

Diploma in Teaching English to Speakers of Other Languages (DipTESOL)

Qualification Specifications &

Assessment Information

April 2026

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Welcome

Welcome to the qualification specifications for the 'TCL Level 7 Diploma in Teaching English to Speakers of Other Languages' (DipTESOL). Trinity's DipTESOL qualification is an advanced-level, internationally respected vocational qualification for experienced teachers of English to speakers of other languages, assessing the pedagogic knowledge, skills and insight needed to create environments that maximise opportunities for learner and which are needed for senior roles within the wider English Language Teaching profession.

About Trinity College London

Trinity College London, established in 1872, is a leading internationally recognised awarding organisation (exam board), publisher and independent education charity. We specialise in the assessment of communicative and performance skills covering music, drama, combined arts and English language.

With over 850,000 candidates a year in more than 60 countries worldwide, Trinity qualifications are specifically designed to help people progress. We inspire teachers and learners through the creation of assessments that are enjoyable to prepare for, rewarding to teach and that develop the skills needed in real life.

At the heart of Trinity's work is the belief that effective communicative and performance skills are life enhancing, know no boundaries and should be within reach of us all. We exist to promote and foster the best possible communicative and performance skills through assessment, content and training that is innovative, personal and authentic.

About Trinity TESOL qualifications

Trinity College London's training qualifications in TESOL (Teaching English to Speakers of Other Languages) have been established for six decades. The training has developed in range and complexity in the UK since the 1960s when the number of learners coming to study English started to increase significantly. Trinity offered its first Diploma in TESOL in 1968 and since then has continued to provide world-leading standards and assessment for the wider TESOL profession. TESOL now provides professionals in almost every region of the world with a career that combines academic study, teaching, training, management, and continuous association with other cultures.

Trinity College London TESOL qualifications

Qualification	RQF & EQF levels*	Guided learning hours (GLH)**	Total qualification time (TQT)	Focus of pedagogical knowledge and skills
CertTESOL	Level 5	130	200	Essential TESOL
TYLEC	–	58	100	Specialist young learner TESOL
CertOT	RQF – Level 4 EQF – Level 5	30	50	Specialist online teaching
CertPT	Level 6	30	100	Specialist TESOL professional development
DipTESOL	Level 7	150	600	Advanced TESOL

* RQF = Ofqual's Regulated Qualifications Framework, EQF = European Qualifications Framework

** minimum time

Introduction to Trinity's Diploma in Teaching English to Speakers of Other Languages

About the DipTESOL

The DipTESOL is intended for experienced teachers of English to speakers of other languages (usually having taught for at least two years), whether English is the teacher's first, second or additional language. The award of the Trinity Diploma indicates that the holder is considered by Trinity to be a fully competent and effective practising member of the TESOL profession. It is also an indication of the holder's readiness to offer support to less experienced teachers. The holder of a Trinity Diploma in TESOL has demonstrated an established base of theoretical knowledge and practical ability, together with a commitment to further personal professional development, and can aspire to a range of positions combining management, training and teaching responsibilities.

DipTESOL candidates

Candidates need to be practising English language teachers at, or sufficiently close to, the start of their course of preparation for the Diploma for them to fulfil the teaching practice requirements of the qualification. It is highly recommended that must also hold a first degree or equivalent, and, although not obligatory, a formal initial certificate in TESOL (Trinity CertTESOL or equivalent) is highly recommended. Those applicants without any previous initial formal TESOL training will need to be screened carefully to ensure that they understand the demands of a formal training programme in this field.

Regulation and recognition

Trinity College London is an international awarding organisation regulated by Ofqual (Office of Qualifications and Examinations Regulation) in England, CCEA Regulation in Northern Ireland and by Qualifications Wales. Trinity's DipTESOL is regulated by these authorities within the Regulated Qualifications Framework (RQF), and is recognised by other education authorities in many countries around the world.

The DipTESOL is at Level 7 on Ofqual's RQF. There is a minimum of 150 guided and a further 450 hours recommended study time. The DipTESOL's Total Qualification Time is 600 hours, comprising four separate units. This is divided into four units, which are listed below.

- 1: Language, teaching and learning (the written paper)
- 2: The teacher as a developmental, reflective practitioner (the portfolio)
- 3: Phonological theory in classroom practice (the interview)
- 4: Learner analysis, preparation, delivery and self-evaluation in teaching (teaching practice)

Trinity's DipTESOL is recognised around the world as an advanced, higher-level teaching qualification, enabling holders to become senior teachers, school managers, directors of studies, teacher educators or able to move into other, senior professional roles.

Levels of attainment

The following generic levels of attainment relate to UK Regulated Qualifications Framework (RQF) Level 7 expectations for distinction, pass, and fail. These levels, which describe pedagogic skills, communicative skills, analytical and reflective skills, are subsumed in the detailed assessment criteria in the syllabus.

