

# Pearson GSE Partner School Handbook

## Who and what is this policy for:

This handbook is for institutions seeking recognition for the standard of the English language learning programs that they deliver. Our Pearson GSE Partner Schools service is an independent benchmark that certifies that the programs being offered follow the standards expected of any Global Scale of English (henceforth GSE) alignment.

This handbook describes how the service works, what the process requires and how you can apply for it.

# Who we are

## Pearson Education Ltd:

At Pearson, our purpose is simple: to add life to a lifetime of learning. We believe that every learning opportunity is a chance for a personal breakthrough. That is why our c.20,000 Pearson employees are committed to creating vibrant and enriching learning experiences designed for real-life impact. We are the world's leading learning company, serving customers in nearly 200 countries with digital content, assessments, qualifications, and data. For us, learning isn't just what we do. It's who we are.

Visit us at [pearsonplc.com](https://www.pearsonplc.com)



We are the  
world's largest  
education  
company

1

### Our purpose:

Add life to a life time of learning

2

### Our mission:

Create vibrant and enriching learning experiences designed for real life impact

3

### Our vision:

Everyone can envisage the life they imagine through learning



# Pearson GSE Partner School Handbook

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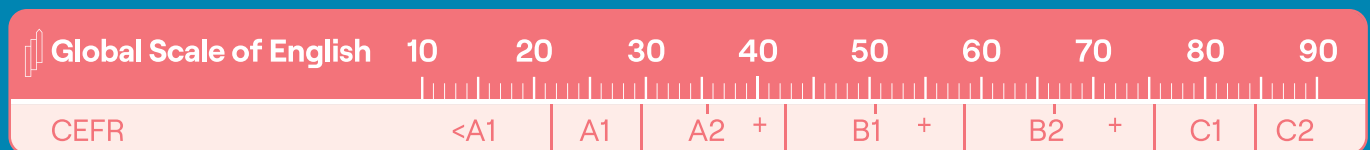
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## 1. What is the Global Scale of English (GSE)?



The Global Scale of English (GSE) is a standardized, granular scale which measures English language proficiency and is psychometrically aligned to the Common European Framework of Reference for Languages (CEFR). The scale, which ranges from 10 to 90, is designed to motivate learners by accurately demonstrating small increments in progress – within and across CEFR levels. The GSE serves as a standard against which English language courses and assessments worldwide can be benchmarked.



The GSE Learning Objectives are aligned to the GSE proficiency scale and describe what a learner can do at different levels of proficiency on the scale. The work to develop the GSE Learning Objectives builds upon the research carried out by Brian North and the Council of Europe in creating the CEFR, and GSE Learning Objectives follow the same “Can Do” formula found in the CEFR.

To address the specific needs of learners studying English for different purposes, GSE Learning Objectives have been developed for five different learner audiences: adults studying on a general English course, adults studying academic English, adults studying English for the workplace, Young Learners (aged 6-14) and Pre-Primary Learners (aged 3-5).

For more information about the Global Scale of English, visit our website:

[The Global Scale of English – English language learning | Pearson Languages.](#)

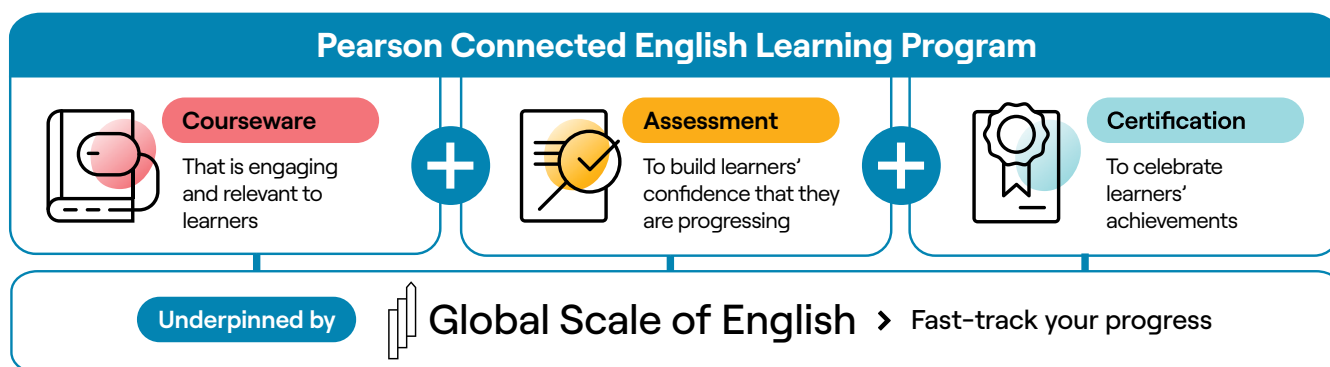
## 2. What is the Pearson GSE Partner School Program?

- 2.1. The Pearson GSE Partner School program is a two-tiered (Silver and Gold) certification for institutions who have developed their English language learning program according to GSE standards, both of teaching and learning.
- 2.2. The Partner school status will allow institutions to promote themselves as certified to provide English language learning courses that are aligned to the Global Scale of English, an international language standard, to employ teachers who are trained to teach in this fashion, and have access to the best quality materials to enable students to be tracked lesson by lesson in their progress to reach their language-learning destinations.
- 2.3. The Pearson GSE Partner School program is a flexible service that independently benchmarks your in-house English language learning programs against a set of quality objectives. It provides your organization with a Pearson recognized quality mark that demonstrates you have met our rigorous standards for delivering quality training provision.

