

# Certificate in Teaching English to Speakers of Other Languages (CertTESOL)

Validation Requirements  
from January 2016

Trinity College London  
[trinitycollege.com](http://trinitycollege.com)

**Charity number England & Wales** 1014792

**Charity number Scotland** SC049143

**Patron** HRH The Duke of Kent KG

Copyright © 2016 Trinity College London

Published by Trinity College London

Online edition, January 2025



**Contents**

1. Introduction..... 5

2. Validation..... 7

3. Moderation..... 9

4. Continuing validation..... 11

5. Aims of Trinity's CertTESOL ..... 12

6. Objectives of Trinity's CertTESOL..... 13

7. Environment and target group ..... 13

8. Entry requirements and selection procedures..... 13

9. Proposed course dates, frequency, class size and course length..... 16

10. Course structure ..... 17

11. Unit 1: Teaching Skills..... 19

12. Unit 2: Language Awareness & Skills ..... 23

13. Unit 3: Learner Profile ..... 23

14. Unit 4: Materials Assignment ..... 25

15. Unit 5: Unknown Language ..... 25

16. Professional awareness and development..... 26

17. Course reading list..... 26

18. Tutorials ..... 27

19. Assessment of course units..... 27

20. Course management ..... 29

21. Management and tutoring staff ..... 30

22. Resources ..... 32

23. Premises..... 32

Appendix 1 – CertTESOL Organisation Fact File (OFF)..... 34

Appendix 2 – CertTESOL course provider application form..... 37

Appendix 3 – Information on the mid-course visit ..... 43

Appendix 4 – CertTESOL: The mid-course visit report..... 44

Appendix 5 – Conditions for export of a CertTESOL course validated by Trinity in or  
outside the UK..... 46

Appendix 6 – Malpractice..... 48

Appendix 7 – CertTESOL referrals process..... 49

Please check [trinitycollege.com/CertTESOL](http://trinitycollege.com/CertTESOL) for the latest information about Trinity's CertTESOL exams, and to make sure you are using the latest version of the related documents. Details of Trinity's policies can be found at [trinitycollege.com/policies](http://trinitycollege.com/policies)

## 1. Introduction

### 1.1 Structure

The guidelines that follow explain Trinity College London's procedures and regulations for the validation of new courses and the continued validation of validated courses that lead to the Certificate in Teaching English to Speakers of Other Languages (CertTESOL) awarded by Trinity. The CertTESOL is at Level 5 of the Regulated Qualifications Framework (RQF).

Sections 1 and 2 describe the validation process that is necessary for any organisation proposing to offer a Trinity CertTESOL course. Sections 3 and 4 give details about providing a CertTESOL course once you are a Trinity validated course provider. The remainder of the document provides further support for those responsible for the design and conduct of courses, as well as guidance notes to help complete the application. The appendices offer additional information for prospective and current CertTESOL course providers. The CertTESOL syllabus is available as a separate document.

Prospective CertTESOL course providers should follow the guidelines carefully when completing their application for consideration by Trinity. If further advice on any aspect of running a Trinity CertTESOL course is needed, contact Trinity's Teacher Development department at [tesol@trinitycollege.com](mailto:tesol@trinitycollege.com)

### 1.2 Background

Trinity is an international exam board which has been delivering external exams since 1877. Today, Trinity's TESOL qualifications are recognised as professionally sound qualifications by major employers worldwide.

Trinity's TESOL qualifications are accepted by the British Council and other international institutions as appropriate to teaching staff in their accredited language teaching organisations in the UK and in their own international teaching operations. The CertTESOL is widely recognised by employers as an initial qualification in TESOL, and thousands of successful trainees have used their CertTESOL to gain employment in schools and colleges all over the world.

Trinity's CertTESOL is regulated by Ofqual (Office of Qualifications and Examinations Regulation) in England, CCEA Regulation in Northern Ireland and by Qualifications Wales. Each of these regulators undertake to secure standards by setting clear regulatory requirements for the design, delivery, assessment and award of qualification, and by intervening when necessary to ensure awarding bodies comply with these regulatory requirements by maintaining standards in the interest of the learners. Having gained recognition from these regulators, Trinity is accountable to them and must ensure that it has the expertise and resources to fulfil their requirements.

### 1.3 How does an organisation gain validated course provider status?

Trinity validates its CertTESOL course providers following a rigorous process during which written course applications are scrutinised by Trinity's Validation Review Panel, reviewed with the course provider and discussed constructively and in detail during a validation visit by Trinity.

Every validated CertTESOL course is moderated by an independent moderator appointed, trained and standardised by Trinity, and every candidate is personally interviewed about their coursework and experience by Trinity before they are granted a CertTESOL. Teachers with a Trinity CertTESOL qualification can assure prospective employers of their sound preparation for classroom teaching, wherever they have received their training.

Trainees should be made aware by course providers that Trinity only takes responsibility for the initial review of the academic and practical management of CertTESOL courses at the validation stage. Trinity does not accept responsibility for any aspect of the interaction between the course provider and trainees which is contrary to or beyond the validation requirements.

Following validation of a TESOL course provider by Trinity, subsequent TESOL courses are externally moderated by Trinity and annual reviews are conducted to ensure the continued quality and academic rigour of a course provider's provision.

### 1.4 Initial training for ESOL teachers

Trainee teachers of ESOL benefit in many ways from a sound initial course of training. They also need strong professional commitment, demonstrated through the desire and ability to learn new skills and acquire appropriate subject-specific knowledge. Trinity's CertTESOL course can be taken both by those for whom English is a first language and those for whom it is an additional language. Trinity does not require trainees to conform linguistically to all features of British Standard English or Received Pronunciation. However, their language skills in all areas must be of a standard appropriate to a qualified teacher of English, at C1 level on the Common European Framework of Reference (CEFR).

### 1.5 Validated TESOL course providers

The current list of validated TESOL course providers is available at [trinitycollege.com/coursesearch](http://trinitycollege.com/coursesearch)

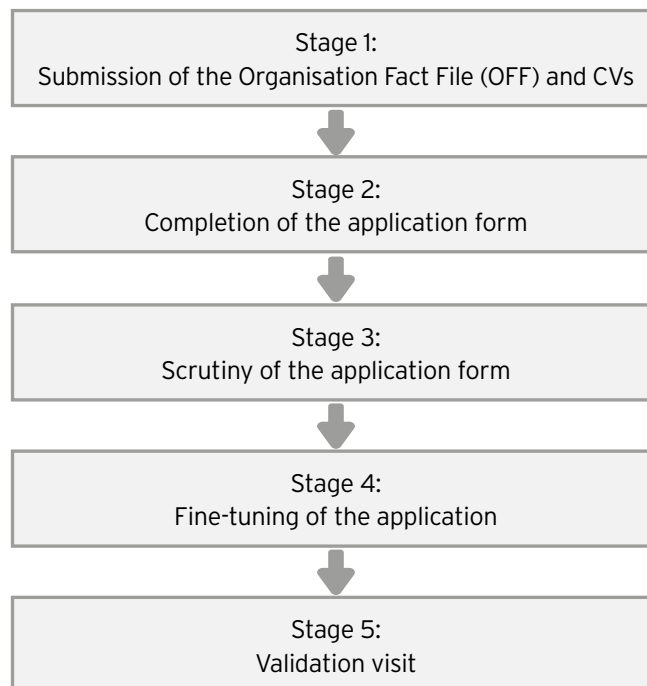
### 1.6 Teacher Development Committee

Trinity's Teacher Development Committee considers:

- academic standards in relation to other qualifications including relevant learning and teaching programmes
- the quality of current and new syllabuses
- relevance of Trinity's work to the needs of the sector.

The aims and responsibilities of the Teacher Development Committee are to review the relevance, validity, reliability and efficient conduct of Trinity's assessments. This includes, but is not restricted to, issues of syllabus and exam design, panel membership and monitoring of results. All meetings are minuted for reference as requested and the directorate is informed of the committee's recommendations.

### 1.7 The validation process



### 1.8 Fees payable to Trinity

The following fees are payable to Trinity at the respective stages of the validation and moderation process:

- application fee, payable at initial review of the application form
- validation fee
- mid-course visit fees
- moderation fees.

Details may be obtained from Trinity's Teacher Development department – email [tesol@trinitycollege.com](mailto:tesol@trinitycollege.com)

## 2. Validation

### Stage 1: Submission of the Organisation Fact File (OFF) and CVs

In order to run a course leading to the Trinity CertTESOL, prospective course providers must submit to Trinity:

- ▶ an Organisation Fact File (OFF) (see appendix 1)
- ▶ CVs of the prospective course director and course tutors (refer to section 21 for details and Trinity requirements).

Once Trinity has received the Organisation Fact File and CVs, Trinity will advise on the merits of submitting an application form for validation of a proposed course within 14 days of the submission. If an Organisation Fact File is not acceptable, a member of Trinity's Teacher Development department will inform the prospective course provider within 14 days, giving reasons to support their decision.

There is no fee payable at this stage.

### Stage 2: Completion of the application form

If Trinity accepts the Organisation Fact File, and is satisfied with the CVs for the prospective course team, then prospective TESOL course providers are required to submit an application form. Details of the application form are outlined below, and a copy of the form can be found in appendix 2.

#### Structure and content of the application form

1. An electronic copy must be submitted.
2. The application form must be fully completed.
3. The application form must include any appendices as requested.
4. The application form (either in the form itself or in the appendices) needs to include further details about the following listed sections:
  - ▶ aims and objectives of the course
  - ▶ environment and proposed target group
  - ▶ entry requirements and selection procedures
  - ▶ proposed pre-interview and/or pre-course task where relevant
  - ▶ background checks and safeguarding arrangements
  - ▶ arrangements for course participants with disabilities or learning differences/disabilities
  - ▶ equal opportunities policy
  - ▶ proposed course dates, length, frequency and class size
  - ▶ prospective course timetable
  - ▶ reading list
  - ▶ tutorials
  - ▶ assessment of course units
  - ▶ course management
  - ▶ course staff (including their CVs)
  - ▶ management and tutoring staff (including provision for standardisation of tutors)
  - ▶ resources
  - ▶ premises
  - ▶ health and safety arrangements.
5. The application form must include copies of all relevant proformas including all those to be given to trainees and tutors relating to the completion of assignments, tests and teaching practice. For example, these could be in relation to:
  - ▶ lesson planning
  - ▶ self and tutor assessment in teaching practice
  - ▶ guided observation of English classes
  - ▶ observation of Unknown Language lessons
  - ▶ completion of related teaching journals
  - ▶ Learner Profile
  - ▶ Materials Assignment.

All course providers must meet Trinity's requirements, but Trinity encourages providers to vary in the method of delivery of courses and how the course fits their local context. Course providers should demonstrate how they will deliver a programme that is appropriate to their specific needs, and how they will actually deliver the course in their own organisational environment.

### **Stage 3: Scrutiny of the application form**

Each application will be considered by Trinity's Teacher Development department and an expert selected from the panel of experienced moderators. The expert considering the application will remain anonymous. Trinity will then send the prospective course provider a list of all recommendations and suggestions for amendments to the application.

### **Stage 4: Fine-tuning of the application**

After the initial scrutiny, the course provider and Trinity's Teacher Development department will work together to fine-tune the application to ensure it meets all the necessary requirements. This will involve telephone discussions and exchanges via email to ensure an appropriate and acceptable application is in place.

### **Stage 5: Validation visit**

After Trinity and the course provider have agreed that an application is acceptable, a member of Trinity's Teacher Development department will visit the organisation to:

- ▶ discuss the application constructively and in detail
- ▶ finalise the course timetable and any other aspects of the application
- ▶ view premises and resources
- ▶ talk to the course director and tutors.

This applies to all course providers whether in the UK or elsewhere. The visit will be arranged for a mutually convenient time. Following the validation visit Trinity will charge the course provider a validation fee and travel expenses.