Distinction

A highly competent demonstration of a broad range of classroom techniques is required, appropriate to varied teaching situations and which demonstrate innovation in practice. These should be fully informed by a detailed understanding of the subject matter. Highly effective communication is required of a broad range of knowledge combined with related professional issues. This is best demonstrated in a variety of situations, using appropriate communicative skills. Innovation in the practical application and a detailed understanding of the subject matter are clearly evident. A highly developed awareness of, and response to, context are demonstrated in assessment of learner needs, preparation, teaching methodology and reflection, at both lesson and broader qualification-content level.

Pass

A competent demonstration of a broad range of classroom techniques is required, appropriate to varied teaching situations, which are evidently informed by a clear understanding of the subject matter. Effective communication is required of a broad range of professional knowledge, skills and techniques. This is best demonstrated in a variety of situations, using appropriate communicative skills. Competence in the practical application and a clear understanding of the subject matter are clearly evident. Appropriate awareness of, and response to, context are demonstrated in assessment of learner needs, preparation, teaching methodology and reflection, at both lesson and broader qualification-content level.

Fail

Insufficient competence is demonstrated in using a range of appropriate classroom techniques, as demonstrated in varied teaching situations, and insufficient evidence is apparent that the teaching is informed by a clear understanding of the subject matter.

Communication of knowledge, and of related professional issues, are not appropriately effective in a variety of communicative situations. A sufficient level of competence in practical applications and a clear understanding of the subject matter are not demonstrated.

Insufficient awareness of, and lack of response to, context are demonstrated in the assessment of learner needs, the preparation, teaching methodology and reflection, at either lesson or broader qualification-content level.

DipTESOL aims and learning outcomes

Area	Aims	Associated outcomes <i>Candidates will be able to:</i>
Teaching knowledge	1. To develop an in-depth knowledge of language skills and systems to a point where a candidate can effectively facilitate language learning.	1.1 demonstrate an in-depth understanding of the language skills and systems of contemporary English relevant to enabling learning in a range of situations.
Teaching knowledge	2. To enhance candidates' knowledge of: <ul style="list-style-type: none"> • a range of language learning theories; and • non-linguistic factors relating to the learning of English for speakers of other languages. 	2.1 demonstrate a critical understanding of applied theory relevant to the learning of an additional language; 2.2 demonstrate a critical understanding of relevant pedagogic theory, being able to link these to learning in a range of situations; 2.3 demonstrate a knowledge of learner characteristics within given cohorts and how they influence engagement and motivation; and 2.4 evaluate the effect of contextual factors (e.g. teaching resources, mode of teaching, school type) on learning and teaching.
Teaching skills	3. To refine and extend candidates' ability to employ a variety of practical teaching skills in the learning environment.	3.1 apply knowledge in order to have a positive effect on learning, engagement and motivation; 3.2 use learner management techniques appropriate for a range of situations; and 3.3 select learning and teaching techniques that demonstrate informed choices appropriate for a given learning environment.
Teaching skills	4. To refine and extend candidates' ability to employ a variety of resources appropriate for the learning of English.	4.1 evaluate, adapt and create resources and activities appropriate for learning in a range of situations; and 4.2 plan and deliver a series of English language lessons that make effective use of these resources to facilitate learning.
Teaching knowledge and skills	5. To demonstrate a thorough, contextual knowledge of phonology and associated prosodic features that facilitate effective learning of speaking and listening skills.	5.1 evaluate, adapt and create resources and activities that support learners' development of listening and speaking sub-skills; and 5.2 critically evaluate a learner / learners' ability with listening and speaking sub-skills and suggest practical techniques by which these may be developed.
Teaching knowledge and skills	6. To build candidate's awareness of assessment literacy.	6.1 demonstrate an informed awareness of assessment purposes and principles relevant to learners' and institutions' needs; and 6.2 critically evaluate a learner / learners' ability with the language skills and systems of contemporary English.
Leadership and professional skills	7. To enhance candidates' ability to make informed choices for their future professional learning and development.	7.1 assess their own effectiveness as language teachers and classroom managers and demonstrate an ability to develop their skills accordingly; and 7.2 research areas of professional interest, as appropriate to their professional environment.
Leadership and professional skills	8. To enhance candidates' knowledge and skills that would enable them to act in a leadership role.	8.1 develop knowledge in order to provide principled professional support to peers; 8.2 demonstrate an awareness of the principles of curriculum design that relate to both short and long-term learning objectives; and 8.3 present research findings in a manner that is appropriate to a targeted professional audience.

DipTESOL syllabus content areas

The table provide a list of content that DipTESOL candidates should have knowledge of by the end of their course of study through a Trinity College London Validated Course Provider. If any particular element is not covered in a course, a centre should submit a rationale for the omission, e.g. coverage of an area is a pre-course access requirement. Coverage of these items will give candidates sufficient knowledge and skills to meet the DipTESOL outcomes.