- 2.4.** The nature of the ‘partner’ relationship refers only to the ELL program and the specifically stated areas within this document and does not imply a relationship of legal liability for the operations of the licensed institution. We do not certify the institution as a whole, nor the staff members employed in the institutions other than those who actually provide the English learning in class. Our certification only covers the quality of the English program, the resources, the way students progress is tracked and how teachers provide learning in relation to the GSE.
- 2.5.** Pearson reserves the right to reject applications or to cancel partner status if there are any legal, moral or ethical reasons why the partnership can no longer continue or any of the regulations outlined in this document are contravened.

### 3. **What are the benefits of being a Pearson GSE Partner?**

- 3.1. Products and Services** – All of Pearson products and services are designed to work together to provide a seamless program of progress for students, through the Pearson Connected English Learning Program, powered by the Global Scale of English (GSE). This can be seen in the figure below. An institution that follows the Pearson Connected English Learning Program will already be on the fast track to being certified as a Gold Partner School.



- 3.2. Visibility** – Local and International recognition that can promote the school. Using Pearson assets to raise credibility and reputation of the school.
- 3.3. A Wider World** – New networks of connections, both regionally and globally, of like-minded institutions.
- 3.4. Quality** – Institutions can prove the success of their program to stakeholders through data supplied by using the Global Scale of English as a standard of excellence. Teachers are provided with a continuous Professional Development Program for English teachers.
- 3.5. Extension** – Institutions can extend their own areas of development. They could develop a PTE (Pearson Test of English) preparation program or even become a partner for professional development in the region.
- 3.6. Choice** – Institutions can begin by becoming a Silver Partner School. This will give them time to upgrade to full partnership, a Gold Partner School. They can remain a Silver Partner for up to three years.

## 4. What are the benefits of being a GSE Silver Partner?



- 4.1. Curriculum and Resources** – Access to the world of GSE and Pearson through Pearson courseware and its extra resources available to Pearson users. GSE mapping documents for all Pearson courses to maximise teaching and learning. Initial inspection (and then one every 3 years) followed by detailed report and recommendations.
- 4.2. Training** – Trainings for teachers on implementing Pearson GSE courseware and teaching with GSE. Introduction to GSE course for English teachers. Access to local learning consultants and expert advisors on English language learning and assessment.
- 4.3. Marketing and Promotion** – Using Pearson assets to raise credibility and reputation of school. Local initiatives by our local offices and partners for Silver Tier Institutions. Pearson branded assets kit includes Pearson Partner School signage, Marketing and social media assets, Pearson marketing poster and collateral in school premises.

## 5. What are the requirements to become a GSE Silver Partner?

- 5.1.** For application to be approved, terms and conditions signed and payment made.
- 5.2. Curriculum and Resources** – Implement the Global Scale of English (GSE) Framework. Provide all relevant documentation and data required for recognition. Align all English programs to GSE. Ensure teaching conforms to GSE standards.
- 5.3. Training** – Commit to Professional Development for English teachers (1) Completing 'Introduction to GSE' module. (2) Complete inspection including observation of teachers, (3) Attend all PD provided by and for the local team.
- 5.4. Marketing and Promotion** – Conform to all the requirements for marketing and promotion.
- 5.5.** To provide ELL education and services in line with the standards of Pearson and the GSE Partner Program handbook and instigate changes when or if required to stay in line.

## 6. What are the benefits of being a GSE Gold Partner?



### All the benefits of the Silver Partner are included plus...

- 6.1. Curriculum and Assessment** – Access to all the advantages of Pearson digital assessment for Progress and Certification. Student reports after every assessment. Free teacher mapping using Pearson Level test (max. 5 teachers). Access to local initiatives by our local offices and partners for Gold Tier Institutions.
- 6.2. Training** – Able to run PTE (Pearson Test of English) Academic training programs. Discounts on all Pearson PD. First access to all Pearson development and services. Members of an International Network holding conferences and training webinars.
- 6.3. Marketing and Promotion** – Pearson branded assets kit ~ includes Pearson Partner School signage, Marketing and social media assets, Pearson marketing poster and collateral both in and outside of school premises, Customised Student English Certificates of Attendance, certified by Pearson can be issued.

## 7. What are the requirements to become a GSE Gold Partner?

### All the requirements to be a Silver Partner are required for Gold, as well as...

- 7.1.** For application to be approved, terms and conditions signed and payment made.
- 7.2. Curriculum and Assessment** – Use Pearson Assessment products for students' progress monitoring and achievement. Have teachers with the required level of English confirmed by mapping.
- 7.3. Training** – Attend training on implementing and using digital GSE assessment. Institution to provide at least one TELA training module a year to teachers.
- 7.4. Marketing and Promotion** – Conform to all the requirements for marketing and promotion.
- 7.5.** To provide ELL education and services in line with the standards of Pearson and the GSE Partner Program handbook and instigate changes when or if required to stay in line.

## **8. How do I apply to become a Pearson GSE Partner School?**

- 8.1.** If you are interested in finding out more about the Pearson GSE Partner School Program, contact one of the people in the contact list at the end of this handbook. They will be happy to visit you and discuss the process with you. Once you feel confident that you wish to apply, your contact will send you an application form to fill in. The application process will begin once payment is confirmed. Note however, the three-year license will not begin until after the inspection is completed. An example of the application form is included in the Appendices (see Appendix A).
- 8.2.** It's important that you tell us about all the locations where the English program will be delivered.

