Teaching Young Learners Extension Certificate (TYLEC)

Validation Requirements from June 2017

Trinity College London
trinitycollege.com

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Contents

Please check **trinitycollege.com/TYLEC** for the latest information about Trinity's TYLEC 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**

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 Teaching Young Learners Extension Certificate (TYLEC) awarded by Trinity.

Sections 1 and 2 describe the validation process that is necessary for any organisation proposing to offer a TYLEC course. Sections 3 and 4 give details about providing a TYLEC course once you are a Trinity validated course provider. The remainder of the document provides guidance notes to help complete the application, as well as further support documentation for those responsible for the design and conduct of courses. The TYLEC course structure and unit requirements are detailed from page 21 of this document. The appendices offer additional information for prospective and current TYLEC course providers.

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

1.2 Background

Trinity is a leading international exam board and independent education charity that has been providing assessments around the world 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 for teaching staff in their accredited language teaching organisations in the UK and in their own international teaching operations.

1.3 How does an organisation gain validated course provider status?

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

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

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

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

1.4 Information on validated course providers

The current list of validated TESOL course providers is available at **trinitycollege.com/TYLEC**

1.5 Fees payable to Trinity

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

- validation fee
- moderation fees.

Details may be obtained from Trinity's Teacher Development department — email tesol@trinitycollege.com

1.6 The validation process

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

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Stage 2:
Completion of the application form

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Stage 3:
Scrutiny of the application form

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Stage 4:
Fine-tuning of the application

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Stage 5:
Validation liaison/visit

2. Validation

2.1 Stages of validation

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

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

- an Organisation Fact File (see appendix 1)
- CVs of the prospective course director and course tutors.

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. Information about the application form is 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:
   - 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 pro formas including all those to be given to course participants 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
   - completion of related teaching journals
   - Developmental Action Points Log
   - Materials Assignment.

All course providers must meet Trinity's requirements, but Trinity encourages course providers to vary in the method of delivery of courses and how the course fits their local context. Prospective 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 a 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 work together to fine tune the application to ensure it meets all the necessary requirements. This involves telephone discussions and exchanges via email to ensure an appropriate and acceptable application is in place.

Stage 5: Validation liaison/visit

After Trinity and the course provider have agreed that an application is acceptable, a member of Trinity's Teacher Development team will liaise with the course provider. This may include a visit from a member of Trinity's Teacher Development department. The liaison/visit will be in order to:

- discuss the application constructively and in detail
- finalise the course timetable and any other aspects of the application
- view premises and resources (if there is a visit)
- talk to the course director and tutors.

This applies to all course providers whether in the UK or elsewhere. Where a visit is deemed necessary (eg for prospective TYLEC course providers who haven't previously offered any other Trinity course), it will be arranged for a mutually convenient time. Following the validation visit Trinity will charge the course provider a validation fee and travel expenses.

2.2 Confirmation of or withholding validation

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

- The application meets all current validation criteria, and the prospective course provider is invited to enter into a course provider contract with Trinity to run TYLEC courses. 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 by which 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.

2.3 Timescales

The whole TYLEC validation process generally takes between six and 12 weeks, depending on whether or not organisations are already validated Trinity course providers. This is to allow detailed discussion 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 a TYLEC qualification until validation has been confirmed.

2.4 Running the first validated course

Once a course has been validated by Trinity it must normally start within 12 months. 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).

2.5 Liaison during the courses

Trinity's Teacher Development department is available for liaison with the validated course provider during the first run of the validated course as necessary, as well as during subsequent courses. Trinity may, at its discretion, decide that a member of Trinity's Teacher Development department should visit the validated course provider, for which Trinity will charge the course provider a mid-course validation fee and travel expenses.

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

3. Moderation

3.1 Course moderation

Following validation, every TYLEC course that takes place is moderated by a moderator who has been appointed, trained and standardised by Trinity. The moderation takes place at the end of the course. Course providers are reminded that all coursework must be completed and assessed internally (apart from Unit 2) before moderation can commence. Allocating one of the course days to moderation will reduce the time available to course participants for their studies, therefore, for courses that are only 15 working days in length (ie intensive courses), moderation may not take place before the final day. No more than 10 course participants may be moderated in one day; where the cohort is larger than 10 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 Course participants' attendance at moderation

If course participants 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 course participant'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, then these exceptional circumstances cannot be accepted. If a course participant 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 and assessment guidelines

The moderation and assessment guidelines provide detailed guidance on the group and individual moderation interviews, the sampling of written work, and other moderation procedures. These guidelines must be consulted by all moderators and course providers and are available as appendix 6 in this document and on the Trinity website.

