



# GLOBAL PROCEDURES MANUAL

FOR THE INTERNATIONAL CERTIFICATE OF CHRISTIAN EDUCATION

**2021 Revision**





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# Global Procedures Manual for the International Certificate of Christian Education

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# MOTIVATION

## *Deuteronomy 6 :4 - 9*

*<sup>4</sup> Hear, O Israel: The Lord our God is one Lord:*

*<sup>5</sup> And thou shalt love the Lord thy God with all thine heart, and with all thy soul, and with all thy might.*

*<sup>6</sup> And these words, which I command thee this day, shall be in thine heart:*

*<sup>7</sup> And thou shalt teach them diligently unto thy children, and shalt talk of them when thou sittest in thine house, and when thou walkest by the way, and when thou liest down, and when thou risest up.*

*<sup>8</sup> And thou shalt bind them for a sign upon thine hand, and they shall be as frontlets between thine eyes.*

*<sup>9</sup> And thou shalt write them upon the posts of thy house, and on thy gates.*





# GLOSSARY

<b>A.C.E.</b>	Accelerated Christian Education; the primary provider of the educational resources used by the ICCE
<b>AEE</b>	Accelerated Educational Enterprises; the distributor of A.C.E. educational material in Africa
<b>Bloom's Taxonomy</b>	A classification system used to define and distinguish different levels of human cognition – i.e. understanding, applying, evaluating, etc.
<b>CEE</b>	Christian Education Europe; the distributor of A.C.E. educational material in Europe
<b>Deviation</b>	The difference or variance between the score allocation by the First Line Marker and Moderator on each question in the test
<b>EUR</b>	Europe
<b>First Line Marker (FLM)</b>	The Learning Centre Supervisor or parent who is responsible, among other things, to score the student's PACE Test; the FLM is the first marker of any Test
<b>Honours</b>	An endorsement indicating a higher level of academic achievement
<b>ICCE</b>	International Certificate of Christian Education; a programme of study that reflects Christian values and a biblical worldview. It provides students with a qualification that enables them to apply for post-school and tertiary studies and employment.
<b>ICCE Coordinator</b>	An ICCE trained member of the staff of a School or HEA who is responsible for implementing ICCE
<b>ICCE Global Office</b>	The office that administrates ICCE globally.
<b>ICCE Home Education Academy (HEA)</b>	Support and accountability structure for home schools
<b>ICCE Marking Criteria</b>	The official guidelines to be adhered to when marking assessments; these guidelines were established by the ICCEL Board to standardize marking procedures.

<b>ICCE Moderator</b>	Qualified official who will re-mark a sample of PACE Tests to determine the accuracy level of scoring and provide corrective feedback to improve the quality of scoring
<b>- Internal Moderator</b>	School, Home Education Academy, Independent or School Network Moderator in close proximity to the First-Line Marker who will oversee the moderation of the FLM's Tests
<b>- External Moderator</b>	National or Global Moderators appointed by the ICCE Global board to oversee the moderation practices of the Internal Moderators
<b>ICCE National Office</b>	The ICCE office representing ICCEL in a particular nation
<b>ICCE School</b>	An A.C.E. School that is approved to offer the ICCE awards
<b>ICCE Student Assessment Record (SAR)</b>	The electronic document capturing the student's PACE prescription for an ICCE certificate and the resulting marks achieved; this document also captures the moderators' marks
<b>ICCEL</b>	ICCE Ltd; the central coordinating entity providing the overarching governance of the global ICCE operation; the final authority on all matters of policy and operation
<b>ICCEL Board of Trustees</b>	The Board directing and governing the global ICCE operation
<b>IGABOS</b>	ICCE Global Academic Board of Studies; a committee tasked by the ICCEL Board of Trustees to oversee the academic, graduation, quality assurance and training aspects of the global ICCE operation
<b>IRABOS</b>	ICCE Regional Academic Board of Studies; a committee tasked to oversee the academic aspects of ICCE at a regional level
<b>ISMS</b>	ICCE Specified Marking Scale
<b>Learning Centre Supervisor</b>	The person responsible for the academic oversight of the A.C.E. learning centre
<b>Moderation</b>	The process of rechecking a sample of Tests and re-marking them using the same Test Key and Marking Guidelines; this practice is vital for Quality Assurance practices and as a means of accountability to First-Line Markers and ensures accurate, consistent and objective scoring

<b>PACE</b>	Packet of A.C.E. material prescribed to the student's achievement level; an academic text through which the student works
<b>PACE Test</b>	A test written after the completion of each PACE
<b>QA</b>	The implementation of administrative and procedural activities to verify that the requirements set by ICCE are met
<b>Repeat PACE</b>	A PACE which the student has failed and has to work through again to master the academic contents
<b>SA</b>	South Africa
<b>SAR</b>	<i>See ICCE Student Assessment Record</i>
<b>Test Key</b>	The authorized answer sheet or memorandum to the questions in the PACE Test
<b>Unit</b>	A set of 6, 10 or 12 PACEs in a subject



# PREFACE

The International Certificate of Christian Education (ICCE) is a global certification arrangement that is in place under the auspices, direction and control of the incorporated entity, International Certificate of Christian Education Limited (Company Number:7034807, Register of Companies for England and Wales). The operation of the ICCE spans some 20 years since its beginnings in 1992 as the National Christian Schools' Certificate (NCSC). The NCSC was renamed ICCE in 2004.

The ICCE is designed to cater for the diverse contexts and needs of students, whether in school-based or home-based educational situations. To cater for this diversity, the learning materials used within the ICCE are predominantly, but not exclusively, based on individualised mastery learning.

As a result of the intention to provide a qualification that is accessible to all students and that reinforces/reflects the Christian ethos of the ICCE, the primary educational resource used within the ICCE is Accelerated Christian Education (A.C.E.). A.C.E. educational resources are readily available globally, through a distribution network encompassing about 147 countries. Through the use of A.C.E. educational resources within the ICCE, the ICCE is able to provide a graduation outcome for tertiary or work-bound school leaving students, globally, each year.

The ICCE qualifications have been the subject of two benchmark assessments to determine comparability, vis-a-vis other recognised global academic qualifications at the senior secondary level. The National Recognition Information Centre for the United Kingdom, UK NARIC, was commissioned in 2008 and 2011 to undertake these assessments, which on both occasions used the widely recognised and highly regarded Cambridge O and A Levels as the basis of the benchmark assessment of the two ICCE Certificate levels.

The outcome of the UK NARIC studies, in both instances, reported that the ICCE Advanced Certificate is comparable to Cambridge International Examinations (CIE) Advanced Level (A Level) standard. The determination by UK NARIC was that, *“the ICCE Advanced Certificate may be considered comparable to the Cambridge International Examinations Advanced Level standard. Holders of the ICCE Advanced Certificate may be considered to meet the requirements for undergraduate admission in the UK at institutional discretion”* [Source: UK NARIC, 21st December, 2011]

Since 2011, ICCE has continued to work on updating and strengthening the ICCE offering. This process involves the development and introduction of additional courses, the provision of relevant and up-to-date training, an increased focus on quality assurance and control measures, and updates to administrative procedures. As academic developments are an ongoing process, ICCE is currently working towards having the ICCE certificates either re-benchmarked or accredited as part of ICCE's continued commitment to pursuing recognition.



# INTRODUCTION

Equipping young Christian leaders  
to succeed and serve  
with a spirit of excellence  
in biblical faith,  
academics  
and Christian character

## ***Matthew 28:18-20***

*And Jesus came and spoke to them, saying, "All authority has been given to Me in heaven and on earth. Go therefore and make disciples of all the nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit, teaching them to observe all things that I have commanded you; and lo, I am with you always, even to the end of the age." Amen.*

## ICCE Vision

To provide a quality exit qualification that is accepted internationally by education authorities, tertiary institutions and employers, and produces graduates who are assets to their communities and ambassadors for Christ.

## ICCE Mission

ICCE seeks to create opportunity for schools and home education academies across the globe that use A.C.E. learning materials to obtain a high quality, recognised qualification for attending students. ICCE enables students to develop Christian character, a biblical worldview and a personal understanding of biblical values and morality. ICCE aims to equip students academically and spiritually to fulfil their God-ordained destiny and calling in their future studies, career and life.

## The ICCE Intention

- To develop and implement the International Certificate of Christian Education (ICCE) as an accredited Bible-based qualification for students using Accelerated Christian Education learning materials in order to obtain access to tertiary and other post-school pursuits worldwide
- To accommodate the needs and interests of students for whom the A.C.E. programme and methodology are the preferred and chosen approach to Christian Education
- To provide a coherent and integrated qualification that will maintain global relevance and credibility as a graduation outcome within the global network of A.C.E. learning material users
- To provide a graduation certification provision that relates to the final levels of Christian Education that is equally accessible to home- and school-based students
- To give an appropriate emphasis to the significant place of Christian scholarship, thought and influence as applicable to academic subject areas within the final years of schooling
- To encourage ICCE students towards a reasoned and reasonable Christian faith understanding and experience
- To guide students towards a personal relationship with Christ and growth in their relationship with Christ
- To support parents, families and Christian communities that seek to develop young people who are equipped and ready to take their place as ambassadors for Christ to their generation



### Overview

The National Christian Schools' Certificate (NCSC) was set up by Maranatha Foundation in 1992 in response to the need for an alternative to the secular examination system in the UK. Since 1992 the NCSC enabled many students in the UK and elsewhere to gain entry into high quality undergraduate programmes at reputable universities.

To capture both the national and international scope of the NCSC, and its use by school and home school students, the NCSC was renamed as the International Certificate of Christian Education (ICCE) in 2004. At the same time a coursework requirement was introduced, together with the further development of the quality assurance mechanisms that underpin the academic veracity of the ICCE qualifications.

In 2007 a review of the ICCE was undertaken by NARIC, the government agency in the UK which exists to assess foreign and international qualifications against a national standard. In this case, Cambridge International O and A Levels were used. This review was undertaken to support a school in Mauritius which needed the assessment in order to be allowed by its government to continue to offer education to senior level students. The review was supported by A.C.E. distributors in Europe, Australia and South Africa. South Africa and Australia were interested in a global A.C.E certificate to replace the various certificate provisions that they previously had in place. NARIC found that the ICCE Advanced certificate was comparable in standard to CIE A Level.

As a result of this successful review of the European ICCE in 2007, the three regions came together in 2009 to establish a new incorporated entity, the *International Certificate of Christian Education (ICCE Ltd)*. In September 2009, ICCE Ltd became the final authority on all matters of ICCE Ltd's governance and operation.

### UK NARIC Comparability

The ICCE qualification was benchmarked in 2008 and 2011 by the National Recognition Information Centre for the United Kingdom, UK NARIC. UK NARIC was commissioned in 2008 and 2011 to undertake these assessments, which on both occasions used the widely recognised and highly regarded Cambridge International Examinations (CIE) O and A Levels as the basis of the benchmark assessment of the two, senior secondary, ICCE Certificate levels.

The outcome of the UK NARIC studies, in both instances, reported the ICCE Advanced Certificate as comparable to CIE Advanced Level (A Level) standard and the General Certificate as comparable to CIE Ordinary Level (O Level) standard.

The UK NARIC study undertook a comparative analysis of the CIE and the ICCE qualifications in terms of content and learning outcomes, programme delivery and the relative effectiveness of the quality assurance processes. This UK NARIC study demonstrated that:

- Despite some differences in mode of learning and assessment method, the then ICCE qualifications compared closely to the CIE O and A Levels with regard to their learning outcomes and content.
- The ICCE programme delivery was found to be effective in developing students' abilities across a wide range of subjects and preparing them for taking the ICCE qualifications.
- The quality assurance mechanisms which underpin the ICCE delivery and assessment can be considered to be rigorous and robust.

The following table summarises the overall levels of comparability determined by UK NARIC following the 2011 assessment.

UK NARIC Study Outcome	
Certificate	UK NARIC Assessment Outcome ICCE Comparable to:
General Certificate	CIE O Level
Advanced Certificate	CIE A Level

As academic developments are an ongoing process, ICCE is currently working towards having the ICCE certificates either re-benchmarked or accredited as part of ICCE's continued commitment to pursuing recognition.

## Ongoing Developments and Outcomes

ICCE is continually working on updating and strengthening the ICCE offering through the development and introduction of additional/updated courses, the provision of training, a focus on robust quality assurance and control measures, and necessary updates to administrative procedures. Students

graduating with ICCE certificates have continued to gain entrance to further study options, tertiary education, apprenticeship programmes and employment.

## ICCE Organisation

### ICCE Governance

The ICCE Ltd Board, as the central coordinating entity, provides oversight of the global ICCE operation.

A Board of Trustees governs matters pertaining to the global ICCE operation and is the final authority on all matters of governance and operation.

The ICCE Global Academic Board of Studies (IGABOS) is tasked to oversee the academic, graduation, quality assurance and training aspects of the global ICCE operation.

### ICCE Administration

The ICCE administrative tasks are provided for by the ICCEL global office situated in the UK. This office is aided in its task by a global network of national coordinators.

The ICCE certificates are issued by the ICCEL Office in the UK.

### ICCE Membership

The member entities of ICCE Ltd are part of the global distribution network of A.C.E. learning materials.

The membership of ICCE Ltd comprises:

- Accelerated Education Enterprises (AEE) – Distributing to Africa and Scandinavia
- Christian Education Europe (CEE) – Distributing to Europe

## Summary

- Established in 1992 as the NCSC
- Certificate name changed to ICCE in 2004
- First benchmarking study by NARIC in 2008
- ICCE Ltd. established in 2009
- Second benchmarking study by UK NARIC in 2011
  - ICCE General Certificate *comparable to CIE O Level*
  - ICCE Advanced Certificate *comparable to CIE A Level*
- ICCE is currently working toward either re-benchmarking or accreditation.

# ICCE PHILOSOPHY

Developing a biblical worldview,  
while ensuring a high academic standard  
through mastery learning

## ***Proverbs 22:6***

*Train up a child in the way he should go: and when he is old,  
he will not depart from it.*

## Biblical Worldview

It is important to ICCE that students are able to develop a biblical worldview through their studies. Therefore, ICCE requires that the bulk of the learning materials (approximately 80%) are presented from a biblical worldview perspective.

A worldview is defined as the way someone thinks about the world. Thus, everyone is influenced and lives according to a worldview. It is formed by a person's education, upbringing, culture, books read, the influence of media and movies, etc. (Israel, nd)

A biblical worldview acknowledges that God exists and is based on the Word of God. It implies a belief that the Bible is trustworthy and true, knowledge of what the Word of God teaches and a willingness to live life accordingly. (Pope, 2000)

It is therefore imperative to assist and encourage ICCE students to know, understand and apply the Word of God, enabling them to interact from a biblical worldview perspective in all life situations and with regard to all life issues.

*For as a man thinks in his heart, so is he. (Proverbs 23:7)*

## Mastery Learning

Fundamental to the pedagogy of A.C.E is a Mastery Learning methodology. Mastery Learning divides subject matter into smaller parts (PACEs) that have predetermined objectives or unit expectations. Students work through each unit in an organised fashion and must demonstrate mastery on unit tests, typically 80%, before moving onto new material. Subject mastery is a crucial evidence of learning and an essential basis for further educational progress.

Mastery Learning requires students to demonstrate their level of academic achievement according to pre-set standards and expectations. By doing so, the student indicates that they have gained a sufficient level of subject mastery to be ready to make progress to the next academic level, stage or unit.

ICCE students demonstrate their subject mastery by taking a summative (final) unit test, which is taken at the end of each mastery-based work unit (called a PACE). This test is 'unseen' and taken under examination conditions without access to reference material or other resources.