## **2.1 Confirmation of or withholding validation**

No more than two weeks after the validation visit, Trinity will confirm in writing one of the following outcomes:

- ▶ The application meets all current validation criteria, and the course provider is invited to enter into a course provider contract with Trinity. If the prospective course provider is not already registered with Trinity as an exam centre, this will include signing an agreement for centre registration. Following signature of the contract by the prospective course provider, the course provision is formally validated and may be publicised as such.
- ▶ The proposed course provision meets most of the validation criteria and will be validated subject to specific amendments. The course provider and Trinity agree on a date when these amendments can be made.
- ▶ The application will need to be significantly revised in order to be considered further, and the course provider will be invited to indicate in writing whether they wish to proceed with the application.
- ▶ The application does not meet the validation criteria and so validation cannot be granted.

Consideration by Trinity of an application is not a guarantee of validation. Trinity will not grant validation to courses that do not meet validation criteria or which are run by organisations that cannot assure Trinity that their staffing and material resources are sufficient to ensure consistent course provision as set out in their application. The withholding of validation does not imply that the course is without merit, but simply that it does not meet Trinity's requirements at that time. Organisations that have had validation withheld will be given the reasons.

## **2.2 Timescales**

The whole validation process takes a minimum of 12 weeks. This is in view of the detailed discussion process that takes place between Trinity's Teacher Development department and the prospective course provider. Prospective course providers are therefore advised to submit the application well in advance of their anticipated course start dates to allow for the full validation process and the probable revisions to their first application. A course cannot be promoted as leading to Trinity's CertTESOL until validation has been confirmed.



### 2.3 Running the first validated course

Once a course has been validated by Trinity it must normally start within 12 months of validation. Providers who do not start validated courses within this time should contact Trinity's Teacher Development department to seek further advice (see also section 4 – Continuing validation).

### 2.4 The mid-course visit

A member of Trinity's Teacher Development department will liaise with the validated course provider during the first time the validated course is run and subsequently once every four years. This may be in the form of a visit from a member of Trinity's Teacher Development department, for which Trinity will charge the course provider a mid-course validation fee and travel expenses. The liaison/visit will be to check course progress, talk to tutors, help to standardise teaching practice grading and, in the case of a visit, observe one or more sessions and talk to trainees. Appendix 3 provides further details about a mid-course visit.

Trinity will also undertake a mid-course visit if two or more moderation reports have raised recurring recommendations, or if there were issues that arose from the running of the first course. The course provider will be charged the normal mid-course validation fee and travel expenses.

## 3. Moderation

### 3.1 Course moderation

Following validation, every CertTESOL course that takes place is visited and moderated by a moderator appointed, trained and standardised by Trinity. The visit takes place at the end of the course. Course providers are reminded that all coursework must be completed and assessed internally (apart from Unit 4) before moderation can commence. Allocating one of the course days to moderation will reduce the time available to trainees for their studies, therefore, for courses which are only 20 working days in length, moderation may not take place before the final day. No more than 12 trainees may be moderated in one day; where the cohort is larger than 12 the moderation will extend to another day. Trinity is able to make a moderator available at the weekend if this helps with scheduling.

### 3.2 Trainees' attendance at moderation

If trainees wish to be awarded the qualification or to be considered for a referral by Trinity, they must participate in the moderation process unless they have confirmed in writing their withdrawal from the course. Where exceptional circumstances such as illness or a family bereavement prevent a trainee's attendance, they may be recommended for a deferred decision. Course providers should submit documentation (for example, medical certificates) to Trinity to confirm these exceptional circumstances. If no documentation is submitted, these exceptional circumstances cannot be accepted. If a trainee does not attend moderation without a valid reason, Trinity will assume he or she has withdrawn from assessment for the whole award.

### 3.3 The Moderation Handbook

The Moderation Handbook provides detailed guidance on the group and individual moderation interviews, the sampling of written work, and other moderation procedures. This handbook must be consulted by all moderators and course providers.

### 3.4 The moderation schedule

The following is a summary of the moderation process. It is essential that course providers make all course documentation available to moderators at the beginning of the visit, including:

- ▮ trainees' pre-interview and pre-course tasks, if any, and a course timetable and details of assessment procedures and criteria
- ▮ all written assignments and journals for all trainees, with tutors' comments, grades and marks, and trainees' written self-evaluation where appropriate
- ▮ a copy (ie a photocopy) of each trainee's class materials and completed proforma for the Materials Assignment (Unit 4)
- ▮ full details of grades or marks for all other assignments and teaching practice for all trainees; these grades or marks are regarded as being provisional until moderated by the moderator and confirmed by Trinity
- ▮ trainees' work logs (form 4)\*

\* Trinity sends these forms to course providers once validation is complete.

## Moderation

- ▶ end of course report (form 3)\*
- ▶ trainee report forms from the course prior to the one being moderated (except where this is the first course)
- ▶ authenticity and permission to record form (form 5)\*.

### 3.5 The moderator's functions and timings

Moderators carry out the following activities. Approximate timings have been provided where appropriate.

Function	Timings
Introduction, view resources and premises as necessary.	-
Check that all course documentation is available.	-
Check specifically that data is complete for the course provider's assessment procedures and criteria and that individual grades or marks are given to each trainee for separate assignments and teaching practice sessions. In addition, check any overall grade given, paying special attention to cases for referral and fail.	-
Sample a selection of written work from each trainee (including Teaching Practice Portfolio and Unknown Language Journals, Learner Profile and any other written assignments). The course provider must make all assignments of all trainees available to moderators for the sampling process. Moderators should consult trainees' grade or marksheet when sampling and read thoroughly each trainee's rationale and evaluation for Unit 4.	2 hours, including for the three sections above
Discuss with trainees in groups of six (or fewer in an overall group of fewer than 12) their general impressions of the course.	30 minutes per group In the event of there being only one group the interview is 45 minutes
Hold an individual interview with each trainee to discuss their Materials Assignment. Moderators will assess the assignment as Pass or Refer but must not reveal their assessment to trainees.	15 mins per trainee
Discuss their findings and anticipated key reporting points in a feedback session with the course director and as many tutors as can be made available.	30 minutes

### 3.6 The course provider's responsibilities

The course provider must make specific arrangements for the moderation timetable, but the above schedule should be adhered to. Within the practical constraints of the moderation day, it is the moderator's function to assess whether the course meets its objectives and ensure that different course providers aim for and achieve similar standards of performance. Moderators do not normally discuss each individual trainee's performance in detail. They discuss and agree all cases to be awarded immediate Pass, Refer, Defer or Fail, and any cases where tutors have identified trainees as borderline or close to borderline Pass/Refer or Refer/Fail.

### 3.7 Following moderation

Following submission of the moderator's report to Trinity, the Teacher Development department writes to the provider indicating which trainees have been awarded Trinity's Cert TESOL, which trainees have been referred, which trainees have failed and which have had the decision deferred. A copy of the moderator's report is sent to the course provider. The report highlights possible further improvements that are at the discretion of the course provider (suggestions) as well as any areas for immediate action (recommendations). Continuing validation will depend on the course provider implementing the recommendations. If recommendations have not been met by a third moderation, a validation visit by a member of Trinity's Teacher Development department will be required to discuss changes that need to be made to the course. This visit will incur a further moderation fee for the course provider.

### 3.8 Results and certification

The responsibility for confirming suggestions and recommendations, and confirming individual awards of Pass, Refer, Defer and Fail, lies with Trinity rather than with the course provider or the moderator.

\* Trinity sends these forms to course providers once validation is complete.

Certificates for 'Pass' trainees are forwarded to the course provider during the four weeks following dispatch of the moderation report and results. These may not be withheld by the course provider for any reason.

### 3.9 Referrals

Trainees can be referred on the externally assessed Unit 4 and/or no more than three of the internally assessed units. A time limit for re-submission of the internally assessed referred work (usually two weeks) will be suggested by the moderator during the moderation visit and confirmed by a member of Trinity's Teacher Development department. The referred work is marked by tutors and then sent to Trinity for re-moderation.

If trainees are referred on Unit 4, this will involve re-moderation of a revised written rationale and a further interview with a moderator. For a re-moderation of Unit 4 to take place, trainees will need to attend another moderation visit at either their original or another course provider.

Note that trainees are allowed only one opportunity to re-submit referred work to Trinity. There is a charge for the re-moderation of each unit of referred work. Information regarding fees can be obtained from Trinity's Teacher Development department.

### 3.10 Levels of pass

Trinity's award system for the CertTESOL does not distinguish between various levels of pass. Trinity does not award any level of pass, and none are mentioned on Trinity's CertTESOL certificates. However, course providers may include a locally decided grade or mark on their report form, in which case, the criteria for deciding these must be included in the organisation's proposal to Trinity and made explicit to course participants at the start of the course.

### 3.11 Feedback on moderation

Course providers are asked to complete an annual questionnaire. This is an opportunity to comment on the moderation visits and provide any feedback to Trinity. This may be followed up by a phone call from Trinity's Teacher Development department.

## 4. Continuing validation

### 4.1 Changes to the original submission

Course providers offering Trinity validated courses must submit to Trinity for approval details of any substantial changes they propose to make to their courses. Such changes would include:

- ▶ major adjustments to the timetable or course content
- ▶ changes to the weighting, assessment and grading procedures
- ▶ any changes to teaching practice arrangements
- ▶ any changes to staff – all new course directors and tutors must be approved by Trinity and are required to provide evidence of having completed an approved programme of induction (see section 21).

### 4.2 Changes to course structure

Course providers offering a validated full-time course who wish to have a part-time course validated (or vice versa) must send Trinity full details including a revised timetable and relevant related information prior to advertising the new format of a validated course. This must include a copy of all relevant CVs.

### 4.3 Exporting a course

Course providers wishing to operate an exported course from an established provider, either within or outside of the country, will be required to undergo a visit by a member of Trinity's Teacher Development department (see appendix 5) before they are entitled to market and run the course under the Trinity name. This validation visit will incur a validation fee and expenses, which are payable to Trinity.

Courses must be run by a course director from the exporting institution for at least the first two courses.

Trinity must be kept informed of any changes to the relationship between the parent and importing provider.

### 4.4 Continuing validation and withdrawal of validation

Validation may be withdrawn by Trinity under the circumstances indicated below.

Withdrawal will be preceded by a written warning, which will specify a period of time during which the course provider can make good the infringement of the validation requirements, unless Trinity thinks it appropriate to withdraw validation immediately in the interests of potential trainees and to protect the reputation of Trinity as an independent awarding organisation.

Compliance with the points below will be checked during the validation process and subsequent visits.

#### Withdrawal/suspension of validation

Validation of CertTESOL courses by Trinity may be withdrawn or suspended for the following reasons:

- ▶ if the course provider delivers a course that does not comply with the course application as agreed with Trinity at the time of validation or in any changes subsequently agreed with Trinity
- ▶ if requirements for changes to course provision detailed in Trinity's moderators' reports and confirmed by Trinity are not complied with during a period covered by two subsequent short intensive courses (eg each of 12 weeks' or fewer duration) or one subsequent part-time course (eg of more than 12 weeks' duration), unless an alternative agreement is reached with Trinity in writing
- ▶ if the course provider does not submit to Trinity at the end of each four-year period following validation one of the following: a full updated course application, a document indicating what changes have been made to the original application, or a document confirming that there have been no changes made to the original application
- ▶ if the course provider denies access to a moderator, a member of Trinity's Teacher Development department or a member of a regulatory body, following due notice of date and purpose of visit.

#### Financial irregularities

Validation may be withdrawn without notice in extreme situations whereby:

- ▶ the course provider commits a breach of the course provider contract which cannot be remedied, for example the course provider is found to mislead or mistreat trainees in respect of their financial commitments
- ▶ the course provider fails or omits to remedy a breach of the course provider contract within a period of seven or 14 days (depending on the nature of the breach), for example the course provider has not paid the fees due to Trinity despite receiving a reminder to pay within seven days, as Trinity's 30-day credit period had expired
- ▶ ownership or control of the course provider changes hands – in this particular case Trinity would most likely request that the course provider submit a new application for validation.

#### Disrepute

In addition, validation may be withdrawn if the course provider is judged to have brought Trinity's procedures, qualifications or personnel into disrepute.

#### Revalidation

If substantial changes to the course have taken place, Trinity reserves the right to demand a full or partial revalidation at the course provider's whole or partial expense at Trinity's discretion. This may or may not result in the withdrawal of validation depending on the findings of the revalidation.

Validated courses that are not run for a period of 24 months following validation will need to go through the full validation procedure again. The revalidation will be at the course provider's expense.

