TRINITY
COLLEGE LONDON

Global Communication in English

Qualification Specifications

from July 2026

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Welcome

Welcome to Trinity College London's Global Communication in English qualification specifications. These qualifications are mapped to the Common European Framework of Reference for Languages: Learning, teaching, assessment (CEFR) and help learners track their language learning progress and achievement in English as the language for international communication.

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.

Introduction to Trinity's Global Communication in English qualifications

Objective of the qualifications

Trinity's Global Communication in English qualifications enable learners to be individually assessed on their language learning progress and achievement. The qualifications provide a structured yet flexible framework for learners to demonstrate their language proficiency for global communication. The qualifications promote enjoyment in using English and give learners a sense of accomplishment, providing proof of what they have achieved.

Who the qualifications are for

Trinity's Global Communication in English qualifications are open to learners aged 8 years old and above who are participating in group-based English language lessons. There is no requirement to have completed previous English language courses or qualifications.

Preparing for the qualifications

Trinity's Global Communication in English qualifications can be prepared for through group-based English language lessons. Progress and achievement are assessed by the Validated Course and Assessment Provider and internally moderated, with the process monitored by Trinity College London. The centre will ensure that all learners understand the pattern of teaching and assessment that underpins the preparation for this qualification.

Assessment and marking

Learners are assessed through an end-of-course test that is administered annually. Learning outcomes focus on core English language skills such as spoken interaction & production, listening comprehension, reading comprehension, written production, and use of English. Learners will receive a level on the Common European Framework of Reference (CEFR) from A1 to C2.

Qualification structure

To be awarded the qualification, learners must demonstrate they have achieved each of the assessment criteria relevant to the level, as outlined in the Learning outcomes and assessment criteria section. They will receive a CEFR level commensurate with their performance in relation to the assessment criteria.

Learners must complete the qualification within two years of the date of registration, unless arrangements are made for special consideration. Learners who have not completed their qualification within this period will not be awarded the qualification.

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 with a teacher (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.

	Guided learning hours (GLH)	Independent learning hours (ILH)	Total qualification time (TQT) (hours)
A1	90	32	122
A2	120	40	160
B1	120	60	180
B2	120	80	200
C1	120	100	220
C2	120	120	240

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. Various arrangements are in place with governmental education authorities worldwide.

As a regulated awarding organisation, Trinity is responsible for:

- The validity of its qualifications throughout their lifecycle:
  - Reliability
  - Comparability
  - Manageability
  - Minimising bias
- The maintenance of standards and confidence in its qualifications
- The promotion of public confidence in its qualifications

Where the qualifications could lead

The assessment for Global Communication in English focuses on English language as a collaborative and communicative activity, taking learners from beginner level (CEFR A1) to mastery (CEFR C2).

Learners can enter for any qualification and do not need to pass an earlier level to proceed to a higher level.

RQF, EQF and CEFR alignment at a glance

RQF* Level	EQF** Level	CEFR	Global Communication in English
7	7		
6	6		
5			
4	5		
3	4	C2	Mastery (C2)
2	3	C1	Effective operational proficiency (C1)
1	2	B2	Vantage (B2)
Entry Level 3	1	B1	Independent (B1)
Entry Level 2		A2	Waystage (A2)
Entry Level 1		A1	Breakthrough (A1)

* Regulated Qualifications Framework
** European Qualifications Framework

Regulated titles and qualification numbers

Qualification	Qualification number
TCL Entry Level Certificate in Global Communication in English (Entry 1) (CEFR A1) (ESOL)	610/7727/6
TCL Entry Level Certificate in Global Communication in English (Entry 2) (CEFR A2) (ESOL)	610/7728/8
TCL Entry Level Certificate in Global Communication in English (Entry 3) (CEFR B1) (ESOL)	610/7729/X
TCL Level 1 Certificate in Global Communication in English (CEFR B2) (ESOL)	610/7730/6
TCL Level 2 Certificate in Global Communication in English (CEFR C1) (ESOL)	610/7731/8
TCL Level 3 Certificate in Global Communication in English (CEFR C2) (ESOL)	610/7732/X

