
- If the details on the form are incorrect, e.g. the course dates, the entry form should not be used. Cambridge ESOL On Demand Processing should be notified of the required changes so an amended form can be sent out.
- The names of course tutors, their roles on the course, the name of the assessor (if known) and candidates' names should be entered on the form. Candidates' names should be entered exactly as the candidate wishes them to appear when certificates are issued.
- Centres should take care to check that candidates' names are entered correctly before sending in the form.
- Completed entry forms should be sent via e-mail (as an attachment) to CELTAAdmin@CambridgeESOL.org. The form should be returned within one week of the start of the course for full-time courses and within two weeks of the start of part-time courses.
- Cambridge ESOL On Demand Processing will process the centre's entries. The centre is sent an acknowledgement that their entries have been received and a customised assessor report form and centre grade form for later use. Both forms are specific to the course in question and cannot be reused for subsequent courses.
- The centre should complete the teaching practice and tutorials section of the assessor report form and e-mail the form (as an attachment) to their assessor, along with the other relevant documentation (see section 12.2).
- The centre should retain the centre grade form in order to record the provisional and final grades agreed with their assessor at a future date (see 12.5). After the end of the course, the centre must send the completed grade form to CELTAAdmin@CambridgeESOL.org. This form must be received before the award of any certificates can be made (see section 9.4).

5.7 Extensions

In exceptional circumstances, individual candidates who have completed a substantial part of the course or who have been granted additional time because of special requirements (e.g. dyslexia) may complete the assessment after the official end-of-course date. All extensions must be agreed in advance by Cambridge ESOL. The maximum time allowed is one month after the end of the course. Centres should proceed as follows:

- The centre advises Cambridge ESOL On Demand Processing of the reasons for the extension and arrangements for course completion. The information provided needs to include:
 - how much of the course has been completed (number of days, number of TPs and number of written assignments completed)
 - proposed arrangements for the candidate to complete the course
 - how the candidate will be supported.
- Cambridge ESOL On Demand Processing confirms arrangements.
- When the centre submits the centre grades form at the end of the course, the candidate's final grade should be recorded as 'Pending'.
- When the candidate has completed the course, the centre confirms the result with the assessor in the usual way.
- The centre informs Cambridge ESOL On Demand Processing of the agreed final grade.
- The assessor advises Cambridge ESOL On Demand Processing of the agreed final grade.

5.8 Deferred candidates

In exceptional circumstances and at the discretion of the centre, candidates may complete the assessment requirements on a subsequent course. This should normally be the course following the one on which they were originally entered.

Candidates who have deferred from a full-time course must complete within six months of having started it. Candidates on part-time courses must complete on a subsequent course provided that the interval between courses is no more than three months.

Procedures for deferrals are as follows:

- The centre advises Cambridge ESOL On Demand Processing of the reasons for deferral and arrangements for course completion.

The information provided needs to include:

- how much of the course has been completed (number of days, number of TPs and number of written assignments completed)
 - which course the candidate will be deferred to
 - how the candidate will be reintegrated into the next course if not starting again from the beginning. (The candidate will not simply be able to continue from where he/she left the course and will need to review learning. The candidate will need some familiarisation with new group participants and new teaching practice groups.)
- Cambridge ESOL On Demand Processing confirms arrangements.
 - When the centre submits the centre grades form at the end of the original course, the candidate's final grade should be recorded as 'Deferred'.
 - The centre adds the deferred candidate's name to the entry form of the course on which the candidate is completing and indicates their status by putting an 'X' in the 'deferred candidate' box for that candidate to alert Cambridge ESOL On Demand Processing that the candidate's fee was paid on a prior course.
 - During the assessor's visit, the centre advises the assessor that the course includes a deferred candidate and provides the assessor with any relevant information, including, if available, comments from the previous assessor.
 - At the end of the course, the centre confirms the results of all candidates, including that of the deferred candidate, with the course's assessor.
 - The centre adds the provisional and final grades to the centre's grades form as usual.
 - The assessor should include full information including provisional and final grades for the deferred candidate in their report.

5.9 Withdrawn candidates

If a candidate withdraws after the start of the course for serious medical reasons, the centre should notify Cambridge ESOL On Demand Processing immediately and a medical certificate, supplied by the candidate, should be sent. The centre will then be credited for the payment of that candidate's entry fee. Refund of the entry fee cannot be considered on any other grounds.

See also section 9.4, Final Results.

SECTION 6

Administrative timetable for centres

The following table outlines administrative procedures in general terms. These procedures will usually be followed by the main course tutor in charge of course administration and supported by the other tutors working on the course.

Administration	Timescale
<p>Cambridge ESOL On Demand Processing sends to centres:</p> <ul style="list-style-type: none">• CELTA 5 – candidate record booklets (one per candidate)• candidate profile form (one per candidate)• assessor’s rough note-taking booklet (one per course)• fees and expenses claim form (for assessors: one per course)• return envelopes (two per course, one for centre and one for assessor).	<p>Bulk despatches are sent in December and June each year to cover all courses notified to Cambridge ESOL On Demand Processing for the following six-month period (based on the course information provided by the centre).</p>
<p>Centres:</p> <ul style="list-style-type: none">• check that the course they intend to run and the tutors they propose using are approved.	<p>At least eight weeks before the start of the course for overseas centres and at least four weeks before the start of the course for UK centres</p>
<p>Course tutors:</p> <ul style="list-style-type: none">• contact an assessor from the list of assessors and make arrangements for the course to be assessed in the latter part of the course. Cambridge ESOL will nominate an assessor for new centres.	
<p>Cambridge ESOL On Demand Processing sends to centres:</p> <ul style="list-style-type: none">• entry form via e-mail.	<p>Approximately two weeks before the start of the course.</p>
<p>Centres send to Cambridge ESOL On Demand Processing:</p> <ul style="list-style-type: none">• the entry form (via e-mail to CELTAadmin@CambridgeESOL.org, see section 5.6)• Cambridge ESOL Teaching Awards candidate profiles completed by candidates (via post).	<p>Within one week of the start of the course for full-time courses and within two weeks of the start date for part-time courses</p>
<p>Course tutors:</p> <ul style="list-style-type: none">• hand out CELTA 5 (candidate record booklets) to candidates and draw their attention to the roles and responsibilities and procedures for enquires on results and complaints sections• provide guidance for candidates on keeping CELTA 5 up to date• provide guidance for candidates on maintaining their portfolios.	<p>At the beginning of the course</p>