## **9. What is the process to become certified as a Pearson GSE Partner School?**

- 9.1.** Application – see 8 and Appendix A.
- 9.2.** The Application will be considered and compliance covered by Pearson. When the institution passes this stage. They will receive a 'Terms and Conditions' document to sign and will be required to pay (see Section 15).
- 9.3.** Once the 'Terms and Condition document is returned signed and payment is completed. The official process may begin.
- 9.4.** Provision of Resources and Training – The institution will be given an introductory session which will outline the process, run through the criteria (see Appendix B) and provide the institution with a checklist of the things that will need to be done for either Silver or Gold certification. Pearson will then set up and run the initial training sessions. From that time, the institution will be given as much time as it needs to prepare for inspection. An institution can request extra support and training, but this will be provided at cost.
- 9.5.** When the institution feels it is ready, it will inform the Pearson contact who will then set up the inspection. All required paperwork must be provided to the Inspector at least one week before the inspection. All inspections will be done onsite unless there are severe geographical restrictions. They will include the spot observation of lessons during one working day and a number of meetings which the inspector will arrange to discuss issues relating to the documentation received and the criteria for inspection (see Appendix B).
- 9.6.** Note that the requirements of inspection for Gold and Silver partners are different and will require different documentation (see Appendix B).

## **10. Who will do the training and inspections?**

Pearson has a team of Master Trainers, all trained and qualified by Pearson, who will provide all local training and complete inspections both online and face to face. As well as these Master Trainers, international training can be provided online, by video and as part of interactive training programs.



## **11. What happens after the inspection?**

- 11.1.** After the inspection, the institution will receive a full report within ten days. Please note that the 3-year license begins once the inspection has been completed. If documentation is not provided a week before, the inspection will be cancelled and will not be re-scheduled until the documentation has been provided.
- 11.2.** There are one of three results to an inspection. (1) The institution passes the inspection and receives a 3-year license with all the benefits for the applied-for level of partnership. (2) The institution receives a 'conditional pass'. This means that the license will begin but will only be valid for one year. At the end of the year there will be another inspection and if the institution does not pass fully, their license will be cancelled without recourse. If they pass, the license will be extended for the remaining two years. (3) The institution fails the inspection, the license is postponed, and the institution cannot re-apply for another six months. However, the period of the license will continue for the full three-year period, but the institution will not receive any benefits until they pass the inspection.
- 11.3.** Institutions are well within their rights to organise an awards ceremony to promote their certification once they have been informed they have passed inspection and will be granted partnership.
- 11.4.** The license will be valid for the periods referred to in section 11 (above) and there will be no further inspections during this time unless (1) Pearson receives a formal complaint about the school; or (2) Pearson has any cause to suspect that the school is not complying with the terms of this Handbook and any other requirements communicated by Pearson from time to time. In such circumstances, Pearson reserves the right to require further information and documents from the school and carry out a spot inspection. If any wrongdoing or non-compliance is found, Pearson reserves the right to revoke the license immediately in its sole discretion.
- 11.5.** From the moment that Pearson confirms that the license has been granted to the institution, the institution is entitled to all the benefits as outlined in this handbook, according to the level of partnership (Silver or Gold).

## **12. What happens if I/the institution disagrees with the report?**

- 12.1.** The institution should be able to voice any concerns/objections to the report (within 3 weeks/ months etc of receiving the report).
- 12.2.** Pearson will supply a reply within a month of receiving notification. The final determination re: the report/license, rests with Pearson in its sole discretion.

### **13. What happens if the partner wants to renew?**

- 13.1.** No later than 3 months before the end of the 3-year license, the partner schools will need to apply for a three-year renewal.
- 13.2.** Pearson is committed to the continuous development of schools. For this reason, Silver Partner Schools will need to apply for Gold partnership if they want to continue and will follow the same procedures as the initial application but with a renewal discount. Gold Partners can renew their license in the same way to retain the Gold partnership.

### **14. What happens if the partner does not want to renew or Pearson cancels the license?**

- 14.1.** If a Partner School wishes to renew the term of the license, they must inform Pearson no later than 3 months before the end of the license period. Failure to do so may result in the cancellation of the license. A school that does not wish to renew must cease all mention of Pearson partnership or exhibiting any evidence of a partnership, after the expiry of the license. Failure to do so may result in Pearson taking legal action.
- 14.2.** After the end of the license period, the institution will no longer be entitled to any of the benefits of the Pearson GSE Partner Schools. The institution must cease using any marketing or promotional material provided to them by Pearson.

### **15. Can Pearson cancel the license?**

- 15.1.** Outside of the standard inspection process, that happens every three years, Pearson reserved the right to conduct on-the-spot inspections if they can provide what they believe to be relevant justification (e.g. a formal complaint or evidence of behaviour that threatens the Pearson brand). They may also demand documentation within a reasonable timeframe. Failure to respond cooperatively will be considered evidence of breach of license conditions.
- 15.2.** If evidence is confirmed of behaviour that is detrimental to Pearson or breaks the terms and conditions of the license, Pearson will give a four-week warning of termination of license. During that time all evidence of Pearson promotion of the institution will need to be removed from the premises and from all communication pieces that the institution uses.
- 15.3.** On a date four-weeks from the notification of license termination all formal links with the Pearson GSE Partner Program will have been served. Failure to do may result in legal action.