Learning outcomes and assessment criteria

Breakthrough (A1)

(RQF Entry Level 1)

	Learning outcomes The learner will:	Assessment criteria The learner can:
Spoken interaction & production	1. Respond very briefly in a conversation with one other person	1.1 Usually answer simple questions and/or state their preference on a simple and familiar topic 1.2 Speak very briefly, with occasional hesitation, in short phrases and sentences 1.3 With some effort, follow the lead of others in simple collaborative interactions 1.4 Speak slowly and carefully, with frequent pausing and noticeable pronunciation influences from their first language

Learning outcomes and assessment criteria

Waystage (A2)

(RQF Entry Level 2)

	Learning outcomes The learner will:	Assessment criteria The learner can:
Spoken interaction & production	1. Be able to exchange simple information and give short oral presentations	1.1 Usually share information, ask and answer questions, and participate in short interactions on a familiar topic 1.2 Use short sentences and high frequency vocabulary to generally convey meaning 1.3 Use a few collaborative interaction skills in turn taking and begin to manage interpersonal relationships 1.4 Speak carefully, often with pauses, and with noticeable pronunciation influences from their first language
Listening comprehension	2. Be able to listen to short descriptions and conversations on concrete and familiar topics	2.1 Generally understand the main ideas of speech that is delivered slowly and clearly 2.2 Grasp some key details and understand familiar phrases from speech that is delivered slowly and clearly 2.3 Understand information when it is repeated 2.4 Make some simple inferences about what will/needs to happen next and/or speaker viewpoint/attitude when this is clearly signalled
Reading comprehension	3. Be able to read simple and short, adapted and/or everyday texts (eg posters, timetables, advertisements)	3.1 Understand high frequency phrases, names, and words, and grasp some key details and/or predictable information in short simple texts 3.2 Generally understand the main idea of a short and simple text and some details 3.3 Make some simple inferences about what will happen next and/or author viewpoint/attitude, when these are clearly signalled or predictable

Learning outcomes and assessment criteria

Waystage (A2) continued

(RQF Entry Level 2)

	Learning outcomes The learner will:	Assessment criteria The learner can:
Use of English	4. Be able to use very frequent vocabulary and simple grammatical structures	4.1 Construct simple sentences using the present, past, and future tenses, with some control 4.2 Make simple comparisons using common adverbs and high frequency superlative and comparative forms (eg taller, tallest) 4.3 Structure simple descriptions and processes using a few basic sequencing devices (eg then, first) 4.4 Indicate confidence/certainty using some high frequency hedges and modifiers, in familiar contexts

Learning outcomes and assessment criteria

Threshold (B1)

(RQF Entry Level 3)

	Learning outcomes The learner will:	Assessment criteria The learner can:
Spoken interaction & production	1. Be able to talk about/ discuss topics that are familiar and/ or are relevant to their personal life and make simple oral presentations on familiar topics	1.1 Usually exchange information about everyday life, give instructions, and participate in short interactions on a familiar topic, expressing simple opinions, and agreeing/disagreeing 1.2 Use a limited range of sentence structures and vocabulary from their daily life and their field of interest to convey their message 1.3 Generally, follow turn-taking conventions with a supportive interlocutor, request clarification where necessary, and use non-verbal signals (eg smiles, nods) to support their meaning/message 1.4 Speak carefully, often with pauses, with noticeable pronunciation influences from their first language
Listening comprehension	2. Be able to listen to straightforward talks and descriptions, and conversations on topics that they routinely encounter in their daily life	2.1 Generally understand and begin to infer the main ideas of straightforward school and job-related talks and descriptions and informal conversations which are delivered relatively slowly and clearly 2.2 Grasp some key details from straightforward school and job-related talks and descriptions, and informal conversations which are delivered relatively slowly and clearly 2.3 Make some simple inferences about what will/needs to happen next and/or speaker viewpoint/attitude when this is clearly signalled 2.4 Make simple connections between the ideas/opinions presented by people in a conversation or in two different talks

