

INTERNATIONAL PROCEDURES



Education and Culture DG

Lifelong Learning Programme



ICC

International Language Network

EUROLTA

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The ICC International Language Network

The ICC International Language Network is a not-for-profit-organisation whose aim is to promote and improve the learning and teaching of languages in adult education through joint developments and the good practice of its members. It promotes and facilitates the training of teachers as a means of improving the quality of language teaching in the member organisations and in order to pool expertise in the further development of the EUROLTA scheme.

The EUROLTA scheme encompasses:

- The **EUROLTA** framework: A set curricular principles and guidelines.
- The **EUROLTA** international procedures: Common standards regarding roles and responsibilities of all actors at international, national and individual course levels.

It addresses three levels of implementation:

- At an international level: principles and procedures.
- At a national or institutional level: working rules and modes of delivery.
- At an individual trainer level: continuous professional development and benchmark opportunities through national and international networks.

The EUROLTA Framework

A key element in the delivery of quality language teaching is the qualification of teachers. The ICC recognises that many teachers of languages engaged in the field of adult education look for opportunities to advance in their profession. They often do not have the possibility to gain certification for the tasks they are fulfilling. The ICC maintains a competence-based framework for language teaching, which allows teachers to plan and track their professional development in an international context. The framework also enables participating institutions to qualify and certify teachers' proficiency using a common frame of reference. In this way it promotes a common understanding between all institutions involved in the teaching of languages to adults. Such understanding cuts across educational sectors and national and regional boundaries.

The **EUROLTA** Framework defines objectives and aims for teacher training as well as assessment criteria for certification at two levels. It therefore allows teachers to gain certification of their language teaching competence within one national or institutional context which is transferable to other contexts both nationally and internationally. The **EUROLTA** Framework thus sets standards for quality teacher training for language teachers.

The EUROLTA International Procedures

The **EUROLTA** International Procedures define the way in which the ICC maintains the integrity of the **EUROLTA** Framework through its network of members' standards by means of accrediting national and regional schemes and monitoring of assessment procedures leading to certification.

Who Can Become a EUROLTA Centre?

The ICC welcomes applications from centres that already operate teacher training programmes and wish to have their training programme acknowledged within the **EUROLTA** scheme, as well as from institutions not already operating teacher training programmes that wish to establish themselves as a **EUROLTA** centre.

The **EUROLTA** International Procedures allow for various forms of delivery of the training programmes according to different regional traditions, contexts and conditions. **EUROLTA** respects these differing educational environments and modes of delivery with the consequences that the organizational form, the duration of the training and the support systems offered to trainees as defined by the institutions running the programmes. However, an equivalent of a minimum of 100 hours' workload per level for trainees is considered the norm. Arrangements in each training institution (**EUROLTA** centre) will conform to the principles formulated in the **EUROLTA** Framework. These principles are:

- They will subscribe to the overall aims
- They will adhere to the methodological principles
- They will refer to the content areas and meet the objectives
- They will confirm trainees' achievement at either Certificate or Diploma level (see Framework for definition) and, where relevant, in any further content areas.
- They will develop and publish a Trainee Manual (section A below) specifying the syllabus and methods, of the training with respect to each of the content areas
- They will assure the production of a Trainee Certification Dossier (section B below) by each trainee.
- They will adhere to the procedures described in section C below

A/ The Trainee Manual

The **Trainee Manual** is a comprehensive guide for trainees and serves as evidence in an institution's submission to become an accredited **EUROLTA** provider.

The **Trainee Manual** is the benchmark of quality for the training institution. The **Trainee Manual** indicates the centre's commitment to the trainees and to the processes and standards set out in the **EUROLTA** framework. As such the **Trainee Manual** is considered the most important document in the accreditation process for any Teacher Training Centre.

The **Trainee Manual** should account for the following in a clear and comprehensible manner referring to the **EUROLTA** framework throughout:

- Any pre-requirements of trainees / the profile of trainees targeted by the course(s)
- The names, experience and qualifications of all trainers teaching on the course.
- The aims and objectives of the course(s) being offered
- The methodology deployed and the requirements this places on trainees
- The mode of delivery and the requirements this places on the trainees
- The timing of all elements and phases of the course
- The assessment criteria and modes of evaluation deployed, including details of the modes of teaching observation to be used on the course
- A description of the certification available to successful trainees and its relative position in regional, national and international contexts
- A Glossary of terminology usedⁱ

The Trainee Manual should be made available in the local language(s).

Copies of the documentation submitted to the ICC should be in both local languages and English, although the ICC understands that centres would not necessarily use English materials in their programmes.

ⁱ All institutional and national glossaries produced within the context of EUROLTA will be stored centrally by the ICC and made available to all EUROLTA centres.