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:

- course participants' application forms, interview tasks, and a course timetable and details of assessment procedures and criteria
- all written assignments and journals for all course participants, with tutors' comments, grades and marks, and course participants' written self-evaluation where appropriate
- a copy (ie a photocopy) of each course participant's written pro forma for the Materials Assignment (Unit 2)
- full details of grades or marks for all other assignments and teaching practice for all course participants; these grades or marks are regarded as being provisional until moderated by the moderator and confirmed by Trinity
- course participants' records
- end of course report.

3.5 The moderator's functions and timing

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

Function	Timings
Introduction, view resources and premises as necessary	20 minutes
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 course participant for separate assignments and teaching practice sessions. In addition, check any overall grade or mark given, paying special attention to cases for referral and fail.	
Sampling the Unit 1 Teaching Practice and Guided Observation Journals	1 hour (up to 8 candidates), 1.5 hours (9–12 candidates), 2 hours (13–16 candidates)
Discuss with course participants in groups of up to six their general impressions of the course	30 minutes per group In the event of there being only one group, the interview is 45 minutes 1.5 hours (maximum)
Hold an individual interview with each course participant to discuss their Materials Assignment. Moderators will assess the assignment as Pass or Refer but must not reveal their assessment to course participants.	Up to 20 minutes per course participant, 5–6 minutes' reading and 14–15 minutes' presentation and discussion
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	20 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 course participant'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 course participants as borderline or close to borderline Pass/Refer or Refer/Fail.

3.7 Following moderation

Following submission of the moderator's report to Trinity, a member of the Teacher Development department writes to the provider indicating which course participants will be awarded the TYLEC, which course participants have been referred, which course participants 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 further 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.

Certificates for 'Pass' course participants, 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 Levels of pass

Trinity's award system for TYLEC does not distinguish between various levels of pass. Trinity does not award any level of pass, and none are mentioned on Trinity's TYLEC 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.

3.10 Feedback on moderation

At intervals deemed appropriate by Trinity, course providers are asked to complete a questionnaire or other feedback as appropriate. This is an opportunity to comment on the moderation visits, and provide any feedback to Trinity. This may be followed up by a telephone 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 details of any substantial changes they propose to make to their courses to Trinity for approval. Such changes would include:

- major adjustments to the timetable or course content (eg a change in course duration)
- 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 advised to participate in training (see section 16 for further details).

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 Continuing validation and withdrawal of validation

Trinity may withdraw validation for the reasons 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 course participants 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

Trinity may withdraw or suspend validation of a TYLEC course:

- 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 8 weeks' or fewer duration) or one subsequent part-time course (eg of more than 8 weeks' duration), unless an alternative agreement is reached with Trinity in writing
- 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 course participants 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 submits 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 TYLEC

The Teaching Young Learners Extension Certificate course is designed for those who have little or no experience of teaching young learners and also for those who have experience of teaching young learners but lack formal training. Course participants should have a background in English language teaching. They 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 them with the basic skills and knowledge needed to take up posts as ESOL teachers of young learners or continue in their current posts with more teaching skills and confidence with young learners. It also gives them a firm foundation for self-evaluation and further professional development.

6. Objectives of TYLEC

Candidates will be expected to demonstrate the following learning outcomes on completion of the course, focusing mostly on young learners in the 7–12 age range and/or in the 13–16 age range. If a course focuses on one age range, it should include reference to learners in the young learner age range not focused on. The age range focused on should be mentioned in a course participant's end of course report.