Administration	Timescale
<p>Course tutors:</p> <ul style="list-style-type: none"> • contact the assessor to confirm arrangements and send pre-course documentation so that it will arrive in good time for the visit (see details in section 12.2) • arrange tutorials between tutors and candidates and ensure that progress records are completed • check that candidates are completing course records and keeping portfolios up to date • organise the assessor's visit (see section 11). 	<p>During the course</p>
<p>Course tutors:</p> <ul style="list-style-type: none"> • check that candidates' portfolios are complete and that course records have been signed • collect in candidate portfolios. 	<p>On the last day of the course</p>
<p>Course tutors:</p> <ul style="list-style-type: none"> • contact the assessor to discuss the final recommended results. 	<p>As soon as possible after the course has finished</p>
<p>Centres send to Cambridge ESOL On Demand Processing:</p> <ul style="list-style-type: none"> • the completed centre grade form bearing the recommended provisional and final grades for all candidates (via e-mail to CELTAAdmin@CambridgeESOL.org) • the portfolios of any candidates graded Pass/Fail at the provisional grading meeting, where the candidate did not subsequently withdraw from the course • the portfolios of any candidates who have been recommended as a final grade of Fail • any work recommended by the assessor for scrutiny by the CELTA Grade Review/Award Committee. 	<p>After agreeing both provisional and final recommended results with the course assessor</p>
<p>Centres produce end-of-course reports for candidates.</p>	
<p>Cambridge ESOL On Demand Processing sends centres:</p> <ul style="list-style-type: none"> • certificates for successful candidates • results letters for fail candidates • a copy of the course assessor's report. 	
<p>Centres:</p> <ul style="list-style-type: none"> • check the results issued on certificates against the final recommended results and contact Cambridge ESOL On Demand Processing if there are any errors • send certificates to candidates. 	<p>After Cambridge ESOL has received the final recommended results form from the centre and the assessor and after the results have been agreed by the CELTA Grade Review/Award Committee, usually within four to eight weeks of receipt of results</p>

SECTION 7

Components of the course

There are two components of assessment: teaching practice and written assignments.

7.1 Component One – Teaching practice (TP)

7.1.1 Organisation of teaching practice

Centres are responsible for including supervised teaching practice as an integrated part of the course programme.

Teaching practice should be timetabled on a continuous basis throughout the course and there must be six hours of assessed teaching practice for each candidate, supervised by an approved tutor. **The maximum number of candidates in a teaching practice group is six candidates.**

The six hours per candidate of assessed teaching practice may not be extended except where rescheduling is required for legitimate reasons, e.g. as a result of the candidate's sickness or if the number of students in teaching-practice classes falls below the required number.

7.1.2 Assessment requirements

Teaching practice on all courses is internally assessed by the course tutors and externally moderated by a Cambridge ESOL-approved external assessor.

Centres must ensure that all candidates have practice in a range of lessons covering all aspects of language teaching and must include language-focus lessons. The types of lesson should be recorded in the CELTA 5 (candidate record booklet) or on a separate grid, as appropriate.

The programme for the six hours' teaching practice should provide each candidate with opportunities to teach for at least two hours at two significantly different levels, one of which should be below intermediate. This should be particularly taken into account in timetabling TP when more than two levels are taught.

The number of occasions on which candidates teach is not specified, but candidates should teach for a minimum of 40 minutes at least twice during the course and never longer than for one hour.

Centres can, if they wish, include additional teaching practice that is supervised but not formally assessed or teaching practice that is unsupervised. These sessions should be clearly identified in the course programme, and tutors and candidates should both be aware that they will not be formally assessed.

7.1.3 Teaching-practice classes

All students in teaching-practice classes must be at least sixteen years old.

A minimum of 50% of teaching practice should be with classes of an average of eight students. Classes of fewer than five students are not normally valid for assessment purposes. If class numbers fall below five on more than one occasion, the centre should contact Cambridge ESOL Teaching Awards for advice.

Assessors will be asked to check records of student attendance and the level of the classes taught. Centres should keep attendance registers so that they can be shown to the assessor and submitted to Cambridge ESOL if requested.

If there are any doubts about the acceptability of teaching-practice classes, centres should seek advice from Cambridge ESOL Teaching Awards or from the centre's Joint Chief Assessor.

Please note:

- All assessed teaching practice (TP) must be observed by an approved CELTA tutor.
- Peer-group teaching cannot count as assessed teaching practice.
- Teaching-practice sessions where trainees teach students simultaneously cannot count as assessed teaching practice.
- Placement sessions where trainees interview TP students cannot count as assessed teaching practice.

7.2 Component Two – Written assignments

7.2.1 Designing the assignments

Centres are responsible for designing four written assignments that relate directly to the course programme:

- one assignment focuses on adult learners and their learning contexts
- one assignment involves work on the language systems of English
- one assignment involves work on language skills
- one assignment involves reflection on:
 - the candidate's own classroom teaching
 - observation of peers
 - observation of experienced teachers
 - identification of action points.