## 5. Aims of Trinity's CertTESOL

Trinity's CertTESOL course is a pre-service teacher training course designed for those who have little or no experience of TESOL. Trainees must have a high level of competence in spoken and written English, regardless of whether or not English is their first language. The training equips trainees with the basic skills and knowledge needed to take up posts as ESOL teachers and gives them a firm foundation for self-evaluation and further professional development.

## **6. Objectives of Trinity's CertTESOL**

Trainees will be expected to demonstrate the following learning outcomes on completion of the course (for further details please see the CertTESOL syllabus):

1. Knowledge of the main grammatical, lexical and phonological features of a standard English
2. Awareness of the learning needs of individuals or groups of learners, and of the motivation of learners in a variety of cultures and contexts
3. Ability to establish rapport and create and maintain learners' interest
4. Ability to draw up a range of lesson plans with clear and achievable aims, using appropriate methods for learners with various needs
5. Ability to manage and stimulate active participation among a class of learners and provide a relevant learning environment and learning opportunities in relation to their learning objectives
6. Ability to evaluate, use and adapt published material and create simple teaching material, which may include using the internet, visual aids, audio, video, and information communication/ learning technology (ICT/ILT)
7. Broad understanding of the main advantages and disadvantages of various language teaching approaches
8. Ability to evaluate their own effectiveness as teachers and to work co-operatively as members of a teaching team and group
9. Awareness of the need to continue their development as ESOL teachers
10. Awareness of the means of finding a TESOL post after training and of the main issues relevant to employment in this area

## **7. Environment and target group**

**The application must include:**

- ▶ details of an organisation's principal local and wider teacher training market
- ▶ details of accommodation facilities for trainees not locally resident.

## **8. Entry requirements and selection procedures**

**The application must:**

- ▶ include details of the admission requirements for the course
- ▶ include all application and admissions documents and tests
- ▶ indicate the steps the course provider intends to take in respect of background enquiries
- ▶ make clear the reasonable adjustments that can be made to accommodate prospective trainees with a disability or special educational needs
- ▶ include a statement to indicate the course provider's equal opportunities policy in relation to all protected characteristics under any applicable law
- ▶ include details of how the course provider will reach a judgement on the English language competency of applicants
- ▶ include a copy of the proposed course handbook.

### **8.1 Admission requirements**

The application must contain details of how the new course will meet the admission requirements as prescribed by Trinity. Evidence of the following points should be written in the application form or attached as appendices to the form.

## Entry requirements and selection procedures

- ▶ **Age:** Trinity requires trainees to be a minimum of 18 years old at the time of entry to the course – ie on the first day of the course – which will normally be at the start of the pre-course task. Course providers may set a higher minimum age limit if they choose, provided this does not contravene any applicable law. Trinity does not specify an upper age limit. The criteria set out below, plus any additional criteria set by the course provider, are applicable to all applicants irrespective of age.
- ▶ **Educational background/qualifications:** Trinity requires trainees to have, as a minimum, qualifications for entry to higher education (tertiary level) in the UK or in the trainees' home country, or the equivalent in terms of demonstrated academic and study potential. This may include study for professional qualifications in other fields and other on-the-job training. It is not necessary for this to have been in a teaching-related field. It is also recognised that some mature candidates may have workplace achievements that indicate their suitability for a course of this type. Course providers must require proof of relevant qualifications: normally the originals of qualification documents will be required at interview.
- ▶ **Level of competence in spoken and written English:** Prospective trainees must demonstrate a high level of competence in reading, writing, speaking and listening in English as appropriate to a teacher of the language, and sufficient to equip them for the training process. Trainees for whom English is an additional language should have English that is at C1 level of the Common European Framework of Reference (CEFR) in all of the four skills: reading, writing, speaking and listening demonstrated through the initial written assessment and interview.
- ▶ **Willingness to work in a team:** Candidates should demonstrate the willingness to work co-operatively as a member of the whole training group and the potential to respond constructively to feedback on personal performance. The application should indicate how this will be assessed during the admissions procedure.
- ▶ **Potential to work under pressure:** The application should indicate how the admissions procedure will enable assessment of the applicant's potential for completion of practical training that will be rigorous and demanding of time, energy and emotional stamina: course providers should bear in mind the different pressures of full-time and part-time courses.
- ▶ **Confirmation of a trainee's identity:** Trinity requires course providers to check suitable photographic identification.

### 8.2 Admission procedures

The application must include all admissions documents, including application forms, tests and interview record forms. The application must also indicate the nature of admission interviews, what questions will be asked and what criteria will be used in accepting/rejecting applicants.

Interviews should normally be face-to-face. Where interviews are carried out by telephone or online (eg via Skype), course providers must indicate the measures to be taken to ensure that successful applicants have met the entry criteria before arriving at the course location. Applicants can be asked to complete the test electronically. The handwritten task should be conducted as far as possible within the same timescale as that taken by interviewees at the organisation.

Where applicants are accepted following remote interview procedures, they must be warned in advance that they may be refused a place on the course if they are not, on arrival, considered to meet the entry requirements set by Trinity and by the individual course provider.

### 8.3 Background enquiries

Teaching of any kind is a responsible occupation in which both teacher and learner are vulnerable. In the interests of both the teacher and the learners, Trinity recommends the following enquiries, unless they contravene an applicable law or regulation, such as with regard to education and training or data protection. The application must include, where appropriate, reference to the following points:

#### a) Disability or special educational needs

Where a condition is disclosed by a prospective trainee (or self-evident to the course provider), course providers should document the condition and any discussion with the applicant and advise them as to how far, in so far as required under any applicable law, they can proactively and positively make suitable arrangements so that the applicant may get the same access to the course and go through the same training and experience as everyone else.

Equally, course providers must make clear at interview that Trinity will apply the same standards of assessment to all candidates during moderation. The assessment mode for a particular candidate,

however, may be varied on the merits of an application for special provision, which the trainee must submit to Trinity directly. Course providers may not advise a trainee as to whether their application to Trinity for special provision is likely to succeed or not.

### b) Criminal record

- ▶ It is primarily the responsibility of an employer to assess a job applicant's suitability for a teaching position by taking into account any criminal record. However, Trinity also recommends that, within the limits of any applicable statutory vetting and barring procedures, course providers require applicants to disclose if they ever were the subject of any allegations relating to, or prosecuted for, any offence committed against children or vulnerable adults, or any other offence that may affect the trainee's ability to stand as a fit and proper candidate for a teaching role.
- ▶ In the UK for example, course providers may wish to invite applicants to obtain a check with the Disclosure and Barring Service (DBS).
- ▶ If trainees will be working with under-16s during the course (ie for teaching practice), the course provider must make the necessary enquiries as indicated above in all cases unless they can assure Trinity that each trainee will not at any time be left alone with a young person. Course providers are reminded that under UK law, any organisation that allows under-16s to be educated, trained or cared for on its premises is held responsible for the proper conduct of its staff and those with delegated responsibility such as trainee teachers.

## 8.4 Disability access

Course providers must indicate in their application how, if required under applicable law, they will meet their legal obligations towards trainees with a disability or special educational needs. In the UK for instance, course providers have a positive statutory duty to make reasonable adjustments (so far as these arrangements are reasonably practical), so that trainees with a disability or special educational needs may follow the course. This may include providing wheelchair access to their building, providing papers in Braille etc. The application should state how special provision can be made, so far as these arrangements are reasonably practical, so that trainees with a disability or special educational needs will have the same opportunity as everyone else to take the course and complete the required assignments.

## 8.5 Equal opportunities

Course providers should include in their application a short statement about their equal opportunities policy, if required under any applicable law. In the UK, equal opportunities means the prevention of discrimination on the grounds of gender, sexual orientation, marital status, racial grounds, disability, age, language, social origin and other personal attributes such as religious beliefs or political opinions.

## 8.6 English language competence

The application should include details of how the course provider will reach a judgement on:

- ▶ each trainee's competence in English
- ▶ each trainee's ability to explain relevant features of English to learners
- ▶ each trainee's ability to teach these in a real-time communicative context.

A timed, handwritten test of knowledge of appropriate structure, spelling and punctuation of written English must be included in the entry procedures of the course for all candidates. It is to be completed on the spot without the assistance of dictionaries or other aids, or within an appropriate timescale if completed electronically.

In considering applicants for whom English is an additional language, course providers must ascertain that the applicants' levels of spoken and written English are of a sufficiently high standard to enable them to perform the function of a role model as a language teacher. The varieties of spoken and written English deemed appropriate for a teacher of English include regional and world varieties.

It is accepted that teachers from many parts of the world with English as an additional language may have distinctive features of pronunciation, grammar and/or vocabulary which conform to the model of English prevalent in their own linguistic/cultural group. However, course providers must recognise that trainees who are to be awarded Trinity's CertTESOL qualification are likely to be employed as teachers of English, not only within their linguistic/cultural group, but beyond it. It is therefore essential that trainees' language is intelligible to a wide variety of linguistic groups. It is important that this factor is

## Proposed course dates, frequency, class size and course length

taken into consideration when setting linguistic entry requirements. Trainees can be failed by Trinity on the moderator's recommendation if it is decided that their standard of English is significantly below that required for a teacher of English.

### 8.7 Recognition of Prior Learning (RPL)

There is **no provision for RPL**, involving the waiving of either input, study activities or assignments. The process of the full training programme, including interaction with peers, tutors and learners, is important, both as training and in preparation for real-life employment as a teacher. In addition, releasing any individual course participants from parts of the course or assignments on the basis of prior experience gained elsewhere would be detrimental to the training experience for other members of the group.

### 8.8 Course handbook

The application must include a copy of the course handbook.

Either on acceptance to the course, or on the first day of the course, trainees must be provided with a course handbook. This should contain, as a minimum:

- ▶ details of the course provider
- ▶ details of Trinity's CertTESOL qualification
- ▶ details of course tutors and administrators
- ▶ domestic details – opening times of the course provider, facilities, library access, refreshments, etc
- ▶ details of the assignments
- ▶ details of assessment
- ▶ trainee responsibilities
- ▶ emergency procedures and contact numbers
- ▶ a copy of the course timetable and lists of assignment deadlines.

## 9. Proposed course dates, frequency, class size and course length

### The application must include:

- ▶ details of course frequency, including predicted course dates, predicted group sizes and total course hours
- ▶ details of the pre-course task, with the materials/information as presented to trainees.

### Course frequency, group size and minimum course hours

Course providers must indicate the following in the application:

- ▶ **expected course dates** including preferred dates for first course
- ▶ **expected frequency of course**, eg monthly, once annually
- ▶ **maximum group size**: Trinity requires that courses have a maximum number of 15 trainees, and have the appropriate practical and staffing resources
- ▶ **minimum group size**: Trinity believes that a group of fewer than six trainees over a full course does not provide the optimum range of peer interaction and feedback
- ▶ **moderation fees** will be calculated on the basis of an individual charge for each trainee taking part in the moderation, with the minimum charge being calculated on the basis of a minimum number of trainees taking part, which varies from country to country (the individual charge per trainee varies from country to country – for details contact Trinity's Teacher Development department)
- ▶ **number of hours for overall programme and for individual course components**: the minimum course length is 130 timetabled hours per trainee, and 70 non-timetabled hours – for details see the course structure and total qualification time (TQT) in the syllabus.



### 9.1 Course length

The course must be timetabled over **no fewer than four weeks full-time**, or on a part-time basis over a longer period. In addition to the 130 hours already allocated, the course must be timetabled to enable a minimum of 70 hours of extra unsupervised private study (eg reading, research, assignments and lesson preparation). This means that the timetable for a four-week course will be extremely pressurised, and not all applicants will be suited to this kind of schedule. All applicants accepted on a course must be warned of the rigorous nature of the training before they confirm their attendance on the course.

### 9.2 Increasing the group size

If course providers intend to run a second or subsequent course for more trainees than originally agreed in the course validation, permission must be obtained from Trinity and details given of the additional staff, resources and teaching practice classes to be taken on in order to accommodate the larger numbers.