1. Knowledge of and ability to teach the main phonological, lexical and syntactic features of a standard English to young learners considering age and level appropriacy
2. Ability to creatively transfer and adapt knowledge and skills of teaching adults appropriately for teaching young learners
3. Awareness of the learning needs of groups of or of individual young learners, and of the motivation of learners in a variety of circumstances and environments, with special reference to current theories of children's general and linguistic development
4. Ability to establish rapport and create and maintain young learners' interest
5. Ability to draw up a range of lesson plans with clear and achievable aims, using appropriate methods for young learners with various needs
6. Ability to manage and stimulate active participation among a class of young learners and provide a relevant learning context and opportunities in relation to their learning objectives
7. Ability to evaluate, use and adapt published material and create simple teaching material, which may include visual aids, audio, video, and information communication/learning technology (ICT/ILT), as appropriate to young learners
8. Broad understanding of the main advantages and disadvantages of various language teaching approaches, with special reference to young learners
9. Ability to evaluate their own effectiveness as teachers and to work co-operatively as members of a teaching team and group
10. Ability to identify and set developmental action points to help further develop their teaching practice

7. Entry requirements and selection procedures

The application must:

- include details of the admissions 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 course participants with a disability or learner differences/disabilities
- 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 judgment on the English language competency of prospective course participants (this may include requiring CertTESOL or equivalent certification)
- include a copy of the proposed course handbook.

7.1 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.

- Age: Trinity requires course participants 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 prospective course participants irrespective of age.
- Educational background/qualifications: Trinity requires course participants to have either a Trinity CertTESOL, Cambridge CELTA, equivalent national qualification, or other TEFL certification or substantial relevant experience. If in doubt about a prospective course participant's suitability, clarification can be sought from Trinity's Teacher Development department. Course providers must require proof of relevant qualifications; normally the originals of qualification documents will be required at interview.
- Teaching experience: Trinity requires course participants to have some experience in English language teaching, preferably of at least one year.
- Level of competence in spoken and written English: Prospective course participants 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. Trinity requires course participants to either be a native English speaker or have English of at least CEFR level C1, demonstrated through the initial written assessment and interview.
- Willingness to work in a team: Trinity requires course participants to have the willingness to work co-operatively as a member of the whole training group and 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 course participant's identity: Trinity requires course providers to check suitable photographic identification.

7.2 Admission procedures

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

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 application task 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.

7.3 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 an applicant (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 course participants during moderation. The assessment mode for a particular participant, however, may be varied on the merits of an application for special provision, which the course participant must submit to Trinity directly. Course providers may not advise a course participant 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 course participants 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 impact on the course participant'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 prospective course participants to obtain a check with the Disclosure and Barring Service (DBS).
- As course participants 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 course participant 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.

7.4 Disability access

Course providers must indicate in their application how, if required under applicable law, they will meet their legal obligations towards course participants 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 course participants with a disability or learner differences/disabilities 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 course participants with a disability or special educational needs will have the same opportunity as everyone else to take the course and complete the required assignments.

7.5 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.

7.6 English language competence

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

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

As the nature of this course is an extension certificate, course providers can use a Level 5 initial teacher education qualification (eg a CertTESOL or equivalent) to reach a judgment on language level. If applicants do not have a Level 5 initial teacher education qualification, 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 course participants. 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 prospective course participants for whom English is an additional language, course providers must ascertain that the prospective course participants' 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 course participants who are to be awarded the TYLEC 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 participants' language is intelligible to a wide variety of linguistic groups. It is important that this factor is taken into consideration when setting linguistic entry requirements. Course participants 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.

7.7 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.

7.8 Course handbook

The application to become a course provider must include a copy of the course handbook.

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

- details of the course provider
- details of the TYLEC 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
- course participant responsibilities
- emergency procedures and contact numbers
- a copy of the course timetable and lists of assignment deadlines.

8. Proposed course frequency, group 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 course participants.

8.1 Course frequency, group size and minimum course hours

Course providers must indicate the following in the application:

- **expected frequency of course**, eg monthly, once annually
- **expected course dates** including preferred dates for first course
- **maximum group size**: Trinity requires that courses have a maximum number of 16 course participants, and have the appropriate practical and staffing resources — if a course provider wishes to run a course with more than the number agreed at validation, permission must be sought from Trinity
- **minimum group size**: Trinity believes that a group of fewer than six course participants 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 course participant taking part in the moderation, with the minimum charge being calculated on the basis of a minimum number of course participants taking part — for details contact Trinity's Teacher Development department
- **number of hours for overall programme and for individual course components**: the minimum course length is 58 timetabled hours — these can be through face-to-face delivery or a combination of face-to-face and online delivery (blended learning) by agreement with Trinity
- **that there will be a minimum of 42 hours' extra unsupervised private study** (eg reading, research, assignments and lesson preparation).