Section	Area of knowledge	Section link to units
1. Language	Candidates should develop a practical understanding of the following systems and language-related issues as relevant to CEFR A1-C2 learners*.	As relevant to Units 1-4
	<p>Sub-section</p> <ol style="list-style-type: none"> 1. The morphology of English (ie word formation) 2. The syntax of English (ie the grammatical structure of words and phrases used to convey meaning) 3. The discourse of English (including the patterns of written and spoken discourse and text structure) 4. Rhetorical and cultural conventions of English (including register, genre, English as Lingua Franca) 5. The semantics of English, including a consideration of the relationship of word meanings and the relationships between them 6. An in-depth* understanding of the grammar of English 7. The use of pragmatics in English 8. The segmental and suprasegmental sounds of English and their impact on meaning 9. Phonemics: Making use of a relevant subset of IPA symbols to describe a candidate-relevant variety of English 10. Implications of English as a global language and the resulting changes in usage of points 1-9 above 	

Section	Area of knowledge	Section link to units
2. Learning & teaching	<i>Candidates should develop a practical and contextual understanding of relevant principles and practices of language learning and teaching, and an ability to demonstrate these in the classroom.</i>	
	Sub-section	
	<p><i>A. TESOL pedagogy</i></p> <ol style="list-style-type: none"> 1. A practical and critical understanding of relevant current and historical TESOL approaches and methods 2. An awareness of contemporary TESOL pedagogic developments in approaches, methods and contextual appropriacy 3. Knowledge of how TESOL approaches and methods can be facilitated through a range of contemporary delivery modes 	As relevant to Units 1-4
	<p><i>B. Aspects of teaching practice</i></p> <ol style="list-style-type: none"> 1. Consideration of learner educational and cultural background, i.e. the learner profile 2. Setting aims and objectives relevant to learner need 3. Planning appropriate learning procedures to meet stated aims and objectives 4. Selection of resources appropriate to learner need 5. Classroom management techniques appropriate to cohort 6. Using teaching techniques to meet learner need 7. Formative assessment appropriate to learning 8. Facilitating learner self-evaluation, as appropriate, to support individual development 	As relevant to Units 1-4
	<p><i>C. Resources for learning</i></p> <ol style="list-style-type: none"> 1. Develop an ability to select, use, adapt, evaluate language teaching materials from a range of sources 2. Demonstrate a practical awareness of current and emerging technologies 	
	<p><i>D. Learner characteristics</i></p> <ol style="list-style-type: none"> 1. Impact of intrinsic, extrinsic, positive and negative motivation 2. Relevance of a learner's educational and cultural background and how this can influence effective learning, eg Lx, previous learning contexts, assessment experience 3. Awareness of, and support for, a learner's individual learning preferences 	As relevant to Units 1-4
	<p><i>E. Contextual factors</i></p> <ol style="list-style-type: none"> 1. The impact of different modes of teaching, e.g. in-person, blended and/or online learning on pedagogical approach 2. The relevance of cohort constituency on planning, eg the age of learners, the number of learners, learners Lx 3. The relevance of learning environment on pedagogic planning, eg type of learning institution, resource access, attendance requirements 	As relevant to Units 1-4
	<p><i>F. Course design</i></p> <ol style="list-style-type: none"> 1. Awareness of constructive alignment in the planning of a coherent series of lessons relevant to a learning cohort, including the appropriacy of short and long-term outcomes, materials and assessment 	As relevant to Units 1, 2 & 4

Section	Area of knowledge	Section link to units
3. Assessment literacy	<i>Candidates should develop an awareness of assessment purposes and principles relevant to learners' and institutions' needs.</i>	As relevant to Units 1, (2) and 4
	Sub-section 1. The purposes and principles of contemporary testing and assessment of language proficiency as relevant to CEFR A1-C2 learners, including assessment validity, reliability and practicality 2. The ability to assess and evaluate learners' knowledge and skills in English using relevant assessment practices	

Section	Area of knowledge	Section link to units
4. Professional development and leadership	<i>Candidates should develop a practical understanding of development pathways to support their own and peers' ongoing professional growth.</i>	As relevant to Units 1iii, 2 & 4
	Sub-section 1. Professional development activities, including evidence-based reflective practice and associated implications on your professional planning 2. Practices for classroom-based research, including, identifying areas for research, conducting literature reviews, data collection and data analysis 3. Principles of effective communication with peers for the purpose of in-service teacher development 4. Awareness of the principles of constructive alignment in the planning of short courses, including the appropriacy of short and long-term outcomes, materials and assessment	

DipTESOL unit assessment

Unit 1. Language: Theory & practice

Candidates demonstrate an awareness of language and its application in their teaching context by completing the following three task assessment. This task is submitted following the successful completion on a pre-assessment discussion with a local tutor.

Section 1 task

Maximum word count: 1,800 words. Where an individual section is over the maximum word count, the whole assignment will be returned, ungraded.

- a. Choose three different learner groups. Each learner group should have substantively different learning needs in relation to the language being analysed in this section.
- b. From the perspective of teaching language learners, analyse and give key information for one:
 - i. grammatical concept;
 - ii. lexical concept; and
 - iii. language function
- c. Candidates should identify and give reasons for typical linguistic issues that specific learners would have with the areas analysed. Each area of the analysis from Section 1.2 should be related to a different learner group from Section 1.1.