Students who do not achieve mastery receive remediation through tutoring, peer tutoring, small group discussions or additional revision. Additional time for learning is prescribed for those requiring remediation. Students continue the cycle of studying and testing until mastery is achieved.

The Mastery Learning features of the primary ICCE learning materials combine to deliver a multi-dimensional approach to the learning process. This is further enhanced by constant feedback and positive reinforcement during the scoring process.

The Mastery Learning features include:

- Checkups and Self tests
- Written summaries
- Vocabulary study
- Oral questions and interaction with the educator
- Oral reports
- Engagement with the text

Mastery Learning has its modern roots in the work of Benjamin Bloom and is supported by Anderson, Krathwohl and Thomas Guskey. In 1956 Bloom proposed a framework for categorizing educational goals which is still widely applied in education today. This became known as Bloom's taxonomy. (Armstrong, 2017)

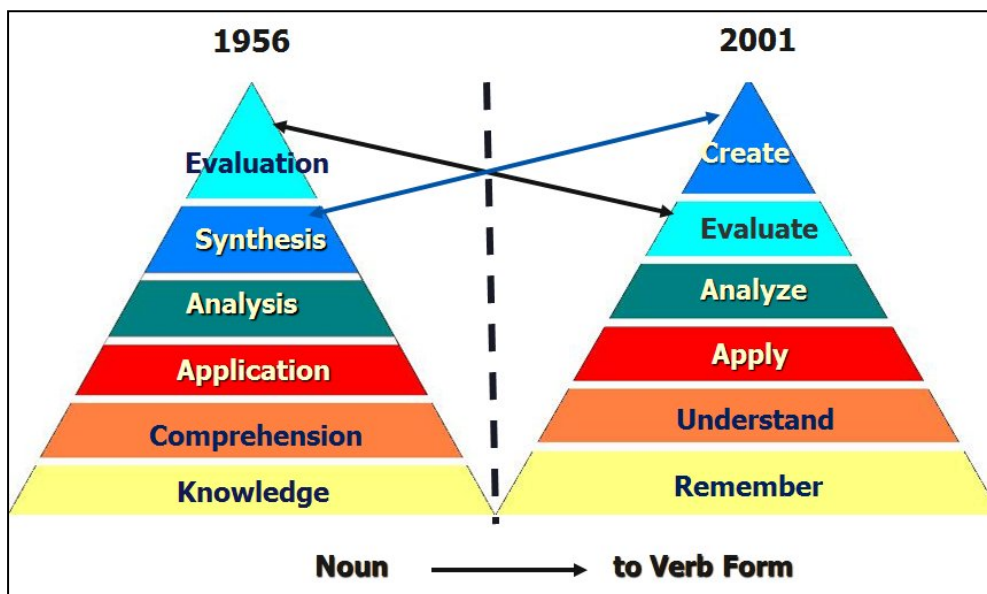
Bloom proposed that learning takes place across 3 domains:

- Psychomotor: Essentially skills that are learned
- Affective: Students' attitudes and emotions
- Cognitive: Mental skills and knowledge

Bloom also identified six (6) levels of thinking skills from the cognitive domain. These thinking skills range from simple to complex and concrete to abstract.

Anderson revised Bloom's taxonomy of six (6) levels of thinking skills (2001). This work has become foundational in the implementation of Mastery Learning in general education systems worldwide. Mastery Learning is based on the assumption that given appropriate time and educational support, students with differing intellectual attributes can learn and master matter from a diverse range of subject disciplines.

The following picture illustrates the six (6) thinking skills and the differences between Bloom and Anderson's taxonomy.



Bloom proposed a flexible system that would provide structured content thus enabling the teacher to attend to the individual needs of each learner. A.C.E. reflects this because it is a system of learning that is flexible and accommodates individualisation.

Two major elements of importance, identified in all applications of Mastery Learning, are:

- Clear educational objectives
- A system of feedback, correction and enrichment

These two (2) elements are significant operational characteristics in the A.C.E. Curriculum and align with Keller's Personalised System of Instruction (PSI).

Keller in 1968 proposed a modular self-paced approach to learning and instruction (Clark, 2010). This approach is a fundamental design principle of the A.C.E. procedures.

The PSI approach does not exclude small group work or methodologies which encourage staff and student interaction, and acknowledges that full cognitive development requires social interaction. (Vygotsky, 1978).

In 1977, Mastery Learning was found to have an effect equivalent to moving the average student in a class to the top 20% of the group (Block and Burns). More recently, PSI was found to be superior to other forms of instruction in more than 300 studies over 25 years (Keefe and Jenkins 2008).

In a study by Thomson (2010), the A.C.E. programme was found to be both academically and philosophically sound as measured by learning retention, standardised test results and research data.



Mastery Learning applied on a systematic basis provides a solid foundation for student learning with performance results ranging from fair to excellent on US standardised achievement tests.

The positive outcomes achieved with Mastery Learning are not limited to cognitive or achievement outcomes. Mastery Learning also increases improvements in: students' confidence in learning situations, school attendance rates, involvement in class sessions, attitudes toward learning, and a variety of other effective measures. This broad impact is referred to as Mastery Learning's multiplier effect. (Guskey, 2007).

## Learning Material Distinctive

Learning outcomes are specified in each PACE before the material is studied. These specified learning outcomes become the focus of assessment and the basis on which achievement standards are established.

The PACEs provide for rigorous, in-depth study that emphasizes depth of understanding. It provides the student with a foundation of knowledge and awareness that can assist the student to become a successful, lifelong student and an active participant in the local and/or global community in which they are situated.

It requires mastery of the knowledge in the PACE to be able to progress further.

Because the needs and interests of students vary, ranges of ICCE learning materials are offered that respond to these needs and interests.

## Pedagogy

Within the ICCE context, an important aspect of the ICCE pedagogy is the interaction between the student and the educator. The students have access to an educator when they need one and are assisted on an individual basis. This enables the educator to impart much more than just academic knowledge. The educator imparts values, builds confidence, encourages, connects with the student, builds community and supports the student academically, socially, spiritually and emotionally. The supervisor imparts life.

This instructional and learning framework places the student firmly at the heart of the learning process. It promotes the idea that the student is a partner in the learning process and that students should be empowered to determine their own learning.

The Christian educator is to act as a guide and facilitator in the student's learning experience and is to teach in accordance with the educational principles contained in the Word of God. This requires knowledge of the Word of God and a willingness to apply this knowledge with the guidance of the Holy Spirit.

Guidance occurs through:

- Personal example
- Instruction
- Assessment, feedback and correction
- Goal setting and progress management

Facilitation occurs through:

- Academic input
- Environmental management
- Counselling and advice
- Motivation and encouragement

Teaching occurs through:

- A knowledge of the Word of God
- A willingness to apply the knowledge
- A willingness to be led and taught by the Holy Spirit

As an essential element ICCE pedagogy aims to impart knowledge of God.

The ICCE emphasizes that the priority focus of learning is for the student to understand and experience the wonder of God's truth and its application to life. In every area of ICCE study the student is given the opportunity to understand God's perspective.

## Higher Order Thinking Skills

*For precept must be upon precept, precept upon precept; line upon line, line upon line, here a little, there a little. (Isaiah 28:10)*

Higher Order Thinking Skills (HOTS) that reflect the pattern of Bloom's taxonomy are an integral part of the A.C.E. Mastery Learning Methodology and are fundamental to the ICCE philosophy. Higher Order Thinking Skills are embedded in the ICCE learning materials, and the development of the necessary and essential range of HOTS activities are to be fully utilized by all ICCE students.

Higher order thinking involves learning complex skills such as critical thinking, creative thinking and problem solving. Higher Order Thinking Skills can be acquired and developed through structured activities and practice.

- Critical thinking is developed as the student applies wise judgment (discernment) or produces a reasoned critique.
- Creative thinking is developed as the student creates, invents, explores, discovers and imagines, formulating ideas that are unique.
- ICCE students engage in learning that extends their skills to be able to identify and solve problems in academic work situations and in life applications.

The ICCE learning materials seek to deliver balanced learning that will develop the whole student and require students to manipulate information and ideas in ways that demonstrate student understanding and give expression to their ability to adapt meanings and applications in order to synthesize, evaluate, explain, hypothesize or derive conclusions and interpretation.

The following table illustrates a learning continuum.

Example of a Learning Continuum		
English PACE 1121: Page 20 Essay		
Higher Order Thinking	Creating	<ul style="list-style-type: none"> <li>• Create an essay; plan, design and compose</li> <li>• Synthesis information from historical sources and personal experience</li> </ul>
	Evaluating	<ul style="list-style-type: none"> <li>• Critique draft essay</li> <li>• Recommend improvements</li> </ul>
	Analysing	<ul style="list-style-type: none"> <li>• Compare and contrast</li> <li>• Discuss similarities and differences</li> </ul>
Foundational Thinking	Applying	<ul style="list-style-type: none"> <li>• Apply knowledge and understanding of events</li> <li>• Compile research questions</li> </ul>
	Understanding	<ul style="list-style-type: none"> <li>• Research contemporary situation</li> <li>• Summarize information</li> </ul>
	Remembering	<ul style="list-style-type: none"> <li>• Research primary sources</li> <li>• State facts</li> </ul>

## Summary

- Biblical Worldview: God is the focal point.
- Mastery Learning: Subject mastery provides the basis for further educational progress.
- Pedagogy: Students are placed firmly at the heart of the learning process.
- Higher Order Thinking Skills: Embedded in the learning materials, these form an integral part of the A.C.E. Mastery Learning methodology.

# EDUCATIONAL METHODOLOGY

Progress motivated, individualised,  
programmed learning

## ***II Timothy 3:14 - 15***

*But you must continue in the things which you have learned and been assured of, knowing from whom you have learned them, and that from childhood you have known the Holy Scriptures, which are able to make you wise for salvation through faith which is in Christ Jesus.*

## ICCE Educational Programme Distinctive

The main educational resources used by ICCE are A.C.E. learning materials.

The A.C.E. learning materials and the associated individualised methodology is unique. It provides each student with the opportunity to develop their individual abilities to maximum potential.

### A.C.E. Methodology

The A.C.E. methodology makes use of well-researched learning techniques and motivational methods. The technical description of the A.C.E. methodology is, “*Progress Motivated Individualised Programmed Learning*”. As this method is not widely used, it requires some further explanation.

Progress Motivated Individualised Programmed Learning is:

#### ***1. Progress Motivated***

In conventional education systems, student advancement is often according to chronological age. This means that students make educational progress each year by virtue of the fact that they grow a year older, not because they have actually or necessarily made academic progress in their educational development. This results in the conventional classroom being composed of young people at many different levels of intellectual development and academic achievement.

An alternative approach to ‘advancement according to chronological age’ is for ‘promotion’ to the next school level to be based on achievement. This promotion by achievement produces a desire in the student to perform well and is called ‘progress motivation’.

The A.C.E. methodology uses this concept of ‘progress motivation,’ which is derived from ‘promotion according to achievement’, as the basis for student advancement. Students who use A.C.E. learning materials are required to demonstrate that they have achieved according to pre-set standards and expectations in order to advance to the next level, stage or unit of academic work.

Students using A.C.E. learning materials have their progress assessed based on their academic achievement, not merely according to their chronological age. As a result, the A.C.E. PACE levels reached by a student are more an indication of achievement than an absolute measure of ability.

## ***2. Individualised***

A.C.E. has developed and produced individualised education resources comprised of workbooks, called PACEs, in six core subjects. The core subjects are:

- Mathematics
- English [including literature]
- Social Studies [history, geography and other humanities]
- Science [physics, chemistry and biology]
- Word Building [spelling and etymology]
- Biblical Studies

The students may choose from a number of additional subject options from PACE Level 1109 and above.

For example:

- Business Studies
- Art
- Computer Studies
- Additional Science
- Foreign Languages
- Government and History

A personalised or individualised academic programme is created for each student. The result is that the more academically capable or advanced students are not held back in their academic progress, while the less academically inclined or under-achieving students are not put under pressure to compete or keep up with the group. They are both placed on work at their current level of achievement, where they can experience success, while making progress according to their own rate of learning and learning aptitude.

*Specific courses and the course structure applicable to each region/nation will be published in separate documentation.*

## ***3. Programmed Learning***

A.C.E. learning materials are designed as a progression of academic units; this allows students to master concepts, acquire knowledge and engage with the material in manageable units, one module (PACE) at a time.

The A.C.E. learning materials' design programmes students' learning "precept upon precept ... line upon line ... here a little, there a little." (Isa 28:10)

Programmed learning develops student learning from the starting point of the student's current knowledge and skill development through a series of sequential steps. The rate of student progress is determined by the personal ability, motivation, aptitude and application of the student, and the guidance and learning support given by the academic supervisor.

Student motivation is maintained by the setting of short- and long-term goals. Academic goals are set daily and termly. Students are rewarded for achieving the goals set for the day as well as achieving the goals set for the term.

The key concept in programmed learning is the mastery of study objectives comprising subject knowledge, skill development and concept formation. Regular testing occurs to measure and ensure that mastery is taking place.

Programmed learning is a well-established educational methodology and is an effective way of mastering key concepts. A programmed learning approach finds widespread use in military, industry and computer-based training programmes.

## Summary

**The A.C.E. methodology is progress motivated, individualised, programmed learning.**

- Progress motivated: Progress is related to performance, not age.
- Individualised: A personalised or individualised academic programme is created for each student.
- Programmed learning: This develops student learning through a series of sequential steps, starting at the student's current knowledge and skill level.



# ICCE CERTIFICATES

Providing options for  
students using  
A.C.E. learning materials

***II Timothy 2:15***

*Study to shew thyself approved unto God, a workman that needeth not to be ashamed,  
rightly dividing the word of truth.*

## Overview of the ICCE Certificates

ICCE offers several certificate levels providing certification options for students using A.C.E. educational resources as core learning materials. Both Achievement and Academic Certificates are part of the ICCE offering. It is to be noted that only the General and Advanced Academic certificates have been benchmarked by UK NARIC.

As ICCE offers a range of certificates to cater for the individual needs of ICCE students, care should be taken to ensure that the certificate chosen will enable the student to follow the pathway envisaged for the future.

Students are required to be enrolled for a minimum period before graduating (except for the Basic certificate). Please note the minimum timeframes for each certificate below:

- Foundation Certificate – 6 months
- Vocational Certificate – 1 year
- General Certificate – 1 year
- Intermediate Certificate – 6 months
- Advanced/Advanced Higher Certificate – 6 months

## Achievement Certificates

### The ICCE Basic Certificate

This certificate is only for students with learning disabilities and difficulties. It covers four A.C.E. levels in the six core subjects. An Achievement Certificate may still be obtained from the School or Home Education Academy for those students who are unable to obtain the Basic Certificate. The Basic Certificate involves A.C.E. PACE levels up to PACE 1084.

### The ICCE Foundation Certificate

The Foundation Certificate is designed to meet the needs of lower achieving students. It may also be suitable for students joining the A.C.E. programme late in their educational career who do not have the time to complete the ICCE General Certificate. It is only issued to students who are not intending to complete the ICCE General Certificate. The ICCE Foundation Certificate involves A.C.E. PACE Level 8 (i.e. PACEs 1085 to 1096).

### The ICCE Vocational Certificate

The Vocational Certificate is a less academic version of a particular ICCE Certificate and is designed for those students who wish to follow more practical vocations.