8.2 Course length

The course must be timetabled over no fewer than 58 hours, including observations and assessments. As part of the 58 hours, the course timetable should include:

- a minimum of 38 hours of input and workshops
- four hours of supervised lesson planning
- five hours of individual or small group feedback and discussion on lesson observations (approximately one hour per observation)
- five class hours* of teaching practice
- six class hours* of observations.

Course participants are also expected to undertake approximately 42 hours of extra unsupervised private study (eg reading, research, assignments and lesson preparation). This gives a total qualification time of 100 hours (58 timetabled + 42 private study).

All course participants accepted on a course must be warned of the rigorous nature of the training before they confirm their attendance on the course.

8.3 Increasing the group size

If course providers intend to run a second or subsequent course for more course participants 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.

8.4 Pre-course assignments

All course participants should complete a pre-course task to help introduce them to concepts that will be covered in the course. Pre-course tasks may be paper-based or delivered entirely online.

Course participants must be enrolled early enough to complete the pre-course reading and tasks. Such tasks must be relevant to the rest of the course. The tasks will not be assessed, but feedback should be provided (possibly integrated into appropriate input/workshop sessions throughout the

* A class hour can be between 45 and 60 minutes.

course). If marked, any mark given should not form part of the final assessment.

9. 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.

9.1 The components of TYLEC

The table below indicates the components of the two units of TYLEC, and the distribution of weighting given to those components. However, it should be noted that all components must be passed in order to pass the course overall. For instance, it is not enough to pass the teaching practice but to fail in the journal assignments. Nor is it possible to receive the qualification for passing Unit 1 but failing or being referred in the Materials Assignment (Unit 2).

Component	Percentage of course and description
Unit 1	80%
Teaching practice (incorporating the Teaching Practice Journal)	60% Course participants need to pass three out of four hours of assessed teaching, including their final hour of teaching. If a participant does not pass three hours, or their final hour, they will be given a fifth class hour, which they must pass, in order to make up for the failed lesson. Participants must also pass the Teaching Practice Journal assignment.
Developmental Action Points Log	10% Course participants need to pass the Developmental Action Points Log assignment.
Guided Observation Journal	10% Course participants need to pass the Guided Observation Journal assignment.
Unit 2	20%
Materials Assignment	20% Course participants are expected to pass the Materials Assignment, which is externally assessed by the moderator.

9.2 Timetabling

The application must include a draft timetable for all sessions and for all modes of delivery proposed (ie if the course provider intends to offer both full-time and part-time courses, the application should include timetables 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
- details of completion and hand-in dates for the teaching portfolio and all assignments (including journals)
- details of breaks (eg morning, lunch, afternoon)
- details of tutorials (see section 13 for details)
- 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 two units.

9.3 Course units

The Teaching Young Learners Extension Certificate course is designed around two units that incorporate all the required learning components. This format complies with standards that apply to all TYLEC courses validated by Trinity worldwide. Units may not be certificated separately — certification is for the successful completion of the whole programme.

Unit 1: Teaching Skills
This includes young learner methodology, teaching skills, teaching practice and related journals (including Developmental Action Points Log), guided observation and related journal, evaluation of coursebooks and materials, and methods of assessment and testing in the classroom, as appropriate to young learners. It accounts for 80% of the total course marks.

Unit 2: Materials Assignment
This includes young learner methodology, materials evaluation, methods of formative assessment and adaptation of materials for young learners.

This breakdown reflects the 'extension' nature of the course. The course, unlike a full CertTESOL course, assumes that course participants have language awareness gained through their certificate course and/or practical teaching experience.

Both units must be completed successfully for the qualification to be awarded. Course participants are not permitted to offset 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 Teaching Practice Journal.

TYLEC is a pass/fail qualification. While the qualification certificate received by a successful course participant only indicates that he or she has passed, the individual course participant report given by each course provider may provide a more detailed breakdown of performance.

9.4 Validation applications

Course providers' validation applications must include a section on both units to demonstrate the following:

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

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

10. Unit 1: Teaching Skills

The application must:

- indicate the ways in which successful course participants 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 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 course participants with regard to teaching practice arrangements (this may be presented in the course handbook)
- include the lesson plan pro forma 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 pro forma, the tutor's observation records and assessment sheets, and a peer observation pro forma
- include all paperwork included in the Teaching Practice Portfolio and Guided Observation Journal and instructions given to course participants about their completion (which may be presented as part of the course handbook), eg any pro formas used for the guided observations and any on which course participants identify/develop their developmental action points
- include details of input on testing and assessment, including public young learner exams in English language teaching
- include details of any optional Unit 1 workshops to take place.