A variety of assignment formats should be developed to enable candidates to demonstrate that they are:

- able to relate ELT practice to theory
- familiar with key ELT terminology
- sensitive to relevant aspects of professional development
- able to write at a level of accuracy that does not jeopardise clarity and comprehensibility, and which reflects a knowledge of discourse, grammar, punctuation and spelling.

The word length of each assignment is set by the centre within the range of 750–1,000 words.

At least two of the assignments should be written in continuous prose.

The marking criteria for each assignment should be made explicit in assignment guidelines for candidates.

Two assignments may be conflated into one larger assignment provided that all the specified assessment criteria are met and two separate grades are given. For award purposes, a conflated assignment counts as two assignments. Both parts must pass. An assignment may also be broken down into a series of smaller tasks. In this case the pass requirements must be transparent.

Additional unassessed written homework tasks may be set.

For detailed guidelines on assignments, please refer to the CELTA Syllabus and Assessment Guidelines for Course Tutors and Assessors.

7.2.2 Providing support for written assignments

Appropriate support and guidance should be given to candidates before they submit written work.

Oral and written feedback should be given as appropriate.

Tutorial time should include feedback to the candidate on the standard of his/her written work.

7.2.3 Assessment of written assignments

The written assignments are internally assessed. A minimum of two tutors should be involved in the marking of written assignments.

A proportion of each assignment must be double-marked. This involves checking the first marker's grading and comments on the assignments. The sample checked should include any fail assignments.

Assignments that have been double-marked should be initialled by both tutors. Centres should keep a record of which assignments have been double-marked; course assessors may ask to see this record.

- Up to nine candidates: three of each assignment to be double-marked.
- Up to 16 candidates: four of each assignment to be double-marked.
- Up to 25 candidates: five of each assignment to be double-marked.

It is recommended that centres should try to include some blind double-marking to ensure internal verification of standards.

Assignments are moderated externally by the assessor.

To reach Pass standard, a candidate's work must meet all the assessment criteria specified for the written assignments. The grades awarded should be recorded by candidates on the record of written work in CELTA 5 (candidate record booklet). For further details of pass requirements for written work, see section 9.5.

Candidates must have the opportunity to resubmit any assignment that does not meet the specified criteria on one occasion only for each assignment. The grade awarded on resubmission should be recorded on the record sheet as 'Pass/Fail (on resubmission)'.

Candidates should confirm in writing that the written assignments are their own work. This does not exclude joint preparation and discussion. However, candidates should not collaborate to the extent of submitting substantially similar assignments.

Plagiarism

Centres should

- provide candidates with guidance as to what constitutes plagiarism and how to avoid it
- have an internal institutional plagiarism policy which makes it clear to candidates what the penalties are if plagiarism is detected in internally assessed work
- make it clear to candidates that severe penalties are applied by Awarding Bodies if plagiarised work is detected in externally assessed or moderated work. These will range from loss of marks to disqualification from the award.

8.1 Observation of experienced teachers

Centres should ensure that candidates are given six hours' (360 minutes') directed observation of experienced ELT professionals. All six hours can be live observation but a centre may choose to show two hours of videoed lessons and provide four hours of live-lesson observation.

Peer observation is not included in observation of experienced teachers but observation classes specifically set up to be taught by the course tutors or other experienced teachers and observed by the trainees are allowed.

A record of attendance at the observed classes should be included in the CELTA 5 candidate record booklet. Where required by the centre, the observed teacher should sign the record to confirm the observation has taken place.

8.2 Tutorials and records of progress

Centres should give appropriate tutorial support during the course. A minimum of one tutorial must be given to each candidate to advise on his/her progress on the course. This must be recorded in the CELTA 5 booklet.

Ongoing records of progress with clear action points should be maintained by the tutors in summary sections of feedback sheets and in the progress/tutorial records in CELTA 5. The summary section of feedback sheets should include a comment on the overall standard of the lesson, as appropriate.

Candidates who do not make the required progress must be given a second tutorial and the final progress record in the CELTA 5 must be completed. Candidates in this category include:

- candidates who have made insufficient progress from the beginning of the course
- candidates who were making progress but have not maintained this progress
- candidates who have received indications that they might receive an above Pass grade but who have not maintained their progress.

Potential fail candidates should also be issued with a 'fail' letter which makes the possible fail outcome clear and draws attention to action points detailed by the tutors in CELTA 5. This should be issued sufficiently in advance of the end of the course for the candidate to be able to respond to the action points – normally immediately after the final tutorial.

Candidate assessment

9.1 Certificate award

The certificate is awarded to candidates who meet the course requirements and whose performance meets, or exceeds, the criteria in both assessment components.

Candidates may be ineligible for the award in cases where dishonesty or plagiarism is brought to the attention of Cambridge ESOL.

9.2 Course requirements

To meet the course requirements, candidates are required to attend a course and:

- practise teach on classes of the relevant age group and size for a total of six hours
- observe experienced teachers teaching classes of adult learners for a total of six hours, two hours of which may be on video
- maintain and submit a portfolio of all coursework including all written assignments and materials related to teaching practice.

9.3 Mode of assessment

The assessment is continuous and integrated.

- Continuous here means that assessment takes place throughout each course
- Integrated here means that both assessed components contribute to the overall grade. Any one assessment can cover a number of topics and objectives in the syllabus.

9.4 Final results

Results are agreed by the Grade Review/Award Committee before they are issued. The Grade Review /Award Committee can review results only when both the assessor's report and the centre's grade form for a course have been submitted. Results will be issued as soon as possible by Cambridge ESOL On Demand Processing after each Grade Review/Award Meeting.

Certificates for pass candidates and results letters for fail candidates will be sent to the centre for distribution to candidates within four weeks of receipt of the recommended results from the centre and assessor.