Section 1 assessment criteria*

1. Accuracy and completeness of grammatical analysis.
2. Accuracy and completeness of lexical analysis.
3. Accuracy and completeness of functional analysis.
4. Appropriate citations, with reference list, to support the grammatical, lexical and functional analysis.
5. Appropriate range of issues for 'Learner Group 1' for the grammatical concept.
6. Appropriate range of issues for 'Learner Group 2' for the lexical concept.
7. Appropriate range of issues for 'Learner Group 3' for the language function.
8. Appropriate examples and citations, with reference list, to support the choice of cohort issues.

**50% needed to pass Unit 1 overall.*

Section 2 task

Maximum wordcount: 1,200 words. Where an individual section is over the maximum word count, the whole assignment will be returned, ungraded.

1. Choose two of the language areas analysed in Section 1.2 and with direct links to the identified learner needs in Section 1.3:
 - a. critically evaluate one piece of learning material (one piece for each language area); and
 - b. in the case of using candidate-designed material, give the rationale for its design, focusing on how the material meets identified learner(s) need(s); **or**
in the case of using published material, suggest adaptation(s) to the original material, giving a rationale for adaptations, focusing on how the adaptations make the material better at meeting identified learner(s) need(s).

Section 2 assessment criteria*

1. Critical evaluation: Material A.
2. Rationale for adaptations/design to meet learner needs: Material A.
3. Appropriate examples and citations, with reference list, for the evaluation and justifications that show familiarity with relevant ELT theory and practice: Material A.
4. Critical evaluation: Material B.
5. Rationale for adaptations/design to meet learner needs: Material B.
6. Appropriate examples and citations, with reference list, for the evaluation and justifications that show familiarity with relevant ELT theory and practice: Material B.

**50% needed in either Sections 2 or 3 in order to pass Unit 1 overall.*

Section 3 task

Maximum wordcount: 1,200 words. Where an individual section is over the maximum word count, the whole assignment will be returned, ungraded.

Relevant to one of the issues identified in Section 1, from both a personal development perspective and an organisational development perspective, candidates design a realistic and implementable teacher CPD project that:

- a. contextualises the personal and the organisational CPD needs, giving detail of the target educational situation;
- b. identifies how personal professional development will result from the CPD project;
- c. addresses the area of identified need for a further stakeholder group, e.g. new teachers, school management;
- d. includes a summary outline of the project (e.g. bullet-pointed plan, timetable of events); and
- e. explains how the project and its anticipated outcomes will be evaluated.

Section 3 assessment criteria*

1. Contextualisation of CPD need that enables an appropriate understanding of project and supporting rationales.
2. Appropriately detailed outline of CPD project that describes practical application.
3. Rationale for the CPD project in terms of the candidate's own CPD needs.
4. Rationale for the CPD project in terms of stakeholder CPD needs.
5. Rational for how the project and its anticipated outcomes will be evaluated in relation to the candidate's own, and stakeholder, CPD needs.
6. Appropriate examples and citations, with reference list, for the evaluations and rationale that show familiarity with relevant ELT theory and practice.

**50% needed in either Sections 2 or 3 in order to pass Unit 1 overall.*

Unit 2. Teaching research portfolio

Candidates demonstrate an awareness of practical classroom research by completing the following four component (the three assessed tasks) that develop their research skills for enhancing evidence-based classroom practice.

Introductory statement Up to 300 words	Candidates provide an introductory statement about themselves, including information their professional journey leading to their current professional position and what they hope the DipTESOL will bring to their teaching and career in general. <i>Note: This is a required but unassessed element of the unit 2 portfolio.</i>
Unit tasks and assessment criteria	
Independent Research Project 3,000 words (+/- 10%)	<p><i>Part 1: Literature review (started before OI and DR and revised as needed as Unit 2 progresses)</i></p> <p>Candidates choose a topic or theme that is relevant to their context of teaching practice, will inform their development and reflects the development of the wider TESOL community. The topic should be something that can be discussed in in some depth in a literature review of approximately 1000 words. Candidates provide an introduction to their choice of topic or theme, explaining the broad context of the topic, where the context of teaching and learning is clearly described.</p> <p><i>Part 2: Research project and pilot (completed after OI and DR)</i></p> <p>Candidate's choice of topic should be informed by their literature review and the OI and DRP assignments; they will write a research proposal for a study on this topic of approximately 2000 words. The proposal will include a short summary of learning from the OI and DRP process, a critical description of planned research methods, an outline of a pilot study, critical evaluation of the results produced from the pilot study, any revisions to initial research design and a short rationale or proposal for a future presentation or application of learning from the project.</p>
Independent research project assessment criteria	
<ol style="list-style-type: none"> 1. Context of teaching and learning is clearly described with reference to overall aim, focus and scope of the topic of the IRP. 2. The review is focused, goes beyond seminal texts, and there is clear analysis and critical thinking linked to the topic. The literature does not dominate the candidate's voice. 3. A coherent and cohesive discussion is provided which shows awareness of existing and ongoing developments with relevance to the specified topic. 4. Rationale for the proposal is clear, with appropriate links to background literature, the OI and the DR. 5. Research method, including approach to data collection, are clearly presented, appropriate to the proposal and piloted. 6. Research design is evaluated through results of the pilot study and revised where appropriate. 7. Approach to intended presentation is clear, recognising needs of a stated target audience, showing a coherent application of learning to context. 8. Presentation, coherence and consistency with academic style, including citations and referencing, are appropriate. 	

