

ACE[®] Pedagogy



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What is A.C.E.®?

From its beginning, Accelerated Christian Education® (A.C.E.) has maintained high biblical and academic standards and remained committed to setting children on a path for success. The goal is the same today: to prepare children for the world today and give them the academic and spiritual tools necessary to achieve their God-given potential.

The A.C.E. curriculum is described as *Progress Motivated Individualised Programmed Learning*. It integrates biblical principles, character values and concepts into all aspects of its complete programme, developing a strong knowledge basis and critical thinking skills in the student.

The six core subjects provide for the students' essential learning needs. These core subjects are maths, English, science, social studies, Word Building, and Biblical Studies. Further academic options, stand-alone educational software, and learning-to-read programmes are included to provide a complete curriculum from Pre-School to Y13. The curriculum is mostly delivered in the form of self-study workbooks called PACEs (Packets of Accelerated Christian Education).

The workbooks vary according to subject, but aim to provide a context, historical and biblical, and applied, to the matter to be studied. Each workbook states the learning objectives and provides explanations of the specific vocabulary. Together they create a whole and interlinked curriculum. The teaching Supervisors know the student's work across the whole spread of the subjects studied.

Core Subjects

Maths

From initial maths concepts to algebra and differential calculus, the student learns how to approach mathematical problems in a well-grounded, step-by-step manner. Students are encouraged to recognise God as the Creator of order and absolutes. The teaching Supervisor adds in the complementary activities of practical maths and mental arithmetic, together with software drills.

English Grammar and Usage

The English curriculum which teaches grammar with analytic and linguistic skills, helps the student to write well across a range of genres, as it develops the student's understanding and use of the English language. The youngest children are prepared carefully for reading and writing and learn to read and write in a six-month intensive phonics course. The social studies and science workbooks then form the basic 'readers' as the younger children read two sections a day to the phonics trained Supervisor. The Supervisor adds in further daily reading. From the beginning, reading is developed and corrected in the complementary activities. Children from Y1 to Y13 learn to read fast and accurately and with comprehension through a software programme.

Most students also complete the literature workbooks.

Literature and Creative Writing

From A.C.E. Level 1 to Level 6 (Year 1 to Year 7) there are Literature and Creative Writing workbooks which take students through the foundational concepts of reading literature and beginning their own creative writing. These workbooks encourage students to enjoy reading a wide range of literature. The teacher uses parallel reading schemes and reading lists.

Older students read Christian books, supported by study guides. The student is taught to read English Literature in complementary lessons in which novels, drama and poetry are read and discussed. In the final two years students may choose to study British or American literature further.

Word Building

Word Building aims to increase the students' vocabulary and to reinforce their confidence and capability in spelling. It systematically teaches etymology at the same time and this, with the English workbooks, builds understanding of how language works.

Science

A.C.E. helps the student build a solid foundation of knowledge and understanding across the main areas of science. Children learn the knowledge and principles of biology, chemistry and physics. Practical science lessons take place in the complementary activities and run alongside the workbooks to provide opportunities to build lab skills. Students in the final four levels have this work supported by DVDs of more complex laboratory sessions and have opportunities to

submit externally assessed projects. Science is embedded in the point of view that the world was made by God and is accountable to him.

Social Studies

Social studies build knowledge and understanding of history and geography from the perspective of God as the Creator and controller of the universe. The PACEs develop comprehension skills and the ability to reason and include a variety of activities. Students study British and European history and geography in complementary activities provided by the teaching Supervisor.

Underlying Learning Principles

A.C.E. is built on the five principles of learning:

- The student is placed at a level of work where they can best perform.
- The student sets reasonable and appropriate goals to be achieved in a reasonable period of time.
- The student receives motivation through encouragement and support and achieves control through guidance and discipline in order to assimilate, use and experience the educational material.
- The student's learning must be measured.
- The student's learning must be rewarded.

Curriculum Characteristics

The curriculum is:

Progress Motivated

In the UK, students usually progress through the school on the basis of chronological age. In A.C.E., promotion to the next level is gained by passing the assessment. Progression by achievement produces a desire in the student to perform well and is called 'Progress Motivation'.

A Check-up is taken three times within each PACE, along with a Self-Test at the end, with a pass mark of 80% (in some situations, 90%), before taking the PACE Test, also with a pass mark of 80% (in some situations, 90%). A student must master the material before progressing to the next section or unit. This is called "Mastery Learning".