When centres receive the certificates, they should check the results issued against the final recommended results and contact Cambridge ESOL On Demand Processing by return if they receive a certificate with an error. The certificate should then be returned immediately to Cambridge ESOL On Demand Processing for correction.

A candidate who withdraws from a course does not receive any notification of result from Cambridge ESOL.

Withdrawn candidates

The circumstances under which candidates might wish to withdraw from a course and the centre's conditions should be made clear to candidates when they apply for the course.

A candidate who decides to withdraw from the course does not receive a result from Cambridge ESOL. Portfolios of withdrawn candidates are not submitted to Cambridge ESOL for assessment. However, assessors are required to record the reasons for a candidate's withdrawal from a course and to check the

withdrawn candidate's application.

If an unsuccessful candidate attends until the end of the course and submits a portfolio for assessment (even if incomplete), the result is 'Fail' rather than 'Withdrawn'. Assessors should review the portfolio even though the candidate has withdrawn.

- If an unsuccessful candidate does not attend the final day of the course and has not signed the declaration at the end of the CELTA 5, the result is 'Withdrawn' rather than 'Fail'.
- If a candidate attends the whole course but decides not to be assessed, the result is 'Withdrawn' (but this needs to be put in writing).
- If no portfolio is available to be submitted to the Grade Review/Award Committee, the candidate's result is 'Withdrawn' rather than 'Fail'.

Please note:

- Replacement certificates can be obtained in exceptional circumstances by applying in writing to Cambridge ESOL On Demand Processing, giving relevant details.
- If a certificate is lost, a certifying statement of results can be obtained from Cambridge ESOL Past Records. (Tel: +44 (0) 1223 553472; e-mail Burnell.R@CambridgeESOL.org)
- A fee will be charged for both certifying statements of results and replacement certificates.

9.5 CELTA grades

A **Pass** is awarded to candidates whose performance overall in the teaching practice and in the written assignments meets the specified criteria.

They will continue to need guidance to help them to develop and broaden their range of skills as teachers in post.

A **Pass (Grade B)** is awarded to candidates whose performance in the written assignments meets the specified criteria and who have demonstrated in their teaching practice a level of achievement significantly higher than that required to meet pass-level criteria in relation to:

- demonstration of the criteria for teaching and professionalism (criteria 1a–3c and 5a–5n).

They will continue to need some guidance to help them develop and broaden their range of skills as teachers in post.

A **Pass (Grade A)** is awarded to candidates whose performance in the written assignments meets the specified criteria and who have demonstrated in their teaching practice a level of ability and achievement and a level of awareness significantly higher than that required to meet pass-level criteria in relation to:

- planning for effective teaching
- demonstration of the criteria for teaching and professionalism (criteria 1a–3c and 5a–5n).

They will benefit from further guidance in post but will be able to work independently.

In the case of a candidate who fails a single written assignment, the centre may recommend a final pass grade. There must, however, be sufficient evidence of the candidate's ability to meet the assessment criteria for the assignment in:

- the candidate's record of teaching practice
- and/or in the candidate's written work as a whole.

Where a Pass is recommended on this basis, the details should be documented by the assessor in the course report. Candidates in this category are not eligible for the award of Pass A.

Candidates who fail more than one assignment are not eligible for a Pass.

Candidates who fail to meet criteria in either of the assessed components will receive a Fail.

10.1 Candidate portfolios

Candidates are required to maintain and submit a portfolio of all course work including all written assignments and materials related to teaching practice.

10.1.1 Contents

Candidate assessment portfolios should be clearly labelled and should consist of:

SECTION A

- the completed candidate record booklet (CELTA 5) which includes:
 - a record of the candidate's attendance
 - a record of observations undertaken
 - a record of the length and level of teaching practice
 - a record of the focus of each assessed teaching practice session
 - a record of the summary feedback on assessed lessons
 - a record of the feedback and mark awarded for completed written assignments
 - progress/tutorial records
- where appropriate, a fail letter from the centre warning the candidate of the possibility of failure.

SECTION B

- records of each assessed teaching practice session in reverse chronological order (last lesson first) including:
 - the candidate's lesson plans
 - the candidate's evaluation of their teaching
 - the materials used or reference to materials used for teaching
 - the course tutors' feedback on lesson plans and teaching practice.

SECTION C

- the completed written assignments marked by course tutors.

10.1.2 Maintaining portfolios

Centres will need to ensure that candidates maintain their own assessment portfolios. Although the maintenance of the portfolios is the responsibility of the candidates, they will need to be monitored by the course tutor.

The name of the tutor and the date on which the record was completed should appear on all feedback, progress reports and tutorial records.

10.1.3 Submitting portfolios to Cambridge ESOL

The candidate assessment portfolios should be up to date and available on the day of the assessor's visit.

The candidate assessment portfolios must be checked and signed by the course tutor at the end of the course and should be kept by the centre for one year after the course.

The following portfolios should be submitted to Cambridge ESOL On Demand Processing in a clearly labelled package:

- portfolios of candidates who were recorded as possible Fails at the time of the assessor's visit
- portfolios of all candidates whose recommended final result is a Fail
- portfolios of any work recommended by the assessor for scrutiny by the CELTA Grade Review/Award Committee.

Portfolios submitted to Cambridge ESOL will be returned to the centre after scrutiny and should be kept by the centre for one year after the course.

10.2 Centre records

Centres will need to keep records of completed application forms and selection tasks, which should be available on the day of the assessor's visit.

Tutors will need to keep summary records of candidates' progress and will need to keep back-up records (for example feedback sheets, tutorial records) if the candidate portfolios are not kept at the centre.

Tutors should keep a copy of the provisional grades form completed by the assessor at the provisional grading meeting.

Tutors should keep a copy of the completed centre grade form sent to Cambridge ESOL On Demand Processing.

11.1 The role of the assessor

Candidates on CELTA courses are internally assessed by Cambridge ESOL-approved CELTA course tutors.