## 16. How much does the Partner School Program cost?

 <b>£200</b> Three-year licence <hr/> <b>GSE Silver Partner</b>	 <b>£600</b> Three-year licence <hr/> <b>GSE Gold Partner</b>
<b>Each additional branch will be charged 50 GBP/school</b>	

## 17. Will I get anything to display at my organization?

- 17.1.** All successful applicants will receive a plaque for their main school. Any other schools belonging to the same institution will receive certificates. These can be openly displayed inside the school premises.
- 17.2.** Silver Partner Schools have the right to display their partner status inside the building but not outside the building. Gold may display their status outside the school buildings.
- 17.3.** Any new form of display that has not been provided by Pearson will need to be agreed with the Pearson team before it is displayed.
- 17.4.** Please refer to the criteria in Appendix B for all sections of the inspection.

## 18. Is non-Pearson certified PD acceptable for validation?

- 18.1.** No. All PD programs and initiatives for teachers that are considered part of the Partner Program have to be provided by Pearson, a third-party partner of Pearson, or a provider that has been approved by Pearson to be part of the certification.

## 19. Can we create our own in-house certificates with the Pearson logo?

- 19.1. Partner Schools can issue their own certificates, providing they are approved by Pearson. Bespoke certificates must be shared during the inspection.
- 19.2. Pearson Partner Schools certificate templates are provided by Pearson. The Partner School's logo can be added to these standard templates.
- 19.3. All certificates bearing any reference to Pearson or the program need to be reviewed and approved by Pearson.

## 20. Can my certificates be in a language other than English?

- 20.1. If the Partner School needs training certificates in a language other than English, or if the School plans to market its training programs in a language other than English, the certificates and marketing materials will need to be reviewed at the inspection.
- 20.2. It is important that Partner Schools make sure that stakeholders understand that these certificates are not a Pearson qualification.

## 21. What happens if I/the institution does not/cannot comply with this Handbook?

- 21.1. If a partner does not comply with this Handbook (including the terms in Appendix B) and any other requirements communicated by Pearson from time to time, Pearson reserves the right to require further information and documents from the school and carry out a spot inspection. If any wrongdoing or non-compliance is found, Pearson reserves the right to revoke the license immediately in its sole discretion.
- 21.2. If at any time, an institution feels it can no longer fulfill the requirements of the handbook, they should let Pearson know immediately and discussions will be immediately instigated on possible ways forward.

## 22. Who is my Pearson contact for this process?

For all queries and to support your application your Pearson contact is:



# Pearson GSE Partner School Program

Date of Application: \_\_\_\_\_

Institution Name: \_\_\_\_\_ Institution Number: \_\_\_\_\_

Type of Institution: ☐ Preschool ☐ Primary ☐ Secondary ☐ University ☐ Language School ☐ Others

Status: ☐ Private School ☐ State School Country / City: \_\_\_\_\_ / \_\_\_\_\_

Years of Operation: \_\_\_\_\_

## Account Setup

**Account Administrator:** Individual who is responsible in institution as main contact point

Name: \_\_\_\_\_ Title: \_\_\_\_\_

Telephone: \_\_\_\_\_ Email: \_\_\_\_\_

**IT Support:** Individual(s) who will be setting up testing technology and internet access

Name: \_\_\_\_\_ Email: \_\_\_\_\_

## Pearson GSE Partner School Tier applying for (Please choose one)

☐ Silver ☐ Gold ☐ Renewal to Gold

## Courseware Information

Segment	Courseware Name	Assessment Name	Total Students
Primary			
Lower Secondary			
Upper Secondary			
Higher Education			
Others (Please specify)			

Authorized Administrator

The signatory is an authorized signatory,  
who is signing for and on behalf of \_\_\_\_\_

Pearson Administrator

\_\_\_\_\_  
<type name if submitting electronically>

\_\_\_\_\_  
<type name if submitting electronically>

Title: \_\_\_\_\_

Title: \_\_\_\_\_

On behalf of the Institution named in this form, I confirm that I have read the Pearson GSE Partner Schools Handbook and understand that this Institution's participation in the Pearson GSE Partner Schools program is governed by and dependent on compliance with this Handbook. I agree that this Institution shall comply with all the requirements set out in the Handbook, together with any other requirements communicated by Pearson from time to time, and confirm that I am authorized to enter into this agreement on behalf of the Institution.

## List of branches participating in Pearson GSE Partner Program

[illegible]

# Information Technology (IT) Infrastructure

**As a Global School of English (GSE) Partner School candidate, I hereby confirm that our school is able to do the following:**

1. Provide a stable internet in the classroom at all times.
2. Provide either interactive whiteboard or projector, computer, and screens in a classroom at all lesson times.
3. The computers can use Pearson platforms / digital tools seamlessly in the classroom.
4. The sound system in the classroom allows all students to hear audio/video clearly.
5. Confirm that teachers are able to use technology competently in the classroom.
6. Provide local management of Information Technology (e.g. a tech specialist or IT Manager who makes sure all computers / internet is working).
7. Provide a language lab facility with computers, headphones and microphones to operate Pearson Language Assessment product (Gold Tier Only).

# Pearson GSE Partner School Criteria and Conditions

## Introduction

### Criteria areas

1. GSE – aligned teaching programs (curricula/syllabi) – ALL TIERS
2. GSE – aligned resources (both print and digital) – ALL TIERS
3. GSE – aligned teacher training – ALL TIERS
4. GSE – aligned teaching practice – ALL TIERS
5. Technology base – ALL TIERS
6. GSE-aligned assessment (also aligned to resources) – GOLD TIER ONLY
7. Teacher Language Standards – GOLD TIER ONLY
8. Profession Development – GOLD TIER ONLY
9. PTEA Training Center – GOLD TIER ONLY

### Other Conditions

1. Use of GSE Partner School marketing and promotion
2. GSE stakeholder awareness





# GSE Alignment

## Quality Objective L.1:

### Design of teaching/learning programs for GSE – ALL TIERS

#### L.1

Quality systems and processes are in place to:

- Establish GSE-aligned parameters for all programs.
- Identify GSE-aligned learning outcomes for each program.
- Develop and plan syllabus and course content aligned to GSE learning objectives.