### 9.3 Pre-course assignments

Both short, intensive courses and longer part-time courses must include a pre-course preparation or distance learning phase. A pre-course task may include a reading list **with relevant guidance**, materials relating to grammar, phonology and methodology, and related tasks or research activities. Tutors are not required to give or receive feedback on any pre-course tasks to trainees before the course begins. If they do **not** do so, however, they should do so at the start of the course or incorporate feedback into other sessions delivered throughout the course. Pre-course tasks may usefully be delivered entirely online.

Applicants must be enrolled early enough to complete the pre-course reading and tasks. Such tasks must be relevant to the rest of the course. However, any mark given should not normally form part of the final assessment, unless special reasons are given.

### 9.4 Attendance requirements

Course providers should make it clear to trainees that they will be expected to attend the whole timetabled course except in exceptional circumstances.

## 10. Course structure

### The application must include:

- ▶ a draft timetable for all sessions, and all modes of delivery proposed
- ▶ a detailed teaching practice timetable
- ▶ an itemised account of the number of learning hours allocated to each course component
- ▶ an itemised account of the number of staff hours allocated for supervised study or other tutor contact time
- ▶ a brief rationale for the proposed timetables.

For details of course structure please refer to the syllabus.

### 10.1 Timetabling

The application must include a draft timetable for all sessions, and all modes of delivery proposed (ie if the course provider intends to offer both full-time and part-time courses, the application should include a timetable for both). A detailed teaching practice timetable should also be submitted. Trinity appreciates that draft timetables may be subject to some revisions once implemented, but course providers should think through the course delivery process very carefully prior to validation.

Besides input sessions, timetables should indicate:

- ▶ details of teaching practice, guided observation, supervised lesson preparation and post-lesson feedback
- ▶ initials of tutors with (provisional) responsibility for each session
- ▶ details of completion and hand-in dates for all assignments
- ▶ details of breaks (eg morning, lunch, afternoon)
- ▶ details of tutorials (see syllabus for details).

## Course structure

Course providers must add a separate note itemising:

- ▶ the number of learning hours allocated to each course component (including in any pre-course study phase), eg number of hours allocated to profiling, language awareness, etc
- ▶ the number of staff hours allocated for supervised study or other tutor contact time.

The application must include a brief rationale for the proposed timetables, demonstrating tutors' understanding of the complementary nature of the different units.

### **10.2 Course units**

Trinity's CertTESOL qualification is designed around five mandatory units which incorporate all the required learning components. This format complies with the standards set in the UK by Ofqual and applies to all CertTESOL courses validated by Trinity worldwide. Units may not be certificated separately: certification is for the successful completion of the whole programme. The number of guided learning hours, which is the time to be spent on each of the units in the course, is indicated in the CertTESOL syllabus (page 6).

Each individual unit must be completed successfully for the qualification to be awarded. Trainees are not permitted to offset high pass marks gained on some assignments against fail marks gained on other assignments. In Unit 1, both teaching practice and the relevant journals must be passed: a low mark in teaching may not be offset by a high mark for the Reflective Journal (see section 19 and syllabus for detailed guidance on assessment).

### **10.3 Validation applications**

Course providers' validation applications must include a section on each of the five units to demonstrate:

- ▶ how Trinity's minimum requirements will be met
- ▶ how the components will be delivered
- ▶ what specific guidance will be given to trainees.

Course providers are **not** required to provide detailed notes for every training session.

## 11. Unit 1: Teaching Skills

### The application must:

- ▶ indicate the ways in which successful trainees will demonstrate the required learning outcomes and skills development
- ▶ indicate the ways in which the required topic areas are to be included in the course
- ▶ indicate the means of assessment of teaching skills
- ▶ include the timetable for guided observation and details of how it will be arranged
- ▶ include details of when and where teaching practice will take place, and with whom – if the intention is to use volunteer classes, include details of how these students will be recruited
- ▶ include the information given to trainees with regard to teaching practice arrangements (this may be presented in the course handbook)
- ▶ include the lesson plan proforma and the guidance form for the final summary of teaching practice
- ▶ indicate when and where lesson feedback will take place
- ▶ include all connected documentation for the teaching practice assessment – this will include a self-assessment proforma, tutor’s observation records and assessment sheets, and a peer observation proforma
- ▶ include all paperwork included in the Teaching Practice Portfolio and Guided Observation Journal and instructions given to trainees about their completion (which may be presented as part of the course handbook)
- ▶ include details of input on testing and assessment, including public exams in English language training
- ▶ include details of any optional Unit 1 workshops to take place.

For details and explanation of these points, please see the syllabus.

### 11.1 Organisation of teaching practice

Trainees must complete a minimum of six hours’ **observed and assessed** teaching practice with ESOL learners. The classes must be with ESOL learners of at least two different levels of ability (eg this may include two different levels of intermediate learner). All teaching practice must be with classes of five or more ESOL learners. Trainees should ideally have the opportunity to observe both groups before teaching them. Trainees may carry out team teaching for one hour of the teaching practice if the course provider chooses, but only those sections of the lesson taught by a trainee (not simply attended) will count towards their six hours.

Course providers should include with their application a teaching practice timetable which details the:

- ▶ number of sessions (per trainee)
- ▶ length of each session
- ▶ level of learners
- ▶ teaching practice tutors.

### 11.2 Teaching practice tutors

All teaching practice tutors (ie those involved in observing assessed teaching practice, guided observation lessons and teaching practice preparation) must hold a recognised TESOL teaching qualification at diploma level or equivalent. Tutors who do not hold a diploma, but who have more than two years’ documented experience as a teaching practice tutor, will be able to continue in this role but will be expected to start working towards a diploma as soon as possible.

Trainees will be observed by at least two different tutors during the course. If more than two tutors are used for the observation, then there must be continuity and communication among the observers to ensure the trainees receive the appropriate feedback.

### 11.3 Schemes of work

Teaching practice tutors will be required to draw up broad schemes of work for the teaching practice groups over the duration of the course. The purpose of this is to provide trainees with a working example of a holistic learning experience for learners. It is acceptable for the scheme of work to be taken from a coursebook as long as this is appropriate to the needs and level of the learners. Trainees should be provided with a checklist to ensure that they have taught an appropriate range of lesson types and the following to a satisfactory level:

- ▶ language input (grammar and functions)
- ▶ skills development (integrated skills: reading, writing, speaking and listening)
- ▶ integrated teaching of lexis
- ▶ integrated teaching of phonology
- ▶ use of a range of materials (including authentic) and classroom activities (role play etc).

### 11.4 Tutor feedback on teaching practice

Every effort must be made to ensure continuity and consistency of feedback and assessment among observing teaching practice tutors. Full details of procedures and systems must be provided in the course application as follows:

- ▶ training-up of teaching practice tutors
- ▶ organisation of teaching practice (number of groups and tutors, changeover)
- ▶ standardisation procedures (use of DVD recordings, peer shadowing etc)
- ▶ recording of trainee performance (strengths and weaknesses, areas for development) and use of handover notes among observers.

In providing feedback, both oral and written, tutors should balance positive comment, to encourage trainees and develop their self-confidence, with a realistic appraisal of the areas in which development is needed, bearing in mind that this is an initial course of training. Tutors should remember that trainees who do not reach the pass standard, or who receive a lower grade than they had hoped, will scrutinise tutors' evaluation comments. It is imperative that advice and warning of a likely fail is given in writing. This should also include clear guidelines about what the trainee should do in order to pass. Trainees' self-evaluation and tutors' feedback must be given orally and in writing and copies kept in the Teaching Practice Portfolio.

### 11.5 Self-evaluation

Teaching practice self-evaluations must be written up in 'real time' in order to serve as a true record of a trainee's development throughout the course. Time must be allocated on the timetable to allow self-evaluations to be completed as soon after the lesson as possible and before tutor feedback takes place. Written evaluations at this stage can be presented as a list of bullet points. Tutors will read self-evaluations before giving feedback. After feedback, further written reflection will take place to allow trainees to demonstrate their understanding of the tutor's comments and their ability to prioritise areas to work on in subsequent lessons. This could be in the form of an addendum to the original reflection. Trainees' written reflections form a developmental record, and as such, should be marked and returned on a regular basis throughout the course.

It is recommended that trainees give personal feedback to the trainer on their own performance before receiving the tutor's feedback, and before peer feedback (optional). Some tutors may wish to use video to assist trainees in the feedback session.

### 11.6 Peer observation

Peer observation is a required component of Trinity's CertTESOL qualification, as it is highly beneficial to trainees if they are required to complete focused observation tasks and participate in tutor feedback. Trainees are required to observe other trainees in teaching practice for a minimum of two hours. This is recommended to take place in the early phases of the course, and on a voluntary, but recommended basis thereafter. Course providers should give trainees structured observation tasks and all trainees should attend tutor-led feedback in order to achieve maximum benefit from the exercise.

All observation tasks should be submitted with the course application.

### 11.7 Summary of teaching practice minimum requirements

Number of hours observed and assessed	6
Number of learners	5
Number of levels	2
Hours per level	3
Peer observation	2 hours + optional 4 hours
Team teaching	Optional
Observing tutors	Minimum 2 (ideally no more than 3)

### 11.8 Assessment of teaching practice

Full details of how trainees are assessed in teaching practice and what they are required to demonstrate in terms of teaching skills and knowledge in each lesson must be provided in the application and this information should also be given to trainees and moderators.

Trinity requires that:

- ▶ trainees pass a minimum of five out of six hours of observed and assessed teaching practice.

Where a candidate fails more than one hour of their assessed teaching practice, Trinity recommends that at least one hour is re-assessed. Trinity requires that no more than two hours of a candidate's teaching practice is re-assessed. The provision of any re-assessed teaching practice is entirely at a course provider's discretion.

**In addition**, course providers must explain how a final result of Pass/Refer/Fail will be reached for teaching practice. This must include the following details:

- ▶ how many lessons/hours can be failed
- ▶ how many lessons/hours can be repeated
- ▶ how many lessons must pass.

### 11.9 Moderation of teaching practice

In the case of newly validated courses, two teaching practice lessons will be observed by a member of Trinity's Teacher Development department during the mid-course visit of the first course. For all other courses, teaching practice will be observed during the mid-course visit, which will take place every four years.

Trinity's Teacher Development department will NOT assess the performance of individual trainees, but rather the processes and procedures in place (assessment criteria, written tutor feedback, self-evaluation, face-to-face feedback and standardisation).

### 11.10 Assessment of the Teaching Practice Portfolio

It must be made clear to trainees how the Teaching Practice Portfolio is assessed and what is required in terms of content from the outset. This information is also required for the purposes of the moderator. One way to achieve this is to apply a simple numerical system which awards a maximum number of marks for each section along with guidance proformas. Clear criteria should be provided to detail what is expected in terms of content in order to receive maximum marks.

See the syllabus for details of the content of the Teaching Practice Portfolio.

### 11.11 Organisation of guided observation

Guided observation classes must consist of a minimum of five English language students. The four hours of observation must focus on a variety of class types, levels of learners and teachers. At least three of the four hours must be live teaching, as opposed to video-recorded teaching or commercially published demonstration videos.

The Guided Observation Journal is a **developmental record** of three or four guided observations, totalling a minimum of four hours, of experienced teachers. It should be completed, marked and returned with feedback, observation by observation (observation 1, 2, 3, etc). Ideally, it will be completed in the early stages of the course to inform trainees' practical classroom teaching.

## Unit 1: Teaching Skills

---

The first guided observation session should take place **before** the start of teaching practice and trainees will normally observe their tutors, or other suitably experienced teachers, ideally teaching **the same learners** that they will be teaching in teaching practice. Similarly, before the changeover, they should, ideally, observe the new level being taught by experienced teachers. If this is not possible they may observe their peers but this will NOT count as part of the guided observation component. Please note that trainees must observe **experienced teachers** for a minimum of four hours.

---

### Content of Guided Observation Journal

---

For each lesson observed, trainees must detail as a minimum:

- ▶ level of class and composition of group
  - ▶ length of lesson
  - ▶ aims of the lesson (teacher's aims)
  - ▶ the aims of the observation – trainees should be guided to look for specific features or aspects of teaching in different observation sessions rather than trying to concentrate on all aspects during every session (eg overall teacher and class performance, specific aspects of teacher-class interaction, error correction, use of materials, etc)
  - ▶ concluding comments on the teaching process and learning outcomes.
- 

### 11.12 Assessment of Guided Observation Journal

It must be made clear to trainees how the Guided Observation Journal is assessed and what is required in terms of content. One way to achieve this is to apply a simple numerical system which awards a maximum number of marks for each section along with guidance proformas. Clear criteria should be provided to detail what is expected in terms of content in order to receive maximum marks.