<p>Observation Instrument 3,000 words (+/- 10%)</p>	<p>Decide a specific area of your teaching you would like to investigate through a series of observations. This will be informed by your IRP literature review. You should:</p> <ol style="list-style-type: none"> provide a rationale for the design content of an initial observation instrument (e.g. checklist, set of qualitative guidance questions); trial, review and adapt the instrument based on evidence from the first [set of] observation[s], justifying revisions; Trial the revised instrument, reviewing and adapting it based on evidence from the subsequent observations, giving reasons for revisions; Trial the final version of the instrument; Evaluate the final version giving commentary and analysis; and Give implications for your immediate and longer-term practice.
	<p>Observation instrument assessment criteria</p> <ol style="list-style-type: none"> The rationale and justification for the first version of the instrument are clear and coherent and linked to the themes presented in the literature review. The rationale for revisions is clear and supported with reflection and evidence from practical application in the classroom and progress the themes presented in the literature review. Evaluation of the final version and findings it produces are clearly presented with supporting evidence, commentary and analysis. Clear reflection on the process of the candidate's learning and implications for practice relating to the candidate's immediate and broader context. Presentation, coherence and consistency with academic style, including citations and referencing, are appropriate.
<p>Developmental Record 3,000 words (+/- 10%)</p>	<p>Decide a specific area of your teaching to develop. This should be one which you feel will benefit their own teaching and should be informed by your IRP literature review. You should then:</p> <ol style="list-style-type: none"> give a rationale for your choice, making reference to the literature; set yourselves between one and three specific developmental objectives, linking these to your rationale; present a developmental log of reflection that is focused on your objectives; have identifiable development over the lessons taught within the teaching area; and conclude with an overall evaluative summary which identifies your professional learning from the experience and implications for future practice.
	<p>Developmental record assessment criteria</p> <ol style="list-style-type: none"> The rationale and justification for the planned developmental plan is clearly linked to the themes and professional need and context presented in the literature review. The review <i>process</i> demonstrates a clear sense of professional development within the candidate's practice. There is critical analysis and reflection on the candidate's <i>practice</i>, linked to the themes and arguments presented in the literature review. Overall <i>evaluation</i> and implications from the reflection process are clear, linked to context and practical in application. Presentation, coherence and consistency with academic style, including citations and referencing, are appropriate.

Unit 3. Phonology: Classroom applications

Candidates demonstrate an awareness of practical phonological application by engaging their examiner with a short presentation, transcription and discussion task.

Section 1 presentation
<p>a. Prepare and deliver a five-minute presentation to the examiner on a phonological activity, technique or procedure which has a focus on a specific area of phonology of your choice.</p> <p>b. Engage in a five-minute discussion with the examiner who will ask questions to clarify, probe or extend your ideas.</p>
Section 1 assessment criteria
<p>The candidate:</p> <ol style="list-style-type: none"> Over both stages, offers a well-reasoned rationale for both the phonological focus and the methods chosen, clearly aligned with learner needs. Over both stages, demonstrates critical awareness of key concepts and these are appropriately referenced. Over both stages, provides a critical evaluation of the effectiveness of approaches used, with insightful reference to short- and long-term learner development. During the discussion, responds to examiner follow-up questions with accuracy, clarity and flexibility, showing the ability to reflect spontaneously and to develop the points raised.
Section 2 transcription
Submit, and answer questions about, a short transcription of your own teacher talk.
Section 2 assessment criteria
<p>The candidate:</p> <ol style="list-style-type: none"> Presents an accurate transcription with segmental and suprasegmental features, including task-specific information (classroom context, speech model and type, transcription system and four focus points). Responds appropriately to examiner follow-up questions on segmental and suprasegmental features in the transcription, with reference to own speech and context as required.
Section 3 discussion
Engage in a 15-minute discussion with the examiner focusing on the theory and practice of teaching phonology.
Section 3 assessment criteria
<p>The candidate:</p> <ol style="list-style-type: none"> Demonstrates an understanding of key concepts across a broad range of phonological topics Uses phonological terminology accurately. Offers well-chosen, varied examples to illustrate abstract concepts clearly. Shows insight into how phonological concepts can be translated into classroom practice. References and integrates appropriate literature and sources in support of points made during the discussion.

Unit 4. Classroom teaching: Lesson planning, delivery and evaluation

Candidates demonstrate an awareness and ability in classroom teaching by completing five teaching observations (1 unassessed diagnostic and four assessed lessons), completing written and practical tasks as follows. Proformas for lesson planning are available from Trinity.