Individualised

ACE is geared to meet the learning needs of individual students. A student does not necessarily start the course at the level that their chronological age indicates.

Instead, the performance level is determined by the student's ability to pass a series of diagnostic tests in maths, English and comprehension. The tests begin with simple concepts and continue through more advanced abstract thinking to determine skill and concept mastery. They demonstrate which material the student has previously studied and understood and where there are gaps. These diagnostic tests assist the Supervisor to determine the student's academic level in each subject.

Once this is known, a prescription, or individually tailor-made programme, is created for each student that meets and challenges them at their performance level. In this way high achieving students are not held back, and all students can begin to learn at a place appropriate to their needs.

This initial diagnostic testing detects any "learning gaps" which students need to fill before they progress. Appropriate gap PACEs are prescribed to strengthen specific weaknesses. After completing the gap PACEs, the student progresses at their performance level. Initial testing is backed up by subsequent diagnostic testing a few weeks later, once the student is settled and has adjusted to the work, to ensure the level is correct.

Programmed Learning

A.C.E. uses a technique of programmed learning called linear programming. This means that a base level of ability is determined, and children proceed through the programmed PACEs at a rate agreed with their Supervisors. Motivation is maintained by the setting of short and long-term goals. As the key concept in programmed learning is mastery of concepts, regular testing ensures that each student masters the subject matter before moving on. Such mastery is the foundation upon which all future learning is built.

- The aims of the course are stated in terms which are objective and can be measured.
- A diagnostic test is given.
- A post-test is provided.
- The learning materials have been subject to developmental testing.
- They are constructed systematically.
- The material is broken down into steps.
- The learner has to respond to information by completing activities.
- The knowledge is tested, and the results given to the learner.
- The materials are self-paced or presented in a manner which suits the learner.

Programmed learning has proved to be one of the most effective ways of mastering key concepts and is used extensively by the Armed Forces, industry, and commerce in training programmes.

Mastery Learning and Bloom's Taxonomy

Mastery Learning and Bloom's Taxonomy of Higher Order Thinking Skills underpin these principles.

Mastery Learning is shown by the basic principle that each section and unit is tested, and the test has to be passed before progressing to the next. This is the same principle used in most online courses.

Bloom's Taxonomy of Higher Order Thinking Skills

The curriculum is built on Bloom's Taxonomy of Higher Order Thinking Skills.

The children are first given knowledge and enabled to develop concepts. From the beginning they learn to problem solve and apply this knowledge. This is both through the use of the PACEs and the use of practical complementary activities provided by the teacher. For the youngest children, many complementary activities are suggested by the manuals used in Years YN and YR. The focus is on vocabulary and knowing.

Children aged 7 - 11 continue to learn to know, to understand and to apply. Through complementary activities, their ability to transfer knowledge from one area to another is strengthened and their general knowledge is extended to give them a matrix from which to take the next steps. The focus is on knowledge.

Children aged 11 - 13 begin to develop their conceptual understanding further and deal in abstracts. They begin to analyse in for example, diagramming sentences. The focus is on understanding.

Children aged 14 - 16 add to the skills they have begun to obtain as they begin to synthesise knowledge and to develop the ability to write essays in response to a question. They also learn to critique and evaluate their own and others' work, in for example, Oral Reports, where they would learn to offer constructive criticism to one another kindly.

Students aged 15+ learn to think with originality. They begin to apply their knowledge creatively. This is encouraged through coursework and submission of extended work for Student Conventions. They also begin to develop wisdom, as they learn to work out biblical principles in their lives.

Development of Critical Thinking Skills

The A.C.E. programme aids the student to develop their capacity for critical thinking throughout their time at school, partly through the PACEs and partly through complementary activities. The students are encouraged to think creatively and independently, and the programme is designed to progress students through all six phases in the development of critical thinking skills: knowledge, comprehension, application, analysis, synthesis and evaluation.¹ In many schemes, creativity is now seen as the highest aim. In A.C.E. schools, wisdom is seen as the highest aim, and originality and creativity are its by product.

Character Development

The promotion of integrity and Christ-like character is achieved by integrating character-building principles into academics in a systematic way throughout the entire curriculum through stories, role modelling and examples given in the material of each PACE.