### 11.13 Testing and assessment

Trainees must be made aware of the main forms of formative and summative tests which are most useful in assessing students' performance in English, eg diagnostic and achievement, subjective and objective, although one would not expect a teacher with only a CertTESOL to teach immediately towards advanced exams. They must be aware of the need to identify the specific language item tested for the process to be meaningful.

In addition, all course providers should make reference to Trinity's language exams: Graded Examinations in Spoken English (GESE) and Integrated Skills in English (ISE). Trinity would also expect course providers to refer to other ESOL language exams that are relevant internationally and in their context.

### 11.14 Unit 1 final assessment

The final award of Pass, Refer or Fail for this component must include the actual teaching practice, which is the greater part of the assessment, and also the portfolio and journal. Course providers must give a clear explanation of the system adopted for assessment: what is required to achieve a Pass and descriptors for different levels of pass. If a trainee is referred on their teaching practice, the repeated teaching practice lesson(s) should be marked by the tutor, and the lesson plan, self-evaluation and tutor-evaluation must be sent to Trinity for moderation.

All referred work will need to be submitted to Trinity. There will be an additional moderation fee applicable for all referred work as this will need to be moderated a second time by Trinity. Information regarding fees can be obtained from Trinity's Teacher Development department.

### 11.15 Optional Unit 1 elements

It is possible (but by no means usual) for course providers to include additional exams and/or assignments in Unit 1 (see examples below) but this tends to put unnecessary pressure on trainees, particularly on courses of short duration (four weeks). If providers wish to include additional assessments, assignments or content they should provide a clear rationale for this in the application.

### ► Teaching Young Learners

The CertTESOL focuses primarily on the teaching of English to adults – learners over 16. However, it is recognised that the majority of ESOL teachers will at some stage in their careers teach young learners. The flexibility of Trinity's CertTESOL qualification allows course providers to include input sessions on areas specific to young learners if they feel that this is appropriate.

Other areas that can be included are:

- Business English
- English for Academic Purposes (EAP)
- English for Specific Purposes (ESP)
- teaching monolingual classes
- coursebook and materials analysis.

## 12. Unit 2: Language Awareness & Skills

### The application must:

- show how the learner outcomes are to be met and assessed on the course
- include copies of any proformas to be used in this unit
- include copies of any language awareness tests to be used on the course (grammar, lexis and phonology)
- include a copy of the pre-course task
- include a copy of the course timetable that shows which language awareness topics are taking place
- show (in cases of an online or distance element) what is to be covered online or at a distance and what is to be covered in the face-to-face sessions.

This component of the CertTESOL course should be integrated with the other four main components to enable trainees to contextualise language and skills development in terms of learners' communication needs. Trainees should be made aware of the main current sources of reference and pedagogic material.

For details relating to learning outcomes and assessment, please see the syllabus.

## 13. Unit 3: Learner Profile

### The application must include:

- all written instructions to be given to trainees to assist them in the preparation of the Learner Profile
- any template given to aid presentation of the Learner Profile assignment – these may be presented as part of the course handbook if appropriate
- an account of how learners will be recruited and the arrangements to be made to allow trainees time to meet them, a means of recording a conversation, and space in which to meet and to conduct the one-to-one lesson
- the assessment criteria for the Learner Profile, and a copy of the written tutor feedback form which will be given to trainees with the assessed work
- a copy of the course timetable that shows when the Learner Profile sessions will take place including input and meetings with the learner.

For details of the learning outcomes and assessment, please see the syllabus.

### 13.1 Preparation of the Learner Profile

As this unit brings together areas of theoretical knowledge and skills developed elsewhere, sessions must be timetabled so as to ensure a sufficient amount of theoretical preparation takes place before or during the profiling process. Input sessions, which are linked, must be timetabled to fit in with the procedure, eg trainees will need to have a sufficient knowledge of phonology and contrastive analysis before completing the analysis of their learner's use of English.

## Unit 3: Learner Profile

The preparation should include:

- ▶ input on the nature of interlanguage
- ▶ the role of error analysis and contrastive analysis in teaching and learning
- ▶ the particular requirements of one-to-one needs analysis and teaching.

### 13.2 Selection of learners to be profiled

Trainees may select their own learner, or this may be arranged by the course provider. However, where trainees themselves find students to profile, guidance should be provided on how to select them.

The following points should be noted:

- a) The student profiled should not be a spouse or relative of the trainee.
- b) When selecting learners to be profiled, it is advisable to consider their language level in terms of suitability for this assignment. An advanced learner may not give the contrastive analysis opportunities necessary for satisfactory completion of this task, and a learner with a very low level of English may present too many problem areas for the trainee to cope with at this stage.
- c) It is preferable that the trainee and the learner should not share the same first language, unless this is unavoidable. If this is the case, it is expected that the trainee will still do some research into the contrastive features of the first language and English.
- d) It is essential that the **learner** is aware of the importance of completing the procedure. Therefore it is recommended that the course provider produces a document or learning contract, explaining the profiling procedure to learners, and requiring them to be available and willing to attend interviews until the procedure is finished. This is vital on part-time courses, where the profiling procedure may take place over a number of weeks.

### 13.3 Facilitating the profiling procedure

Provision must be made for trainees to have access to areas where they can meet their learner. This must be quiet enough to enable recordings to be made of the conversations, and for the learner to be able to complete any tasks set. Particular care should be taken when timetabling the one-to-one lesson to ensure that there are suitable rooms available. If necessary, the course provider should make available some kind of unobtrusive recording device for trainees to use when interviewing their learner.

Meetings between trainee and learner in a more social setting, eg a café, are not discouraged, but there must always be an alternative available for when a public place is inappropriate. Conducting a one-to-one lesson in the learner's or trainee's home (or a similar location) is unacceptable.

### 13.4 Presentation of the Learner Profile

The course provider should provide trainees with a series of templates for the various sections of the profile. This will guide them towards presenting sections of the correct length in an acceptable format, and will remove the risk of any element being omitted from the completed assignment.

For further details relating to the structure of the profile please see the syllabus.

### 13.5 Assessment of the Learner Profile

Course providers should provide criteria specific to this assignment. These should make clear to trainees the standards that are expected of them. Generic comments such as 'fully meets requirements' or 'meets requirements very well' do not give sufficient information to trainees. In the case of the profile, it is useful if there are criteria for each segment of the assignment, which can be individually assessed and collated to give an overall summary.

Course providers should create an assessment sheet to be included in the marked profile, indicating criteria for each segment of the profile with suitable tutor comments.

Note that the ability to produce written assignments to an appropriate level of written English is one of the basic requirements of the course, and there should be the facility within the marking scheme for penalising poor levels of English and poor presentation. Course providers should make trainees aware of the number of marks which will be deducted for poor presentation, grammar and spelling.



### 13.6 Referred profiles

Work which is felt to be unsatisfactory on submission may be marked and returned to trainees for revision before moderation, if there is time. In this case it will be the re-submitted profile which is moderated.

If there is not time for below-standard work to be revised before moderation, the original assignment must be available for the moderator to see. This is the case even if the assignment is incomplete: there must be some evidence of the work having been attempted for a referral to take place.

At the moderation, the moderator will advise the course provider about the time limits allowed for re-submission of the referred assignment (this is usually two weeks), but the final deadline must be agreed with Trinity. Note that in the case of the Learner Profile, a delayed submission can cause problems of continued access to the learner, and every attempt must be made to ensure that all data collection is satisfactorily completed before the end of the course.

All referred work will need to be marked prior to submitting it to Trinity for re-moderation. There will be an additional moderation fee applicable for all referred work as this will need to be moderated a second time by Trinity. Information regarding fees can be obtained from Trinity's Teacher Development department.

## 14. Unit 4: Materials Assignment

### The application must include:

- ▶ evidence in the timetable of input relating to the unit.

### 14.1 Aim of this unit

This unit is designed to allow the moderator to gain a clear insight into the trainee's decision-making process with regard to their lesson planning and execution and, crucially, their reflection upon this.

Successful trainees will demonstrate the following learning outcomes in the context of initial training:

- ▶ the ability to plan, produce, use and evaluate simple classroom teaching materials and accompanying tasks
- ▶ the ability to produce a written rationale and evaluation for the effectiveness of the materials
- ▶ the ability to reflect on and discuss the use of the selected materials.

Insufficient guidance from course providers may be a factor in referrals. Where moderators feel that trainees are not meeting Trinity's requirements on this unit because of insufficient guidance from course tutors, they must report this separately in their moderation report.

Note that all referred trainees have to complete both parts of the unit assessment, ie submit a revised written rationale and attend a further Unit 4 moderation interview. It is not possible to be referred on just the oral or written component alone. There will be an additional moderation fee applicable as the trainee will be moderated a second time by Trinity. Information regarding fees can be obtained from Trinity's Teacher Development department.

Moderators may comment on the quality of materials based on their sampling of Teaching Practice Portfolios, and in the overall moderation report.

For details of preparing trainees for Unit 4 please see the syllabus.

## 15. Unit 5: Unknown Language

### The application must include:

- ▶ evidence of four hours of lesson provision for this unit (eg a timetable)
- ▶ copies of appropriate proformas required for completion of the journal
- ▶ details of the assessment criteria for this unit
- ▶ a copy of the course timetable, which will show when the Unknown Language Journal sessions will be taking place.

Further details about the journal and assessment can be found in the syllabus.

### 15.1 The language

The unknown language must be one that is not known to any member of the group. If this proves impossible, and there are one or two members of the group with some knowledge of the language, the course provider must agree with Trinity, in advance, an alternative assignment for these members to fulfil the aims of this unit.

### 15.2 Assessment

Trainees are assessed on the accuracy of analysis and the reflective nature of the journal. Trainees should be provided with a proforma to guide them in what to look for in the language lessons and how to comment on what they experience. They may need help with specific terminology.

It must be made clear to trainees how the Unknown Language Journal is assessed and what is required in terms of content. Clear criteria should be provided to detail what is expected in terms of content in order to receive maximum marks.

### 15.3 Feedback

The Unknown Language Journal is a developmental record of a series of four lessons and it should be completed, marked and returned with feedback, in sections, lesson by lesson. There is a degree of flexibility here depending on whether the course is delivered on a full-time or part-time basis. This can be discussed as part of the validation process. Ideally, it will be completed in the early stages of the course to inform trainees' practical classroom teaching.

### 15.4 The teacher

The teacher:

- ▶ must be familiar with the principles of the whole course and the ways in which the course units complement one another
- ▶ must be able to teach in a communicative style involving learners and demonstrating a range of techniques and forms of group interaction without relying on coursebooks or the grammar-translation method
- ▶ must have a high level of competence in the spoken and written forms of the unknown language
- ▶ must have a CertTESOL or equivalent.

## 16. Professional awareness and development

The application must show how professional awareness and development will be highlighted to trainees.

Successful trainees must demonstrate:

- ▶ awareness of the needs of other colleagues in the team, teaching and non-teaching
- ▶ awareness of the value of mutual support in the teaching-learning-training environment
- ▶ awareness of the need for development throughout the course, based on a constructive response to training input and feedback from tutors, peers and learners.

For further details please see the syllabus.

## 17. Course reading list

### The application must include:

- ▶ a list of the core reading and pre-course reading for trainees.

### 17.1 Core reading

Course providers must provide trainees with a reading list of appropriate reading material on language study and teaching methodology, plus a short list of books recommended for purchase by trainees, to include suitable reference books on grammar and phonology, and a good learners' dictionary of English.

### 17.2 Pre-course reading

Course providers must issue a minimum pre-course reading list, for example, books comprising an introduction to grammar and language awareness, phonology, methodology and other areas relevant to training, as well as a longer recommended list for study during or after the course. The pre-course reading list may include recommendations of specific chapters of books or journal/newsletter articles.

A sample reading list is provided in the syllabus.

### 18. Tutorials

Course providers must timetable for each trainee at least one formal tutorial session per full-time course and at least one per part-time course, to give trainees guidance on their individual progress. During tutorials, trainees must be given a clear indication if it seems at all likely that they will not meet the final required standards and therefore not be awarded the Trinity CertTESOL. All completed tutorial documentation should be signed by both tutor and trainee.