Measures: You will:	Examples of possible evidence: (NOT ALL REQUIRED)
<b>L.1.1.</b> Establish GSE-aligned entry and exit points for each course/program.	<ul style="list-style-type: none"><li>• Evidence from official sources that inform entry and exit points (e.g. Ministry or Institutional requirements) and that will be aligned to GSE levels.</li><li>• Evidence to justify these prescribed entry and exit points.</li><li>• Documentation on the outcomes required for each course (e.g. CEFR) that are then aligned to GSE (see below).</li><li>• Documentation on the alignment of the course outcomes to GSE level for exit (e.g. mapping documents).</li><li>• Documentation to show how GSE entry and exit levels were established, outlining alignment to GSE in all assessable areas (e.g. grammar, reading, speaking etc).</li><li>• Evidence (e.g. meeting minutes and reports) showing that entry and exit points are re-evaluated on a yearly basis based on the collection of student performance data.</li></ul>

Measures: You will:	Examples of possible evidence: (NOT ALL REQUIRED)
<p><b>L.1.2.</b> Identify GSE-aligned learning outcomes for each program.</p>	<ul style="list-style-type: none"> <li>• Evidence of GSE alignment of program outcomes, in line with the established entry and exit points (see above).</li> <li>• Evidence (e.g. meeting minutes and reports) of any changes made to the outcomes for each program based on the collection of student performance data.</li> </ul>
<p><b>L.1.3.</b> Develop and plan program syllabus.</p>	<ul style="list-style-type: none"> <li>• Evidence of GSE alignment of program syllabus.</li> <li>• Evidence that the program syllabus meets the outcomes established in L.1.2.</li> <li>• Evidence of recycling considerations.</li> <li>• Evidence of remediation and stretch considerations.</li> <li>• Evidence of non-class time activities to supplement in-class learning (e.g. homework, hybrid learning, flipped classroom approach).</li> <li>• Evidence that time and resources are available to meet the course outcomes.</li> <li>• Evidence (e.g. meeting minutes and reports) of evaluations carried out of course content and any changes made based on the collection of student performance data.</li> </ul>
<p><b>L.1.4.</b> Create assessment documents outlining assessable GSE points and outcomes.</p>	<ul style="list-style-type: none"> <li>• <b>Gold Tier Only.</b> See L.6.</li> </ul>

## Quality Objective L.2:

### Choosing and adapting resources for GSE – ALL TIERS

#### L.2

Resources (both print and digital) are chosen and/or are adapted to seamlessly align to GSE and enable teachers to use GSE in the classroom and for assessment.

- Align possible resources to the GSE-aligned institutional syllabi.
- Adapt any resources that do not align to syllabi (above) to ensure alignment.
- Ensure any teacher support allows said teachers to use GSE-classroom-friendly resources in their classroom.

Measures: You will have:	Examples of possible evidence: (NOT ALL REQUIRED)
<p><b>L.2.1.</b> Resources (both print and digital and including all components) that are GSE-aligned and suitable to deliver the syllabi created in L.1.</p>	<ul style="list-style-type: none"> <li>• Evidence (e.g. mapping documents) of mapping resources to GSE Learning Objectives.</li> <li>• Evidence that course materials contain clearly signposted outcomes aligned to GSE Learning Objectives.</li> <li>• Evidence that course materials meet the syllabi outcomes established in L.1.</li> <li>• Evidence (if required) of any necessary changes to course materials to ensure GSE-alignment (e.g. supplementary materials to cover GSE LOs that are not covered in the selected coursebooks).</li> <li>• If materials are not created with GSE in mind, that they have been backward-mapped and evidence is provided.</li> </ul>
<p><b>L.2.2.</b> Supplementary materials to ensure that resources can be used in a GSE-friendly-classroom. This includes all components of said resources.</p>	<ul style="list-style-type: none"> <li>• Documents and roadmap of necessary material needed to create and justification if not required (see above).</li> <li>• Final teaching pack that enables a GSE-friendly-classroom (see below).</li> </ul>

## Quality Objective L.3:

### GSE-Aligned Teacher Training – ALL TIERS

#### L.3

All teachers are provided with training in GSE and how to use GSE resources for teaching, tracking and supporting progress, and assessment. Including:

- A GSE training program for all teachers.
- A record of GSE PD for all teachers.
- Ongoing revision of the training.