B/ The Trainee's Certification Dossier

The trainee's Certification Dossier constitutes the evidence upon which assessment and certification is based.

It consists at a minimum of:

- a Submission Sheet for the Certification Dossier, signed by the trainee and the trainer(s)
- the documentation of at least one individual task focusing on the area of Language Awareness
- the documentation of at least one individual task focusing on the area of Language and Culture
- the documentation of at least one individual task focusing on the area of Planning and Evaluation
- the documentation of at least one group or individual task focusing on the area of Language Learning Processes
- the documentation of further non-core area of content beyond those listed above (see the **EUROLTA** Framework)
- the records of all lessons and teaching sequences observed by a trainer
- the records of all lessons and teaching sequences observed by the trainee
- written confirmation by the institution (trainer) that the trainee has been observed teaching in at least four complete lessons at two different levels. At least one lesson should be observed live in situ. Further possible modes of observation include a combination of synchronous or recorded video as well as micro-teachingⁱⁱ

All the tasks include a final evaluation and self-assessment by the trainees.

The precise requirements for the trainee's Certification Dossier can be adapted to suit specific courses or forms of delivery. The training institution will specify the exact form of the dossier and how it is to be completed during the course, for example, through examinations and/or continuous assessment. In all cases, the Certification Dossier as a whole documents how the trainee has tackled all the content areas and worked on a wide range of topics and tasks. It should also document that the trainee knows how the processes involved in teaching interrelate. All sources must be acknowledged. Plagiarism in any task will lead to an automatic fail for the complete Certification Dossier.

ⁱⁱ Where video or remote observation is used, the training centre must ensure that the video record includes both teacher action and student reaction and interaction.

C/ EUROLTA Procedures

Accreditation of training institutions

The ICC trains and certifies Master Trainers to audit and accredit training institutions. Master Trainers cannot audit and accredit their own institutions.

Training institutions wishing to deliver **EUROLTA** courses must submit an application in writing to a Master Trainer including the following:

- a Trainee Manual as described in section A above
- documentation describing the institution: a brief history, its size, its scope and its status within the country
- a complete set of any documentation addressed to the trainers delivering the course
- CVs for all the trainers
- A sample training unit or phase
- An account of the provision of appropriate assessment procedures (see below)

The Master Trainer has the right to carry out an in situ inspection at any time. Dates for such inspections would be agreed between the Master Trainer and the institution. Such an in situ inspection can include the following

- an inspection of the infrastructure provided for the programme
- an interview with the person in charge of the programme and/or a representative of the institution
- an interview with the principal trainer(s)
- an interview with the principal assessor

Additionally, if possible:

- an observation of a training session
- an observation of online communication (if relevant)
- a review of a full example of completed trainee work
- in situ confirmation of trainees successful teaching experience

On the basis of this audit procedure Master Trainers report within one month on their decision and reasons for accrediting the centre or not to the training institution for counter-signature by the person in charge of the programme.

The Master Trainer's report is forwarded to the ICC within a month after receipt of the counter-signature of the person in charge of the programme.

Periodical Evaluation of Accreditation of Training Institutions

After a period of two years following the initial accreditation, the Master Trainer asks the training institution to submit a report comprising:

- a short evaluation of the training courses run
- a description of any changes in the course design
- up-dated curricula of the trainers and the person responsible for the training courses
- action taken upon the recommendations by the Master Trainer in the initial auditing report.

On the basis of this report the Master Trainer decides whether the accreditation can be maintained. She/he may also demand a repetition of the in-situ audit. This is indicated in particular if there have been changes in the training team or in the organisational structure that might affect the continuity and the quality of the training.

The evaluation report is sent within one month to the training institution for counter-signature by the person in charge of the programme.

The Master Trainer's report is forwarded to the ICC within a month after receipt of the counter-signature of the person in charge of the programme.

Complimentary Audit

If the training institution decides to offer training on a different level or in a different mode, a complementary audit that involves submitting a detailed description of the new scheme to the Master Trainer but no in-situ visit, will be carried out.

In the case of a complementary audit, the Master Trainer's Report consists of:

- 1/ documents listed in section A above,
- 2/ additional comments by the Master Trainer, if necessary,
- 3/ the Master Trainer's recommendation for approval of the training programme or, in case the Master Trainer was not satisfied with the programme outline submitted, clear indications of where and in what way the training programme does not meet the **EUROLTA** requirements
- 4/ selected documents describing the training programme offered

These documents will be sent to the training institution audited for countersignature by the person in charge of the programme.

The Master Trainer's report is forwarded to the ICC within a month after receipt of the counter-signature of the person in charge of the programme.

Revocation of Centre Accreditation

A EUROLTA Training Centre's accreditation can be revoked within the terms of the procedures and standards specified in this document as a result of the Master Trainer's recommendation or directly by the ICC.