The PACEs help the students to distinguish right from wrong, understand and respect systems of rules and laws, and accept responsibility for their own behaviour, including towards others.

The curriculum presents ninety Character Traits of Jesus Christ such as kindness, faithfulness, prudence, appreciation, and honesty.

This is aided by daily complementary teaching.

Scriptural Foundation

The A.C.E. curriculum conveys biblical values and concepts foundational to meaningful interpersonal relationships and productive learning. Students study biblical principles and memorise verses from the Bible in every PACE, as well as studying the Bible in Bible Reading, or Biblical Studies. Students also have lessons on the Bible with a variety of activities to aid knowledge and understanding. Older students learn a Bible passage every month.

¹ Bloom's Taxonomy [quote]

How Knowledge and Skills are Imparted

Setting up each child for success

To set the children up for success the initial process of A.C.E. diagnostic testing ascertains each child's natural starting point.

PACEs

The PACEs, as explained above, are sophisticated units of programmed learning, including mastery learning, individualisation, Bloom's taxonomy and biblical character training. They start with setting out the learning objectives and giving the specific vocabulary required in the PACE. They give sections of information, followed by activities that the students complete on their own, under the guidance of a Supervisor. Concepts in the units are repeated several times and they are 'drip fed' to the student over a period of time.

Each PACE has three Check-ups, (small quizzes set at each third of the PACE), which are used by the student to check their progress and learning. The student may not look back at the information before completing this; however, they may look back at the end, if they struggle to remember the answer, but must put the page number beside the question to show that they did so and where they found the answer. These Check-ups help to consolidate what the student has learned so far in each section. The student is not allowed to progress to the next section until they have passed the check up at 80% (sometimes 90%). Teaching Supervisors check for understanding by oral quizzes alongside.

At the end of the PACE is a Self-Test, (another quiz), which again the student completes without looking back and uses to check their progress and learning. This test demonstrates what the student has learned in the whole PACE. Again, the teaching Supervisor quizzes the student to check learning and understanding before and sometimes after completing this. The student has to gain 90% on the Self-Test in order to qualify to take the Test. The PACE is handed in to the Supervisor and the PACE Test is taken on the following day. The PACE Test is not taken on the same day the student passed the Self-Test.

PACE Tests are taken the day after the Self-Test has been successfully completed. The PACE test is 'unseen' i.e. it is taken under examination conditions without access to the PACE material or other open books. These tests serve as the Supervisor's measure of the student's level of learning. A student must attain a score of at least 80% to move onto their next PACE.

Each subject consists of 12 PACEs per level. An able student will complete one Level per year, plus additional courses. These students are able to move on without waiting for the rest of the cohort. The average student will complete the same core work but more slowly and without

additional courses. A student with special educational needs will often need to progress more slowly still, but they still master each step before progressing to the next. They may not achieve the same level as the able or average student, but what they have covered will be solidly known. Students work on PACEs daily on each core subject. A student generally completes between 60 and 72 PACEs, in one academic year depending on the student's ability. Students completing 72 PACEs will complete one level a year, or nearly one level a year and extra courses. There is space and flexibility within the curriculum for this to happen. Students of average ability will complete fewer PACEs and will not complete a whole Level of work every year. Some of the junior students who struggle with their work are asked to complete 5 instead of 6 core subjects. This ensures that their maths, English, science and social studies and spelling are up to standard as they enter the senior school.

Once they start on the qualification, this approach will not help and they complete everything, but more slowly.

Public Speaking

An emphasis on public speaking is woven into the curriculum. This enables the students to build confidence, retain knowledge and develop their communication skills. There is a specific course for seniors on Speech and these students are encouraged to practise platform skills at the annual Student Convention. All students are required to give monthly Oral/Book Reports.

Oral Reports

Students give a prepared 5-10 minute talk on an agreed topic to their Learning Centre or a smaller group. This is critiqued and rewarded with merits. Oral Reports help train students to be effective speakers. The younger the student speaker is, the more the school encourages help from parents. Ideas for oral reports include: my favourite book, music, holiday, activity etc. or a topic from science or social studies. All students take part once they have completed the Learning to Read programme, to begin with usually as 'Show and Tell'. Older students are encouraged to accompany their Oral Reports with PowerPoints and the more able will be challenged to complete 20 minute reports.