Candidates' work is externally moderated by a Cambridge ESOL-approved external assessor. Assessors act as external moderators of the judgements made by course tutors about the candidates' performance on the course and the provisional and final recommended results for each candidate. It is important that this moderating role is explained to candidates.

Every CELTA course must be visited by a Cambridge ESOL-approved assessor, normally towards the end of the course. The assessor will spend one day or equivalent time at the centre (except for new centres, see section 11.5). During the visit to the centre, the assessor will read a cross section of the candidates' assessment portfolios, observe teaching practice and tutor feedback for some of the candidates teaching that day, and hold a provisional grading meeting with tutors.

11.2 Joint Chief Assessors

Each centre is allocated a Joint Chief Assessor (JCA) whose name appears on the centre's Memorandum of Agreement. JCAs receive all the assessors' reports on their centres, monitor centres throughout the approval period and submit a report to Cambridge ESOL with recommendations for re-approval. Tutors may wish to contact their JCA for advice on matters relating to courses. A list of JCAs for all centres is available on CentreNet.

11.3 Selecting an assessor

CELTA courses can be assessed only by assessors approved by Cambridge ESOL. Assessors whose impartiality could be called into question should not be selected e.g.:

- those employed at the centre within the last year
- those seeking employment at the centre
- those who have worked with the course tutors within the previous 12 months
- those who are related to members of staff at the centre
- those with previous knowledge of/relationship with candidates.

11.3.1 New centres

Assessors for new centres will be nominated by Cambridge ESOL Centre Registration. This will be stated in the initial approval documentation. Centres will be provided with details of the nominated assessor so that arrangements can be made for the visit. New centres should note that there will be a two-day assessment, rather than the standard one-day assessment, on their first course.

New centres can select their own assessor for subsequent courses unless otherwise stated by Cambridge ESOL. These assessments will normally be one-day assessment visits unless continued support is advised.

11.3.2 Established centres

Established centres (i.e. centres that have successfully run an initial course/courses) should refer to the current assessor list (available on CentreNet or from Cambridge ESOL On Demand Processing) to select an assessor.

Where possible, centres should try to select a local assessor. If a local assessor is not available, an assessor should be selected from the nearest country or region.

11.4 Providing Cambridge ESOL with details of the assessor

The name of the assessor and the dates of the assessor's visit should be provided (if known) on the entry form which should be sent to Cambridge ESOL On Demand Processing within one week of the start of full-time courses and two weeks of the start of part-time courses. If the assessor's name is not known at this time, the centre should send the name of the assessor to Cambridge ESOL On Demand Processing (CELTAadmin@CambridgeESOL.org) as soon as it is known.

11.5 Timing and length of the assessor's visit

11.5.1 New centres:

For new centres the assessor is nominated by Cambridge ESOL and the visit is normally two days per course.

The timing of the visits will depend on the availability of the assessor and the distance he/she will need to travel. Where possible, i.e. where a local assessor is available, two separate visits will be made – one in the early stages of the course and a second towards the end of the course. Where visits on two consecutive days are made, these will take place in the second half of the course.

The procedure for the two-day visit will follow that outlined in section 12 but will also include observation of input sessions.

11.5.2 Established centres:

Where a centre is established, the assessor's visit takes place over one day per course.

The visit should take place in the second half of the course and as near to the end of the course as possible and should take place when teaching practice is scheduled so that the procedures outlined in sections 12.4 and 12.5 can be followed.

Please note that if either the centre or the assessor feels that a one-day visit is not sufficient, it may be possible to arrange an additional visit. This should be discussed and agreed with Cambridge ESOL Teaching Awards before the additional visit is made.

11.6 Quality review and consultation visits

The assessor report provides Cambridge ESOL with information about the quality of course provision. These reports are monitored by the centre's JCA as well as by staff at Cambridge ESOL. If issues of concern are noted in the assessor's report or if issues are raised through the investigation of candidate complaints, a quality review and consultation visit will be required. The purpose of the visit is to check the quality of course provision and to provide feedback to and support for the centre. Centres are also invited to provide feedback to Cambridge ESOL. The quality review takes place over two days and is normally arranged as an extension of a nominated course assessment. The centre will be invoiced for quality reviews that are conducted independently of a course assessment.

Quality review visits are arranged by Cambridge ESOL and are normally conducted by the centre's Joint Chief Assessor or other nominated assessor. Please note that these arrangements replace previous procedures.

11.7 Centres with a trainer-in-training

For centres that are completing the training of a new trainer and where external review of trainer training is required, the assessor's visit takes place over two days. The visit should take place in the second half of the course and as near to the end of the course as possible.

The procedure for the two-day visit will follow that outlined in section 12, but the assessor will also:

- read the trainer-in-training's portfolio
- observe the trainer-in-training conducting an input session
- observe the trainer-in-training supervising TP
- observe the trainer-in-training conducting a TP feedback session
- discuss the training programme with the trainer-in-training and the training supervisor.

The assessor should complete an assessment and moderating report on the trainer-in-training. This report is available from Cambridge ESOL and when completed it should be sent direct to Cambridge ESOL Centre Registration (ESOLTeachingAwards@CambridgeESOL.org). Further guidance is provided in the CELTA Training and Induction Handbook.

11.8 Part-time courses

Visits to a part-time course should be the equivalent of one day at established centres and two days at new centres.

The visit(s) should take place in the second half of the course and as near to the end of the course as possible and should take place when teaching practice is scheduled so that the procedures outlined in points 12.4 and 12.5 can be followed.

11.9 Parallel courses

Where two courses are being run at the same time and the same assessor is used for both courses, the assessor should visit each course for one full day. Separate reports should be written for each course. Arrangements should be made for teaching practice to be observed on both courses.