## Academic Certificates

### The ICCE General Certificate

The ICCE General Certificate is designed for students with average ability, who expect to complete their education at age 16 or above. It should be noted that the ICCE programme is based on the completion of the certificate, not the age of the student. This certificate was benchmarked as comparable to Cambridge International 'O' Level (UK NARIC, 2011).

### The ICCE Intermediate Certificate

The ICCE Intermediate Certificate is a stepping stone or bridge between the General Certificate and the Advanced Certificate. This certificate may also be used as a school exit qualification.

### The ICCE Advanced Certificate

The ICCE Advanced Certificate is intended for students who want to pursue higher education opportunities, study professional courses at colleges and universities, or enter the work place. It was benchmarked as comparable to Cambridge International 'A' Level (UK NARIC, 2011).

### The ICCE Advanced Certificate - *Higher and Honours*

The above certificates are for students who complete the ICCE Advanced Certificate at Level 12 to qualify for entry to tertiary studies in a specific discipline or at a specific tertiary institution. Specific academic achievement requirements apply to each certificate (see table on page 31).

## Certificate Options

**The table on the next page illustrates the ICCE certificate options and the academic level of each.**

The relationship between the ICCE certificate structure and Cambridge International O and A Levels is also illustrated.

ICCE Certificate Requirements					
Certificates	Prerequisite Grade 8	General Grade 9	Intermediate Grade 10	Advanced Grade 11	Advanced Higher/ Honours Grade 12
Credits	16 credits total (over 2 levels)		8 credits	7 credits	7 credits
PACE Level	1085 – 1096	1097 – 1108	1109 – 1120	1121 – 1144	1133 – 1144
Moderation	Internal (External as required)	Internal & External	Internal & External	Internal & External	Internal & External
Certificate Level		General: Comparable to CIE O Level		Advanced: Comparable to CIE A Level	
Time per Credit	General: 120 hours		Intermediate, Advanced and Advanced Higher: 140 hours		
Note: A credit unit is one (1) year course of study. Twelve (12) PACEs equals one credit unit.					

### Flexibility

ICCE Certificates are not age-related or subject to annual time constraints for completion. The ICCE Awards are achieved when a student has completed all elements of a particular ICCE certificate's requirements. This means that students who need extra time to experience academic success are catered for within the ICCE structure.

Many parents choose Christian Education because they recognise that they have a responsibility, before God, to ensure that their child fulfils his or her God-ordained destiny and calling. Such parents want to be certain that their children have a biblical worldview and a personal understanding of biblical values and morality. The ICCE has been established to assist and encourage these intentions and outcomes.

## Specific Requirements for the Advanced Certificates

The following table illustrates the requirements that are to be met to be awarded one of the ICCE Advanced Certificates. (Refer to the chapter on *ICCE Qualification* for information regarding subject groups.)

ICCE Advanced Certificate Requirements		
Certificates	Group 2 and 3 Academic Studies Requirement	Additional Requirements
Advanced	Four (4) credits from Groups 2 and 3 <i>A minimum of three (3) credits must be from group 2</i>	All required credits must be at the 1121 – 1144 or equivalent unit level.
Advanced Higher	Four (4) credits from Groups 2 and 3 <i>A minimum of three (3) credits must be from group 2</i>	All required credits must be at the 1133 – 1144 or equivalent unit level.
Advanced Honours	Four (4) credits from Group 2	All required credits must be at the 1133 – 1144 or equivalent unit level.
		Overall average of 96 – 100% must be attained.

## Summary

- ICCE certificates are not age-related.
- Each certificate is a separate entity and must be completed as a prerequisite for entry into the next level of study.
- Only the General and Advanced certificates have been benchmarked by UK NARIC.
- Student must be enrolled for a specified minimum period of time before graduation may take place.



## ICCE QUALIFICATION

“I am much afraid that schools will prove to be the great gates of hell, unless they diligently labour in explaining the Holy Scriptures, engraving them in the hearts of the youth. I advise no one to place his child where the Scriptures do not reign paramount. Every institution, in which men are not unceasingly occupied with the Word of God, must become corrupt.”

Martin Luther

### ***II Timothy 3:16***

All Scripture is God-breathed and is useful for teaching, rebuking, correcting and training in righteousness, so that the servant of God may be thoroughly equipped for every good work.

### Educational Resources

#### Approved A.C.E. learning materials

The core educational resources of the ICCE Certificate levels are A.C.E. learning materials. The main components are:

- English
- Literature
- Mathematics
- Science
- Social Studies
- Word Building /Etymology
- Biblical Studies

As a general rule, a minimum of 5.5 credits (80%) out of the seven (7) or 6.5 credits (80%) out of the eight (8) credits required must be A.C.E. PACEs or courses approved by ICCE Ltd as PACE substitutes. Thus, only 20% of each certificate level may be non-A.C.E. educational learning materials. Exceptions to the above must be approved by the Global Office.

The A.C.E. learning materials approved by ICCEL must be:

- PACEs developed at the A.C.E. Global Distribution Centre in the USA
- A national derivative, in the same format as A.C.E. PACEs, developed by a regional A.C.E. Distribution Centre
- A new course developed with the approval of ICCEL for distribution by A.C.E. Distribution Centres, presenting the characteristics found in the A.C.E. PACEs. These characteristics are:
  - A biblical worldview as core
  - Individualised learning
  - Mastery learning

A.C.E. learning resources must be purchased through the regional distribution centre. Where this is not the case, the ICCE Certificate will only be issued if approved by the regional distributor. This may be at extra cost to the applicant.



## **ICCE's View on Secular Qualifications**

As the validation body for a Christian education system, the number of secular qualifications that ICCE recognises is strictly limited. It will only include those secular qualifications that meet all or some of the following criteria:

- Courses are not currently available from Christian education suppliers.
- Students are not required to study materials that are pornographic, violent, anti-Christian or promote evolution as an established fact.
- The standard offered is at least equivalent to the same level of work required by ICCE for the relevant certificate.
- The qualification has a clear reporting procedure that can be assessed by ICCE quickly and easily.

## **Approval of non-A.C.E. learning materials**

The Global Office will use the following guidelines for the approval of non-A.C.E. learning material.

The Global Office will consider approval of a non-A.C.E. course if A.C.E. does not supply a particular course required by the student. A.C.E. learning material may not be replaced by education materials from non-A.C.E. sources to gain a credit unless, in the opinion of ICCE Ltd, an available A.C.E. course does not meet the academic requirements of the ICCE and/or student

Regardless of the reason for the replacement, approval must first be gained before a course may be embarked upon. Where a student intends to use a course to gain an ICCE credit, they should consult the ICCE Coordinator in the ICCE Registered School or Home Education Academy in which they are enrolled or intend to enrol, to ensure that any course they undertake towards an ICCE certificate is in fact an approved ICCE course. It must not be assumed by students who have undertaken a course that is not an approved ICCE course, that the course will gain ICCE approval. The approval of ICCE course credits is the sole prerogative of ICCE Ltd.

When a student wants to apply for credit approval of a non-ICCE course, application must be made through the ICCE Office. This application must be submitted by the ICCE Coordinator of the school or Home Education Academy where the student is enrolled.

## Entry and Exit Levels of ICCE

### Standard entry to the ICCE

The general expectation for entry to the ICCE is that students will commence on the A.C.E. programme from the first level, PACE 1001, and move through to PACE 1084 in all subjects.

All standard entry students enrolling in the ICCE will engage in, as a minimum, one year of internal moderation and two years of external moderation prior to the awarding of an ICCE General Certificate.

*It is highly recommended that the student who desires to commence with ICCE has had at least two years on the A.C.E. Programme prior to ICCE entry.*

### Late entry

In order to access the ICCE, students who enter the A.C.E. programme after PACE 1084 must undertake the full battery of diagnostic tests to determine the student's performance level and satisfy the appropriate prior learning and cross credit prerequisites, comparable to the ICCE certificate prior to the point of entry. (For guidance on evaluating diagnostic tests for late entry students, see the appendices.)

Upon completion of the above, and at the recommendation of the relevant ICCE Coordinator, the application is to be forwarded to the Global Office for approval. The late entry student must have a minimum of two levels of external moderation prior to the awarding of an ICCE certificate.

*Entry at these levels must be the exception and not the rule.*

### Cross Credit Transfers

A student who transfers to ICCE may, through the School or HEA Coordinator, apply to have a completed course from another education provider credited towards an ICCE certificate. Application is to be made to the Global Office.

### Credit for Prior Learning

From time to time, ICCE is approached by students who have begun their secondary education on another programme of study. Whilst ICCE has no objection to late transfers, this does present a problem for the students, who may well have to repeat some learning in order to fit in with the A.C.E. system and the ICCE programme of study. ICCE is willing to consider some courses completed by students for credit for prior

learning, but this is strictly limited. Students need to be aware that they may not finish their ICCE Certificate until well after many of their peers have completed their studies.

More information regarding application for cross credit transfers may be obtained from the ICCE Office. Queries are to be addressed to [support@icce.education](mailto:support@icce.education).

Credit for prior learning is to be applied for and is given at the sole discretion of ICCE. Once application is made, ICCE will consider the application and, if agreed, will confirm the decision in writing. This consent is to be filed in the student's folder and upon application for graduation included in the submitted documents.

## Credit Allocation

The ICCE allocates one (1) credit for each group of twelve (12) PACEs completed at PACE level 1085 and above. A.C.E. courses that comprise only six (6) PACEs are allocated a half (0.5) credit.

ICCE credit is not given for incomplete A.C.E. courses.

### Time Allocation per Credit

- ICCE General & Intermediate: 120 hours of study
- ICCE Advanced: 140 hours of studies

The following table indicates the specific credit requirements in each of the four ICCE subject groups.

Credit requirements for each subject group per certificate level				
Groups			ICCE Certificate Level	
Group	Group description		General & Intermediate	Advanced & Advanced Higher
1	Academic Studies	Christian	1.5	1.5
2		Core	5	4
3		Expanded	Minimum 3 credits from group 2; Max 2 credits from group 3	Minimum 3 credits from group 2; Max 2 credits from group 3
4	Applied Studies		1	1
Coursework requirement			0.5	0.5
Total Credit Requirement			8	7

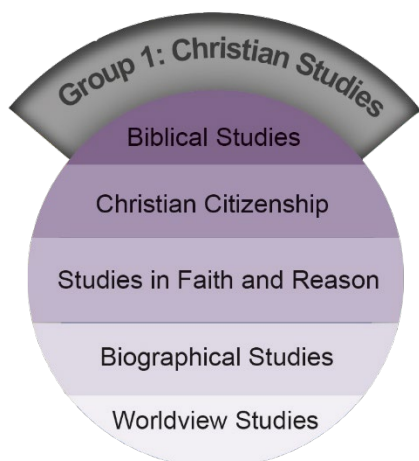
## Subject Groups

There are four (4) subject groups in the ICCE educational programme. The ICCE Schematic illustrates this.



A.C.E. educational resources are contained within the ICCE structure. For example: The A.C.E. course, Life of Christ, is listed in Biographical Studies, Group 1: Christian Studies.

### Christian Studies: Group 1



The ICCE qualification is centred on a compulsory core element of Christian Studies – the unifying component of the ICCE education model. The Christian Studies requirement at each level of the ICCE is designed to foster the students’ understanding of and appreciation for Christian Faith issues and to consolidate and develop a thorough and reasoned understanding of the theology of the Christian Faith. Apologetics and worldview considerations are a focus of Christian Studies courses.

#### Compulsory Elements: Group 1

- 1.5 credits per level are compulsory
- 0.5 credits Apologetics Course must be chosen from Studies in Faith and Reason (or Christian Citizenship until Apologetics Courses have been developed)

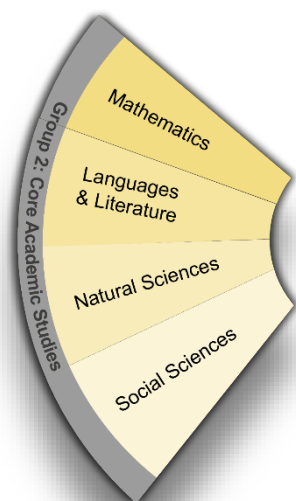
## Academic Studies: Groups 2 and 3

These two groups of academic studies offer a range of courses giving students scope to choose courses to suit their personal interests, aptitudes and needs. The ICCE educational programme accommodates any national distinctives without creating national variants of the ICCE.

Students select subject choices from course categories according to:

- Interest, aptitude and/or career pathway
- Completion of any prerequisite courses
- Recognition given to any prior learning or achievement
- Course availability
- National requirements for compulsory course completion (e.g. local language study)
- Desirable or necessary subject combinations (e.g. Physics and Chemistry)
- Prescribed ICCE study pattern

### Group 2: Core Academic Studies



This group forms the core of the academic subject choices offered in groups two (2) and three (3) and carries a minimum compulsory credit requirement per certificate level. Some subjects in this category are compulsory. Subjects in this group include Mathematics, Science, Biology, History, Geography and Language Studies.

#### Compulsory Elements: Group 2

- Minimum 3 (three) or 4 (four) credits per level are compulsory, depending on the certificate choice.

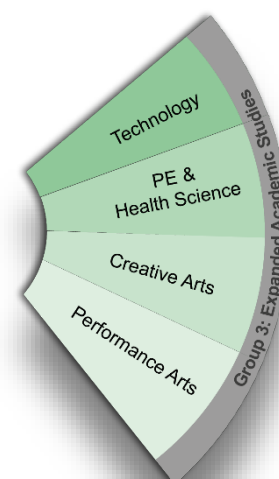
### Group 3: Expanded Academic Studies

The subjects in this group may be offered to suit a particular study focus.

Subjects in this group include Visual Art, Music and IT.

#### Compulsory Elements: Group 3

- Not compulsory
- A maximum of 2 (two) elective credits are allowed, 1 (one) in Group 3 and 1 (one) in Group 4.



### Applied Studies: Groups 4



The fourth component of the ICCE curriculum architecture is the Applied Studies component. This is designed to give students the opportunity to engage in practical, service, ministry and vocational activities. Applied Studies gives recognition to a range of out-of-school areas of student involvement that have, or can have a legitimate part to play in the intellectual,

personal and character development of students. The Applied Studies component also allows students an elective option. The elective option may be selected from the subject choices listed in Groups 1, 2 or 3. Courses that are undertaken in out-of-school-hours or do not form part of Group 1, 2, or 3 subjects **must** be approved by the ICCE Office before embarking on them.

The ICCE Applied/Elective Studies component is intended to:

- Give recognition to the valid educational involvements of students in out-of-school-hours activities which have a legitimate educational function e.g. First Aid Training/Certification
- Recognise training for Christian Ministry within a Christian context
- Encourage students to embrace and engage in practical expressions of service and ministry
- Provide opportunity for life-related projects or undertakings to be incorporated in the overall balance of the students' study programmes during the final two years of their education
- Give students the opportunity to do extended research in a field of personal interest

#### Compulsory Elements: Group 4

- 1 (one) credit per level.

## Lab Reports – Science and Biology

The Science and Biology lab reports are compulsory. ICCE Supervisors must ensure they are completed with reference to the lab videos on: [www.aceconnect.com](http://www.aceconnect.com)

### Course Options

For course options and structures, please refer to the ICCE Handbook for your region.

### Dual Enrolment Options

For dual enrolment options, please refer to the ICCE Handbook for your region.

### Coursework

Coursework is not required for the Basic, Foundation and Vocational Certificates; however, it is compulsory for all the ICCE Academic certificates and carries a weight of half ( $\frac{1}{2}$ ) a credit per certificate level. Coursework is comprised of essays, Science projects and Mathematical papers. The topics are prescribed by ICCE.