Book Reports

Students are encouraged to read books at home and write and present Termly Book Reports to their peers. The Reports include the students' thoughts on the presentation, the type of book, the plot, the theme, and their personal response. This is critiqued and rewarded with merits.

Student Convention

A regional Student Convention is provided for the students every year at which they can compete with a wider range of people and perform before a bigger audience. There are 100 different competitions to enter of which the student chooses 12 plus team events. They are encouraged to enter events across the board in academics, Bible, art and design, platform and sport.

Students who do well at the regional Student Convention are allowed to enter the International Student Convention held annually in America.

Evaluation of Learning

The emphasis in work is upon achievement according to ability. The students are responsible for scoring their own work accurately using score keys. They learn to identify their own errors and correct their mistakes. However, safeguards and checks are in place to ensure that teaching Supervisors regularly check this scored work.

Each student receives a star for every successfully completed test. A Gold star indicates that the student achieved 100% in the PACE test. On average a PACE test is taken every three weeks in each subject. Students can also check their own progress by way of the coloured stars they receive after passing a PACE Test. These are put on their Student Progress Chart ('Star Chart'). This is a motivational tool that encourages student progress throughout the whole school year. Schools also provide the student with a Student Projection of the PACEs they are expected to complete each year, which they can cross off as they complete them.

Supervisors check their student's progress regularly, both daily, through checking that the daily goals have been completed properly, and every time they write a PACE result onto the Supervisor Progress Card. This card has the year's expected PACEs and keeps track of PACEs issued, completed and scores. It is designed so that a Supervisor may see at a glance what proportion of the year's required PACEs have actually been completed and may easily see the range of scores the student has been achieving. This enables the Supervisor to plan whether any interventions are required at frequent intervals. The students test results are also entered into a software package which shows them graphically comparing it with a student who would complete typically 60 or 66 PACEs per year though this can be adapted.

Supervisors report to parents twice a year in person with student reports going out termly; to do this have to know the number of PACEs completed in each subject and overall and average PACE scores. They reward those who have completed the right number of PACEs, those who have completed the most PACEs and those with the highest PACE average. Many students are able to complete 10 of their PACEs with 100% score each term and are rewarded for this. Supervisors also do this for each student at the end of each year, with rewards.

Individual learning outcomes in PACE work are evaluated using:

Goal Setting

Students are required to set daily goals in each subject and to complete for homework anything not completed during the day (within reasonable limits). Supervisors check whether the goals have been completed daily, using Goal Check Reports (GCRs). These are forms used for each student to list the following:

- Attendance (which additionally our Administrator takes formally)
- Goals Achieved
- Homework completed
- Demerits given
- Privileges achieved
- Any other relevant information

Supervising Progress

We use Supervisor Progress Cards (SPCs) to track each student's progress. These are used by Supervisors to:

- Compile student academic results by recording PACE Test scores
- Set academic projections for the school year
- Ensure academic balance by having all PACEs on approximately the same number, with Word Building slightly ahead and putting equal effort into each subject.

Any change in students' attainment levels over time can be clearly seen using their SPC. These can be compared nationally against other ACE schools and national averages.

Self-Evaluation

'Check-ups', 'Self-Tests' and 'PACE Tests' equip students to evaluate their work and improve their own performance.

Being quizzed orally by the Supervisor at each Check-up and Self-Test to check for understanding, while reinforcing the student's understanding and learning, also enables them to see what they must re-study.

National Evaluation: We also use *GL Assessments*² for external standardised testing against the national average.

Benchmarking

For 'Benchmarking', please see the separate PACE Differentiation Charts.

² <https://www.gl-assessment.co.uk/>

ICCE

Senior students have their work validated by the International Certificate of Christian Education (ICCE), which exists to provide Christian qualifications at a high standard for students studying on the A.C.E. programme throughout the world.

ICCE is a qualification used by Senior students on the A.C.E. programme across four continents. It gives recognition to the last five levels of work completed by students using the A.C.E. curriculum. ICCE graduates have been able to gain entrance to colleges and universities around the world where they have been able to succeed. Many have come in the top 5% (on the Dean's List), or in the top 3 of their courses. Most have achieved 2.1 and Firsts, many have won awards, prizes and scholarships. Many have gone on to postgraduate work where a surprising number receive firsts or distinctions.