Lesson plan (LP): For each of your five lessons (1 x unassessed diagnostic and 4 x assessed), prepare a lesson plan for a 60-minute lesson.	
Lesson plan assessment criteria	
1	<p>Aims and intended learning outcomes</p> <p>The plan includes:</p> <ol style="list-style-type: none"> a. clear, achievable, aims and outcomes which are relevant to the learning cohort, and which reference a 'timetable fit' as appropriate. b. a phonological aim/outcome, as appropriate to the lesson aim/outcome. c. materials that will help realise specified aims and outcomes.
2	<p>Assessment of aims and outcomes</p> <p>The plan includes:</p> <ol style="list-style-type: none"> a. how achievement of overall outcome(s) will be identified for different learners. b. information on how the teacher will know when learning has happened at different stages of the lesson. c. a variety of appropriate assessment strategies.
3	<p>The learners</p> <p>The plan includes:</p> <ol style="list-style-type: none"> a. group profiles, with reference to individual learners where relevant. b. information on why the aims, intended learning outcomes and activities are relevant to this group of learners.
4	<p>Language focus and rationale</p> <p>The plan includes:</p> <ol style="list-style-type: none"> a. a context-relevant analysis of the lesson's language focus (skills and/or systems). b. potential difficulties with language and possible solutions. c. a rationale for how the teacher intends to teach the language point.
5	<p>The procedure</p> <p>The plan includes:</p> <ol style="list-style-type: none"> a. a procedure that includes realistic timing, which allows for flexibility in delivery. b. stage aims c. differentiated tasks that reflect abilities within the class. d. identified problems relating to the implementation of tasks and linked solutions.

Lesson delivery (LD): For each of your five lessons (1 x unassessed diagnostic and 4 x assessed), deliver a 60-minute lesson.	
Lesson delivery assessment criteria	
1	<p>Learner progress</p> <p>During the lesson, there is evidence of:</p> <ol style="list-style-type: none"> progress with intended learning outcomes. progress with emergent language (where relevant). progress with aspects of pronunciation (where relevant). skills development (as appropriate to lesson focus).
2	<p>Learning environment</p> <p>In the lesson, the teacher:</p> <ol style="list-style-type: none"> creates an environment conducive to learning. maintains learners' levels of motivation and interest. communicates efficiently and effectively with group and individuals. succeeds in instructing and implementing tasks and activities.
3	<p>Responding to learners' needs</p> <p>In the lesson, the teacher:</p> <ol style="list-style-type: none"> facilitates an appropriate balance of teacher and learner language. addresses both group and individual learning needs. uses monitoring to inform real-time decision-making to support learning. reacts to learners' language understanding and use, as appropriate.
4	<p>Language focus and rationale</p> <p>The plan includes:</p> <ol style="list-style-type: none"> a context-relevant analysis of the lesson's language focus (skills and/or systems). potential difficulties with language and possible solutions. a rationale for how the teacher intends to teach the language point.
5	<p>The procedure</p> <p>The plan includes:</p> <ol style="list-style-type: none"> a procedure that includes realistic timing, which allows for flexibility in delivery. stage aims differentiated tasks that reflect abilities within the class. identified problems relating to the implementation of tasks and linked solutions.

Lesson evaluation (LE): For each of your five lessons (1 x unassessed diagnostic and 4 x assessed), engage in a post-lesson discussion with your tutor / the Trinity examiner about your lesson.	
Lesson evaluation assessment criteria	
1	Assessment of Lesson The teacher is able to: <ul style="list-style-type: none"> a. gauge how far both planned and spontaneous pedagogic actions contributed towards the learners' language development, i.e. with intended and unintended learning outcomes. b. cite evidence to support their evaluation of learners' development.
2	Adaptations Where relevant, the teacher is able to: <ul style="list-style-type: none"> a. justify any changes that were made to the plan. b. suggest realistic changes in the planning and/or delivery that would better support achievement of learning outcomes.
3	Materials/ Individual tasks The teacher is able to: <ul style="list-style-type: none"> a. evaluate the appropriacy of tasks in the achievement of intended learning outcomes. b. evaluate the effectiveness of the delivery of tasks in the achievement of intended learning outcomes.
4	Learners The teacher is able to: <ul style="list-style-type: none"> a. discuss individual and group needs, including differentiation of tasks and intended learning outcomes. b. discuss the awareness of motivation, learning strategies and learners' preferred ways of learning. c. discuss cultural factors, L1s and class dynamics, as relevant.
5	Development The teacher is able to: <ul style="list-style-type: none"> a. discuss how the lesson relates to teacher's pedagogic beliefs, with reference to literature as appropriate.