For the General Certificate, essay topics are in the field of Social Studies. For the Intermediate and Advanced Certificates, the student may select from topics in the following areas: English, Biblical Studies and Social Studies. Students must choose one of the options given in the Intermediate and Advanced levels respectively (see table on the next page). For example, if option 2 is chosen at Intermediate level, the student must produce a Science project and two (2) essays of 1,500 words each.

More information pertaining to coursework is published in the Essay Writing Training PACE.

The following table indicates the coursework requirements for each certificate level.

ICCE Coursework Requirements						
Certificate	General	Intermediate		Advanced & Advanced Higher		
Total Items	2	3		3		
Available Options	1	1	2	1	2	3
Essay	1 essay	3 essays	2 essays	3 essays	2 essays	1 essay
Number of Words (Essay)	1,000	1,500	1,500	2,000 (A) 2,500 (AH)	2,000 (A) 2,500 (AH)	2,000 (A) 2,500 (AH)
Science	1 project	-	1 project	-	1 project/ essay	1 project/ essay
Math					OR 1 paper	1 paper
Credit Value	0.5	0.5		0.5		
Indicative Hours	60	60 – 70		70		

Note: For English III, there is a compulsory 5,000 to 10,000-word dissertation included in the PACEs.

## Marking Criteria

Completed coursework (essays and projects) should be marked by the First Line Marker or Supervisor, but moderation will be done by the ICCE External Moderators. The External Moderator's mark will be the final verdict.

## Essays

Follow and use the Essay Marking Sheet (see page 43) when assessing the students' essays.



# ICCE ESSAY MARKING SHEET

Student ICCE Number:

School/HEA ICCE Number:

Certificate Level:

Date submitted:

Title:

	Marks Available	Student Mark
<b>CONTENT</b>		
<b>Introduction</b>		
Introductory Paragraph - <i>Begins strongly, statement of intent (thesis statement), statement of organisation</i>	5	
<b>Body</b>		
Understanding - <i>Is insightful and clearly expresses the writer's point of view about the thesis statement</i>	10	
Essential Points - <i>Relevant material includes essential information, linked with good cohesion and flow and supporting the statement of intent</i>	10	
Argument Thread - <i>Expounds on the thesis statement and answers the question. Well-developed argument, working towards and supporting the final conclusion</i>	10	
Supporting Evidence - <i>Each point backed up with examples, information, evidence</i>	10	
<b>Conclusion</b>		
Concluding Paragraph - <i>reaffirms the thesis statement, summarises the threads of the argument, answers the question, ends strongly</i>	5	
<b>TECHNIQUE</b>		
Outline - <i>In correct format as directed in PACEs (1072,1097 and1108)</i>	3	
Bibliography - <i>In correct format for books, references and online materials (each error -1/2 mark)</i>	5	
Referencing – <i>Evident, correctly indicated in text and correctly included in bibliography</i>	5	
Structure – <i>Introductory and concluding paragraph, body paragraphs each with a single topic organised to form an argument (Headings, note forms, and bullet points are not acceptable in coursework essays.)</i>	10	
<b>STYLE</b>		
Use of Language - <i>Readability and clarity, ideas, creativity, individuality and originality</i>	10	
Presentation - <i>Title page, general neatness, word processed, double spaced (1 bonus point for relevant charts)</i>	2	
<b>TECHNICALITIES</b>		
Spelling, Grammar, Punctuation and Capitalisation - <i>(each error -1/2, maximum 5 points may be deducted for spelling)</i>	10	
Word Limit, length/size - <i>Each 50 words beyond the 10% limit, either under or over, (-1/2 mark) (Refer to the Word Count Marking Schedule)</i>	5	
<b>TOTAL MARKS</b>	<b>100</b>	
<i>Grading: &lt;50 (Fail), 50-69 (Pass), 70-86 (Merit), 87-100 (Distinction)</i>	<b>Grading</b>	

Comments:

Marker Signature:

Marker Role/Position:

Date:

## ICCE Maths Papers and Projects

This module should only be commenced when Algebra 2 is completed.

For further information on Maths Papers and Projects, visit the ICCE website or contact the ICCE Office.

## ICCE Science Essays and Projects

For further information on Science projects and essays, contact the ICCE Office or visit the website. It is compulsory to complete a Science Project for the General Certificate.

Science essays apply to the Advanced Certificate only.

The Science Marking Sheet follows.

# ICCE SCIENCE MARKING SHEET

Student ICCE Number:

School/HEA ICCE Number:

Project Title:

Project Start to Finish Dates:

DD/MM/YYYY - DD/MM/YYYY

	Marks Available	FLM Mark	ICCE Office
<b>PREPARATION</b>			
Clear grasp of project objectives and requirements	3		
Able to determine what apparatus/chemicals are needed	3		
Preparation of apparatus and materials	5		
<b>EXPERIMENTATION</b>			
Able to work unassisted by parent or supervisor	4		
All expected experiments including repeats are safely carried out	5		
Able to accurately measure or observe carefully	5		
Able to produce results showing good precision for runs	5		
Able to record draft results clearly and include them (or a scanned copy) at the end of the report	4		
<b>FULLY TYPED PROJECT WRITE UP CONNECTED TO EXPERIMENTAL WORK</b>			
Brief introduction, background information and science related to experiment/s	8		
Experiment: aim, requirements, detailed method and diagram/picture/photo/s	5		
Variables: independent, dependent and controlled	3		
Neatly typed table/s of experimental results	4		
Well drawn or computer produced bar chart or graph	5		
Conclusions regarding the aim/s of the experiment/s and prediction comment/s	6		
Questions connected with the experiment/s	5		
Critique questions	4		
<b>FULLY TYPED PROJECT WRITE UP CONNECTED TO OTHER AREAS</b>			
Well written letter, discussion, survey or second experiment as required by the project	10		
Answers to questions connected with the survey etc., but not maths questions	5		
Mathematical aspects in the project including formulae used	5		
Other factors that result in a well presented/ high standard project	3		
What have you gained by carrying out the project?	3		
<b>TOTAL MARKS</b>	<b>100</b>		
<i>Grading: &lt;50 Fail (F), 50-69 Pass (P), 70-86 Merit (M), 87-100 Distinction (D)</i>	<b>Grading</b>		

Comments:

First Line Marker (FLM) Signature:

First Line Marker (FLM) Role/Position:

Date:

## Grading of Coursework

Coursework is graded as a Pass, Merit or Distinction, depending on the percentage obtained.

Grading of Coursework	
Percentage	Grading
50 -69%	Pass
70-86%	Merit
87-100%	Distinction

The transcript indicates the coursework mark as Pass, Merit or Distinction and does not indicate the percentage gained.

## Failed Coursework

The following table outlines the procedure to be followed in the case of failed essays, Science projects and Maths papers.

Procedures for Failed Coursework			
Coursework	Attempt	Action if passed	Action if failed
Topic 1	First	Mark recorded as is	Improve essay, project or paper
	Second	Mark recorded less 5% penalty	Start a new essay, project or paper on different topic
Topic 2	First	Mark recorded as is	Improve essay, project or paper
	Second	Mark recorded less 5% penalty	Start a new essay, project or paper on different topic
Topic 3	First	Mark recorded as is	Improve essay, project or paper
	Second	Mark recorded less 5% penalty	Start a new essay, project or paper on different topic

## ICCE Coursework Titles

Titles for coursework in the different courses are set by the ICCEL Office. These titles are available on the members section of the ICCE website.

## Plagiarism

Plagiarism will not be tolerated and will incur penalties. See the Essay Writing Training PACE for guidelines and refer to the Plagiarism Policy appendix.

## Service Module

**Students must be 16 years of age or over in the year they complete this module.** The ICCE Office will require proof of age before accepting applications for service modules. Service Modules may be taken as an elective for any level of ICCE certificate. Only one module may be submitted for credit by any student. A minimum of six PACEs must be completed in either case.

### A.C.E Professional Training

This course must be taken at the national A.C.E. Training Centre under an accredited A.C.E. trainer. Contact your Regional A.C.E. office for details.

All students taking this course must also submit a 1,000 word essay on a Christian Education topic. The title and outline for this essay must be approved by an ICCE representative before leaving the Training Course. It must be completed and sent in to the Office for marking within six weeks of finishing the Training Course.

The above requirements give the student a half credit. In order to gain a further half credit, 30 hours of service in an accredited A.C.E. school must be completed.

### A.C.E Monitor Training

Students must complete the Training PACEs at an accredited A.C.E. school. Contact your regional A.C.E. office for details.

Students must also submit a 1,000 word essay on a Christian Education topic, or a Child Study. The title and outline for this essay must be approved by ICCE before commencing. It must be completed and sent to the ICCE Office for marking within six weeks of finishing the Training course.

The above requirements give the student half a credit. In order to gain a further half credit, 30 hours of service in an accredited A.C.E. school must be completed.

***The Monitors' Training can be carried out in accredited schools. Full Professional Training can only be carried out at an approved A.C.E. Professional Training Centre.***

## Student Convention Credits

There are two types of credit that can be earned: Single Item Entry and Attendance & Participation Entry.

### Single Item Convention Entries

ICCE accepts for credit the following Convention entries:

- Website
- Scripture Video/DVD
- Science Exhibit (not Collections)
- Social Studies Exhibit (not Collections)
- Photography - three entries required
- Art - all categories
- Design and Technology – Woodwork, Clay Sculpture, Metalwork or Textiles

The standard of entry must correspond to the level of certificate.

It is not recommended that credit be sought by students attending Convention for the first time or those who are under 14 years of age. For all of these categories, a portfolio must be submitted which will count for 50% of the marks. Only one entry per ICCE certificate level is allowed.

### Student Convention Procedures

If a student wishes their Convention entry to be considered for accreditation as an ICCE option credit, he or she must observe the following rules:

- Application for credit must be made at least **4 months** before the relevant Convention, using the ICCE application form (to be found on the ICCE website).
- The student must present a portfolio of coursework, which will account for 50% of the marks awarded for the entry. On application, the student will be sent the relevant portfolio guidelines by email. The student should submit the outline electronically and receive approval before proceeding.
- Parents and supervisors must keep a detailed record of a student's progress, using the approved Convention Progress Control Form.
- Students should take photographs of their work in progress and provide written evidence that the work is all their own.

When attending Convention, students should present their work, portfolio and documents to the relevant Convention Adjudicator. The documents required are:

- The ESC Progress Control Form
- Three copies of the relevant Judges' Forms
- A written statement (Affidavit) that the work is all the student's own
- Photograph of final entry
- Work that is handed in without the correct documentation will not be marked and therefore will not gain a credit.
- The Senior Convention Adjudicator will ensure that all ICCE documentation is passed on to the ICCE Administrator immediately after the end of the Convention. It will not be returned to the student. ICCE applications must not be placed with the general Convention documentation.
- Where an entry has achieved an average of 80% or more, the completed portfolio should be submitted to the ICCE with the Judges' Forms within 3 months after the event (European Convention). A separate ICCE Adjudicator is appointed to judge each Portfolio category. When the credit has been approved, ICCE will issue a Convention credit certificate. This must be presented to the ICCE Office when applying for an ICCE certificate

### **Minimum Pass Mark**

The minimum pass mark for accreditation is an average of 80% for both the piece and the portfolio. Convention judges need to bear this in mind when marking students' Convention entries.

The marking of Convention credits for transcript purposes will be Distinction (94-100%), Merit (87- 93%) and Pass (80-86%).

### **Joint Entries**

ICCE does not accept joint Convention entries for single entry accreditation. Each entry must be entirely the applicant's own work.

## Attendance & Participation Entries

For a **full credit** the student must enter and achieve the requirements below in six separate events, including at least four of the following categories:

- Music – all categories up to Quartet (excluding Worship Band)
- Platform – all categories except team events
- Academics – General, Creative Composition
- Christian Service/Golden Awards - all categories plus 1st or 2nd place Golden Lamp entry (UK)
- Art & Design – any section

### Requirements

- Two entries in any of the above categories may be made.
- A minimum of 70% overall average is required in these categories. Five must be individual events; one team event is allowed.
- Team events allowed are: Music (Vocal and Instrumental) up to and including Quartet, Dramatic Dialogue, and Puppets and Scripture Video involving no more than two students.
- Entries in other categories may be made.
- Two individual sport events are allowed but not required (no team sport events).
- The student must gain a medal in Sport and elimination events if these are included in the six. All components of this credit must be gained at one Convention.
- Please note that the total preparation time for this credit should amount to at least 120 hours. This applies to any ICCE approved Regional Convention.
- A student will only be allowed one Convention Attendance & Participation credit for graduation
- This is only allowed for an option credit for General or Intermediate Certificates.
- Students must apply for this credit within six months of completing the requirements.
- Written proof to be submitted in the form of Judges' Forms, Affidavits, Progress Control Forms and an ICCE application form within six months of the Convention.
- We recommend entering more than six events in case the student does not achieve the requirements in all six.

A **half credit** A&P entry is also possible. A student must enter nine events and achieve 70% or a medal in three. At least six of the events should be individual. Please contact the office for further information.



## Student Convention Rules & Participation

All applicants for Convention credits must abide by the prevailing rules. If the student is disqualified for not following Convention rules, no credit will be issued. This includes dress code violations, unsuitable subject matter and cheating in any form.

ICCE follows normal Convention policy which requires all entrants to attend the Student Convention for the entire period. 'Absentee' submissions are not acceptable. The whole purpose of Convention Credits is to recognise a student's participation in the entire Convention, including rallies, devotions and the whole Convention 'experience'.

## Appeals

There is an Appeals procedure. Contact the ICCE Office for details.

## Summary

- The A.C.E. PACEs are the principle learning materials used by ICCE.
- The 80/20 principle applies to the ICCE learning materials. Only 20% may be non-A.C.E. educational resource components.
- There are four (4) subject groups in the ICCE Educational Programme.
  - Christian Studies (Group 1)
  - Core Academic Studies (Group 2)
  - Expanded Academic Studies (Group 3)
  - Applied Studies (Group 4)
- The ICCE qualification offers a range of courses to suit a student's personal interests, aptitudes and needs.
- Science and Biology lab reports within the PACEs are compulsory.
- Coursework is comprised of:
  - Essays – topics may be chosen
  - Mathematics Papers
  - Science Projects



# KEY ROLES IN THE ICCE SCHOOL OR HEA

“A teacher affects eternity;  
he can never tell where his influence stops.”

Henry B Adams

## ***Colossians 3:23-24***

And whatsoever ye do, do it heartily, as to the Lord, and not unto men;  
Knowing that of the Lord ye shall receive the reward of inheritance:  
for ye serve the Lord Christ.

## ICCE Key Roles

There are four key ICCE roles located within the structure of each ICCE Registered School and Home Education Academy (HEA), namely the Coordinator, Moderator, First Line Marker and the Supervisor (in a school) or Parent (in a home-school). The implementation and quality assurance of ICCE is the responsibility of these key role players. These representatives are trained and certificated by ICCE to implement ICCE in the School or HEA, but are appointed by the School or HEA as School/ HEA staff.

It is a requirement for each School or HEA that is seeking registration as an ICCE Registered School or Home Education Academy to nominate persons to be assigned the roles of the ICCE Coordinator, Moderator and First Line Marker. The Coordinator and First Line Marker (if a Supervisor) must be on staff, but the Moderator could be sourced outside of the School or HEA. These persons are to attend and complete the ICCE QA and Procedures Training before they may be appointed in their respective roles. Successful completion of this training is a requirement for ICCE School or HEA registration.