Measures: You will have:	Examples of possible evidence: (NOT ALL REQUIRED)
<b>L.3.1.</b> A training program on the GSE for all teachers that covers an introduction to the GSE, training on the use of GSE in teaching, assessment and progress monitoring.	<ul style="list-style-type: none"> <li>• Evidence of a GSE training program for all teaching staff responsible for delivering GSE-aligned courses.</li> <li>• Evidence that the training covers the background to GSE, and practical training on the use of GSE for teaching, assessment and progress monitoring.</li> <li>• Planning and implementation delivering initial and ongoing GSE training.</li> <li>• Evidence of assessment of the training program <b>GOLD TIER ONLY.</b></li> <li>• Evidence of some form of recognized certification for teachers completing the training program.</li> </ul>
<b>L.3.2.</b> Means to record teachers' PD progress through GSE training.	<ul style="list-style-type: none"> <li>• Record of teachers' progress through the GSE training program.</li> <li>• Accreditation for teachers who have completed the GSE training program.</li> <li>• Evidence of annual assessment/appraisal of teachers PD, including use of GSE.</li> </ul>
<b>L.3.3.</b> Ongoing review of the GSE training program.	<ul style="list-style-type: none"> <li>• Evidence (e.g. meeting minutes and reports) of ongoing evaluation of the GSE training program and a record of any changes made to the original program, with justifications.</li> </ul>



## Quality Objective L.4:

### GSE-Aligned Teaching Practice – ALL TIERS

#### L.4

All teaching in the classroom should be:

- Following the GSE aligned syllabi.
- Using the prescribe courseware according to GSE aligned teaching principles.
- Teaching in line with principles of GSE-friendly classroom that track and support students' progress using GSE Learning Objectives (LOs).

Measures: In order to do this you will:	Possible evidence: (NOT ALL REQUIRED)
<b>L.4.1.</b> Be able to prepare lessons which present, practice and check target LOs.	<ul style="list-style-type: none"> <li>• GSE-aligned yearly plans.</li> <li>• GSE-aligned lesson plan/notes.</li> <li>• Lesson/Student reports that show remediation/stretch needs based on LOs.</li> <li>• Resources that are aligned to relevant GSE LOs.</li> </ul>
<b>L.4.2.</b> Implement GSE-friendly lessons.	<ul style="list-style-type: none"> <li>• Records of Observation providing GSE-friendly lessons.</li> <li>• Evidence of GSE-related training given to teachers.</li> <li>• Evidence of student reflection on progress of Learning Objectives.</li> </ul>
<b>L.4.3.</b> Support for remediation and stretch based on GSE information.	<ul style="list-style-type: none"> <li>• Materials, aligned to GSE.</li> <li>• Evidence of providing remediation and stretch to individual students either in or out of class.</li> </ul>

# Quality Objective L.5:

## Technology Base – ALL TIERS

### L.5

All teaching in the classroom should be:

- Technology viable for all provided resources.
- Have access to regular technological support.
- All provided technology is at a standard that facilitates the use of resources.
- Users are all sufficiently trained in use of technology.

**Measures:** In order to do this you will:

**Possible evidence:** (NOT ALL REQUIRED)

**L.5.1.** The location of the school allows for the required level of technology access in all classrooms.

- Evidence of all operable classes having at least the specs of either below devices;
  1. Interactive whiteboard, minimum specs
    - OS: Windows 10+, OSX 10.16+
    - CPU: Intel Core™ Duo 2.0GHz or faster processor
    - Memory: 2GB+
    - Resolution: 3840x2160
  2. Projector, minimum resolution: 1920x1080  
Computer, minimum specs
    - OS: Windows 10+, OSX 10.16+
    - CPU: Intel Core™ Duo 2.0GHz or faster processor
    - Memory: 2GB+
    - Resolution: 1920x1080
- Assessment Requirements
  - Evidence of having at least 1 computer lab for each 400 test takers.
  - Evidence of having at least 20 working devices in each lab, each device positioned 1.5m distance from one another.
    - Computer/Laptop
      - OS: Windows 10+
      - CPU: Supports virtualization
      - Memory: 4GB+
      - Accessories: Compatible Headset with microphone
    - Tablet
      - Android: Android tablets with screen sizes 8" and higher
      - iPad: iPad Air, iPad Pro, iPad Mini 3
  - Accessories: Compatible headset with microphone

Measures: In order to do this you will:	Possible evidence: (NOT ALL REQUIRED)
<p><b>L.5.2.</b> The institution has technical staff who are familiar with the resources and the provisions of the institution.</p>	<ul style="list-style-type: none"> <li>• All equipment should be managed centrally. Log records to be provided.</li> <li>• Evidence of logging process records, incident records.</li> </ul>
<p><b>L.5.3.</b> The online connection of the institutions can handle usage and all resources provided by schools for learning and assessment can run provided resources.</p>	<ul style="list-style-type: none"> <li>• Evidence of problem-free internal network, logs to be provided.</li> <li>• Evidence of network coverage for all equipment (Wi-Fi or wired).</li> <li>• Evidence of having minimum 20mbps download per lab, 20mbps upload high speed internet.</li> </ul>
<p><b>L.5.4.</b> Users have all been trained how to use the Pearson technical resources correctly.</p>	<ul style="list-style-type: none"> <li>• Evidence of participation of training of all academic and technical users each academic year.</li> <li>• Have taken any trainings or courses provided by Pearson as part of the package.</li> </ul>

## Quality Objective L.6:

### Alignment of GSE to assessment – GOLD TIER ONLY

#### L.6

All assessment (diagnostic, formative and summative; print or digital) in the teaching program should:

- Cover the area from prescribed entry GSE score to the prescribed exit GSE score of each relevant level.
- Cover relevant GSE LOs of the syllabi.
- Provide a reliable and informative means of testing progress/proficiency.
- Be able to provide diagnostic information to inform remediation and stretch according to GSE LOs.
- Allow institution to track students' progress throughout their institutional journey via GSE.