ICCE provides an excellent standard of education that successfully equips students for higher education and the workplace, while helping to develop a Christian faith that is grounded in a confident, reasoned understanding of the teaching of the Bible as the Word of God.

ICCE provides graduating students with an internationally accepted qualification that enables them to gain entrance to universities and colleges around the world and to find their place in the world of work according to their interests, aptitudes and achievements.

There are six certificates, Basic (any 4 Levels), Foundation (Level 8), General, Academic or Vocational (Levels 8 and 9), Intermediate (Level 10), Advanced (Level 11/12), Advanced Higher/with Honours (Level 12).

Students may also opt for Dual Certification by completing the Lighthouse Christian Academy (LCA) Diploma alongside the ICCE Certificate.

The ICCE Advanced Certificate may be used with the LCA College Preparatory Diploma.

The ICCE Advanced Higher Certificate may be used with the LCA Honours Diploma.

Basic Certificate

This course is only for pupils with special educational needs or disabilities. It covers any four levels of the core curriculum including English, mathematics, science, social studies, and where possible, information technology and Bible study. It is a record of all the work achieved by the student, regardless of level.

Foundation Certificate

The Foundation Certificate is designed to meet the needs of students unable to complete the General Certificate. It is 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 suitable for students who struggle academically or work slowly, including those students with SEND who can achieve more than a BASIC Certificate. All the ICCE Certificates are open to students with SEND.

Vocational Certificate

The aim of this certificate is to be less “academic” and include more practical and life skills. It is for those students who cannot manage some or all of the Level 9 academic subjects and desire to follow more practical vocations. It is intended to be a certificate which shows achievement to a General level in some subjects, while allowing more flexibility for students who are limited in one or more academic areas. Please note, this certificate has not been benchmarked by NARIC. *The Vocational Certificate is for students who do not expect to proceed further with their A.C.E. education.*

General Certificate

The General Certificate was originally designed for those who expected to leave school at 16 and the expectation is that students will complete it in Y11. However, many pupils are joining the ACE programme late in their educational career, often with significant educational deficiencies. As the ICCE programme is based on the completion of the course, not the age of the pupil, where time is the variable, not the ability of the student, the General Certificate is often awarded to pupils who are 17 or older. Because the programme is individualised, equally, many students will complete the ICCE General Certificate in Y10.

Intermediate Certificate

The ICCE Intermediate Certificate is intended for those who wish to follow further education or professional courses. The Nursing and Midwifery Admissions Service (NMAS) has accepted the certificate for entry to pre-registration courses. It has also been accepted by the armed forces for entry on officer training courses and for entrance into university.

Advanced Certificate

The ICCE Advanced Certificate is intended for those who wish to go into higher education or study professional courses at Christian or secular colleges and universities.

Advanced Higher Certificate

This certificate is defined for highly motivated students and for students who wish to enter higher universities and courses.

Advanced Higher Certificate with Honours

This is the Advanced Higher Certificate achieved with an overall A standard (96%)

Motivating students

Attainment Incentives

Students may earn Privilege status each week. This status reflects responsible attitudes in daily work and relationships. It gives the student greater freedom in their work environment and longer break times, varying according to the level they achieve.

There are three levels of Privilege identified by the letters A, C and E (A being the lowest level and E the highest). Privilege status may be earned by:

1. Working hard
2. Learning the monthly Scripture memory passage
3. Presenting Oral Reports
4. Writing Book Reports
5. Being a responsible and caring member of the school community
6. Service within school
7. Service beyond school

Celebrating Success

To celebrate successes, students are given a longer goal of working towards reward at the end of the term and year. The rewards are: Honour Roll, 1000s club (ten 100% scores in the term), Most PACES and Highest PACE Average, in the term or in the academic year. Honour Roll is a list of those students who have:

1. Achieved two PACE Tests per week throughout the year
2. Kept academic balance
3. Said their monthly Scripture passage
4. Conducted themselves consistently well

Rewards for Honour Roll would generally include: an Honour Roll certificate to frame and retain, a treat of a trip.

Students' Personal Development

Self-understanding

Students are distinguished by having a high degree of responsibility over their personal goals, being determined and being of good character. They gain self-confidence through presenting their Oral Reports, and self-esteem by completing goals. Having to set their own goals, which they must complete, and scoring by themselves, develops self-discipline. The school also provides complementary activities to build on their understanding of themselves, so that they are well prepared for the next stage of their lives.