Learning outcomes and assessment criteria

Threshold (B1) continued

(RQF Entry Level 3)

	Learning outcomes The learner will:	Assessment criteria The learner can:
Reading comprehension	3. Be able to read everyday and school or job-related texts (eg letters, articles, and stories)	3.1 Generally understand and sometimes infer the main idea of a straightforward school or job-related text 3.2 Understand structures and words commonly used in straightforward school and job-related texts and some key details 3.3 Make some simple inferences about what will happen next and/or author viewpoint/attitude, when these are explicit or predictable 3.4 Make simple connections between the ideas/opinions presented in two (or more) straightforward school or job-related texts
Written production	4. Be able to write simple texts (eg emails, notes, short stories) on familiar topics	4.1 Write stories, recount personal experiences, make simple comparisons, and give reasonably organised instructions 4.2 Use some variety of sentence structures and vocabulary from their daily life and their field of interest to convey their message 4.3 Generally follow the formatting and register conventions for short texts such as letters and short stories
Use of English	5. Be able to use common vocabulary and grammatical structures	5.1 Construct sentences using a range of common tenses, linking words, and formulaic phrases, with uneven control 5.2 Use some key phrasal verbs appropriately in familiar contexts 5.3 Use common discourse markers to link ideas in speech and text 5.4 Indicate confidence/certainty using some hedges and modifiers, simple conditionals and/or modal verbs

Learning outcomes and assessment criteria

Vantage (B2)

(RQF Level 1)

	Learning outcomes The learner will:	Assessment criteria The learner can:
Spoken interaction & production	1. Be able to talk about/ discuss and make oral presentations on concrete and abstract (but) familiar subjects	1.1 Generally speak at some length on a familiar subject and participate in discussions about familiar topics, including current affairs and issues that arise in their context 1.2 Use an adequate range of sentence structures and vocabulary to convey their message 1.3 Manage conversational turn-taking with some success, and use some hedging devices and clarification strategies to make and maintain relationships 1.4 Speak with occasional hesitations and/or reformulations, with some pronunciation influences from their first language
Listening comprehension	2. Be able to listen to oral texts such as conversations, interviews, and news reports	2.1 Generally understand and begin to infer the main ideas of extended speech, conversations, and discussions on familiar and more general topics delivered at standard speed 2.2 Grasp many key details from extended speech, conversations, and discussions on familiar or more general topics delivered at standard speed 2.3 Make some inferences about what will/needs to happen next and/or speaker viewpoint/attitude, when this is supported by context 2.4 Make some connections between the ideas/opinions presented by people in a conversation or in two different talks

Learning outcomes and assessment criteria

Vantage (B2) continued

(RQF Level 1)

	Learning outcomes The learner will:	Assessment criteria The learner can:
Reading comprehension	3. Be able to read narrative and descriptive texts such as magazine articles and news reports	3.1 Generally understand and infer the main idea of a text on a familiar or more general topic 3.2 Usually identify relevant specific information/key details in texts, diagrams, and graphs on familiar or more general topics 3.3 Make some inferences about what will happen next and/or author viewpoint/attitude and sometimes deduce the meaning of words from the context 3.4 Make some connections between the ideas/opinions presented in two (or more) different texts on familiar or general topics
Written production	4. Be able to produce a variety of written texts, such as stories, essays, and blogs/magazine articles	4.1 Report and/or summarise ideas with some success on a familiar or general topic and/or write an opinion on a familiar or general topic 4.2 Use a variety of sentence structures and vocabulary to convey their message and show some awareness of the intended audience 4.3 Generally follow the formatting and register conventions for different genres of familiar and general texts
Use of English	5. Be able to use a range of vocabulary and grammatical structures	5.1 Construct sentences using a range of common tenses, linking words, and formulaic phrases to show cause/effect relationships and express their opinion on a topic 5.2 Use sequencing and linking devices to generally organise speech and text (eg sequencers, linkers) 5.3 Indicate confidence/certainty using adjectives and adverbs 5.4 Rephrase ideas with some success, though this may require noticeable effort