Listing of Recognised Accredited Trainers

Regional institutions propose Master Trainers

or they are invited directly by the ICC. They are trained and accredited by the ICC.

To become an accredited trainer, a trainer should submit their cv either individually or through

a centre as part of a centre's accreditation process. The cv should demonstrate knowledge and experience in delivering communicative language training courses – ideally at least three years.

Staff who are recognised trainers in their own locality but who are not familiar with the **EUROLTA** framework or courses designed according to that framework or with communicative language teaching methodologies, would be expected to familiarise themselves with the concepts and practicalities of **EUROLTA** based courses.

Where an individual indicates a desire to become a trainer but does not have the requisite experience, a centre may include them in their application for accreditation submission together with documentation outlining a suitable training and/or mentoring programme.

Trainers are required to actively participate in and complete successfully the **EUROLTA** training courses.

The ICC will maintain a database of accredited Master Trainers and trainers. This will enable the ICC to recommend trainers to centres where appropriate.

Accredited Assessors

Trainers wishing to be recognised as assessors should submit a cv to the Master Trainer either individually or through a centre. The cv should indicate experience the trainer may have had in portfolio based assessment and their experience as trainers.

Where an individual indicates a desire to become an assessor but does not possess the relevant experience, they would receive guidance on how to become an assessor from the Master Trainer. The ICC will maintain a database of recognised assessors. This will enable the ICC to recommend assessors to centres where appropriate and to manage the record keeping and coordination of assessments effectively.

Revocation of trainer and/or assessor accreditation

The ICC maintains the right to revoke a Master Trainer, assessor and/or trainer accreditation on the basis of documented malpractice either within the terms of the **EUROLTA** Framework and Procedures or in any related professional field in the case that this brings **EUROLTA** and the ICC into disrepute.

A Master Trainer has the right to revoke a trainer and/or assessor accreditation on the basis of documented malpractice either within the terms of the **EUROLTA** Framework and Procedures or in any related professional field in the case that this brings **EUROLTA** and the ICC into disrepute.

Assessment of Trainees

Assessment and subsequent certification is based on a **Certification Dossier** produced by each trainee.

A Submission Sheet in the local language(s) and English front each Certification Dossier. The Submission Sheet contains a checklist of all the elements contained in the dossier and a signed declaration that the trainee is submitting these elements for the purpose of certification.

The contents of the Certification Dossier are usually written in the language used for the moderation of the training course, but a training institution can accept Dossiers written in other languages if it has the means to assess them in those languages if an assessor is available who can assess

them in those languages. For ICC recording purposes the Assessor would need to produce reports in English instead of or as well as in local languages.

Rejection of the Certification Dossier

Trainees can be asked to resubmit their Dossiers if the contents are incomplete or inadequate. Training institutions are free to establish their own conditions with regard to inadequate work in a Certification Dossier. Training institutions may impose a time limit within which a resubmission must be made.

The **Trainee Manual** must specify the terms and conditions for the submission and possible resubmission of the Certification Dossier.

Individual Certification

An individual teacher who has not followed a **EUROLTA** training course can submit an independently completed Certification Dossier to the Secretariat of the ICC and ask to be certified under the **EUROLTA** scheme. The Dossier must be complete in all respects (see above).

If the teacher submitting the Dossier does not have documentation relating to a lesson assessed by a person who is a **EUROLTA** assessor or someone with an equivalent professional profile, he or she should contact the ICC Secretariat to enquire whether an assessor can be found in the area where the teacher lives.

The Secretariat will pass the Dossier on to an accredited **EUROLTA** assessor.

Records

Training institutions must keep copies of their trainees' Certification Dossiers for at least five years: These documents are open for inspection by other assessors or ICC representatives.

Appeals Procedure

In the event that a trainee feels that their Dossier has been unfairly assessed, he/she may appeal in writing to the training institution. The training institution will submit the Dossier to a different assessor.

If the second assessment also produces a negative evaluation, the trainee may make a final written appeal to the ICC. The ICC will submit the Dossier for assessment by an assessor from a different country.

Issuing of Awards

Both the **EUROLTA** Certificate and **EUROLTA** Diploma are issued by the training institution under license from the ICC. They bear the signature of the President of the ICC and the signature of the **EUROLTA** Coordinator for the training institution. At the end of a course, awards are sent from the ICC to the **EUROLTA** training centre and subsequently distributed by the centre to the trainees.

Fees

The fees for the various elements of the **EUROLTA** scheme

- Accrediting a centre
- Revalidation of a centre
- Issuing certificates to trainees

are available on a separate fee sheet or through the ICC website.