Measures: You will:	Possible evidence:
<b>L.6.1.</b> Have assessment that cover LOs from the entry to the exit point of the program.	<ul style="list-style-type: none"> <li>• Assessment test specs that includes GSE alignment for all tests.</li> <li>• Portfolios/passports etc aligned to GSE LOs.</li> </ul>
<b>L.6.2.</b> Use assessment that test only relevant LOs to the level.	<ul style="list-style-type: none"> <li>• Individual test specs in accordance with Overall Assessment test specs and GSE alignment.</li> <li>• Examples of self-created tests in last two years.</li> </ul>
<b>L.6.3.</b> Have a standardized way of marking that confirms or identifies weaknesses in specified LOs of the students.	<ul style="list-style-type: none"> <li>• Archive or marked/checked test papers.</li> <li>• Database of testing items that test LOs.</li> <li>• Evidence of criteria for standardized speaking and writing.</li> <li>• Evidence that criteria has been aligned to the relevant GSE assessment framework.</li> </ul>
<b>L.6.4.</b> Be able to generate individual reports for students to inform teaching, including remediation and stretch.	<ul style="list-style-type: none"> <li>• Plan showing how this will be done.</li> <li>• Documents including those for students showing implementation of said plan.</li> <li>• Evidence of student of assessment using GSE.</li> </ul>
<b>L.6.5.</b> Have records of students test results as they progress through the educational system.	<ul style="list-style-type: none"> <li>• Archive or database where an individuals journey can be tracked and checked.</li> </ul>



## Quality Objective L.7:

### Teacher Language Standards – GOLD TIER ONLY

#### L.7

All teachers should:

- Have an English level of above 58 (B2) on the GSE scale.

Measures: You will:	Possible evidence:
<b>L.7.1.</b> Employ teachers who are at the prescribed level of English.	<ul style="list-style-type: none"><li>• Test results of all teachers from a prescribed Pearson language test.</li><li>• A language program provided for teachers who have not reached the level.</li><li>• Copies of Test Reports archived by the institution and provided during inspection.</li></ul>

## Quality Objective L.8:

### Professional Development– GOLD TIER ONLY

#### L.8

All teachers should:

- Access our professional development program.
- Run at least one Pearson TEL Academy course per year.

Measures: You will:	Possible evidence:
<b>L.8.1.</b> Provide at least one Pearson TEL Academy course to teachers per year.	<ul style="list-style-type: none"><li>• Evidence of registration of teachers.</li><li>• Evidence of implementation and course certificate completion.</li><li>• Copies of accreditation of teachers by the institutions provided during inspection.</li></ul>

## Quality Objective L.9:

### Becoming a PTEA Learning Center – GOLD TIER ONLY

#### L.9

In fulfilling all the requirements GSE Partner School program, the school can become an accredited PTEA training course provider. Teaching staff should:

- Complete the PTE Academic teacher training program.
- Attend ongoing PTE Academic teacher training sessions.
- Design and implement a PTE Academic learning program based on PTE Academic skills (in conjunction with GSE Learning Objectives).

Measures: You will:	Possible evidence:
<b>L.9.1.</b> Run initial PTE Academic teacher training with teachers as well as ongoing PTE Academic teacher professional development, face to face or online.	<ul style="list-style-type: none"><li>• Evidence of registration of teachers.</li><li>• Evidence of certificate of completion or attendance.</li></ul>
<b>L.9.2.</b> Design and implement a learning program with PTE Academic skill-based learning outcomes.	<ul style="list-style-type: none"><li>• Evidence of course curriculum, lesson plans and resources.</li></ul>

## Other Conditions

### 1. Use of GSE Partner School marketing and promotion

The Global Scale of English (GSE) is a standardized, granular scale which measures English language proficiency and is psychometrically aligned to the Common European Framework of Reference for Languages (CEFR). The scale, which ranges from 10 to 90, is designed to motivate learners by accurately demonstrating small increments in progress – within and across CEFR levels. The GSE serves as a standard against which English language courses and assessments worldwide can be benchmarked.

A review of the way you refer to Pearson GSE Partner status in your marketing and associated collateral will be undertaken at the inspection. If you fail to comply with these guidelines, your Pearson GSE Partner status may be removed.

Pearson's reputation for quality and high standards is crucial to us. We may put that reputation at risk if communications are not clear and honest.

The following applies to all Pearson GSE Partners:

- Everything that is written or said or done about Pearson GSE Partners should exemplify the core message of high standards.
- The statement below must be included on all communications and marketing promoting the Pearson GSE Partner School status:

*GSE Silver Partner is a status/mark that assures that the school's curricula, its resources and the training of teachers reflects the high standards of the Global Scale of English, so that the institution, teachers, students and parents have the ability to effectively track the learning of their students. This status/mark only assures the organization's GSE learning program, not specific exam qualifications, resources or training programs offered by [name of organization], that are not owned by Pearson.*

or

*GSE Gold Partner is a status/mark that assures that the school's curricula, its resources and the training of teachers reflects the high standards of the Global Scale of English so that the institution, teachers, students and parents have the ability to effectively track the learning of their students. This status/mark only assures the organization's GSE learning program and Pearson resources provided for that, not specific exam qualifications, resources or training programs offered by [name of organization], that are not owned by Pearson.*

- The shorter version as recommended here can be used on digital touchpoints including but not limited to email, website banners, social posts provided the afore-mentioned detailed disclaimer is already displayed, in its entirety, on your website:

*Pearson GSE [Silver/Gold] Partner status bestowed by Pearson indicates conformance to the Global Scale of English standards. For details refer to [school website].*

- Please follow the logo & membership mark usage guidelines that Pearson will provide from time to time. You may also reach out to your local Pearson representative for these guidelines.