### 19. Assessment of course units

#### The application must include:

- ▶ copies of all assignments and assessment so that they can be validated by Trinity
- ▶ details of the assessment scheme by which Units 1, 2, 3 and 5 will be assessed
- ▶ details of all procedures and criteria used in the assessment of trainees' work
- ▶ all overall assessment criteria for each of Units 1, 2, 3 and 5.

For details regarding the assessment, please see the syllabus and relevant sections above.

#### 19.1 Systems of assessment

Course providers must design detailed systems of assessment against Trinity's validation requirements.

- 1) In the application (appendix 2), course providers must make clear the details of the assessment scheme by which Units 1, 2, 3 and 5 will be assessed. Some areas of study – such as language form and function – may be subject to various forms of assessment, for example in a language awareness test and also in teaching practice.

Examples of forms of assessment:

- ▶ continuous and end-of-course appraisal
- ▶ formal marking of written, practical and oral work
- ▶ written and verbal commentary on written, practical and oral work
- ▶ written and oral tests or exams.

The required details are as follows:

- ▶ details of and a justification for the different assessment formats adopted, including pass marks
  - ▶ clear descriptors for each mark or level awarded for each type of assignment, including teaching practice, but excluding Unit 4
  - ▶ an explanation of how the recommendation for the final overall assessment (Pass, Refer, Fail) will be reached, ie how marks will be combined, and whether this will be done on a purely arithmetical basis or whether tutors will make use of additional criteria in reaching a final recommendation.
- 2) Trainees must be made aware at the start of the course of all procedures and criteria used in the assessment of their work. This information must be conveyed both orally and in writing, so that they know from the start of the course the kind of marks or comments that they may expect and how these relate to their progress in their assignments.
  - 3) Self-evaluation must be developed throughout training so that trainees learn:
    - ▶ to identify their own and others' strengths and weaknesses
    - ▶ to adopt a self-critical approach in order to become relatively self-reliant and confident.

## Assessment of course units

- 4) The emphasis in course content, delivery and assessment must be on the practical components with sufficient theoretical underpinning as is appropriate to the level of trainee. All assessment must be combined with comprehensible feedback, enabling trainees to build on current achievements for their future development.

### 19.2 Assessment of written English

A proportion of marks must be deducted if written assignments are not presented with appropriate grammar, spelling and punctuation, indicating a difficulty in consistently meeting the standards of linguistic fluency and accuracy required of a teacher of the language. Trainees for whom English is an additional language should have English that is at C1 level of the Common European Framework of Reference (CEFR) in all of the four skills: reading, writing, speaking and listening.

### 19.3 Overall assessment criteria

Marking schemes must be based on the overall assessment criteria as outlined in the syllabus. These relate to qualifications approved at Level 5 of the Regulated Qualifications Framework (RQF) in relation to expectations of Pass, Refer and Fail, and which are reflected in international standards for good practice in the language teaching classroom.

Please note that overall assessment criteria should be devised for EACH of Units 1, 2, 3 and 5 and included in the application (see appendix 2).

For the final overall mark definitions, please see the syllabus.

### 19.4 Early warning

If the course director and tutors consider that any trainee will not or may not reach the standard required to pass the course, clear warning of the lack of progress must be given to the trainee verbally and in writing. This warning must explain clearly how the trainee's performance risks falling short of the required standard. Any interim grades or marks awarded must be made known to the trainee to enable them to evaluate and improve their performance. An action plan for a remedial programme should be agreed with target dates identified. The written record of both warning and action plan must be signed by both trainer and trainee and copies kept on file.

### 19.5 Recommendations on trainees' work following the moderator's visit

Following discussion with the course director and tutors, moderators recommend to Trinity a Pass, Refer or Fail for each trainee. For details, please see the syllabus.

If a trainee has not passed the course, a moderator should provide the following information for referrals:

- ▶ A note (in the moderation report) of which assignments trainees are referred on and which grades or marks were awarded for these assignments. Trainees will not normally be asked to repeat more than three assignments (including an element of teaching practice) unless there are exceptional circumstances such as illness, bereavement or an accident. Trainees who are recommended for referral should normally have demonstrated their basic competence on the course.

All course providers and trainees should be made aware of the following:

- ▶ All referred work must be re-submitted to the course provider within two weeks or in a timeframe agreed by Trinity. Course providers should mark all trainees' work prior to sending it to Trinity to be re-moderated.
- ▶ There will be a fee for the re-marking of each referred unit. The CertTESOL will not be awarded or certificates issued until referred work has been seen and verified by Trinity.
- ▶ Referred work can only be moderated on one occasion. In the event of referred work not reaching the required standard, the trainee will fail the course.
- ▶ In the case of teaching practice, the lesson will need to be observed, and the lesson plan, lesson evaluation and self-evaluation sent to Trinity for moderation.

If a trainee has failed the course, a moderator should provide the following information:

- ▶ the grades for all the assignments, including teaching practice, and confirmation of which assignments they have failed
- ▶ an indication of the kind of feedback and advice they were given on their progress, eg specific comments on failed assignments and/or comments made at their tutorial
- ▶ confirmation that they were given details of the assessment system at the start of the course
- ▶ confirmation that they were not thought suitable for referral.

If a trainee is deferred, a moderator should provide reasons for this recommendation. Deferral is only an option for trainees who have completed all units of the course but, through exceptional circumstances, have been unable to attend the moderation.

If a trainee withdraws from a course, they should confirm their decision in writing to the course provider. This information should be made available to the moderator.

If a withdrawn candidate wishes to transfer to a subsequent course with the same course provider, this must be pre-approved by Trinity.

### 19.6 Trainee report form

Although Trinity does not distinguish between different levels of pass, course providers are at liberty to introduce a pass scale (eg Pass and Strong Pass) if rationale and criteria have been included in the course provider application form and made explicit to course participants at the start of the course.

Course providers must complete a trainee report form for all trainees, and this is an overall summary of the trainee's performance on the course. A copy of each report should be made available for inspection by the moderator of the subsequent course. This can take an electronic format.

## 20. Course management

### The application must include:

- ▶ details of who is responsible for the overall management of the organisation and the course
- ▶ details of any publicity and information relating to the course.

### 20.1 Overall management

The application must include information about who is responsible for the **overall management of the organisation**, whether independent school, college or university (at institutional and departmental level). In addition, details should be included about:

- ▶ procedures for issuing work permits for teaching/tutoring staff if relevant to the organisation concerned
- ▶ regulations relating to disciplinary offences by trainees: in the case of a serious contravention of a course provider's disciplinary code, for example violent or excessively disruptive behaviour, it is expected that the organisation will deal with this under a declared and understood disciplinary procedure
- ▶ details of provision for applicants with a disability or special educational needs.

### 20.2 Course publicity and information (eg literature, website)

The application must show how the organisation provides comprehensive and clear information to its trainees. This publicity and information must:

- ▶ reflect accurately the actual location and premises of the course, course content and timetable, staffing and other resources provided, and any other features of the course
- ▶ include details of the assessment system
- ▶ reflect accurately and clearly which services, materials and tuition are included in the advertised fees, and those which carry an additional charge
- ▶ include details of Trinity's appeals and complaints procedures
- ▶ include relevant advice on the importance of insurance (medical, accident, loss of property)
- ▶ indicate clearly which deposits and/or fees are non-refundable and, if refundable, under what circumstances
- ▶ include all the above before the point at which applicants pay deposits and/or fees (whether by cash, cheque, credit card – including via internet – or any other means).

This publicity and information must not include unauthorised or inappropriate use of material bearing Trinity's name or logo.

### 20.3 Specific course responsibilities

Clear responsibility should be defined for:

- ▶ course design at the validation stage and post-validation
- ▶ recruitment of the course director and/or tutors
- ▶ trainee recruitment including interviewing

## Management and tutoring staff

- ▶ directorship or management of the course: the course director (the person with overall responsibility for the course on a day-to-day basis) must be fully familiar with Trinity's validation and moderation procedures and be able to answer questions on these
- ▶ course tutoring in all areas
- ▶ course administration (non-academic)
- ▶ financial procedures, eg administration of course deposits and fees: this must be handled responsibly and in accordance with the published information regarding the cost of courses and other services, whether payment of fees is made by cheque, credit card or other means
- ▶ handling of trainee complaints and feedback
- ▶ handling of administrative and/or financial issues or complaints: the course provider must inform all trainees of the internal arrangements for handling administrative and financial complaints, and must make all trainees aware of Trinity's appeals procedure ([trinitycollege.com/appeals](http://trinitycollege.com/appeals)) and complaints policy ([trinitycollege.com/policies](http://trinitycollege.com/policies)).

### 20.4 Confirmation of authenticity of trainees' written work

Under the Ofqual General Conditions of Recognition (page 68, 2015): G8.1, an awarding organisation must take all reasonable steps to ensure that, in relation to qualifications which it makes available, evidence generated by a learner in an assessment is generated by that learner (or includes evidence generated by that learner as a contribution to group work). Hence, Trinity requires all course providers to submit a statement with regard to the authenticity of trainees' written work. The confirmation of authenticity of trainees' individual written work does not preclude the possibility of some shared activity in planning work. However, it does preclude the significant copying of ideas or text between trainees. A moderator will confirm the form has been signed by the trainees during the moderation visit.

### 20.5 Archiving trainees' materials

Course providers are asked to maintain copies of all trainees' work – whether of pass, refer or fail standard – for 12 months. This may be done electronically or in hard copy.

## 21. Management and tutoring staff

### 21.1 Course management and tuition

Course providers must submit full CVs for the prospective course director and all prospective tutors. All courses must be staffed by at least one course director and at least one other tutor throughout the course (one tutor should not do all input and all observations for periods of longer than three days). Observation and assessment of teaching practice must be carried out by at least two tutors, one of whom may be the course director.

The minimum qualifications and experience required of Trinity course directors and tutors are as follows.

Course directors must have one of the following as a minimum qualification:

- ▶ Trinity's DipTESOL (Diploma in TESOL) or equivalent
- ▶ PGCE in TEFL or with TEFL as a main component
- ▶ a qualification in English language teaching of at least equivalent content and depth to the above, ie placed at Level 7 on the UK Regulated Qualifications Framework (RQF) or a recognised equivalent in or outside the UK
- ▶ a recognised teacher educator qualification judged by Trinity to be equal in academic rigour and vocational relevance to a DipTESOL.

Course directors must have substantial recent English language teaching and documented teacher training experience.

Course tutors must have one of the following as a minimum qualification:

- ▶ Trinity's DipTESOL (Diploma in TESOL) or equivalent (the tutor for the Unknown Language element does not require this qualification)
- ▶ Trinity's CertTESOL or equivalent
- ▶ a qualification in English language teaching of at least equivalent content and depth to the above, ie placed at Level 5 on the UK's Regulated Qualifications Framework or a recognised equivalent in or outside the UK.

Course tutors must have recent English language teaching and documented training experience.

Course tutors who have the minimum qualification of a Trinity CertTESOL or equivalent must be enrolled on a DipTESOL or equivalent (as judged by Trinity) and must have already passed the externally assessed teaching unit/module of the qualification. Any tutor failing to be awarded their full DipTESOL or equivalent within 12 months of becoming a CertTESOL tutor will be de-registered as a tutor.

Course tutors who hold a TEFLQ (and not a DipTESOL or equivalent) must have passed teaching observations equivalent in academic rigour and vocational relevance to a DipTESOL or equivalent and must have sent evidence of these (ie plans, reports, reflections and essays as determined by Trinity) to Trinity for approval as being an appropriate qualification in lieu of a DipTESOL or equivalent.

The Unknown Language tutor should have experience of teaching that language using a method and techniques appropriate to the methodology that trainees are acquiring.

Trinity appraises the tutoring team, including the course director and all tutors, on the basis of their qualifications, teacher training credentials and teaching experience, and their competence to train or tutor with regard to the specific duties.

The application should detail how tutors on the first course are to be trained/standardised. It should also include details of the induction/shadowing programme to be followed by any subsequent tutors to be recruited.