Decision-making

Individualised learning helps the students understand that the decisions they make are important determinants of their own success and well-being. As they complete their goals they must study and learn, they must do well in their Check-ups and Self-Tests, and they must not cheat when scoring, as their success in their PACE Tests rely on all these factors.

Spiritual understanding

This curriculum integrates character-building principles and scripture memory into academics, which helps children grow to see life from a Christian point of view. Students are taken through the 90 character traits of Jesus Christ, such as kindness, faithfulness, prudence and appreciation. Students study biblical principles and learn Scripture verses in every PACE, as well as a larger Bible passage every month. The school also holds daily assemblies (referred to as opening exercises).

Moral understanding and responsibility for own behaviour

The PACEs help the students to distinguish right from wrong, understand and respect systems of rules and laws, and accept responsibility for their own behaviour, including towards others. It achieves this through teaching, through reference to Bible principles and through stories and examples.

Social development and collaboration

Accelerated Christian Education is more than quality academics. The curriculum is built on a theistic philosophical foundation. Their personal relationship with Christ and their personal responsibilities to family, church and community are of primary concern.

Contributing to others, the school and the community

The students are encouraged to do jobs around the school and to serve in other areas beyond the school as part of the Privilege system.

Respecting diversity and cultural understanding

The Bible advocates loving your neighbour as yourself, and this is a key principle taught in this school. Specific cultural understanding and respecting diversity is covered in PSHE.

Staying safe and keeping healthy

Some Science and Health PACEs cover these topics, especially for the younger children; however, for the older children, these are also studied in our complementary activities.

Interaction & Coaching

Students are encouraged to take an individualised approach to their PACE work, enabling them to focus on the tasks before them. This relieves them from peer pressure and any inclination to compare themselves to one other.

However, the teaching Supervisor continually monitors and assists each student on a one to one basis throughout the PACE sessions. Students may also make known their need for assistance through the use of flags. Two flags are given to each student; one to notify the Supervisor that they have a practical need (e.g. toilet, scoring work etc.) and a second to alert the Supervisor that they need academic support or assistance. When a student asks the Supervisor an academic question, they are given help to find the answer for themselves.

Opportunities to interact with other students are given when students are in devotions (which takes place in small groups three times a week) and during many of the complementary

activities. During these times the students have the opportunity for peer to peer learning, group work, note taking, discussions and whole class debates with their Supervisor.

Vocabulary

A.C.E.	Accelerated Christian Education.
Advanced	ICCE qualification Comparable to Cambridge International A Level.
Advanced Higher	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 this certificate.
Basic	ICCE course only for pupils with special educational needs or disabilities.
Check-up	A small quiz covering a section of a PACE.
Diagnostic Test	A placement test designed to determine learning gaps that must be filled.
Foundation	ICCE course designed to meet the needs of students unable to complete the General Certificate
General	ICCE qualification Comparable to Cambridge International O Level.
Goal Check Report	A form used to list homework, demerits, merits earned and other information about a student's day. Used in accordance with regular goal checking procedures. Also known as a GCR.
ICCE	International Certificate of Christian Education; a programme of study that reflects Christian values and a biblical worldview. It provides students with a qualification that satisfies the requirements for post- school and tertiary studies and employment.
Intermediate	A stepping-stone or bridge between the General Certificate and the Advanced Certificate. This certificate may also be used as a school exit qualification.
Learning gaps	Subject concepts that the student may have missed.
PACE	A Packet of Accelerated Christian Education material prescribed to the student's achievement level; an academic text/workbook through which the student works.
PACE Test	A test written after the completion of each PACE; it objectively measures student mastery of the material.
Repeat PACE	A PACE which the student has failed and has to work through again to master the academic contents.

Student Progress Chart	A motivational tool that encourages student progress throughout the whole school year. Also known as a Star Chart.
Supervisor Progress Card	Used by teacher Supervisors to chart each student's yearly work. Also known as an SPC.
Teaching Supervisor	The person responsible for the academic oversight of the A.C.E. learning centre.
Test Key	The authorised answer sheet or memorandum to the questions in the PACE Test.
Unit	A set of 6, 10 or 12 PACEs in a subject.