- No mention of being a Pearson GSE Partner, or use of any logo, is permitted on any marketing or communications until your organization has successfully passed the GSE Partner approval process conducted by Pearson.
- You must not represent that your organization is a Pearson GSE Partner accredited approved center, or use these logos, unless your center has gone through the required process and has been approved.
- The use of logos other than those of Pearson and the Institution is not permitted.
- An organization does not have any right to use Pearson logos (including but not limited to GSE, PTEA, Mondly or Pearson logos), or include references to, or naming of, Pearson's Responsible Officer or the Pearson GSE Partner status on an organization's certificate not templated by Pearson. However, a Pearson GSE Partner organization may use the official Pearson and GSE logos on marketing materials. Any logo use must comply with these guidelines. Any such permission will automatically terminate when the Pearson GSE Partner status is terminated.
- You must display any communication material that communicates institution's Pearson GSE Partner status including but not limited to fascia, certificates, plaques only at the certified institution or its relevant subsidiaries and not at other non-relevant businesses.
- Certified institutions can tag Pearson's social media handles @PearsonLanguages in their social posts.
- Messages must not misrepresent to learners/trainees that programs offered by the organization are not regulated more than a once every three-year inspection or that resources and material not validated by Pearson or owned by Pearson are covered in the accreditation.
- All communication elements mentioning the school's Pearson GSE Partner status, including translations of previously approved material, have to be approved by Pearson in writing including over an email.
- All communication elements must be sent to Pearson for approval at least 7 days prior to their planned release. Do note, the Pearson team might take up to 5 business days for approval.

## 1.1 Certificates

It is recommended that the pre-approved certificate designs, attached herewith in Annexure 1, are only used to display online or at physical establishments.

Please follow the logo & membership mark usage guidelines and the Pearson approved GSE Partner Certificate templates that Pearson will provide from time to time. You may also reach out to your local Pearson representative for these guidelines.

- Any changes to the Certificate design must be approved by Pearson in writing, including email. An organization must not include any other Pearson brand assets in addition to any reference to, or naming of, Pearson's Responsible Officer or a Pearson GSE Partner status on a certificate template not provided by Pearson.

## 2. GSE stakeholder awareness

A Pearson GSE Partner School must make every effort to communicate their Pearson GSE Partner status to their various stakeholders and educate them on its meaning, value, standards and the accountability it places on the partner institutions. The various stakeholders group include – School board (Board members, Governing body, Executive Directors), Teachers, Non-teaching staff, Parents and Students.

Below is a list of actions to be undertaken during your tenure as the Pearson GSE Partner.

Activities	Stakeholder groups	What should be covered
Press Release	School Board, Teachers, Non-teaching staff, Parents	<ul style="list-style-type: none"> <li>• What is the Global Scale of English?</li> <li>• What does being a Pearson GSE Partner school mean?</li> <li>• How did the school achieve this status?</li> <li>• What do they plan to do with it over the next 3 years?</li> <li>• Disclaimer</li> </ul>
Website	School Board, Teachers, Non-teaching staff, Parents	<ul style="list-style-type: none"> <li>• What is the Global Scale of English?</li> <li>• What does being a Pearson GSE Partner school mean?</li> <li>• How did the school achieve this status?</li> <li>• What do they plan to do with it over the next 3 years?</li> <li>• Disclaimer</li> </ul>
Monthly Social posts	School Board, Teachers, Non-teaching staff, Parents	<ul style="list-style-type: none"> <li>• What is the Global Scale of English?</li> <li>• What does being a Pearson GSE Partner school mean?</li> <li>• How did the school achieve this status?</li> <li>• What do they plan to do with it over the next 3 years?</li> <li>• Disclaimer</li> </ul>
Quarterly Newsletters	School Board, Parents	<ul style="list-style-type: none"> <li>• Pearson GSE Partner stamp &amp; banner + write-up</li> <li>• Disclaimer</li> </ul>
Quarterly Refresher session on GSE	Teachers and non-teaching staff	<ul style="list-style-type: none"> <li>• A section on the Global Scale of English</li> <li>• Entitlements and responsibilities as part of Pearson GSE Partner status</li> <li>• Disclaimer</li> </ul>



Activities	Stakeholder groups	What should be covered
Term end Parent-Teacher meetings	Teachers and Parents	<ul style="list-style-type: none"> <li>• Pearson GSE Partner standee</li> <li>• Disclaimer</li> </ul>
New Student onboarding	Students	<ul style="list-style-type: none"> <li>• Pearson GSE Partner stamp &amp; banner + write-up</li> <li>• Disclaimer</li> </ul>
New Teacher/ staff onboarding	Teachers and non-teaching staff	<ul style="list-style-type: none"> <li>• A section on the Global Scale of English</li> <li>• Entitlements and responsibilities as part of Pearson GSE Partner status</li> <li>• Disclaimer</li> </ul>
Teacher Training sessions	Teachers	<ul style="list-style-type: none"> <li>• A section on the Global Scale of English</li> <li>• Entitlements and responsibilities as part of Pearson GSE Partner status</li> </ul>

A set of ready to use communication elements are attached herewith in Annexure 1.

Please ask your local Pearson contact for the Pearson GSE Partner School campaign kit.

## **Annexure 1**

**Pearson GSE Partner School: Certificate Designs**

**Pearson GSE Partner School: Leaflet**

**Pearson GSE Partner School: Presentation docket**

**Pearson GSE Partner School: Website Banner**

**Pearson GSE Partner School: Write-up**

**Pearson GSE Partner School: Social Posts**

**Pearson GSE Partner School: Fascia template**

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