The procedure will include the following, depending on the skills and experience of the 'new' staff:

- ▶ observation of the current course director and/or experienced tutors giving input and running teaching practice
- ▶ observation by the current course director and/or experienced tutors during the new member of staff's first sessions with CertTESOL trainees
- ▶ feedback on these observations
- ▶ partial supervision of new tutors until they are ready for fully independent tutoring
- ▶ a report of 500 words by each new course tutor (excluding the Unknown Language tutor), to be forwarded to Trinity's Teacher Development department on completion of the observation phase, containing brief details of the induction programme and lessons learnt from it
- ▶ any specific questions for Trinity.

New tutors must not provide the majority of input on a CertTESOL course.

Where the course provider wishes to appoint a new course director/tutor, they must forward a copy of their full CV to Trinity for approval prior to the appointment. CVs of proposed new tutors must also be forwarded to Trinity for approval. However, it is expected that any new course directors and tutors will conform to Trinity's requirements as stated above. If it is found that new tutors are appointed who do not have the appropriate qualifications or experience, or whose CVs have not been forwarded to Trinity, the course provider may be asked to refrain from using them on the course.

### 21.2 Division of responsibilities

The course provider must indicate the main details of who will lead or tutor each timetabled session although it is appreciated that there will be some flexibility in practice.

These responsibilities will include:

- ▶ input – grammar, phonology, language awareness, methodology (including historic overview and current approaches, methods, techniques, lesson planning, materials development and evaluation, use of resources)
- ▶ workshop activities on the above (if applicable)
- ▶ teaching practice: planning with trainees, assisting with lesson plans, observation and feedback, final evaluation, guidance on and marking of teaching practice and Guided Observation Journal
- ▶ Unknown Language: tuition, journal overview and assessment
- ▶ Learner Profile induction, supervision and assessment of assignment
- ▶ Materials Assignment induction and supervision
- ▶ tutorials.

### 22. Resources

Organisations must give a general description of the resources available to trainees, including:

- ▶ access to internet, email and computing facilities – a minimum ratio of one computer for every three trainees
- ▶ photocopying facilities
- ▶ access to a range of reference and teacher training materials and coursebook materials, both online and in print, which may include:

IATEFL – [iatefl.org](http://iatefl.org)

EL Gazette – [elgazette.com](http://elgazette.com)

Modern English Teacher – [modernenglishteacher.com](http://modernenglishteacher.com)

Onestopenglish – [onestopenglish.com](http://onestopenglish.com)

English Language Teaching Journal – [eltj.oxfordjournals.org](http://eltj.oxfordjournals.org)

British Council – [teachingenglish.org.uk](http://teachingenglish.org.uk)

Course providers must either provide trainees with sufficient files or folders (eg ring binders, lever arch files, folders) to ensure the efficient keeping of written work and notes or advise trainees prior to their joining the course that they will need to obtain this stationery before or during the first week of the course.

### 23. Premises

Organisations must give a general description of their premises in their validation application.

The premises to be used by trainees must:

- ▶ be sufficiently spacious for the number of trainees and staff to be accommodated in an appropriate room(s) during input, workshop and teaching practice sessions: it is normally regarded as preferable to have a training room permanently allocated to a group of CertTESOL trainees
- ▶ offer trainees some quiet space for the preparation of teaching materials and other assignments
- ▶ provide additional rooms, which will also be needed for the learner profiling, where one-to-one tutorials can take place in relatively quiet and private areas
- ▶ be appropriately furnished, bearing in mind that trainees take notes while in training and need a proper flat writing surface as well as seating facilities
- ▶ be adequately lit, heated and ventilated
- ▶ be free from undue extraneous noise
- ▶ be equipped with sufficient numbers of clean and hygienic lavatories for trainees and staff using the premises at any one time
- ▶ be equipped with appropriate and easily accessible emergency exits
- ▶ provide access to facilities for those with a disability or reduced mobility, in so far as required under any applicable laws
- ▶ be equipped with fire and safety instructions clearly displayed in all classrooms and common areas
- ▶ be equipped with some refreshments, in particular drinks; if food is not available on the premises, trainees should be directed to a local and reliable source of food
- ▶ be in a reasonable state of repair, cleanliness and decorative order.

Course providers vary in the sophistication of their premises, but it is considered important that they all meet the basic requirements necessary to ensure a reasonable standard of comfort for trainees and tutors.

#### 23.1 Health and safety

Course providers are responsible for compliance with health and safety laws and regulations appropriate to the venue(s) used.

#### 23.2 Under-16s

Where language students under the age of 16 are to be invited to attend teaching practice sessions, special arrangements must be made to ensure that laws and regulations regarding the health, safety and protection of young people are respected.



# Appendices



CertTESOL  
Organisation Fact File (OFF)

Trinity use only: Centre no. \_\_\_\_\_

This form (in three parts) must be completed by prospective course providers (ie not current providers updating their proposals) and sent to the Teacher Development department at Trinity prior to a full proposal being completed. Trinity will confirm in writing whether the course provider should continue with a proposal. This confirmation does not constitute a guarantee of eventual validation. You should attach the CVs of the course director and course tutors.

**1. Contact details**

Name of organisation: \_\_\_\_\_

Full address: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Main TESOL contact: Title: \_\_\_\_\_ Name: \_\_\_\_\_

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

Fax: \_\_\_\_\_

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

Website: \_\_\_\_\_

Type of organisation (eg independent sector, state sector, further or higher education, university-based):

\_\_\_\_\_

## CertTESOL Organisation Fact File (continued)

### 2. About your English language students and trainee teachers (if any)

Please indicate:

2.1 The approximate number of language students you take each year in each of the following categories:

a) beginner \_\_\_\_\_ b) intermediate \_\_\_\_\_ c) advanced \_\_\_\_\_

2.2 The average number of weeks taken by each student: \_\_\_\_\_

2.3 The approximate ratio of adult to young learners (under-16s): \_\_\_\_\_

2.4 The organisation's area(s) of language learning (eg *general English, English for specific/academic purposes*):  
\_\_\_\_\_

2.5 The approximate range of nationalities: \_\_\_\_\_

2.6 The approximate ratio of EFL to ESL or ESOL learners **if relevant**: \_\_\_\_\_

2.7 The approximate number of ESOL trainee teachers or teachers trained annually and the level of the course (for any courses other than Trinity's CertTESOL) **if relevant**:

a) introductory \_\_\_\_\_ b) initial \_\_\_\_\_ c) diploma \_\_\_\_\_

d) other (including in-service); please indicate which: \_\_\_\_\_

2.8 Towards which qualification(s), if any? \_\_\_\_\_

2.9 The approximate number of trainee teachers having English as:

a) first language \_\_\_\_\_ b) additional language \_\_\_\_\_

please turn over for part 3

## CertTESOL Organisation Fact File (continued)

### 3. About your organisation

Please provide a short description of your organisation:

3.1 Who is responsible for overall management, if in the state sector? \_\_\_\_\_

3.2 Who owns and who manages, if in the independent sector? \_\_\_\_\_

3.3 Is it one of a chain of independent sector schools or colleges? \_\_\_\_\_

3.4 Is it a member of a consortium? if so, which? \_\_\_\_\_

3.5 Current membership of associations or schemes and year of joining:

Name of association	Please tick if a member	Year of joining
British Council's Accreditation in Britain Scheme		
English UK		
European Association of Quality Language Services (EAQUALS)		
International Association of Teachers of English as a Foreign Language (IATEFL)		

Comparable associations or schemes in and outside the UK

Name	Year of joining

3.6 Date of establishment of organisation: \_\_\_\_\_

3.7 Date of establishment of English language courses if any: \_\_\_\_\_

3.8 Date of establishment of teacher training courses if any: \_\_\_\_\_

3.9 What documentation you could provide to confirm these dates if required:

\_\_\_\_\_

3.10 Approximate number of English language teachers employed annually:

full-time: \_\_\_\_\_ part-time: \_\_\_\_\_

3.11 Number of sites on which EFL/ESOL activities are carried out: \_\_\_\_\_

3.12 Please provide Trinity with the full names and contact details of two credit referees – for example, two suppliers with whom you deal on a regular basis. Trinity will follow these up in the course of the validation process.

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



## CertTESOL course provider application form

In order to become a validated CertTESOL course provider, you will need to complete this application form and provide any additional information as indicated.

Name of organisation: \_\_\_\_\_

Name of course director: \_\_\_\_\_

Contact details: \_\_\_\_\_

### 1. Aims and objectives of a Trinity CertTESOL course

- Please tick here to confirm that you have read and understood the specified aims and objectives and confirm that these will be included in any proposed course.

Please add any additional aims you might have specific to your own teaching environment or context (if any) in the box below:

### 2. Environment and target group

Please give details of anticipated local and wider teacher training market:

Please give details of accommodation facilities for trainees who are not locally resident:

### 3. Entry requirements and selection procedures

- Please tick here to confirm that you have read and understood Trinity's guidelines on the minimum entry requirements for admission to the CertTESOL course.

Please give details of procedures to be followed at interview including what criteria will be used in accepting and rejecting potential trainees:

## Appendix 2

- Please tick here to confirm that you have attached any documentation listing interview questions etc as an appendix to this document.
- Please tick here to confirm that you have read and understood Trinity's policy regarding background checks.

Please indicate whether CertTESOL trainees will be in contact with under-16s and, if so, any procedures that will be followed:

Please indicate provision/arrangements that the course provider can make for candidates with a disability or special educational needs:

Please use the box below to make any statement to indicate the course provider's equal opportunities policy:

- Please tick here to confirm that you have read and understood the minimum requirements for admission to the course in regard to English language competence.
- Please tick here to confirm that you have attached any tests or tasks used to ascertain the trainee's English language competence and ability to explain features of the English language, as an appendix to this document.
- Please tick here to confirm that you have read and understood Trinity's policy regarding Recognition of Prior Learning (RPL).
- Please tick here to confirm that you have attached a copy of the course handbook as an appendix.

#### 4. Proposed course dates, frequency, class size and course length

Please indicate preferred start date of first course: \_\_\_\_\_

Anticipated frequency of course (eg three per year): \_\_\_\_\_

Please indicate maximum group size: \_\_\_\_\_

Please tick to confirm that the prospective course timetable contains:

- a minimum of 130 timetabled hours
- a minimum of 90 supervised hours
- a minimum of six hours of teaching practice
- a minimum of four hours of guided observation.

Please tick to confirm that you have read and understood Trinity's policy regarding:

- course length
- increasing group size
- pre-course assignments.

### 5. Course structure

Please tick to confirm that you have attached:

- a prospective timetable
- a document which states the number of learning hours allocated to each course component (including any pre-course study phase)
- a document indicating the number of staff hours allocated for supervised study or other tutor contact time.

Please provide a brief rationale of the course timetable, demonstrating your understanding of the complementary nature of the different units.

Please tick to confirm that you have read and understood Trinity's policy regarding:

- course sequencing
- scheduling a moderation visit.

### 6. Course units

Please tick below to confirm that you have attached course unit documentation which is issued to trainees as an appendix to this document. This will consist of proformas, completion instructions and tasks for all five units (including the language awareness test) as outlined in the syllabus.

- Unit 1: Teaching Skills
- Unit 2: Language Awareness & Skills
- Unit 3: Learner Profile
- Unit 4: Materials Assignment
- Unit 5: Unknown Language

### 7. Course reading list

- Please tick here to confirm that trainees will be issued with a reading list of appropriate titles for both core reading and recommended pre-course reading after acceptance onto the course. Please attach as an appendix.

### 8. Tutorials

- Please tick here to confirm that you have read and understood the validation requirements regarding tutorials and that accordingly trainees will receive as a minimum one tutorial on intensive courses, and two tutorials on part-time courses.

### 9. Assessment of course units

- Please tick here to confirm that you have read and understood the validation requirements regarding pass requirements.

## Appendix 2

Please indicate in the box below the number of guided learning hours given to each of the course units. Providers should note that each unit needs to be completed to a pass standard.

Please indicate in the box below how each course unit will be assessed.

Forms of assessment may include:

- ▶ continuous and end-of-course appraisal
- ▶ formal grading and/or marking of written, oral and practical work
- ▶ written and verbal commentary of written, oral and practical work
- ▶ written or oral tests and exams.