Appendix 1 – Roles rights and responsibilities of the various actors in the EUROLTA process

	ICC	Master Trainers	Assessors	Training institutions (EUROLTA centres)	Trainers
Roles	<ul style="list-style-type: none"> • Promotion of EUROLTA as an international standard • Maintain and develop further the EUROLTA system as described in this document. 	<p>According to the procedures described in sections A, B and C of this document and in any further documentation and templates issued by the ICC:</p> <ul style="list-style-type: none"> • Audit and accredit centres, assessors and trainers 	<ul style="list-style-type: none"> • Assess trainees' certification dossiers from training programmes in which they have not contributed to as trainer or organiser. 	<ul style="list-style-type: none"> • Organise and run EUROLTA courses. 	<ul style="list-style-type: none"> • Teach EUROLTA courses
Rights	<p>According to the procedures specified in this document:</p> <ul style="list-style-type: none"> • Revoke licenses to run EUROLTA courses and centres to issue EUROLTA Certificates • Revoke the accreditation of assessors and trainers 	<p>According to the procedures specified in this document:</p> <ul style="list-style-type: none"> • Issue licenses to centres to run EUROLTA courses and issue EUROLTA Certificates • Train and accredit assessors • Train and accredit trainers 	<ul style="list-style-type: none"> • Recommend certification of trainees to the centres concerned. • Can also be trainers as long as they do not audit trainees they have taught. 	<ul style="list-style-type: none"> • Appoint trainers and support their professional development • Propose Master Trainers and/or assessors. 	<ul style="list-style-type: none"> • There are three possible tracks to becoming a EUROLTA trainer: <ol style="list-style-type: none"> 1. Individual applies directly to ICC (form on website) 2. A EUROLTA centre appoints an individual and the Master Trainer accepts the EUROLTA centre's application, which includes the trainer's CV 3. A potential trainer undergoes a EUROLTA train-the-trainer course provided by one or more centres.
Duties	<ul style="list-style-type: none"> • Maintain a website through which Master Trainers, assessors, centres and trainers can access all necessary information, 	<ul style="list-style-type: none"> • Adhere to the procedures as described in sections A, B and C of this document and in any further documentation and/or templates issued by the ICC. 	<ul style="list-style-type: none"> • Submit their assessment reports to the Master Trainer and centres using the working documents and 	<ul style="list-style-type: none"> • Organise and run EUROLTA courses with more than one trainer whenever possible. • Provide either alone or in 	<ul style="list-style-type: none"> • Actively participate in and complete successfully EUROLTA train-the-trainer workshops

	<p>tariifs, documents and templates</p> <ul style="list-style-type: none"> • Ensure Master Trainer standardization as necessary. • Collaborate with the ICC in providing assessor training workshops and comprehensive briefs for assessors. • Provide clear and comprehensive briefs for Master Trainers. • Support where possible (but are not responsible for) EUROLTA train-the-trainer workshops 	<ul style="list-style-type: none"> • Play an active role in the ICC EUROLTA network by participating in development projects and meetings called by the ICC • Collaborate with the ICC in providing assessor training, standardization workshops and comprehensive briefs for assessors 	<p>templates provided by the ICC.</p> <ul style="list-style-type: none"> • Actively participate in and complete successfully assessor training and follow-up workshops 	<p>collaboration with other centres EUROLTA train-the-trainer workshops</p> <ul style="list-style-type: none"> • Adhere to the EUROLTA International Procedures as described in sections A, B and C of this document • In particular EUROLTA centres are to develop and publish a Trainee Manual for each course and/or equivalence procedure, which is to be made freely available to all trainees. 	<ul style="list-style-type: none"> • Teach EUROLTA courses adhering to the principles of the EUROLTA Framework
<p>Profiles</p>	<ul style="list-style-type: none"> • Master Trainers are experts in language learning and teaching in an out-of-school context. They are familiar with local / regional / national language teaching environments and issues. • Master Trainers are trained and accredited by and work directly to the ICC 	<ul style="list-style-type: none"> • Master Trainers are experts in language learning and teaching in an adult education context and are experienced teacher trainers. • Assessors can be proposed by EUROLTA centres or apply directly to the ICC on an individual basis. • Assessors are accredited by and report directly to the Master Trainer. • Assessors are appointed by their organisation 	<ul style="list-style-type: none"> • Assessors are experts in language learning and teaching in an adult education context and are experienced teacher trainers. • Assessors can be proposed by EUROLTA centres or apply directly to the ICC on an individual basis. • Assessors are accredited by and report directly to the Master Trainer. • Assessors are appointed by their organisation 	<ul style="list-style-type: none"> • Educational institutions with at least three years experience in the teaching of at least 3 languages. • Otherwise, potential centres must fulfil the conditions and requirements as described in this documents. 	<ul style="list-style-type: none"> • Are qualified at a level equivalent to Level Two as defined by the EUROLTA Framework. • Have considerable experience in teacher training and in-service teacher development. • Are preferably active language teachers.



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