10.1 Objectives of Unit 1: Teaching Skills

Unit 1 is designed to allow a course participant to demonstrate an ability to effectively teach a specified group of young learners, using techniques appropriate to their age and level, fully informed by an understanding of the subject matter and how this relates to young learners.

By the end of the unit, candidates will be expected to demonstrate:

1. Knowledge of and ability to teach the main phonological, lexical and syntactic features of a standard English to young learners considering age and level appropriacy
2. Ability to creatively transfer and adapt knowledge and skills of teaching adults appropriately for teaching young learners
3. Awareness of the learning needs of groups of or of individual young learners, and of the motivation of learners in a variety of circumstances and environments, with special reference to current theories of children's general and linguistic development
4. Ability to establish rapport and create and maintain young learners' interest
5. Ability to draw up a range of lesson plans with clear and achievable aims, using appropriate methods for young learners with various needs
6. Ability to manage and stimulate active participation among a class of young learners and provide a relevant learning context and opportunities in relation to their learning objectives
7. Ability to evaluate, use and adapt published material and create simple teaching material, which may include visual aids, audio, video, and information communication/learning technology (ICT/ILT), as appropriate to young learners
8. Broad understanding of the main advantages and disadvantages of various language teaching approaches, with special reference to young learners
9. Ability to evaluate their own effectiveness as teachers and to work co-operatively as members of a teaching team and group
10. Ability to identify and set developmental action points to help further develop their teaching practice

10.2 Organisation of teaching practice

The classes should be with young learners of at least two different levels or ages. All four hours of teaching practice must be with classes of five or more learners unless there are exceptional circumstances. Course participants will be invited to give personal feedback to the trainer on their own performance before receiving the tutor's feedback, and before peer feedback if peer observation is used.

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

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

10.3 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 (ie placed at Level 7 within the UK Regulated Qualifications Framework) or equivalent, or be working towards a Level 7 ELT-focused qualification, having already passed the teaching practicum element of it.

Course participants will be observed by at least two different tutors during the course unless there are exceptional circumstances. The second observing tutor must observe one or more of the assessed lessons. The initial diagnostic lesson is not one of the assessed lessons. If more than two tutors are used for the observation, then there must be continuity and communication among the observers to ensure the course participants receive the appropriate feedback.

10.4 Content of teaching practice

Course participants should teach a variety of different lesson types during teaching practice. For example, at least one lesson using published materials (eg coursebook), one low-tech lesson etc.

Course participants should ensure that they have taught an appropriate range of lesson types and have covered the following to a satisfactory level:

- skills development (integrated skills: reading, writing, speaking and listening)
- integrated teaching of grammar, lexis and functions relevant to contextual use
- integrated teaching of phonology
- use of a range of materials (including project work, story books etc) and classroom activities (role play etc).

10.5 Tutor feedback on teaching practice

Every effort must be made to ensure continuity and consistency of feedback and assessment among observing teaching practice tutors, including completing standardisation activities between tutors as appropriate.

In providing feedback, both oral and written, tutors should balance positive comment, to encourage course participants and develop their self-confidence, with a realistic appraisal of the areas in which development is needed. Tutors should remember that participants 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 course participant should do in order to reach a pass standard.

Course participants' self-evaluation and tutors' feedback must be given orally and in writing and copies kept in the Teaching Practice Portfolio. The maximum time that should elapse between teaching practice and feedback is 72 hours.

10.6 Self-evaluation

Teaching practice self-evaluations must be written up as soon after the lesson as is practically possible and will serve as a true record of a course participant's development throughout the course. Tutors will read self-evaluations before giving feedback. After feedback, further written reflection will take place on the written feedback pro forma to allow course participants to demonstrate their understanding of the tutor's comments and their ability to prioritise areas to work on in subsequent lessons.

It is recommended that course participants 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 course participants in the feedback session.

10.7 Summative reflection

A course participant's self-evaluation should include a summative reflective statement. This should link theory and content from course input to a participant's overall development. This should not just be a repetition of lesson reflections and the Developmental Action Point Log.