Learning outcomes and assessment criteria

Effective operational proficiency (C1)

(RQF Level 2)

	Learning outcomes The learner will:	Assessment criteria The learner can:
Spoken interaction & production	1. Be able to talk about/ discuss complex subjects and deliver well-structured and complex presentations	1.1 Analyse hypothetical or abstract situations or problems, discuss solutions, and defend their opinion on complex subjects (such as family values, ecology etc) 1.2 Select from a broad range of sentence structures and vocabulary to convey their message and rephrase ideas with little strain 1.3 Establish and maintain relationships using effective collaborative interaction skills, including turn-taking, hedging and mitigation 1.4 Speak with a high degree of fluency and control, using tone and pacing to emphasise meaning
Listening comprehension	2. Be able to listen to lectures, TV news and current affairs programmes	2.1 Understand and infer the main ideas of extended speech, conversations, and discussions even when they are not clearly structured and/or when the topic is unfamiliar 2.2 Grasp most key details from extended speech, conversations, and discussions delivered at a natural speaking pace 2.3 Make inferences about what will/needs to happen next and/or speaker viewpoint/attitude 2.4 Make connections between the ideas/opinions presented by people in a conversation, discussion or in two different talks/programmes

Learning outcomes and assessment criteria

Effective operational proficiency (C1) continued

(RQF Level 2)

	Learning outcomes The learner will:	Assessment criteria The learner can:
Reading comprehension	3. Be able to read unabridged texts with ease, including specialised articles and longer technical instructions	3.1 Understand the main idea of texts even when the topic is unfamiliar 3.2 Identify specific information/key details in texts, diagrams, and graphs, and understand subtle differences in meaning between words 3.3 Make inferences about what will happen next and/or author viewpoint/attitude and deduce the meaning of words from the context 3.4 Make connections between the ideas/opinions presented in two (or more) different texts, noting distinctions of style
Written production	4. Be able to write complex texts such as essays, reports, or proposals	4.1 Express points of view at some length and synthesise ideas from other people with limited repetition 4.2 Use a broad range of both simple and complex sentence structures and vocabulary, making choices that convey their message appropriately 4.3 Follow the formatting and register conventions for different genres of texts and their intended audience
Use of English	5. Be able to use advanced vocabulary and grammatical structures	5.1 Construct sentences using a range of vocabulary and sentence structures suitable for both professional and educational contexts 5.2 Use narrative tenses and advanced structures (such as inversion) to create emphasis when required 5.3 Use modality to make predictions and assess consequences

Learning outcomes and assessment criteria

Mastery (C2)

(RQF Level 3)

	Learning outcomes The learner will:	Assessment criteria The learner can:
Spoken interaction & production	1. Be able to participate in any spoken exchange (including fast-paced discussions) and to deliver well-structured and complex presentations	1.1 Debate and negotiate complex ideas and subjects with a very high degree of control, present clear reasoning in support of their point of view 1.2 Select from a very broad range of sentence structures and vocabulary and use colloquial phrases, rephrasing of ideas, and backtracking when needed to convey their message 1.3 Establish and maintain relationships using collaborative interaction skills such as inviting others' views/contributions and generally select an appropriate register 1.4 Speak with very occasional lapses, using vocal emphasis, tone, and pacing to convey attitude and meaning
Listening comprehension	2. Be able to listen to spoken language on any topic (live and broadcast)	2.1 Understand and infer the main ideas of complex speech, conversations, and discussions on any topic 2.2 Grasp most key details from complex speech, conversations, and discussions on any topic, including when delivered at a fast pace or when the listening conditions are not ideal (such as noisy environments) 2.3 Make inferences about what will/needs to happen next and/or speaker viewpoint/attitude, including when nuances are subtle 2.4 Make nuanced connections between the ideas/opinions presented by people in a conversation, discussion or in two different talks/programmes

Learning outcomes and assessment criteria

Mastery (C2) continued

(RQF Level 3)