Unit 4. Classroom teaching: Teaching practice journal

Teaching practice journal (TPJ): Complete four teaching practice journal entries as follows:	
Entry	Task
1 (after TP1) Approx. 500-750 wds	Reflect on TP1, basing your reflection on Lesson Evaluation criteria 1-4, as appropriate. Consider feedback from your tutor and how you might use information on learners' progression and/or other evidence as relevant.
2 (after TP2) Approx. 500-750 wds	Reflect on TP2, basing your reflection on Lesson Evaluation criteria 1-4, as appropriate. Consider feedback from your tutor and how you might use information on learners' progression and/or other evidence as relevant.
3 (after TP3) Approx. 500-750 wds	Reflect on TP3, basing your reflection on Lesson Evaluation criteria 1-4, as appropriate. Consider feedback from your tutor and how you might use information on learners' progression and/or other evidence as relevant.
4 (after TP3) Approx. 500-750 wds	With reference to your assessed lessons and any relevant literature, summarise how one or more areas of your practice and/or pedagogic beliefs have developed.
Teaching practice journal assessment criteria	
1	Holistic mark on completion of Entry 1 (LEs1-4 as relevant).
2	Holistic mark on completion of Entry 2 (LEs1-4 as relevant).
3	Holistic mark on completion of Entry 3 (LEs1-4 as relevant).
5	Holistic mark on completion of Entry 4.

Qualification information

Assessment procedures and marking

Each DipTESOL unit is assessed using the unit assessment criteria (detailed above) on a six-point '0-5' assessment scale, with each unit being scored out of 100. Further information on the scoring system can be found in the unit information above. General overview information about the DipTESOL assessment procedures follow:

1. Candidates should be externally assessed and work moderated for Units 1, 2, 3 and 4 only when they have completed the associated programme of study.
2. Course providers presenting candidates for the Diploma examinations may be asked to verify that the candidates have completed the associated programme of study, validated by Trinity, before they can sit the external examinations.
3. Having completed a course of study, candidates have three years to pass all four units, in any order, from the date of taking any one of the four.
4. If the course provider intends to charge fees for the re-take of any elements of the assessments, these fees must be referenced in course documentation given to candidates at the beginning of the course.
5. If a candidate fails any unit or part of a unit they must retake the failed component(s) only within three years of the date of the first unit taken and within the three years of the overall period of registration (i.e. from the first point of external assessment/moderation).
6. Assessment criteria, matching the level of skills devised by Trinity, are provided by Trinity for all units, and must be used by all course providers in all internal assessments.
7. To achieve a Pass overall, a candidate must obtain 50% of the total marks available in each of the four units. Certain other conditions are necessary for a pass in Unit 1 (pass for Section 1) and Unit 4 (pass for the total internally assessed lessons, the externally assessed lesson and the Teaching Practice Journal).
8. To achieve a Distinction, a candidate must obtain 80% of the total marks available in each of three of the four units, including Unit 4, and at least 50% of the total marks available in the remaining unit.
9. Trinity is committed to ensuring that the standard of each qualification remains consistent over time and so reserves the right to make appropriate adjustments to published grade thresholds and/or methods of aggregating marks.

Duration of study (total qualification time)

All regulated qualifications are assigned a total qualification time. This should be used as guidance only. 'Total Qualification Time' is an estimate of the average time a candidate spends undertaking structured, timetabled learning (guided learning hours) added to the average time spent learning independently. It is recognised that the amount of time needed to commit to a qualification will be dependent on each individual's level of experience.

Qualification	Guided Learning Hours (GLH)	Independent Learning Hours (ILH)	Total Qualification Time (TQT) (hours)
TCL Level 7 Diploma in Teaching English to Speakers of Other Languages	150	450	600

The DipTESOL comprises four individual units that combine to meet the aims and outcomes for the whole qualification. The 'approximate Credential Study Time' is an estimate of the average time a candidate spends undertaking structured, timetabled learning (indicative Guided Learning Hours) added to the average suggested time spent learning independently. It is recognised that the amount of time needed to commit to any particular credential will be dependent on each individual's level of experience.

Credential	indicative Guided Learning Hours (iGLH)	suggested Independent Learning Hours (sILH)	approximate Credential Study Time (aCST) (hours)
Language: Theory and Practice (DipTESOL Unit 1)	20	55	75
Teaching research portfolio (DipTESOL Unit 2)	35	115	150
Phonology: Classroom applications (DipTESOL Unit 3)	20	55	75
Classroom teaching (DipTESOL Unit 4)	75	80	300

Qualification certificate

When candidates have complete each unit, they will receive a credential certificate of completion. When candidates have successfully completed all four DipTESOL units, they will receive the overarching DipTESOL qualification certificate, including full regulatory information.

An example of a Trinity qualification certificate can be seen at: trinitycollege.com/understand-certificates.

Recognition of prior learning

'Recognition of Prior Learning' (RPL), also known in Higher Education as 'Accredited Prior Certificated Learning' (APCL) is where credits or a qualification assessed and successfully completed can be 'used towards' a second qualification, give example of a specified unit/module assessment.