10.8 Developmental action points

In addition to lesson plans, evaluations, lesson resources and feedback, course participants compile developmental action points as part of their Teaching Practice Journal. The Developmental Action Points Log will include a minimum of 10 developmental action points which can be selected from:

- input/workshop sessions
- feedback on lessons that course participants teach
- self-evaluations
- guided observations.

Proposals should include any pro formas which will be used by course participants.

The Developmental Action Points Log forms a personal record of ideas that should be fed into the course participant's teaching practice. Not only will this give course participants a starting point for lesson ideas, but will also push them to try new teaching techniques based directly on knowledge/teaching gaps they noticed for themselves during sessions. There should be a draft deadline for the action points component of this assignment. These action points will not necessarily be observed in teaching practice sessions, as these may relate to areas other than teaching practice.

10.9 Summary of Teaching Practice Journal contents

This final Teaching Practice Journal must include the following:

1. A list of contents of the journal
2. The Developmental Action Points Log
3. All pro formas used for lesson planning, and self-evaluation and tutor evaluations
4. Lesson plans for all lessons observed and assessed, set out in chronological order, and including as a minimum, brief references to the following:
   - young learner context (numbers, age, educational level, purpose of learning English, level of English, first language, learning difference considerations as appropriate)
   - level of this class or learner
   - aims of the lesson, with learning outcomes
   - how aims will be achieved through content, methodology, materials, etc
   - timing of stages
   - use of materials
   - anticipated problems
   - means of assessing learning outcomes
5. Self-evaluation and tutor evaluations
6. A summary of the course participant's overall experience, reflecting their professional evaluation of this component and their own progress: this must be a considered statement that goes beyond a simple comment on their personal difficulties

10.10 Peer observation

Observation of course peers is a recommended component of the TYLEC qualification, as it is highly beneficial for course participants to complete focused observation tasks and participate in tutor feedback. Course participants are advised to observe other course participants 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 course participants structured observation tasks and all course participants should attend tutor-led feedback in order to achieve maximum benefit from the exercise. All observation tasks should be submitted with the course application.

10.11 Summary of teaching practice minimum requirements

Number of hours of assessed teaching practice	4
Number of hours of diagnostic teaching practice: observed but not formally assessed	1
Number of learners	5
Number of levels/ages	2
Class hours* per level (for assessed lessons)	2
Observation of experienced teachers	6 hours (4 of which can be video observations)
Peer observations	2 hours (recommended)
Team teaching	Optional
Observing tutors	Ideally 2 or 3

10.12 Assessment of teaching practice

Full details of how course participants 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. This information should also be given to course participants and moderators.

Trinity requires that course participants pass three out of four hours of assessed teaching (where a class hour is between 45 and 60 minutes) and show progress in most teaching areas. If a course participant does not pass three out of four hours of assessed teaching or the final hour of teaching practice, the participant will be given a fifth hour of assessed teaching to attempt to make up for one of the failed lessons. Failure to pass more than three out of five hours, including the final hour, will lead to a fail.

Where a course provider chooses to separate different levels of pass for teaching practice, clear descriptors should be given. Please note that Trinity, however, only awards a pass.

10.13 Moderation of teaching practice

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

10.14 Assessment of Teaching Practice Journal

It must be made clear to course participants how the Teaching Practice Journal is assessed and what is required in terms of content from the outset. The Teaching Practice Journal includes lesson plans, materials, tutor feedback, self-evaluations, summative reflection and developmental action points. Assessment, however, is only through the self-evaluation and summative reflection — lesson materials are not marked twice. This information is also required for the purposes of the moderator. Clear criteria should be provided to detail what is expected in terms of content in order to receive maximum marks.

10.15 Organisation of guided observation

Course participants must complete six hours' guided observation of experienced teachers with genuine young learner English language students. Guided observation classes must consist of a minimum of five English language students. The six hours' observation must focus on a variety of class types, levels of learners and teachers. At least two of the six hours must be live teaching, as opposed to video-recorded teaching or commercially published demonstration videos. The remaining four hours can be video observations. This could be with different first language groups to support an international focus.

The Guided Observation Journal is a **developmental record** of the observations of experienced teachers. It should be completed observation by observation (observation 1, 2, 3, etc), with formative feedback/suggestions from the tutor after each entry. Ideally, it will be completed in the early stages of the course to inform a course participant's practical classroom teaching.

The first guided observation session should take place **before** the start of teaching practice and course participants will, ideally, observe experienced teachers teaching **the same learners** that they will be teaching in teaching practice. If this is not possible they may observe their training peers with appropriate levels of young learner experience.