11.10 Multiple courses

Where more than two courses are being run at the same time, each course must be assessed for at least one full day and teaching practice should be observed on each course. Separate reports should be written for each course. Normally an assessor would not be expected to assess more than two concurrent courses.

Procedure for the assessor's visit

12.1 Before the assessor's visit

Centres should select an assessor from the assessor list well before the start of the course (see details about selecting an assessor in section 11.3).

Air travel, the costs of which are covered by the centre, is arranged by the centre or the assessor, subject to agreement. (See details on expenses and air travel in section 13.3.)

Where an overnight stay is necessary, centres will normally book the assessor's accommodation and should provide the assessor with details in advance. Assessors should advise the centre if they do not need accommodation booked on their behalf.

The centre should send the pre-visit documentation listed below to the assessor so that it arrives before the date of the visit.

A week before the visit, the centre and the assessor should confirm arrangements for the visit and agree a final timetable for the visit.

12.2 Documentation to be sent to the assessor before the visit

The following documentation should be sent to the assessor in good time so that the assessor can become familiar with the documentation before arriving at the centre:

- the electronic copy of the assessor's report form (The centre must complete the teaching practice and tutorials section of this form before sending it to their assessor.)
- individual descriptions of the candidates with photographs, if possible
- a proposed timetable for the visit, including adequate time for the assessor to read a cross section of candidates' assessment portfolios, observe the teaching practice of some of the candidates teaching on the day of the visit, observe tutor feedback and meet the candidates
- the course timetable
- teaching-practice schedule with details of the teaching-practice arrangements for the time of the visit
- written assignment titles
- a sample candidate end-of-course report
- recommendations from the last assessor's report received
- a map if required and accommodation details if appropriate.

The following items are included in the despatch of materials to the centre and can be forwarded to the assessor with course documentation or collected on arrival:

- assessor's rough note-taking booklet
- expense claim form
- pre-paid return envelope (for the assessor's claim form)

12.3 Documentation required by the assessor on arrival at the centre

On arrival at the centre, the timetable for the day should be confirmed and the assessor should be advised of arrangements for the day. The assessor should be given the following documentation:

- clearly-named candidate assessment portfolios including the documentation details in section 10.1.1
- a summary sheet listing candidates, with the tutors' recommended grade for each candidate for the stage of the course, and a brief summarising comment. (Potential Fail candidates should be clearly indicated and the names of candidates teaching that day should be marked with an asterisk.)
- application file containing application forms and completed selection tasks for each candidate. (If the centre prefers, these may be kept in candidate assessment portfolios.)
- where possible, lesson plans for candidates teaching in teaching practice that day. (If these are not available when the assessor arrives, they should be provided at the beginning of the lesson.)
- attendance registers for students attending practice classes.

12.4 During the assessor's visit

During the time spent at the centre, the assessor will match the tutors' judgements of candidates against the samples of observed teaching practice and the evidence in the candidate assessment portfolios.

It will not normally be possible for the assessor to examine the entire contents of each candidate's assessment portfolio. A minimum of four candidate assessment portfolios across the range of ability will be read and the assessor will need to read the portfolios of all candidates who have been provisionally graded Fail or potential Fail. Within the time available, assessors should look at a range of work across as many portfolios as possible. Assessors should check the portfolio (if available) of any candidate who has withdrawn from the course and comment briefly in their report.

The assessor should be introduced to the candidates and there should be an opportunity for discussion. Course tutors should ensure that the role of the assessor has been previously explained to the candidates.

As part of the moderating process, the assessor will observe teaching practice:

- on a one-day visit
 - one and half hours or more of teaching practice
 - at least two different candidates teaching
- on a two-day visit
 - three hours or more of teaching practice
 - at least four different candidates teaching.

The assessor will also observe some of the feedback taking place during the visit(s). The assessor should pay particular attention to the course tutor's assessment of this teaching practice, taking into account the specified assessment criteria and the quality of the feedback provided. The assessment portfolio of at least one of the candidates observed doing teaching practice should be read.

Assessors are not required to observe input sessions but may do so by arrangement with the centre provided that there is sufficient time to complete their other duties.

12.5 The grading meeting

During the time spent at the centre, the assessor must hold a formal grading meeting with the tutors to discuss and agree provisional grades for candidates. If possible, all the tutors should be present. If this is not possible, it must be clear that the decisions made are agreed by all the course tutors.

The meeting should take place at the end of the day and all the relevant documents should be available for reference.

Once provisional grades are agreed, both the centre and the assessor should keep written copies as a personal record of the grades agreed at the meeting, signed by both parties. These copies are for reference only and do not need to be sent to Cambridge ESOL. After the grading meeting, the centre should enter the agreed provisional grades on the centre grade form and the assessor should enter the agreed provisional grades on their assessor report form.

For withdrawn candidates, see Final Results, section 9.4.

The assessor, having considered the evidence contained in the candidate's assessment portfolio, should not sign the provisional recommended grades if he/she does not agree with the course tutors' view of a candidate's performance in relation to the assessment criteria. If the assessor is not prepared to endorse the provisional grade(s), the assessor should contact Cambridge ESOL Teaching Awards.

Where it is not possible for the grading meeting to take place at the end of the visit, decisions made at the grading meeting should be confirmed by a post-visit discussion the following day.

Before leaving the centre, the assessor must make arrangements for follow-up contact by phone, fax or e-mail so that final grades recommended by the centre can be endorsed before being sent to Cambridge ESOL.

In agreeing the award of provisional grades and final recommended grades, it should be borne in mind that candidates cannot be judged on the basis of their performance on any one particular occasion. The decision as to whether a candidate should receive a particular grade must be on the basis of the candidate's development throughout the course and their ability to meet the specified assessment criteria. The candidate's development will be documented in the candidate's assessment portfolio and consideration must be given to the candidate's ability to respond to criticism and to their self-awareness. Decisions about candidates' grades should not be based solely on candidates' performance on the day of the assessor's visit.