	Learning outcomes The learner will:	Assessment criteria The learner can:
Reading comprehension	3. Be able to read complex articles and reports (including articles, blogs, technical reports)	3.1 Understand the main idea of a wide range of abstract, structurally or linguistically complex texts on any topic (such as specialised articles or manuals) 3.2 Identify specific information/key details in texts, diagrams, and graphs, understanding subtle differences in meaning between words 3.3 Make inferences about what will happen next and/or author viewpoint/attitude and deduce the meaning of words from the context 3.4 Compare and contrast data and ideas from different texts, making connections between the ideas/opinions and noting fine distinctions of meaning and style
Written production	4. Be able to write complex essays, reports, or grant applications	4.1 Present extended and clear reasoning to support a complex argument and propose solutions for complex issues 4.2 Use a very broad range of both simple and complex sentence structures and vocabulary, making language choices that support the reader and convey their message clearly 4.3 Follow the formatting and register conventions for different genres of texts and their intended audience, adapting them when appropriate

Learning outcomes and assessment criteria

Mastery (C2) continued

(RQF Level 3)

	Learning outcomes The learner will:	Assessment criteria The learner can:
Use of English	5. Be able to use advanced vocabulary and complex grammatical structures	5.1 Use language flexibly to explain/debate complex topics and issues, incorporating colloquial and idiomatic language with a high degree of accuracy 5.2 Use grammatical structures to create and manipulate emphasis and, where appropriate, employ rhetorical devices such as metaphors or similes to convey precise meaning 5.3 Use hypothetical language to indicate varying degrees of certainty

Mark scheme

Assessment and marking

Each language skill is assessed using either dichotomous (right/wrong) scoring or rating scales. The result is calculated by converting the raw score into a standardised reporting score.

Attainment bands

The Global Communication in English qualifications provide a continuous measure of achievement in learners' English proficiency. The exams align with the levels of the Common European Framework of Reference (CEFR) for languages (Council of Europe, 2001, 2020).

Re-sits

Candidates who do not achieve the level for which they were entered at first attempt may be permitted, at the discretion of the Validated Course and Assessment Provider, to retake the exam within 120 calendar days of the original exam date, provided the exam is retaken within the academic programme duration.

Trinity's policies and procedures

In addition to Trinity's policies listed here, validated course providers are contractually bound to adhere to all of Trinity's 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.

Malpractice

Trinity will not tolerate any cheating, unfair practice or breach of its rules and regulations. Learners found to have committed or attempted to commit any of these will be disqualified automatically. Similarly, validated 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 learners will have their marks voided.

Examples of malpractice by validated course providers

1. Encouraging learners to falsify data/information
2. Severely misrepresenting volume and quality of resources available to learners
3. Misrepresenting costs of courses and related services and/or refunds
4. Mishandling receipt of payment from learners, especially via credit cards
5. Holding back Trinity certificates from learners for whom they are intended
6. Changing course content, timetable or staffing significantly without seeking approval from Trinity and informing learners as appropriate

Examples of malpractice by learners

1. Falsifying data
2. Damage or theft of resources owned by the course provider

Safeguarding and child protection

Trinity is fully committed to safeguarding and protecting the learners that we work with. All posts, including examiners and monitors, are subject to a safer recruitment process, including the disclosure of criminal records and vetting checks. Our safeguarding policies and procedures are regularly reviewed and promote safeguarding and safer working practice across all parts of our work.

Equal opportunities

Trinity is committed to providing equality of opportunity and treatment for all and will not unlawfully or unfairly discriminate directly or indirectly on the basis of any characteristic.

Reasonable adjustment

Trinity is committed to creating an inclusive environment where learners with special needs are able to demonstrate their skills and feel welcomed. We aim to make our exams accessible to all. We treat each learner individually when considering how we can achieve this aim, recognising that requirements vary.

Data protection

Trinity is registered as a Data Controller with the Information Commissioner's Office in the United Kingdom under data protection legislation. Please see trinitycollege.com/data-protection for the most up-to-date information about Trinity's data protection procedures and policies.

Customer service

Trinity is committed to providing a high-quality service for all our users from initial enquiry through to certification. Full details of our customer service commitment can be found at trinitycollege.com/customer-service.