* A 'class hour' can be between 45 and 60 minutes.

Content of Guided Observation Journal

Trinity strongly recommends that course participants are given pro formas to help guide the observation process. For each lesson observed, course participants 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 – course participants 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)
- comments on the teaching process and learning outcomes.

10.16 Assessment of Guided Observation Journal

It must be made clear to course participants how the Guided Observation 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 the different levels of award, if a course provider awards them. Please note that Trinity, however, only awards a pass.

10.17 Testing and assessment

Course participants must be made aware of the main forms of test which are most useful in assessing young learners' performance in English, eg diagnostic and achievement, subjective and objective.

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.

10.18 Unit 1 final assessment

The final award of Pass, Refer or Fail for this component amalgamates not only grades or marks for actual teaching practice, which comprise the greater part of the weighting, but also the two journals. 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. Course participants can be referred on their written work (ie either or both of their journals) and/or their teaching practice where only four of a possible five hours have been taught. Where five hours have been taught within the course, there can be no referral on teaching practice. Failure to pass more than three out of five hours, including the final hour of teaching, will lead to a fail.

All referred work, having been re-marked by a course tutor, will need to be submitted 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.

10.19 Assessment of written English

Written work needs to be presented with appropriate grammar, spelling and punctuation, meeting the standards of linguistic fluency and accuracy required of a teacher of English. Written work not conforming to this level of English will not be allowed to pass. Course participants 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.

11. Unit 2: Materials Assignment

The application must include:
- details of all instructions to complete the unit.

11.1 Aim of the unit

Unit 2 is designed to allow the moderator to gain a clear insight into the course participant's decision-making process with regard to their lesson planning and execution and, crucially, their reflection upon this.

Successful course participants will be able to:

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

11.2 Structure of the Materials Assignment

The content of the Materials Assignment consists of both a written and spoken assignment as follows:

1) The material

Course participants choose as a focus for their assignment a set of one or more related classroom materials used in teaching practice with young learners. The use of published materials (either in print or online) is not excluded, but course participants must show evidence of imaginative and significant adaptation and exploitation of these, beyond what may be suggested in a coursebook or on the internet. Any such sources must be acknowledged appropriately (using Harvard referencing conventions). To facilitate the depth of analysis required, material should be chosen which:

- has worked well but still has room for improvement or
- was less successful but contributed significantly to the course participant's development and understanding.

Within the limitations described above, Trinity does not stipulate what type of material should be presented. However, it should be of a form that enables exploitation through a clearly identified task. When assessing suitability for the chosen classroom material, careful consideration should be given to how it meets the assessment criteria.

2) The written assignment

The written assignment is divided into three sections: the **class summary**, the **rationale** and the **evaluation**.

The **class summary** must refer to a specified group of young learners in terms of level, type of class, their anticipated strengths and weaknesses, and the place of the lesson in the overall programme if this is known.

The **rationale** must include the anticipated linguistic aims and the anticipated achievements and difficulties of the materials for young learners. Language objectives cover the areas of language that course participants expect to develop with the young learners (eg new language learnt in terms of function and or skills development). Anticipated difficulties for learners include issues such as learners' current command of structures or lexis necessary for the use of the materials, complexities of pronunciation, questions of class organisation, group behaviour and/or motivation as they apply to different groups of young learners.

This should be placed within the context of learning theory where appropriate.

The **evaluation** section is an explanation of how the materials were used in the classroom effectively. The evaluation must give reasons for the materials' success (or lack of). This section must also give a statement explaining how the materials might be improved for the same learners without changing the learning objectives. Course participants are not attempting to show their ability to make materials but to reflect and analyse the usefulness of materials.

Word count: The rationale and the evaluation of the material have a combined word count of 600–700 words, excluding the rubric and initial class summary.

3) Individual interview

The individual interview will draw on the written rationale and evaluation, but the focus will be on the learners and their needs.

Course participants will be assessed on:

- the suitability of the materials for the learners' needs and motivation
- the problems that arose in the lesson
- how the problems were dealt with
- how the learners responded to the materials
- how the materials might be improved to meet the needs of the learners
- how the materials link to current thinking/theory on young learner language development.