RPL/APCL from the DipTESOL for another qualification

Many organisations have RPL/APCL arrangements for Trinity's DipTESOL, e.g. some higher education MA programmes, where unit/module aims and assessment outcomes align with those of the DipTESOL. In such cases, it may be possible for 60 credits out of a 180-credit MA to be exempted through an RPL application by the DipTESOL holder. Typically, RPL is only possible where DipTESOL qualification and/or unit aims and assessment outcomes align with those of the units/modules for which RPL is being applied. Trinity cannot apply for RPL on an applicant's behalf, but it can supply some of the evidence the target institution may require, e.g. confirmation of DipTESOL units, course aims and outcomes. All costs associated with a DipTESOL holder's application to a separate institution are the responsibility of the applicant.

RPL/APCL from another qualification for Trinity DipTESOL units

It is possible to get RPL from other courses for the DipTESOL, reducing the Unit assessment by up to two complete DipTESOL units. This is only possible where the assessment outcomes and level of learning certified within the five years prior to application align with a specific whole unit of the DipTESOL, e.g. the content and assessment for one or more modules in an MA Applied Linguistics (TESOL) programme align with that of the DipTESOL 'Language: Theory & Practice' unit. RPL for partial DipTESOL units is not possible. Only in cases where whole DipTESOL units align with previously certified learning can RPL be considered.

In the case of RPL being granted by Trinity, the unit(s) will be registered as '50% (Exempted: RPL)' and Trinity will not require them to complete the associated assessment. No unit certificate will be awarded and candidate transcripts will state the level of unit pass as '50% (Exempted: RPL)'.

RPL application process

It is important to note that VCPs are under no obligation to accept or process candidate RPL requests and, where they do, may charge a processing fee (whether or not an application is successful). Any such fee is set by the VCP and not controlled by Trinity.

RPL for specific candidates will only be granted once an RPL application has been received from the VCP (on behalf of the candidate/applicant) and then confirmed by Trinity's Lead Senior Examiner (TESOL). This is the case for both existing RPL arrangements and where a new arrangement is being sought. Owing to institutions periodically changing qualification content and assessment, qualifications for which RPL has been approved also changes. VCPs should therefore consult Trinity's Lead Senior Examiner (TESOL) before accepting an RPL request. The relevant forms for applying for RPL can be found on the VCP resource site (gated login for VCPs) or obtained by writing to Trinity's Lead Senior Examiner (TESOL).

Where an existing arrangement for RPL does not already exist, it is incumbent on the candidate applying for RPL to provide the relevant assessment evidence for the VCP to review and confirm their belief of whole unit alignment. Only once this has taken place can the VCP submit the RPL request to Trinity's Lead Senior Examiner (TESOL). Trinity cannot accept RPL applications directly from candidates or prospective candidates.

Applications are likely to take six-eight weeks, with no guarantee of application being approved by Trinity's Lead Senior Examiner (TESOL). On receipt of the application result from Trinity, VCPs should keep candidate applications securely for 24 months. After this point, VCPs should destroy data in line with their local data retention policy.

Summary process

- ▶ Step 1: DipTESOL applicant/candidate requests RPL from their VCP.
- ▶ Step 2: VCPs complete Trinity's RPL documentation, collecting and reviewing evidence in the case of applications where there are no existing RPL arrangements.
- ▶ Step 3: VCPs submit the RPL documentation and associated evidence to Trinity's Lead Senior Examiner (TESOL).
- ▶ Step 4: Trinity's Lead Senior Examiner (TESOL) issues the result of RPL application to the VCP.
- ▶ Step 5. The VCP inform the DipTESOL applicant/candidate of the result.

RPL and 'Distinction' grades

In the case of one unit being granted exemption through RPL, and the remaining three units obtaining 80% of the total marks available in each of the three remaining units, a 'Distinction' grade will be awarded for the qualification. If two units are granted exemption through RPL, the maximum 'Pass' grade will be awarded for the qualification.

Where the DipTESOL qualification could lead

While, for some teachers, the DipTESOL represents the achievement of personal goals and objectives, they can also be used for any of the following purposes:

- ▶ Senior teacher roles, including mentors and teaching coordinators
- ▶ Academic management positions, including roles as directors of studies
- ▶ Teacher education roles, including course tutor and course director of CertTESOL courses at Trinity College London validated Course Providers.
- ▶ Writing and editing roles in ELT publications organisations.
- ▶ Further academic study, including MA TESOL or MA Applied Linguistics courses of study (for which the DipTESOL may be eligible for up to 60 UK Level 7 credits of Accreditation of Prior Certificated Learning / Recognition of Prior Learning).

Regulated TESOL titles and qualification numbers

Qualification	Qualification number
CertTESOL TCL Level 5 Certificate in Teaching English to Speakers of Other Languages (CertTESOL)	600/0192/6
CertOT TCL Level 4 Certificate in Online Teaching (CertOT)	603/7183/3
CertPT TCL Level 6 Certificate for Practising Teachers (CertPT)	603/5432/X
DipTESOL TCL Level 7 Diploma in Teaching English to Speakers of Other Languages (DipTESOL)	600/0954/8