The ICCE Registered School or HEA Coordinator and Moderator may not be the same person. The Principal or Head may be either the appointed Coordinator or Moderator for ICCE, but not both. In exceptional cases, and only with permission from the ICCE Office, the School or HEA Moderator may also be the Coordinator if the Coordinator is not the First Line Marker (FLM). Principle: *The person who scores the PACE Test may not also moderate it.*

### School Coordinator

The Coordinator is responsible to implement ICCE in the ICCE Registered School or HEA to which he/she is connected. The Coordinator is therefore responsible for the management and oversight of all duties pertaining to ICCE within the School or HEA. The Coordinator is the single point of contact with the ICCE office. All communication to and from the ICCE office should be via the Coordinator. The Coordinator has to be a resident staff member of the school.

### Assistant Coordinators

Assistant Coordinators assists the Coordinator in ICCE-related duties.

The School or HEA Coordinator may assign staff, under their supervision, to assist in any of the Coordinator's administrative ICCE responsibilities. For example, under the oversight of the ICCE

Coordinator, the school secretary could be responsible for the recording of ICCE student data, fee payments and other ICCE record-keeping tasks, once appropriately trained by the ICCE Coordinator. A prerequisite for this assistance is that the appropriate level of ICCE training for the assigned tasks has been completed.

## Moderator

ICCE makes use of both Internal and External Moderators. The Internal Moderator implements and maintains the Quality Assurance processes with regard to ICCE assessment practices in the ICCE Registered School or HEA which he/she serves. The External Moderator quality assures the moderation and moderation processes.

The Internal Moderator is responsible for all aspects of the ICCE assessment processes and practices which include:

- The review of all and/or any relevant processes that lead up to and affect ICCE assessment practices and student assessment outcomes.
- Randomly selecting and checking the quality of marking for both PACE and non-PACE assessed items
- Training staff in ICCE assessment requirements, policies and practices.

All schools and HEAs must have access to an ICCE trained Internal Moderator. The moderator may be on staff or sourced from outside the School or HEA. A School or HEA Network (a group of schools cooperating with each other), in consultation with the relevant ICCE National Coordinator, may collectively appoint a School or HEA Network Moderator to service the schools in the network. Schools may also make use of moderation services offered by an ICCE trained Moderator who independently offers these services. Countries may opt to appoint a National Internal Moderator that moderates PACE Tests on behalf of all schools in the country. The costs incurred for the appointment and operation of a moderator are the responsibility of the participating schools.

A single school may have more than one resident Internal Moderator. However, one person must oversee and take responsibility for all aspects pertaining to moderation in the school as outlined in this manual. The ICCE Office will hold this person accountable for moderation practice in the school.

Home educators are to send all marked PACE Tests to the Home Education Academy they are affiliated with (for example, TEACH) to be moderated.

## First Line Marker (FLM)

The First Line Marker is the person marking the PACE tests and recording the marks and is usually the supervisor, parent or tutor.

Home educators, as the First Line Marker, are responsible to mark their child's PACE tests. The home educator has to complete the applicable training.

*Please note that a First Line Marker may only moderate the tests marked by others and not themselves.*

## Supervisor

The Supervisor is the person that is responsible for academic assistance to ICCE students. The Supervisor must follow all A.C.E. procedures in the Learning Centre or home. In most cases the Supervisor is also the First Line Marker. It is strongly recommended that the Supervisor is also the Coordinator.

The Supervisor's A.C.E. and ICCE training must be current, and A.C.E and ICCE procedures must be correctly and fully implemented by the Supervisor.

The Supervisor plays a vital role in ensuring the quality of the ICCE qualification.

## Levels of Responsibility

The roles of the ICCE Coordinator and the ICCE Moderator have different levels of responsibility as shown in the following table.

Responsibility Levels				
	Coordinators	Supervisor & First Line Marker	Internal Moderators	External Moderators
Designation	Area of Responsibility			Area of Responsibility
Global	All ICCE Regions			All ICCE Regions
National	Country (for example, Malaysia)		Country (for example, Zimbabwe)	Country (for example, United Kingdom)
School, HEA or Home School	School or HEA	School or Home School	School or HEA	
School Network			Groups of Schools or HEAs	
Independent			Contracts to School or HEA	

## Coordinator

### The Responsibilities of the ICCE School Coordinator

#### Student enrolment

Management of all aspects of ICCE student enrolment:

- Enrolling students into an appropriate ICCE Award
- Assisting ICCE students and parents with Academic Projections, tertiary study and/or career planning
- Completing the Academic Projection and keeping it in the student's file
- Communicating with parents of ICCE students on the fee requirements (Note that ICCE student enrolment will not be processed until payment of all appropriate and applicable ICCE fees has been received by the ICCE Global Office.)
- Management of ICCE fee payment
- Applying for ICCE Certificates to be awarded when work on a certificate is complete

## **Management**

- Management of the teaching and learning processes affecting ICCE students
- Provision of academic support to ICCE students
- Encouragement of ICCE students to attain the highest standards of academic achievement
- Attendance to the ongoing registration requirements of the School
- Cooperation with the ICCE Internal Moderator to ensure that all ICCE assessment practices are implemented according to ICCE requirements
- Ensuring availability of learning materials to assist ICCE students and staff in the completion of ICCE course and certificate requirements
- Liaison with the ICCE National Coordinator in all matters related to the implementation of ICCE requirements under their responsibility
- Implementation and oversight of the appropriate ICCE training of School staff who are involved with ICCE students in the ICCE Registered School
- Awareness and implementation of any new ICCE developments and information
- Implementation of all ICCE requirements, as expected and indicated by the ICCE Global Office
- Distribution of all relevant ICCE information to other school members who are involved with ICCE students within the school
- Upholding all ICCE requirements and the associated A.C.E. standards and procedures to a high level of excellence

## **Record keeping**

- Transfer of ICCE relevant data to the ICCE National Coordinator or ICCE Global Office in a timely manner
- Accurate, secure and appropriate filing of all applicable ICCE documents
- Keeping of secure, accurate, up-to-date and complete ICCE records
  - SAR (Student Assessment Record)
  - Student Enrolment Forms
  - Approved Academic Projection Forms
  - Coursework and Coursework Assessments
  - Moderation Forms
  - Any other applicable forms or certificates



## The Responsibilities of the ICCE HEA Coordinator

### Student enrolment

Management of all aspects of ICCE student enrolment:

- Enrolling students into an appropriate ICCE Award
- Assisting ICCE students and parents with Academic Projections, tertiary study and/or career planning
- Completing the Academic Projection and keeping it in the student's file
- Communicating with parents of ICCE students on the fee requirements (Note that ICCE student enrolment will not be processed until payment of all appropriate and applicable ICCE fees has been received by the ICCE Global Office.)
- Management of ICCE fee payment
- Applying for ICCE Certificates to be awarded when work on a certificate is complete

### Management

- Management of the teaching and learning processes affecting ICCE students
- Provision of academic support to ICCE students and home tutors
- Encouragement of ICCE students to attain the highest standards of academic achievement
- Attendance to the ongoing registration requirements of the HEA
- Cooperation with the ICCE HEA Moderator to ensure that all ICCE assessment practices are implemented according to ICCE requirements in the home environment
- Ensuring availability of learning materials to assist ICCE students and staff in the completion of ICCE course and certificate requirements
- Liaison with the ICCE National Coordinator in all matters related to the implementation of ICCE requirements under their responsibility
- Implementation and oversight of the appropriate ICCE training of home educators who are involved with ICCE students in the ICCE Registered HEA
- Awareness and implementation of any new ICCE developments and information
- Implementation of all ICCE requirements, as expected and indicated by the ICCE Global Office
- Distribution of all relevant ICCE information to home tutors
- Upholding all ICCE requirements and the associated A.C.E. standards and procedures to a high level of excellence
- Oversight to ensure the correct implementation of the A.C.E. procedures within the homes connected with the HEA

## Record keeping

- Transfer of ICCE relevant data to the ICCE National Coordinator or ICCE Global Office in a timely manner
- Accurate, secure and appropriate filing of all applicable ICCE documents
- Keeping of secure, accurate, up-to-date and complete ICCE records
  - SAR (Student Assessment Record)
  - Student Enrolment Forms
  - Approved Academic Projection Forms
  - Coursework and Coursework Assessments
  - Moderation Forms
  - Any other applicable forms or certificates

## Moderator

### The Responsibilities of the ICCE School or HEA Moderator

- Management of the approved ICCE assessment practices
- Understanding and implementation of all approved ICCE assessment principles and practices
- Oversight of the procedures and practices associated with the management of the ICCE assessment requirements to ensure that they are in place, functioning and effective
- Sampling of ICCE assessments including the marking of randomly selected tests/assessment items according to the ICCE quality assurance sampling requirements
- Liaison with the ICCE School or HEA Coordinator, National Coordinator and Global Moderator in all matters related to the implementation of the ICCE under their responsibility
- Maintaining an awareness of any new ICCE developments and information that is relevant to their area of responsibility, and ensuring the appropriate and timely implementation of all ICCE requirements as expected and indicated by the ICCE Global Office
- Upholding all ICCE assessment requirements and the associated A.C.E. standards and procedures to a high level of excellence
- Verification that A.C.E. assessment requirements are adhered to
- Upholding Quality Assurance requirements for assessments
  - PACE procedures are followed correctly with regard to the assessment requirements for the completion of a PACE
  - Testing procedures are implemented appropriately in an approved testing environment
  - Tests are marked according to the ICCE Marking Guidelines by an ICCE trained marker
  - Test scores are recorded correctly
  - Tests and Test Keys are filed securely at all times

## First Line Marker

### Responsibilities of the First Line Marker

- Marking the PACE tests according to the Test Key
- Using the ICCE marking criteria as a guide
- To be vigilant and careful while marking the tests
- To tally final marks correctly

## ICCE Supervisor

### The Responsibilities of the ICCE Supervisor

- Supervision of ICCE students in the Learning Centre or home
- Oversight to ensure that PACE procedures are followed correctly
- Maintenance of a high standard of ICCE student work output and quality in the Learning Centre or home
- Maintenance of expected testing procedures
- Management of the ICCE Coursework requirement
- Being cognizant of and abiding by the ICCE requirements and procedures
- Liaising with the Coordinator

## Conclusion

ICCE trained and approved staff members need to be vigilant in adhering to the principles and practice of ICCE implementation. This will safeguard ICCE as a qualification of high academic standard while ensuring excellent preparation of students for life. Every ICCE role player's contribution is vital to ensure that the ICCE awards are recognised as high-quality qualifications to secure the best possible outcome for ICCE students.

## Summary

- Coordinator
  - Takes responsibility for the management and oversight of all duties pertaining to ICCE within the School or HEA
  - One of the staff members of a School or HEA
  - Some of the Coordinator's duties may be assigned to assistant coordinators
- Moderator
  - Takes responsibility for the Quality Assurance and gives oversight to the assessment practices in the school or HEA
  - The Internal Moderator could be:
    - ◆ A School or HEA staff member
    - ◆ A person appointed by the School or HEA
    - ◆ A person appointed by a Group network
    - ◆ An Independent Moderator not linked to a School or HEA
    - ◆ A National Internal Moderator
- First Line Marker
  - Takes responsibility for the marking of PACE Tests
- Supervisor
  - Supervises the academic work of the student
  - Ensure ICCE procedures are followed

# REGISTRATION AND ENROLMENT

## ***Proverbs 2:1-8***

My son, if you receive my words,  
And treasure my commands within you,  
So that you incline your ear to wisdom,  
And apply your heart to understanding;  
Yes, if you cry out for discernment, And lift up your voice for understanding,  
If you seek her as silver, And search for her as for hidden treasures;  
Then you will understand the fear of the Lord, And find the knowledge of God.  
For the Lord gives wisdom;  
From His mouth come knowledge and understanding;  
He stores up sound wisdom for the upright;  
He is a shield to those who walk uprightly;  
He guards the paths of justice, And preserves the way of His saints.

## Introduction

### ICCE School or Home Education Academy Registration

The registration process for a School or Home Education Academy (HEA) to become an ICCE Registered Centre requires that:

- The registration procedure is undertaken through an application process with the relevant ICCE Office.
- ICCE registration procedures are dealt with by the relevant ICCE Office.

### ICCE Student Enrolment

Students enrol with a registered ICCE School or Home Education Academy. The ICCE award is managed by the ICCE registered School or Home Education Academy where the student is enrolled.

### ICCE Office Support

The ICCE Office will guide and support applicants through the registration and enrolment process.

## School or HEA Registration Procedure

The following information is to guide a School or HEA in the procedure to follow to become a registered ICCE School or Home Education Academy (HEA).

### Registration of a School or Home Education Academy

The application to become an ICCE Registered School or HEA requires the completion of the ICCE School or HEA Registration Application form.

#### **Complete the ICCE School or HEA Registration Application Form (G5030-002).**

The ICCE School or HEA Registration Application Form (G5030-002) will be made available to a School or HEA by the ICCE Office following the receipt of an enquiry.

**Assemble the required documentation as specified on the ICCE School or HEA Registration Application Form.**

The documentation listed below serves as a reminder of the **certified copies** that must accompany the ICCE School or HEA Registration Application Form to verify compliance with the ICCE registration criteria.

- A signed purchase agreement with the relevant Regional/National A.C.E. Office
- Report on Quality Assessment of the School or HEA
- Proof of registration of the School or HEA where applicable with the relevant National/Provincial (Regional) Education Department or equivalent compliance with any regional or local government requirements for operating a School or HEA as a legal/legitimate entity
- A letter from the legal owner/s of the School or HEA stating that the owner/s grants permission to the School or HEA to become an ICCE registered School or HEA.

**Attach the supporting documentation mentioned above to the completed ICCE School or HEA Registration Application Form (G5030-002) and submit to the ICCE Office together with proof of payment (Registration Application Fee). Refer to the latest Fee Schedule.**

- The ICCE Office will evaluate the application and inform the School or HEA of the outcome.
- On satisfying all requirements, except the training requirement, the School or HEA will receive **Registration Pending** status. Application must now be made by the School or HEA on behalf of the persons nominated by the School or HEA to become the ICCE Coordinator, First Line Marker and Moderator (if applicable) to attend the ICCE QA and Procedures Training. Academic qualifications for staff will vary from region to region and will be evaluated and approved once application for training has been made. A.C.E. training must also be current.
- If all requirements are not met, the ICCE Office will inform the School or HEA of **Registration Paused** status because of non-compliance.
  - The outstanding requirements will be communicated to the School or HEA by the Office.
  - The registration process will resume once outstanding requirements have been met.
  - In the event that there is a delay of 6 months to satisfy initial application requirements, the application for registration will lapse and a new registration application will have to be submitted.

## Registration for ICCE Training

**Complete the ICCE Procedures and QA Training Application Form (G5030-006) to request training and submit, together with the required documentation, to the Training Coordinator.**

A minimum of one School or HEA staff member involved in the supervision of ICCE students and nominated by the School or Home Education Academy leadership are to attend ICCE training, at an approved ICCE training centre, to be trained as Coordinator and First Line Marker. If they are two separate people, both

need to attend. If a School or Home Education Academy wants to make use of a Moderator who is resident on staff, this person must also attend the training. A School or Home Education Academy may make use of the services of a Moderator who is not on staff provided this person's ICCE Marking & Moderation training is up to date. (For further information, see the Key Roles chapter.)