12.6 After the assessor's visit

At the end of the course, each candidate should be carefully considered by the course tutors and a recommended grade agreed.

The course tutor must contact the assessor by phone, fax or e-mail and the recommended grade for each candidate should be discussed and agreed by the assessor.

If the assessor agrees the final recommended grades, they should be recorded by the assessor on the assessor's report form. The assessor should check carefully to ensure that no errors are made with the grades.

If the assessor feels very strongly that a particular grade does not accurately reflect a candidate's ability and potential, the grade should not be endorsed. In cases where the assessor has not been able to endorse a grade, the electronic form should be sent to Cambridge ESOL Teaching Awards with a letter/e-mail explaining why the grade has not been endorsed.

When the assessor has agreed to endorse the final recommended grades, the course tutor must enter the final recommended grades on the centre grades form. The grades should be carefully checked by the course tutors to ensure that no errors have been made.

Grades should be recorded in the following way: 'Pass A', 'Pass B', 'Pass', 'Pending', 'Deferred', 'Fail' or 'Withdrawn' as appropriate.

At the end of the course, course tutors should produce individual candidate reports which include details of the candidate's strengths and development needs. An optional pro-forma report form is available from Cambridge ESOL Teaching Awards.

The final recommended grades should never be agreed during the course – even if the assessor visits on the last day of the course. Course tutors must make it clear to candidates that grades remain provisional until endorsed by the assessor and confirmed and issued by Cambridge ESOL and that any oral or written indication of the result is subject to endorsement by Cambridge ESOL. Provisional grades and post-course reports should not be issued until after the final day of the course.

12.7 The assessor's report

Centres (and their JCAs) will receive a copy of the assessor's report via Cambridge ESOL On Demand Processing. Issues raised in the report will have been discussed at the time of the visit.

If a centre has concerns about the content of the report, these should be discussed with the assessor. If an issue has not been satisfactorily resolved after discussion with the assessor, the centre should contact Cambridge ESOL Teaching Awards.

The assessor's report is the property of Cambridge ESOL and should not be quoted from or used for advertising purposes.

13.1 Duties

Assessors should be familiar with all CELTA course regulations.

In addition to the time spent at the centre, the assessment process also includes:

- preparation for the visit
- discussion of final recommended grades for each candidate after the course has finished
- completion and submission of the final report.

It is not the role of the assessor to investigate every aspect of the running of the course in relation to the regulations. However, if the assessor becomes aware of aspects of the course that are not in accordance with regulations, these should be included in the report.

Assessors are not required to observe input sessions – although they may do so if there is sufficient time available. Assessors are also not normally required to inspect facilities or resources. However, if the assessor becomes aware that resources are inadequate, this should be recorded in the report. An assessor may be asked to inspect facilities and resources if the course is being delivered on a new site not previously inspected. In this case, confirmation that the site, the facilities and the resources are satisfactory should be recorded in the Section 6 comment section of the assessor report.

Assessors will of course take part in informal professional discussion and dialogue with members of the course team during their visit, but it is not necessary for this to be formally reported on.

A copy of the assessor's rough note-taking booklet should be provided by the centre for taking notes during the assessment. A copy of the assessor's report form could also be used. This booklet is for the assessor's personal note-taking only and should not be submitted to Cambridge ESOL.

The assessor should read portfolios across the range of ability of candidates on the course. The assessor, in consultation with the centre, selects which files should be reviewed. It is not normally possible for the assessor to examine the entire contents of each candidate's assessment portfolio. A **minimum** of four portfolios should be read and care should be taken to review the complete range of completed tasks from as many portfolios as is feasible in the time available. The assessor should read the portfolios of all candidates whose provisional recommended grade is Fail or potential Fail.

The assessor may ask to be sent copies of the assignments from particular candidates once these have been received and marked. This should happen if there is insufficient evidence of a candidate's ability available at the time of the visit or if a final Pass result is dependent on significant progress in the final lessons.

The assessor may recommend that a candidate portfolio be sent to Cambridge ESOL for scrutiny by the CELTA Grade Review/Award Committee. Details relating to such recommendations should be included in the report. In any case, the portfolios of all candidates identified as potential fails, i.e. 'Pass/Fail' at the provisional grading meeting and all candidates finally recommended as 'Fail' must be sent to Cambridge ESOL for grade review by the Award Committee.

If the assessor feels that an additional visit to a centre is necessary, this should be discussed with Cambridge ESOL Teaching Awards immediately after the visit and details agreed so that arrangements can be made as quickly as possible. This additional visit may be undertaken by a Joint Chief Assessor if necessary.

Except for communication to endorse final recommended grades or points of clarification relating to the visit and the writing of the report, all contact between the assessor and the centre must be relayed via Cambridge ESOL Teaching Awards. Assessors should not write direct to the centre on any matter that concerns the evaluation of the candidates or with comments on the arrangements for their visit.

13.2 The assessor's report

The assessor's report should be completed at the end of the course after the final recommended grades have been discussed and agreed. It must be sent to Cambridge ESOL On Demand Processing via e-mail (CELTAadmin@CambridgeESOL.org) within two weeks of the course end date.

Certificates cannot be issued to candidates until the centre's grade form and the assessor's report have been received and the results agreed. If a report is likely to be delayed for any reason, Cambridge ESOL On Demand Processing should be contacted.

Cambridge ESOL On Demand Processing will forward the report to the centre when certificates are issued. Assessors should ensure that the report and grades are accurate before e-mailing the report to Cambridge ESOL.