- Please tick to confirm that you have read and understood the validation requirements regarding forms of assessment.
- Please tick to confirm that you have read and understood the validation requirements regarding procedures for assessment.
- In the event of a course provider choosing to issue grades or marks for trainee's written work/tests/teaching practice, the assessment criteria/descriptors used should be attached to this document as appendices, and included in the trainee handbook. Please tick to confirm you have understood this.

Course providers should outline in the box below details of how any final grade or mark awarded is calculated. Providers should clearly state how the Pass or Refer for Unit 4 is integrated into the award of any final grade or mark.

- Please tick to confirm that you have read and understood how factors relating to professional awareness and development and written English will influence trainee assessment.
- Please tick to confirm you understand that grading and marking schemes must be based on the overall assessment criteria which relate to qualifications approved at Level 5 on the UK's Regulated Qualifications Framework (RQF).
- Please tick to confirm that you have read and understood the validation requirements relating to definitions of Pass/Refer/Defer/Fail.

Please tick to confirm that you have read and understood the validation requirements relating to:

- professional awareness and development
- early warning
- moderator's recommendation.



## 10. Course management

Please provide details in the box below regarding overall management of the course:

- Please tick to confirm you have attached details regarding course publicity and information as an appendix to this document.

Please provide details in the box below of exact responsibilities of those who will be involved in the provision of the course:

Please tick to confirm that you have read and understood the validation requirements regarding:

- authenticity of trainees' work  
 archiving of samples of work.

## 11. Management and tutoring staff

- Please tick to confirm you have attached full CVs for the course director and all tutors involved in course delivery. This should include the Unknown Language tutor. Please note that Trinity will only accept CertTESOL course tutors who fulfil requirements as specified in section 21 of the validation requirements.

Please provide details in the box below of induction procedures for new course tutors as outlined in the validation requirements:

## 12. Resources

Please provide details in the box below of general facilities at the course provider as outlined in the validation requirements:

## 13. Premises

Please provide a general description in the box below of the course provider's premises as outlined in the validation requirements:

## Appendix 2

Please tick to confirm that you have read and understood the validation requirements regarding:

- health and safety obligations
- safeguarding arrangements for under-16s.

### **Appendices**

Your application should contain this document (the application form) and the following appendices:

- course timetable including details of who will lead each timetabled session on any first course
- interview documentation
- language competence interview task
- pre-course task
- documentation issued to trainees for each of five course units
- course reading list
- tutorial sheet(s)
- assessment criteria descriptors for four units (all except the externally assessed Unit 4)
- staff CVs.

SAMPLE

**1. Aims**

- a) To provide Trinity and the course provider with early warning of any problem areas that can be remedied before the end of the course
- b) To standardise the grading of teaching practice and written assignments
- c) To provide support to the course provider
- d) To provide support and guidance in delivery of the course

**2. Content**

The course provider must ideally schedule time for the following:

- a) A discussion with the course director and all course staff
- b) A discussion with the trainees
- c) A review of completed assignments
- d) An observation of one or more course input sessions and teaching practice and feedback
- e) A review of any changes to premises and resources

The Trinity representative cannot cover all areas of the course in depth, but particular attention is paid to teaching practice arrangements. The Trinity representative must be given a copy of the latest agreed version of the course proposal, including the timetable and full details of teaching practice arrangements and assessment procedures.

**3. Outcome**

The Trinity representative will write a short report for Trinity which is normally forwarded to the course provider with comment as appropriate.



## CertTESOL: The mid-course visit report

Name of course director: \_\_\_\_\_

Name of organisation: \_\_\_\_\_

Centre number: \_\_\_\_\_

Name of Trinity representative: \_\_\_\_\_

Date of visit: \_\_\_\_\_

Is this a first course? Yes  No  If no, which course is it? \_\_\_\_\_

Names of course staff:

Number of trainees registered for course: \_\_\_\_\_

Number of withdrawals to date: \_\_\_\_\_

Please make comments and recommendations under the following headings where possible.

a) General conclusions, recommendations and suggestions

b) Entry requirements and selection procedures

c) Staffing

d) Timetable/organisation

e) Trainees' comments (general perceptions of the course, understanding of assignments)

f) Teaching practice (sessions completed to date, trainees' progress, feedback to trainees)

g) Written assignments

h) Any other comments

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

By following the conditions below, a CertTESOL course currently validated by Trinity can be replicated across to:

- a) schools or institutions that are part of the same group or business chain as the exporting institution
- b) institutions which have a demonstrable financial or management connection with the exporting institution.

The provision of a CertTESOL course in any other setting will require the host course provider to undergo the full validation process described in this document, including paying an application fee.

### **1. Approval of validated courses for delivery in other locations**

Validated course providers who wish to have a currently validated course approved for delivery in another location must send their written request to Trinity's Teacher Development department no later than 10 weeks prior to the start of the exported course. They must include details of staffing, premises, resources and teaching practice arrangements, and state in a written declaration that course design, staffing and teaching practice at the proposed host centre will be as stipulated in conditions 2-5 below. The parent course provider should also provide details of its working arrangements with the proposed host centre. Continuing approval of the exported course will be dependent on satisfactory moderation reports and payment of the relevant fees as appropriate, together with the usual conditions set by Trinity for the continuance of validation.

### **2. Course design**

The exported course must be similar in terms of design, timetabling and assessment as the course already validated by Trinity.

### **3. Staffing**

The course director must be either the course director of the parent course or a senior tutor experienced in the delivery of the CertTESOL, qualified to at least diploma level or equivalent and approved by Trinity. The parent course's course director must be involved in the running of the first two exported courses. Other course tutors involved in delivery of the course at the proposed host centre must have appropriate qualifications and experience and must have been approved by Trinity. The written application should also include details of the induction programme to be followed by the host centre's tutoring staff.

### **4. Premises and resources**

Premises must be equivalent or superior in size and quality to those offered by the parent provider. Resources must be adequate in range and quality for the aims of the course to be achieved.

### **5. Teaching practice**

There should be sufficient English language classes available as described in this document to provide each trainee with at least six hours' teaching practice over a minimum of two levels and with at least five learners per session.

### **6. Advertising**

It is usual for the parent provider to advertise the course and design the trainee selection procedures and criteria in association with Trinity. Selection procedures may be carried out by the parent provider or the host centre where the course is to be held, provided the agreed procedures are followed.

## **7. Moderation**

The usual procedure is followed, including checking of premises and resources. This may include a mid-course visit in any first course run at the proposed host centre.

## **8. Fees**

A host centre validation fee and costs is payable by the parent or host course provider for the export of a course to a new centre. In addition, moderation fees and expenses will be charged at the rate applicable in the country in which the course is being delivered (ie not the location of the parent provider). Please note that Trinity will normally collect payment through the parent course provider but reserves the right to invoice and deal with the host centre directly.

## **9. Management responsibility and contact**

The parent course provider will have overall academic, legal and financial responsibility for the course, and Trinity will treat the host centre as the parent course provider's agent with respect to the provision of the validated course. Correspondence relating to the exported course will be with the parent course provider. Any appeal or complaint against the exported course must be handled by the host centre. Trinity reserves the right to withdraw validation of the exported course if any of the criteria for validation are not met.

The host course provider cannot become independent from the parent provider until at least five courses have been completed. Trinity must be informed of any changes to the working relationship between the parent course provider and the host centre which relate to the CertTESOL course.

## **10. Exporting agreements**

Parent course providers must negotiate their own terms of agreement with institutions where validated courses are to be run. Trinity takes no responsibility for any such agreements and does not enter into disputes between the two parties relating to the fulfilling of any such agreements or their financial obligations to the other.

## **11. Centre registration**

If not already registered as an exam centre by Trinity, the host centre will need to register with Trinity prior to the advertising and commencement of the exported course.

Trinity will not tolerate any cheating, unfair practice or breach of its rules and regulations. Candidates found to have committed or attempted to commit any of these will be disqualified automatically. Similarly, course providers found to have engaged or colluded in malpractice or to have committed serious or repeated maladministration will be de-registered and any affected candidates will have their marks voided.

### **Examples of malpractice by course providers:**

1. Encouraging trainees to falsify teaching practice learner numbers
2. Encouraging trainees to falsify the number of observed and assessed hours of teaching practice completed
3. Failing to act on recognisable examples of plagiarism by trainees
4. Severely misrepresenting volume and quality of resources available to trainees
5. Misrepresenting costs of courses and related services and/or refunds
6. Mishandling receipt of payment from trainees, especially via credit cards
7. Holding back Trinity certificates from trainees for whom they are intended
8. Changing course content, timetable or staffing significantly without seeking approval from Trinity and informing trainees as appropriate

### **Examples of malpractice by trainees:**

1. Falsifying teaching practice learner numbers
2. Falsifying numbers of observed and assessed hours of teaching practice completed
3. Damage or theft of resources owned by the training provider
4. Plagiarism: the excessive copying by trainees of other people's ideas and/or words in the production of written and practical work, and misrepresentation of it as their own; this must go beyond the normal sharing of common ideas

Trinity regards the above as issues of malpractice. These are covered under other sections of the validation requirements but it should be noted that they constitute examples of malpractice by course providers and trainees from the perspective of Ofqual and have to be reported by Trinity to the regulator regularly.

### **Trinity's policies**

In addition to Trinity's policy on malpractice and maladministration, course providers are contractually bound to adhere to Trinity's other policies and procedures, including on data protection and security, appeals, conflicts of interest, and bribery and corruption. Please note that these policies are reviewed regularly and subject to periodic change. The latest versions of the policies can be found at [trinitycollege.com/policies](http://trinitycollege.com/policies)



The procedure for referrals on any unit of CertTESOL:

Step	Details
1.	Trainee is referred at moderation. A trainee can only be referred once and on no more than three of the internally assessed units (and/or Unit 4 Materials Assignment).
2.	<p>Moderator writes in their report:</p> <ul style="list-style-type: none"> <li>▶ who was referred</li> <li>▶ which units</li> <li>▶ why they were referred</li> </ul> <p>For Unit 4, the moderator takes a copy of the written rationale and forwards to Trinity in the usual way.</p>
3.	<p>Course provider marks the internally assessed referred work.</p> <p>The deadline for trainees to complete their work is <b>two weeks</b> after the moderation. The tutors are then given a further two weeks to mark the assignments and send them to Trinity. These dates are agreed between the course provider and Trinity, rather than the moderator.</p>
4.	<p>Course provider sends the work to Trinity</p> <p>For <b>Unit 1: Teaching Skills</b> the course provider sends:</p> <ul style="list-style-type: none"> <li>▶ lesson plan</li> <li>▶ trainee reflections</li> <li>▶ tutor feedback</li> <li>▶ assessment criteria</li> </ul> <p style="margin-left: 150px;">} Only for the referred lesson</p> <p>For <b>Unit 2: Language Awareness</b> the course provider sends:</p> <ul style="list-style-type: none"> <li>▶ re-submitted test/assignment with marker's comments</li> <li>▶ assessment criteria</li> </ul> <p>For <b>Unit 3: Learner Profile</b> the course provider sends:</p> <ul style="list-style-type: none"> <li>▶ original assignment with marker's comments</li> <li>▶ the re-submitted work written by the trainee, <b>not</b> the materials that were used in the lesson</li> <li>▶ tutor feedback</li> <li>▶ assessment criteria</li> </ul> <p>For <b>Unit 5: Unknown Language</b> the course provider sends:</p> <ul style="list-style-type: none"> <li>▶ original assignment with marker's comments</li> <li>▶ the re-submitted work written by the trainee</li> <li>▶ tutor feedback</li> <li>▶ assessment criteria</li> </ul> <p>For <b>Unit 4 Materials Assignment</b> the candidate:</p> <ul style="list-style-type: none"> <li>▶ will still have a face-to-face assessment</li> <li>▶ will need to be assessed for the whole of Unit 4</li> </ul> <p>Please contact Trinity to organise a re-assessment.</p>
5.	Trinity invoices the course provider. There is a charge per unit.
6.	Referrals are moderated. The moderations will be every two weeks.
7.	Course provider is informed of result. This will take up to 21 days from the time the referral was submitted.
8.	Certificate is sent to the course provider if the candidate is successful. This will take up to four weeks from the time the course provider is informed of the result.

## Notes



## Notes