**Assemble the required documentation as specified on the ICCE Training Application Form (G5030-006).**

The documentation listed below serves as a reminder of the **certified copies** that must accompany the ICCE Training Application Form to verify compliance with the ICCE criteria for Coordinators and Moderators:

- Most recent A.C.E. Training Certificate
- Most recent ICCE Training Certificate
- Tertiary qualification/s (if applicable)
- Proof of registration with a professional teaching body (if applicable)

The documents submitted will be evaluated. If all the requirements have not been met, the ICCE Office will notify the School or HEA of the outstanding requirements. In this case registration will be paused. If all the requirements have been met, the ICCE Office will send information about the training.

**ICCE Trainees are to take note of and respond to ICCE training particulars as advised by the ICCE Office.**

- ICCE Office to send notification of available training dates and venues, and other applicable information
- Trainees to book for the training at the venue and date preferred
- Trainees to submit proof of payment for the training to the ICCE Office

**Nominated staff to attend the ICCE Procedures and QA training and complete it.**

The complete initial and subsequent ICCE training requirements must be satisfied by the designated Coordinator and Moderator to function in that role. On completion of the training, the School or HEA will also be asked to indicate the choice of Coordinator and Moderator to the ICCE Office. The Coordinator and Moderator will be registered by ICCE in that role.

## Payment and Key Roles

On completion of the initial ICCE training by both the designated ICCE Coordinator, First Line Marker and Moderator, and provided all other ICCE registration criteria have been satisfied, the ICCE Office will give notice to proceed with School or HEA payment for registration.



The School or HEA then submits proof of payment as well as the completed Key Role Application form (G5030-007) indicating the choice of Coordinator and Moderator to the ICCE Office (Registered School or HEA Registration Fee). Refer to the latest Fee Schedule.

Upon receipt of proof of payment and the Key Role Application form, the School or HEA will be registered as an ICCE School or HEA accordingly, and the ICCE trained School or HEA staff members will be authorized to fulfill the approved ICCE roles.

## Student Enrolment and Course Completion Procedure

### Enrolment

**The ICCE Registered School or HEA Coordinator is to complete the relevant sections of the ICCE Student Enrolment and Certificate Completion Form (G5030-004) to enrol a student into an ICCE Certificate level.**

ICCE may only be implemented in an ICCE Registered School or HEA and students enrolled when the required ICCE staff training has been completed and written acknowledgement of ICCE registration has been received by the School or HEA from the ICCE Office.

**The Coordinator consults with the parents and student to complete an Academic Projection.**

The ICCE Academic Projection indicates the courses the student has selected for a particular ICCE certificate level. To complete the form, the Coordinator must consult with the parents/guardians and the student to ascertain the subject choices of the student.

**The Coordinator completes the Student Enrolment and Certificate Completion Form (G5030-004) and obtains the parents'/guardians' and student's signatures.**

**The Coordinator is to submit the following to the ICCE Office to enrol the student for the chosen certificate level:**

- Completed ICCE Student Enrolment and Certificate Completion Form
- Accompanying ICCE Academic Projection Form (if applicable)
- Proof of payment (Certificate Enrolment Fee – Refer to the latest Fee Schedule)
- Completed ICCE Declaration regarding the General Certificate Form (General Certificate only)

The Academic Projection must be approved by the ICCE Office. The ICCE Office will communicate approval or non-approval to the School or HEA. In the case of non-approval, the ICCE Office will give guidance as to outstanding requirements.

The approved Student Enrolment and Certificate Completion Form is filed in the School or HEA's student file.

## Course Completion

On completion of a certificate level, the ICCE School or HEA Coordinator is to resubmit the Student Enrolment and Certificate Completion Form and required documentation as indicated on the form to the ICCE National Coordinator:

Fully complete the Student Enrolment and Certificate Completion Form (i.e. Course completion sections to be completed on original form at point 5).

Submit the form, all supporting documentation as stipulated on the form, and proof of payment (Certificate Application Fee) to the ICCE Office. Refer to the latest Fee Schedule.

## Ongoing Enrolment

Upon completion of an ICCE certificate level, the Coordinator once again carries out the enrolment procedure to enrol the student in the next ICCE certificate level.

For enrolment into the following ICCE certificate level, the ICCE Coordinator is to provide and submit the following documentation to the ICCE National Coordinator:

- Student Enrolment and Certificate Completion Form (G5030-004)
- Academic Projection (if applicable)
- Proof of payment of Certificate Enrolment Fee for the following Certificate level

## Minimum Enrolment Period

Students are required to be enrolled for a minimum period before graduating (except for the Basic certificate). Please note the minimum timeframes for each certificate below:

- Foundation Certificate – 6 months
- Vocational Certificate – 1 year
- General Certificate – 1 year
- Intermediate Certificate – 6 months
- Advanced/Advanced Higher Certificate – 6 months

## Disenrolment/Withdrawal

**ICCE will disenrol a student if the certificate has not been completed within five (5) years of application or if notice to withdraw is received from the Coordinator.**

Student enrolment is generally for a period of five (5) years after which the student will be disenrolled if the certificate has not been completed. If the student has not completed the certificate after five (5) years, but is planning to do so, official notice of the student's intention to continue with the certificate must be given to the ICCE Office. The ICCE Board may at its discretion decide whether to allow or disallow this extended enrolment. If allowed, the Board may require changes to the Academic Projection.

A student may opt to withdraw from ICCE before completing the certificate. Please notify the ICCE Office that the student is withdrawing.

## ICCE re-enrolment or enrolment after a break from studies

**The Coordinator is to make application for enrolment or re-enrolment on the Student Enrolment and Certificate Completion Form (G5030-004) and attach the SAR or SPC as applicable.**

A student wanting to complete a certificate may apply to be re-enrolled within a period of five years of disenrolment. The Coordinator is to make application on the Student Enrolment and Certificate Completion Form (G5030-004) to re-enrol the student with ICCE. The SAR, indicating PACEs that were completed before disenrolment, is to be attached to the application.

Students who have started on ICCE work, but were not enrolled, may apply to enrol with ICCE after a break from studies of less than five (5) years. The Coordinator is to make application on the Student Enrolment and Certificate Completion Form (G5030-004). In this case attach the SPC/SARs that indicate the work already completed for the certificate level applying for.

ICCE may require a student to include new requirements or start certain courses from the beginning if for example:

- The course content has changed
- New courses have been developed in the interim
- Courses have been discontinued

Where application is made after five (5) years of disenrolment or a break in studies, enrolment is at the discretion of the ICCE Board.

## Registration Status

### Terminology and Explanations

#### ICCE Registration Pending

Schools or HEAs satisfying all ICCE requirements with the exception of the training requirement receive *ICCE Registration Pending* status.

#### ICCE Registration Paused

Schools or HEAs that do not meet all requirements will receive *ICCE Registration Paused* status and be informed in writing of the aspects of the registration that need to be addressed before the registration process can continue. Schools or HEAs with Registration Paused status will be given six (6) months to satisfy any outstanding requirements. If the requirements are not met in this time, the registration will lapse. Thereafter, a new application will be required.

#### ICCE Full Registration

Schools and HEA that satisfy all requirements receive *ICCE Full Registration* status.

#### ICCE Provisional Registration

A School or HEA, once registered, is required to maintain its compliance with all ICCE registration expectations and policy requirements to secure the renewal of ICCE registration. Failure to do this, at any time, may result in the School or HEA's "*full registration status*" becoming "*provisional registration*". ICCE Provisional Registration is applicable for up to twelve (12) months, during which time the School or HEA must satisfy all of the ICCE requirements for the resumption of ICCE Full Registration. Should the required compliance with ICCE quality expectations be in evidence at a satisfactory level, the ICCE Office will re-instate the School or HEA to *ICCE Full Registration* status. Failure to comply will lead to the School or HEA being deregistered.

#### Deregistration

All ICCE registered Schools and Home Education Academies will be subject to periodic reviews and/or site inspections by the ICCE office to monitor quality assurance indicators.

When appropriate, the ICCE Office will choose a sample of schools for annual moderation of compliance requirements. If a School or Home Education Academy does not satisfy ICCE registration requirements, the ICCE Office will inform the School or HEA of the default, in writing, and reserve the right to withdraw ICCE registration if a report on remediation is not received by the ICCE Office within 30 days.

The ICCE Office will assess all remediation responses and if necessary implement a site visit to verify them. Should a School or Home Education Academy be unable to adequately remedy the areas of default, the ICCE Office will issue a letter of deregistration.

### **On-going Registration**

ICCE Full Registration status is achieved and in place for an initial five (5) year period. Thereafter, the ICCE Registered School or Home Education Academy will be subject to a further registration renewal assessment process.

To maintain on-going ICCE School or Home Education Academy registration the following should be adhered to:

- Satisfying ICCE training and professional development requirements
- Compliance with administrative requirements within scheduled time lines
- Accommodating School or HEA site visits
- Responding in a timely manner to ICCE accountability requirements
- Maintaining accurate, up-to-date and secure ICCE databases/records
- Responding to moderation and remediation
- Implementing appropriate fee collection and payment practices
- Adhering to registration renewal requirements
- Attending to the students' academic needs and welfare
- Supporting the student

## Summary

- A school registers with the ICCE Office to become an ICCE School or HEA. Specific criteria must be met.
- Students may only be enrolled once the School or HEA is registered.
- Students are generally enrolled for a period of five (5) years.
- Disenrolled students may resume studies within a five (5) year period.
- The registration status of the school can be defined in one of six ways.
  - Registration Pending
    - ◆ All requirements except training met
  - Registration Paused
    - ◆ Some requirements are not met
    - ◆ Six months given to satisfy these outstanding requirements
  - Full Registration
    - ◆ All criteria including training met and registration completed
  - Provisional Registration
    - ◆ A lapse in compliance with all ICCE registration expectations and policy requirements after registration
    - ◆ Twelve months given to rectify situation
  - Deregistration
    - ◆ Does not satisfy ICCE requirements after registration

# TRAINING AND PROFESSIONAL DEVELOPMENT

“The wisest mind has something yet to learn.”

Anonymous

***Proverbs 18:15***

An intelligent heart acquires knowledge, and the ear of the wise seeks knowledge.

## ICCE Training and Professional Development

The International Certificate of Christian Education Ltd (ICCEL) recognises that the professional development and training of the school or HEA staff involved in the implementation and delivery of the ICCE programme is an investment in quality education. It is therefore a particular focus of the ICCE to ensure that at the registered ICCE School and HEA level all the staff involved in giving effect to the principles and practices of the ICCE receive quality training. The provision of this training is the responsibility of the ICCE Ltd national entities under the oversight of the global ICCE Ltd Board.

Qualified ICCE trainers are appointed to implement the training which is undertaken at the regional and national level to minimize the cost of participation and maximize the accessibility of the training to the nominated participants.

All costs for participation in ICCE professional development and training are to be borne by the participants, or the School/Home Education Academy with which they are affiliated.

## Training Opportunities

### ICCE Procedures and QA Training

The ICCE Procedures and QA training explains ICCE and teaches the procedures as well as the criteria used to mark and moderate assessments.

The training is presented by ICCE approved trainers, and participants must attend the full course. The duration is a minimum of two (2) days, as required by specific circumstances. A fee is charged to attend training. The ICCE training fee does not cover accommodation or travel expenses.

This training aims to train Coordinators, Moderators and First Line Markers. The school or HEA nominates staff to attend the training. It is the responsibility of the Coordinator to ensure that all School or HEA staff members involved with ICCE qualifications have received the appropriate training.

A minimum of one School or HEA staff member involved in the supervision of ICCE students and nominated by the School or HEA leadership is to attend ICCE training, at an approved ICCE training centre, to be trained as a Coordinator. Each school or HEA needs to have a trained Coordinator on staff that has the responsibility of managing all aspects (administratively and academically) pertaining to ICCE in the school.



The Coordinator is preferably the Senior Learning Centre Supervisor but could also be the Principal or Head Teacher. If the Principal or Head Teacher is going to fulfil the role of Coordinator, then the Senior Supervisor must also attend the training.

If a School or HEA wants to make use of a Moderator who is resident on staff, this person must also attend the training. A School or HEA may make use of the services of a Moderator who is not on staff provided this person's ICCE Marking & Moderation training is up to date. Each school or HEA needs to have access to an ICCE trained moderator who re-marks a sample of tests and follows up on irregularities.

Further information on the responsibilities of the Coordinator, Moderator and First Line Marker may be found in the chapter on Key Roles in the School or HEA.

The complete initial and subsequent ICCE training requirements must be satisfied by the designated Coordinator, Moderator and First Line Marker. Upon completion of the initial training, the ICCE Office will certificate the Coordinator, Moderator and First Line Marker to undertake their applicable duties within an ICCE registered School or HEA.

The designated Coordinator must write the ICCE Moderation Test and if also the First Line Marker (FLM) must pass it.

The designated Moderator as well as the First Line Marker must pass the Moderation Test. In the event that a trainee does not pass the training tests during the ICCE QA and Procedures training, a six-month grace period will be granted to write and pass the test/s.

A School or HEA will not be registered, nor will a registered School or HEA be allowed to continue offering ICCE, unless there is an ICCE trained Coordinator and First Line Marker on staff and there is access to an ICCE trained Moderator. The training is valid for a maximum of five years, after which time retraining is due.

The certification to act as an ICCE Coordinator, Moderator or First Line Marker is linked to a particular registered ICCE school or HEA and is not transferable without the prior approval of the ICCE Office.

The designated and certificated ICCE Coordinator, Moderator and First Line Marker, for a registered ICCE School or HEA, are required to implement all ICCE training information and procedures according to ICCE specifications. Any variance in and/or any special circumstances must have the prior approval of the ICCE Global Office. It is also a requirement to participate in and satisfactorily complete all of the in-service training and professional development requirements determined by the ICCE Global Office. The cost of this training is the responsibility of the ICCE Registered School or HEA.

All School and HEA staff involved with ICCE enrolled students must be ICCE trained. Assistant Coordinators may be trained in-house under the guidance of the ICCE Office.

A group of ICCE Schools and/or HEAs in a particular locality may request that a local venue, convenient for their access, be used for any designated ICCE training. Such a request is to be made to the ICCE Office and will be considered on the condition that the cost of training is justified by the number of trainees, and that the location is suitable and easily accessible for use by the ICCE Office.

### **Home Educator Training**

HEAs must have a Coordinator on staff and access to a Moderator. The home educator is the First Line Marker (responsible for assessments), and the HEA's Moderator moderates the assessments. It is the HEA's responsibility to ensure that the home educator is ICCE trained as First Line Marker. This training is separate from the ICCE Procedures and QA training and may be presented by a person approved by ICCE who has completed the ICCE training as Moderator.

In the event that a home educator does not pass the applicable training test/s, a six-month grace period will be granted to write and pass the test/s.

### **Coordinator Assistant Training**

The ICCE Registered School or HEA staff may be assigned to assist the ICCE Coordinator administratively. These ICCE trained staff may assist the ICCE Coordinator in any ICCE administrative functions as appropriate, e.g. capturing data, as long as the appropriate ICCE training as determined by the ICCEL Board has been given.

### **ICCE Professional Development Training**

A yearly ICCE Professional Training Update requirement must also be met to retain registration as an ICCE Coordinator or Moderator. The duration is ten hours per year. The delivery mode for the Update Training will vary, e.g. Regional Meetings, online and paper-based delivery.

### **ICCE Train the Trainers**

ICCE Train the Trainers supports the professional development of key ICCE personnel who have the responsibility for training others. These trainers will train ICCE staff on a regional or national basis.

These potential trainers are invited or nominated by the Global Office to attend the course.

A qualified ICCE Trainer needs to be retrained every five (5) years. A yearly ICCE Professional Training Update requirement must also be met to retain registration as an ICCE Trainer. The duration is ten hours, and the delivery mode will vary.