The assessor's report is a formal document which is referred to by management at the centre, Cambridge ESOL Teaching Awards and Advisory Committees, and also the Joint Chief Assessors and course tutors. It is also scrutinised as part of any investigation into complaints by candidates and/or centres. All comments, therefore, should be clearly set out in the appropriate section.

13.3 Expenses and travel arrangements for the assessor's visit

The following assessors' expenses will be paid for by Cambridge ESOL:

13.3.1 Rail travel

Assessors will be reimbursed by Cambridge ESOL for reasonable rail travel provided receipts are included with the claim form. Standard-class rail travel should be used whenever possible. Where available, assessors should take advantage of advance booking in order to obtain less expensive fares.

Fares between home and the station and the station and the centre will be reimbursed by Cambridge ESOL provided receipts are included.

Where appropriate, mileage between home and a station will be paid, and car-parking fees will be reimbursed by Cambridge ESOL provided receipts are included.

13.3.2 Travel by car

Where an assessor has to travel by car, mileage will be paid at the rates detailed on the back of the assessor's claim form.

13.3.3 Overnight accommodation within country

A maximum of two nights' accommodation within a country will be reimbursed by Cambridge ESOL where the assessor would otherwise be required to leave home before 6.30am or arrive home after 11pm. Receipts must be provided.

13.3.4 Overnight accommodation for international travel

Where an assessor's visit requires international or inter-state travel, the following applies:

- A **maximum*** of three nights (for a two-day visit) and two nights (for a one-day visit) will normally be paid by Cambridge ESOL for European travel and for inter-state travel within North America and Australia.
- A **maximum*** of four nights (for a two-day visit) and three nights (for a one-day visit) will normally be paid for other international travel.

At overseas centres, accommodation should normally be arranged by the centre, who should claim on the appropriate form (available from Cambridge ESOL On Demand Processing) for reimbursement. Receipts must be provided to substantiate all claims.

Centres should provide details of the assessor's accommodation in advance and provide the assessor with directions to the accommodation if the assessor is not being met.

** Assessors can claim only for the number of nights needed for assessment and travel to and from the assessment. If an assessor or a centre extends the assessor's visit in order to obtain a low-cost flight, the centre should cover the additional hotel and subsistence costs. If an assessor extends the assessment visit for personal reasons, the additional accommodation and subsistence expenses should be paid by the assessor.*

13.3.5 Subsistence expenses

Actual expenses for meals, supported by receipts, will be reimbursed by Cambridge ESOL subject to maximum rates detailed on the reverse of the assessor's claim form.

13.3.6 Insurance

Assessors should ensure that suitable cover is in force at the time of travel.

If an assessor does not have a personal travel insurance policy, insurance costs for cross-border journeys only (i.e. where an assessor has to travel to another country on Cambridge ESOL business) may be claimed from Cambridge ESOL.

Centres and assessors booking their own flights should ensure that they take out insurance to cover cancellation of flights if the assessor is unable to travel. Once a flight has been booked, assessors should regard themselves as committed to the assessment and should cancel only in exceptional circumstances.

13.3.7 Air travel

Air travel is paid for by the centre minus a £39* contribution by Cambridge ESOL. Air travel is arranged by the centre or the assessor. Please see note above on insurance.

**Please note that from the beginning of August 2007 the £39 contribution is being discontinued.*

Procedures for enquiries on results and complaints

14.1 Enquiries on results

Where candidates wish to query the result recommended by the centre, they must contact the centre to discuss this.

In cases where the query cannot be resolved by discussion between the centre and the candidate, the candidate must write a letter outlining their reasons for appealing. The centre must forward this to:

Teaching Awards Administrator
Cambridge ESOL On Demand Processing
University of Cambridge ESOL Examinations
1 Hills Road
Cambridge
CB1 2EU
United Kingdom

Cambridge ESOL holds Grade Review Meetings at which candidate grades are reviewed before final results are confirmed. In cases of enquiry on result, the assessor's report, the contents of the candidate's portfolio (tutor feedback, lesson plans, self-evaluations and written assignments) and the candidate's enquiry letter are considered by the Grade Review Committee in Cambridge. The final grade is then determined, the result is sent to the centre and the candidate is advised of the outcome.

14.2 Complaints and appeals about course provision

Candidates should refer to the *Centre Authorisation Certificate – CELTA*, which centres are required to display. Candidates who consider that the course has not been provided in line with the conditions on this certificate should, in the first instance, raise matters with the centre.

If a candidate is not satisfied that issues have been resolved through the centre's internal complaints procedure, the candidate should request the Cambridge ESOL Teaching Awards complaint form from the centre. The candidate should complete this and send it to Cambridge ESOL at the address provided at the end of the complaint form.

14.3 Time limit on complaints

Complaints and appeals about course provision must be made to Cambridge ESOL within nine weeks of the issue of final results by Cambridge ESOL. Complaints received after this time will not be considered.

Please note that an enquiry on result or a complaint must be made by the candidate him/herself and not by a third party.

14.4 Centre responsibilities

At the beginning of the course, centres should draw candidates' attention to the Roles and Responsibilities section in CELTA 5 and the Procedures for Enquiries on Results and Complaints at the end of CELTA 5. Candidates should sign the candidate profile form indicating that they have read this information.

APPENDIX I: CAMBRIDGE ESOL TEACHING AWARDS

The Cambridge ESOL Teaching Awards include the following:

- Cambridge Certificate in English Language Teaching to Adults (CELTA)
- Certificate in Further Education Teaching Stage 3 with the Certificate for ESOL Subject Specialists (until 2007)
- Cambridge Certificate in English Language Teaching to Young Learners (CELTYL)
- Cambridge Young Learner (YL) Extension to CELTA
- Cambridge In-Service Certificate in English Language Teaching (ICELT)
- Cambridge Diploma in English Language Teaching to Adults (DELTA)

Our website address is www.CambridgeESOL.org/teaching