### **ICCE Master Class**

The ICCE Master Class concept is to facilitate rigorous structured professional development opportunities for ICCE key people and emerging leaders. The Master Class concept also allows for features of the ICCE (e.g. assessment practices) to be researched, studied or investigated with a view to establish best practice.

### **ICCE Awareness Training**

This will be offered when the need arises. The purpose is to inform key role players about matters pertaining to ICCE.

The following table provides an overview of the ICCE Professional Training Programme.

ICCE Professional Training Overview							
ICCE Training Programme	Training Features				Nominated ICCE School or HEA Personnel		
	Duration	Location	Delivery Mode	Frequency	Coordinator	Moderator	Other
<i>ICCE Procedures &amp; QA Training</i>	Initial: Min 2 days	National	Lectures, interactive workshops, PACEs, practical application, tests	Prior to appointment	✓	✓	FLM
	Recurrent: Min 2 days			Minimum every 5 years	✓	✓	FLM
<i>Home Educator Training</i>	Determined by HEA	Central venue or Home	Meeting, online or PACEs at home	Minimum every 5 years			FLM
<i>ICCE Professional Development</i>	10 hours per year	National	Online Meetings Paper-based	Annually	✓	✓	All
<i>ICCE Awareness Training</i>	Variable	Online or group meetings	Online Meetings Paper-based	Flexible (As needed)	✓	✓	All
<i>Master Class</i>	Variable	Regional	Online Meetings Paper-based	Flexible (As needed)	✓	✓	All
<i>Train the Trainer</i>	Initial: Min 3 days	Regional	Lectures, interactive workshops, PACEs, practical application, tests, in-service training	Once prior to appointment	By invitation		
	In-service training			To the satisfaction of the trainer			
	Recurrent: Max 3 days			Minimum every 5 years			

## Accelerated Christian Education (A.C.E.) Training

Accelerated Christian Education (A.C.E.) training is a prerequisite for educators to become involved in ICCE. As A.C.E. is the main curriculum provider to ICCE, educators need to be trained to facilitate the programme so as to reach its greatest potential. ICCE certified staff must attend the A.C.E. training for either administrators or educators as provided for by the applicable curriculum provider.

The following table summarises the prerequisite A.C.E. training programmes.

A.C.E. Professional Training Overview							
A.C.E. Training Programme	Training Features				Nominated ICCE School or HEA Personnel		
	Duration	Location	Delivery Mode	Frequency	Coordinator	Moderator	Other
<i>Principals' Training</i>	Initial: Regional requirements	National	Lectures, interactive workshops, PACEs, practical application, tests	Prior to opening school	✓	✓	All
	Recurrent: Regional requirements			Minimum every 5 years	✓	✓	All
<i>Educators' Training</i>	Initial: Regional requirements	National	Lectures, interactive workshops, PACEs, practical application, tests	Prior to appointment	✓	✓	All
	Recurrent: Regional requirements			Minimum every 5 years	✓	✓	All
<i>Home Educators' Training</i>	Regional requirements	National	Training Manual and Test	Determined by region			FLM

## Minimum Qualifications and Training Requirements for Nominated ICCE Staff

The table on the following page summarises the expected minimum qualifications and training requirements for ICCE nominated staff.

## Minimum Qualification and Training Requirements for Nominated ICCE Staff

Personnel	National Basic Teacher Training Requirement*	ICCE Moderator Training	ICCE Coordinator Training	Home Educator Training	English Proficiency
	- (e.g. minimum university teaching degree qualification)	- Complete the ICCE Procedures & QA Training - Pass all tests	- Complete the ICCE Procedures & QA Training - Pass all tests, except the moderation training test (pass is preferred)	- Complete the ICCE Moderation Matters PACE under school or HEA supervision - Pass the test	- Pass the A.C.E. Professional Training
<b>ICCEL Moderator</b>	Required	Required	Required	Not required	Required
<b>ICCEL Coordinator</b>	Required	Required	Required	Not required	Required
<b>Regional Moderator</b>	Required	Required	Required	Not required	Required
<b>Regional Coordinator</b>	Required	Required	Required	Not required	Required
<b>National Moderator</b>	Required	Required	Required	Not required	Required
<b>National Coordinator</b>	Required	Required	Required	Not required	Required
<b>School Moderator</b>	Required	Required	Required	Not required	Required
<b>School Coordinator</b>	Required	Not required	Required	Not required	Required
<b>HEA Moderator</b>	Required	Required	Required	Not required	Required
<b>HEA Coordinator</b>	Required	Not required	Required	Not required	Required
<b>Assistant Coordinator</b>	Not required	Not required	Job specific training	Not required	Required
<b>School First Line Marker</b>	Required	Required	Required	Not required	Required
<b>Home Ed First Line Marker</b>	Not required	Not required	Not currently required	Required	Pass HEA Training
<b>School Network &amp; Independent Moderator</b>	Required	Required	Required	Not required	Required
* Basic teacher training requirement will be determined by each region/country.					

## Summary

All school or HEA staff involved with ICCE enrolled students must be ICCE trained.

Various training options are offered by ICCE:

- ICCE Procedures & QA Training
  - Attended by the ICCE Coordinator, Moderator and First Line Marker
- ICCE Professional Development Training
  - Ten hours per year
- Home Educator Training
  - Training provided by School or HEA Moderator
- Coordinator Assistant Training
  - Training by School or HEA Coordinator for specific duties
- ICCE Train the Trainers
  - Potential trainers by invitation
- ICCE Awareness Training
  - To keep ICCE key role-players informed
- ICCE Master Class
  - ICCE key people and emerging leaders

Minimum qualifications apply.





# MODERATION

“What’s measured improves.”

Peter F Drucker

***Ecclesiastes 9:10***

Whatever your hand finds to do, do it with all your might.

## Role of the Internal Moderator (IM)

An Internal Moderator (the moderator servicing a School or HEA) is responsible for the quality assurance of the assessment and academic processes by moderating a sample of the tests marked by the First Line Marker (FLM) and responding to any discrepancies found while moderating.

## Moderation Procedure

Following is an explanation of the Moderation Procedure. The practical aspects of moderation are addressed in the Moderation Matters PACE.

The Moderation Procedure guides a School or HEA in the procedure to follow to:

- Identify Moderators
- Receive ICCE Training for Moderators
- Moderate Tests
- Access External Moderation

It is recommended that schools adopt ICCE moderation practices from PACE Level 1013 or 1025. This will bring a uniform standard throughout the School and in home schools so that the student is trained in ICCE marking guidelines from the start and can maintain them throughout.

## Identifying Potential Internal Moderators

**National Coordinators or Schools and HEAs identify a person/s suitably qualified to be the Internal Moderator.**

National Coordinators, Schools, School Networks or HEAs identify person/s who qualify to be the internal moderator/s. The designated staff must have:

- Training in and experience of the A.C.E. Programme and test marking
- The ability to pay attention to detail
- Attended, completed and passed the ICCE QA and Procedures Training and Moderation tests before they may be appointed as Moderator

The Internal Moderator in schools or HEAs may be a staff member, parent or associate of the school. The Internal Moderator may also be a person/s appointed by a National Coordinator to moderate all the tests in a country. In this case, schools will send tests to the National Moderator to be moderated.

The Coordinator and Moderator are two different people. In exceptional cases, and only with permission from the ICCE Board, the School or HEA Moderator may also be the Coordinator if the Coordinator is not the First Line Marker (FLM). The National Coordinator, if not a First Line Marker, may also be the National Internal/External Moderator. *Principle: The person who marks the PACE Test may not also moderate it.*

Moderation may only be performed by an ICCE trained moderator, who has been approved by the ICCE as the official moderator for a country, School or HEA. Facilitating the moderation of the tests of home-educated students is the responsibility of the HEA with which the student is enrolled.

The certification to act as an ICCE Coordinator or ICCE Moderator is linked to a particular registered ICCE entity and is not transferrable to another entity without the prior approval of the ICCE Office.

**National Coordinators, Schools and HEAs nominate staff to be ICCE Internal Moderator/s (IM). These nominees must attend and complete the ICCE QA and Procedures Training Course.**

## Moderating Tests

For a detailed explanation of the moderation process, refer to the Moderation Matters PACE.

### Moderation Procedure

The Moderator moderates one test out of a unit of six tests and two tests out of a unit of twelve tests. All units in a certificate level must be moderated. The PACEs to be moderated should be selected at random. Only the original test may be moderated. A copied PACE test will not be accepted, unless approval is granted by the ICCE Office.

The Moderator uses a blue pen to moderate. The results are recorded on the ICCE Internal Test Moderation Form and the ICCE Test Moderation Form. If deemed necessary, the Moderator conferences with the First Line Marker on the results. In this case a copy of the ICCE Internal Test Moderation Form is filed in the First Line Marker's file.

The Coordinator is responsible to ensure that the Moderation forms are filed and the Student Assessment Record filled in. The Moderator hands the forms and tests back to the Coordinator or person appointed by the Coordinator to receive the forms and tests.

The Coordinator sends the tests and forms to the ICCE Office upon applying for a certificate to be awarded at which time external moderation will take place.

**If there is a deviation of four (4) or more between the scores of the FLM and IM, the score of the Moderator will stand as the final mark.**

Deviation is the difference between the points allocated separately by the First Line Marker and the Moderator on **each** question in the test. The total deviation for each PACE Test is found by adding up the difference in the allocation of points by the FLM and Moderator per question.

How To Calculate Deviation					
Question	First Line Marker's Score	Moderator's Score	Calculating Deviation		
			Difference between FLM and IM's score as a + number		=Deviation
1	- 1	- ½	1-	½=	½
2	- 0	- ½	0-	½=	½
3	- 0	- ½	0-	½=	½
4	- 1	- 2	1-	2=	1
5	- ½	- 1	½-	1=	½
6	0	0	0-	0=	0
Total marks lost	2 ½	4 ½			
Total marks	97.5%	95.5%			
Total deviation					3

If a deviation of four 4 or more is found in one (6 PACE Unit) or two (12 PACE Unit) of the moderated tests, the Internal Moderator must moderate two more tests. If a deviation of four (4) or more is found in any of the two tests, the whole Unit must be moderated. The Internal Moderator completes the ICCE 100% Test Moderation Form to reflect this moderation. The final mark is recorded on the SAR in black pen. The mark of the Moderator is recorded for all tests with a deviation of four (4) or more. The mark of the FLM is recorded for all tests with a deviation of less than four.

The ICCEL Board reserves the right to refuse to issue a certificate to any student where 100% moderation of a UNIT is needed.

If a student has failed the PACE Test, the **entire PACE has to be repeated** and the Test rewritten. This holds true when the First Line Marker encounters a failed test as well as when the Internal Moderator allocates a failed mark to a student's PACE Test after the First Line Marker has given a pass mark. A penalty of 4% will be applicable on the second attempt. If on the second attempt the Test mark is in the range of 80 to 83%, a test mark of 80% is to be recorded on the SAR. On further attempts the final test score, provided it is a pass, must be recorded as 80% even if the actual mark is higher. Where a PACE Test has been failed, the final passed test must also be sent for external moderation. All failed tests may be requested for moderation at the discretion of the External Moderator.

The ICCEL Board reserves the right to refuse to issue a certificate where too many tests have been failed.

The tests and moderation forms are sent to the ICCE Office when application is made for a certificate to be awarded.

- The School or HEA Coordinator sends the moderated tests and Moderation Forms for external moderation when applying for the Certificate to be awarded.
- The External Moderator (EM) moderates the tests and completes the moderation form/s.
- The External Moderator may at any time require 100% Moderation.

Moderation Regimen			
Type of student	Moderation Location		
	Internal Moderation (Home Education Academy)	Internal Moderation (School or National Office)	External Moderation (ICCE Office)
Home-based	Parent sends all tests to HEA for moderation. Moderator moderates a minimum of 1/6 or 2/12 tests per unit.		External Moderator moderates a minimum of 1/6 of the moderated tests from each HEA.
School-based		Moderator moderates a minimum of 1/6 or 2/12 Tests per unit.	External Moderator moderates a minimum of 1/6 of the moderated tests from each School.

The Global External Moderator may at random request tests to perform external moderation.

Quality assurance personnel are appointed to carry out test moderation on behalf of ICCEL.

Random moderation will be done during site visits.

## Summary

- Moderation may only be performed by an ICCE trained and approved moderator.
- At least one (1) test for a unit of six (6) tests, or at least two (2) for a unit of twelve (12) tests per course, per level, for each ICCE student should be marked again / moderated.
- If a deviation of four (4) or more is found in one (6 PACE Unit) or two (12 PACE Unit) of the moderated tests, the IM must moderate two more tests. If a deviation of four (4) or more is found in any of the two tests, the whole unit must be moderated.
- PACE Tests and other assessments are moderated by both Internal as well as External Moderators.

# GRADUATION

“For I know the plans I have for you,” declares the Lord,  
“plans to prosper you and not to harm you,  
plans to give you hope and a future.”  
Jeremiah 29:11

## ***Philippians 1:6***

Being confident of this very thing, that He which began a good work in you will perform it until the day of Jesus Christ.

## Completing an ICCE Certificate Level

A School or HEA Coordinator applies for a certificate to be awarded after all the requirements for the certificate are met. This application process must be followed after the completion of each certificate level, even if it is not an exit qualification. ICCE certificates must be completed sequentially, with the requirements of a certificate fully completed before enrolment in the next ICCE certificate commences. For example: If a student completes the ICCE General Certificate, application is made for this certificate to be awarded, after which the student enrolls for the ICCE Intermediate Certificate.

## Graduation Procedure

When a student has completed all the work for an ICCE certificate level, the School or HEA Coordinator completes the current *Student Enrolment and Course Completion Form* by indicating the marks achieved in each subject and sends it with the required documents to the ICCE Office.

**The following documentation is to accompany the form:**

- Electronic copy of the student's SAR (Student Assessment Record)
- ICCE Test Moderation Forms
  - Internal moderation is to be complete
- Moderated PACE Tests
- Copy of marking rubric for moderated coursework
  - Coursework may be sent to be marked at any time
  - The latest coursework may reach the office for marking is three (3) months before the expected date of issue of the certificate
- Copies of relevant transcripts, reports or certificates
- Copy of current Academic Projection Form (if applicable in your region)
  - All the requirements as set out in the above form must be met
- Copy of Student ID Document, Passport or other legal document identifying the student

**The following documentation is to accompany the form *if applicable*:**

- Personal or mission statement
  - A personal or mission statement must accompany the application for an exit certificate
- Proof of payment (Certificate Application Fee)



At the same time application is to be made for enrolment into the next certificate level if applicable.

Please ensure that all documentation is correct and present when applying for a certificate to be awarded.

## Time needed by the ICCE Office to award and issue a certificate

Allow **six (6) weeks** for the ICCE office to evaluate an application for an ICCE Certificate to be awarded.

Certificates may, however, only be posted in batches on pre-determined dates. These dates are available from the National Coordinator. If the certificate is needed sooner, the full postage costs must be carried by the candidate.

Refer to the appendices for a diagram of this process.

## The ICCE Grading System

ICCE Grading	
PACE Average per Module	Grade
98-100	A*
96-97.99	A
92-95.99	B
88-91.99	C
84-87.99	D
80-83.99	E

*Please note that PACE average scores should be rounded to two decimal places.*

### Reporting of Grades

The ICCE Office reports the grades for each unit and module. Supervisors and parents should always enter PACE Average Scores as percentages on ICCE course completion forms, NOT as grades. The ICCE will calculate grades once PACE Tests have been moderated and Student Assessment Records have been checked.

## Summary

- A school or HEA Coordinator applies for a certificate to be awarded.
  - All requirements must be met before application is made.
- ICCE certificates are completed sequentially.
  - The requirements of a certificate are fully completed.
  - The enrolment in the next ICCE certificate commences.
- Allow six (6) weeks for the ICCE office to evaluate an application for an ICCE Certificate to be awarded.

# ADMINISTRATION

“When we create schools that we value, for our children and ourselves,  
we will have created schools of value to others as well.”

Roland S Barth

## ***1 Corinthians 4:2***

Moreover, it is required in stewards that a man be found faithful.

## ICCE School Registration Number

A School or HEA receives an ICCE registration number on registration which must be quoted in all correspondence.

The School or HEA is the provider and administrator of the ICCE for the student, therefore all ICCE students must be enrolled in a registered ICCE School or Home Education Academy (HEA).

## ICCE Student Number

At the commencement of a student's enrolment in an ICCE Certificate level they are issued with a unique ICCE Student Number. The ICCE Student ID, assigned to a student when they commence their enrolment on an ICCE Certificate, is retained by the student throughout the duration of their ICCE enrolment. Should a student transfer to another ICCE Registered School or Home Education Academy, before the completion of their ICCE studies, the Student ID transfers with the student, for use by each subsequent ICCE Registered School or Home Education Academy in which they are enrolled.

The ICCE Student ID is to be quoted on all correspondence undertaken on behalf of the student with the ICCE Office.

## Document Retention

### ICCE Student File

A folder must be set up for each ICCE enrolled student by the School or HEA. All ICCE documentation pertaining to the student is to be filed here. A file must also be set up on the computer.

The folder is to contain the following:

- SAR/s (Student Assessment Record/s)
- Academic Projection Form/s
- Moderation form/s
- Copy of student enrolment form/s
- Coursework
- Moderation results of coursework
- Transcripts of certificates awarded
- PACE Tests
- Any other applicable forms or records

This file needs to be kept for the minimum period as prescribed by ICCE (see below). National requirements may additionally apply and must be adhered to as set by the National Office.

## **Retention of PACE Tests, Test Moderation Forms, SPCs and SARs**

The provision to retain student files, with content as detailed above, in a secure location by the ICCE Registered School or Home Education Academy is a condition of registration. Where an ICCE Registered School or Home Education Academy is not able to maintain the secure storage of these PACE tests, the ICCE Office should be contacted to determine an appropriate alternative arrangement.

Every home-educating family that has a student or students enrolled for an ICCE certificate must be affiliated with an ICCE Registered Home Education Academy. All PACE tests that relate to ICCE credits are to be sent, together with any accompanying documentation, to this ICCE Registered Home Education Academy at the time and in the manner required by the ICCE Registered Home Education Academy.

The retention and availability of all ICCE student assessment items, for ICCE moderation, as required and determined by ICCE Ltd, is an important responsibility of every registered ICCE School and Home Education Academy. It is the responsibility of the ICCE Coordinator in the registered ICCE School and Home Education Academy to ensure that each assessable and assessed item that contributes to the determination of a student's academic achievement is collected, retained and securely stored.

PACE Tests, Test Moderation Forms (TMFs), SPCs and SARs need to be kept on record according to the guidelines set out below.

### **ICCE enrolled students**

PACE Tests are to be kept for the full duration of the certificate studies and for six (6) months after receiving the certificate.

### **Graduated ICCE students**

If a student has graduated and there are no queries regarding the certificate or transcript:

- Dispose of Tests of graduated students six (6) months after receiving the certificate
- Retain hard copies of SPCs/SARs and TMFs for five (5) years
- Retain electronic copies of the SPCs/ SARs, TMFs, Certificates and Transcripts indefinitely

### **ICCE enrolled students leaving school before a certificate is complete**

If a student is enrolled with ICCE and leaves the school before completing the certificate:

- Forward the SPCs/SARs, TMFs and moderated tests to the ICCE office to be kept in the student's file.
- Keep all tests until the ICCE office has indicated that the submitted tests have been satisfactorily moderated.
- Retain hard copies of the SPCs/SARs and TMFs for five (5) years.
- Retain electronic copies of the SPCs/SARs and TMFs indefinitely.

### **Students not enrolled for an ICCE certificate**

If a student has Special Education Needs, keep ALL PACE Tests in case the student applies for a Basic Certificate (minimum of 48 PACEs per subject) in future.

If PACE Tests before Level 8 are disposed of, or if a student leaves school before enrolling with ICCE for any of the certificates, the following provision is to be made in case the student chooses to resume studies later on:

- Moderate all subjects (minimum of two (2) Tests per Level).
- Keep all the moderated tests and Test Moderation Forms (TMFs) indefinitely.
- Retain hard copies of SPCs/SARs and TMFs for five (5) years.
- Retain electronic copies of the SPCs/SARs and TMFs indefinitely.

### **Resuming studies**

If studies are discontinued, students may resume within a period of five (5) years provided the applicable procedures as outlined above have been followed or the completed tests are still available. This ruling is applicable to both previously enrolled ICCE students and students wanting to enrol with ICCE for the first time. (See the chapter on Registration and Enrolment for further details.)

## **Data Management**

Biographical and academic data needs to be provided and maintained as requested and expected by ICCE.

## Assessments

All A.C.E. assessment requirements must be strictly adhered to, with evidence that tests are filed securely at all times, testing procedures are implemented appropriately in an approved testing environment, and tests are marked according to the ICCE Marking Criteria by an approved FLM. The testing procedures are:

- All unit tests are administered under test conditions.
- On-the-spot supervision is provided.
- The use of a designated testing location with no access to any assistance.
- Failed tests are not shown to the student.
- The student must repeat the whole PACE if a PACE Test is failed.

## Recording Requirements

Accurate records of all aspects of each ICCE student's academic and related progress are to be kept and retained in an appropriately structured, restricted access area and a secure database.

It is the responsibility of the ICCE Coordinator in the School or HEA to supervise and have effective oversight of the recording, updating, accessing, backing up, storing and archiving of the relevant academic and personal data related to students who are enrolled in an ICCE award.

Data entry at the site of the ICCE School or Home Education Academy is to take place in a timely manner, be regularly backed-up, have secure access provisions with password protection and be responsive to data transfer requests by the relevant ICCE Office, as and when requested.

All ICCE student records and data items, including electronic copies of the Student Assessment Record are to be accessible and available for audit purposes by the ICCE Office, as and when required.

## Amendments to Academic Projections

Any adjustments to the study programme of an ICCE student enrolled in a registered ICCE School or Home Education Academy are to be undertaken, in consultation with the ICCE Coordinator appointed by the student's School or Home Education Academy. Adjustments need to be approved by the Coordinator, parent/s or guardian/s, and student. Complete a Student Enrolment and Course Completion Form reflecting the changes and send it to the ICCE Office for approval of the amended Academic Projection.

Include the current/approved Student Enrolment and Course Completion Form with the application. Approval must be gained before application may be made for an ICCE Certificate to be awarded.

## Financial Management

The Coordinator is responsible to:

- Inform the school management of the required school registration fees
- Inform parents of required student fees
- Collect the ICCE fees
- Forward fees to the ICCE Office
- Keep a record of fees paid

## Quality Assurance

ICCE registered Schools and HEAs are expected to implement A.C.E. and ICCE procedures correctly and to their fullest extent. To ensure adherence to the standards set, the Schools and HEAs will be expected to provide proof of good practice in the manner prescribed by ICCEL.

Schools and HEAs are to obtain and retain quality status as administrated by the applicable A.C.E. Regional Distributor, to the level required by ICCE. This is a requirement to become and remain registered with ICCE.

ICCE incorporates practices which are designed to ensure that the achievement outcomes of ICCE graduates are an accurate reflection of their academic achievement, and as such, can be relied upon internally and externally.

It is vital that ICCE registered schools and HEAs execute ICCE correctly so as to ensure satisfaction by parents, students, employers, training programs and tertiary institutions. This will make ICCE a desirable certificate synonymous with high quality.

**Strive for excellence in all things.**

*“If you are going to achieve excellence in big things, you develop the habit in little matters. Excellence is not an exception; it is a prevailing attitude.” (Colin Powell)*

*Therefore, my beloved brethren, be ye steadfast, immovable, always abounding in the work of the Lord, forasmuch as ye know that your labour is not in vain in the Lord. (1 Corinthians 15:58)*



## Summary

- ICCE students are issued with a unique ICCE Student Number.
- A folder (hard and soft copy) must be set up for each ICCE enrolled student.
- All A.C.E. assessment requirements must be strictly adhered to.
- Accurate records of progress are to be kept and retained.
- Academic projections and amendments to Academic Projections must be approved by the ICCE Office.
- Good financial and data management is expected.
- A.C.E. and ICCE procedures must be implemented correctly and to their fullest extent.
- Achieving and maintaining Quality Status is mandatory.
- Proof of good practice in the manner prescribed by ICCEL must be evident.
- Correct implementation of ICCE will make it a desirable certificate synonymous with high quality.



# CONCLUSION

“Life is the best school.  
God is the best teacher.  
Problem is the best assignment.  
Failure is the best revision.”  
Unknown

## ***Joshua 1:8***

Keep this book of the Law always on your lips; meditate on it day and night, so that you may be careful to do everything written in it. Then you will be prosperous and successful.

## Conclusion

This manual and the accompanying Moderation Matters and Essay Writing PACEs look into the organisation of ICCE and the philosophy behind it to sketch the background to the ICCE qualification. The educational programme and the certificates available to the ICCE student are described. It illuminates the key roles ICCE trained staff need to fulfil in the ICCE registered school or HEA, while giving information on the prerequisite training. Furthermore, it clarifies the procedures to follow to register a School or HEA, enrol students, moderate tests, apply for certificates to be awarded and emphasizes the importance of good record-keeping practices. Following the guidance given in this manual will ensure excellence in the implementation of ICCE in the School or HEA just as following the guidance of God's Word and the implementation thereof will make us prosperous and successful in Christ.

**Follow the Word of God.**

**Follow the Procedures Manual.**

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# APPENDICES

## *Matthew 7:7 - 12*

<sup>7</sup> Ask, and it will be given to you; seek, and you will find; knock, and it will be opened to you.

<sup>8</sup> For everyone who asks receives, and he who seeks finds, and to him who knocks it will be opened.

<sup>9</sup> Or what man is there among you who, if his son asks for bread, will give him a stone?

<sup>10</sup> Or if he asks for a fish, will he give him a serpent?

<sup>11</sup> If you then, being evil, know how to give good gifts to your children, how much more will your Father who is in heaven give good things to those who ask Him?

<sup>12</sup> Therefore, whatever you want men to do to you, do also to them, for this is the Law and the Prophets.





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## Appendix I: Contact Details of ICCE Office

### **Physical Address**

Unit 5  
Northford Close  
Shrivenham  
Oxfordshire  
SN6 8HL  
United Kingdom

### **Website**

[www.icce.education](http://www.icce.education)

### **Email**

[support@icce.education](mailto:support@icce.education)

### **Telephone**

+44 (0) 1793 783783

### ***Note:***

Only National Coordinators should contact the ICCE Office directly. Students or parents should speak to the ICCE Coordinator at their School or Home Education Academy. Schools and HEAs should contact their National Coordinators or Regional contact.



## Appendix II: ICCE Plagiarism Policy

### Plagiarism Policy

**Plagiarism is variously described as:**

- The use of someone else's work without attributing it to them, i.e. presenting it as your own
- Copying specific text or ideas in such a way as to suggest that they are your own
- Working with someone else whose assistance contributes to the resulting work when the project is intended to be, and is claimed as, your own unaided effort

**Specific instances of plagiarism might include:**

- Repeating verbatim the text or information provided by someone else without acknowledging that person's authorship
- Reproducing someone else's work with minor changes to wording or presentation without acknowledging the original source
- Cutting and pasting information from the Internet and reproducing it with little or no change – and not recognising the source
- Having someone else, e.g. another student, working with you in such a way as to result in what is in effect a joint project when it should be your work alone
- The use/misuse of sources other than text – illustrations, diagrams, photographs, etc., as well as material downloaded from the Internet without due attribution

**How to avoid plagiarism**

- Whenever you use the ideas or work of other people, always ensure that you acknowledge the source, and do so according to the correct procedure.
- If you are using the Internet, be wary of the cutting and pasting issue: if you download a section of text (or any other material) be sure that it is clear in your work where the information has come from; if you are presenting the information in its raw downloaded form, i.e. verbatim,

separate the quotation from the body of your work, either by the use of quotation marks (short passages – one or two lines) or by spatial separation and italicisation or a change of font (longer passages).

***Remember:*** when your Supervisor or the External Moderator assess your work, they must be able to tell quickly and clearly which parts of what you have written are your own thinking and which parts have come from elsewhere. There is nothing wrong with using references to the work of others provided you employ the information relevantly and accurately, and you acknowledge the source appropriately and correctly. If at any point you are in doubt about what constitutes plagiarism – ask for help in making a right judgement; it could save you a lot of trouble!

## Appendix III: Evaluating Diagnostics Tests (Late Entry Students)

In order to access the ICCE, students who enter the A.C.E. programme after PACE 1084 must undertake the full battery of diagnostic test to determine the student's performance level and satisfy the appropriate prior learning and cross credit prerequisites, comparable to the ICCE certificate prior to the point of entry. Diagnostic Test results must be evaluated carefully and gap PACEs assigned with careful consideration so as to not disadvantage students. The following guidelines may be helpful in prescribing gap PACEs:

- Never prescribe PACEs above a student's chronological grade level.
- Math and English
  - Check the content of the missed PACEs as concepts may be revised or repeated in a higher numbered PACE. Then prescribe the gap PACE, which deals with the missed concept, closest to the student's chronological grade level.
- English
  - Late entry students who present gaps in English below PACE 1072 should be prescribed English 1073-1084 (a bridging course which contains all level 1-7 concepts) and be exempt from doing gap PACEs below 1073.
  - Literature should be started when all English gap PACEs have been completed.
- Science and Social Studies
  - Prescribe PACEs at the **highest possible level** closest to the student's chronological grade level. Science and Social Studies are content subjects. The PACEs are, however, designed to serve as 'Reading Books' and the Diagnostic Tests are for determining reading ability level, rather than testing content knowledge. Invariably information that was missed at the lower levels will be learned as the student's progresses through the programme.

Some transfer student's may make rapid progress through gap PACEs. If after  $\pm$  three (3) months high scores are consistently achieved (94% +), counsel the student and offer to let him/her retake the Diagnostic Test. Issue the same test (from the student's file) and instruct the student to correct, redo and continue working as far as possible. Diagnostic tests can also be taken online. Then prescribe again according to the re-diagnosis, keeping the guidelines in mind.





## Appendix IV: List of Forms

The following forms can be downloaded from the ICCE website:

G5030-002	Rev0D	School & HEA Registration Application
G5030-004	Rev0E	Student Enrolment & Course Completion
G5030-006	Rev0D	Procedures and QA Training Application
G5030-007	Rev0G	Key Role Application
G5030-009	Rev0A	Declaration regarding the purpose of the General Certificate
G5030-013	Rev0D	Test Moderation Form
G5030-015	Rev0D	100% Test Moderation Form
G5030-016	Rev0D	Internal Moderation Form
G5030-020	Rev0H	ICCE SAR (Student Assessment Record)
G5030-021	Rev0H	Essay Marking Sheet
G5030-022	Rev0E	Science Project Marking Sheet
G5030-028	Rev0A	Literature Marking Sheet