In addition, course participants will be asked to give an appraisal of:

- the overall insights gained through this assessment into the selection, production, evaluation and adaptation of English language teaching materials for young learners
- the overall insights gained through this assignment into teaching English to young learners as a whole, for example, aspects of classroom management, lesson planning, and learners' motivation and concentration.

The Materials Assignment: This must be carried out on an individual basis. Course participants may usefully share their ideas and experiences with each other, but each course participant must plan and produce all of their own materials and be able to discuss them independently of other course participants.

Tutor support: Tutors are not required to mark Unit 2 work. However, they are required to give course participants relevant support in identifying appropriate material for this exercise and in preparing their written and spoken assignments. Tutors will inform course participants about Trinity's assessment criteria before they embark on their work for Unit 2. Tutors should also give course participants the opportunity to rehearse an oral discussion based on their written rationale and evaluations by way of preparation for the interview with the moderator. Course participants should not receive a mark for either the written work or interview, but they will receive constructive feedback from tutors.

11.3 Timings of individual interview

Function	Timing
Moderator reads the written component of Unit 2 (course participant not in the room).	5–6 mins
Course participant presents their material to the moderator. Care should be taken not to describe the material but to explain *how* and *why* it was used.	3–4 mins
Moderator-led discussion of material.	10–13 mins

Materials Assignment interviews must take place after the sampling process and group interviews, and before the round-up session with the tutoring team. The moderator may choose to read the written work for a whole group of, for example, five candidates before that set of individual interviews or to read each candidate's work before his/her individual interview. This will be agreed in advance with the course director.

11.4 Assessment of written English

Written work needs to be presented with appropriate grammar, spelling and punctuation, meeting the standards of linguistic fluency and accuracy required of a teacher of English. Written work not conforming to this level of English will not be allowed to pass. All course participants 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.

11.5 Referrals

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

The materials rationale and evaluation will need to be submitted to Trinity for re-marking and arrangements made for the referral interview. This will normally be during the next course or at another date as agreed with Trinity. There is an additional moderation fee applicable for all referred work. Information regarding fees can be obtained from Trinity's Teacher Development department (see appendix 7 for the referrals process).

12. Course reading list

The application must:
provide a list of the core reading and pre-course reading for potential course participants.

12.1 Core reading

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

12.2 Pre-course reading

Course providers must specify a pre-course reading list, for example, books comprising an introduction to teaching young learners 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 as to specific chapters of books or journal/newsletter articles.

13. Tutorials

On non-intensive courses (a course lasting over one month) each course participant should have at least two one-to-one tutorials with a course tutor. It is recommended that course participants are given points to think about before the tutorial to help clarify thinking on relevant topics. The first tutorial should focus on the input sessions, the course in general and the assignments to date. The second tutorial will likely focus on course participants' teaching practice and their assignments. If there is a possibility of the course participant failing or being referred, the tutor should discuss this with them and an 'early warning' letter detailing what needs to be done in order to avoid failing the course/being referred is agreed and signed by both course participant and tutor.

For intensive courses (those lasting under one month), course participants should have at least one formal tutorial mid-way through the course. The tutorial discussion should focus on input sessions, assignments, teaching practice and 'early warning', with associated letter signed by both tutor and course participant, if relevant.

14. Overall assessment criteria

Marking schemes must be based on the overall assessment criteria as outlined in the unit specifications in this document. These relate to qualifications approved at Level 4 of the UK Regulated Qualifications Framework in relation to expectations of Pass, Refer and Fail, and which are reflected in international standards for good practice in the young learner language teaching classroom.

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.

14.1 Assessment criteria

	Pedagogic skills	Communicative skills	Analytical and reflective skills
Pass	A convincing demonstration of appropriate classroom techniques, fully informed by an understanding of the subject matter and how this relates to young learners.	Clarity of presentation involving a range of communication techniques suitably related to young learners.	Awareness of the young learner context coupled with detailed preparation and an understanding of both the teaching content and the process of learning.
Refer	Some evidence of the appropriate techniques and understanding to teach young learners, but not without defects: additional evidence required in order to confirm a pass.	General evidence of the ability to communicate effectively and appropriately to young learners but not without defects: additional evidence required in order to confirm a pass.	Some evidence that the young learner context, content and the learning process have been understood: additional evidence is needed to confirm a pass.
Fail	Limited demonstration of the classroom techniques required to teach young learners and/or the necessary knowledge and understanding: not yet ready to take independent charge of a group of learners.	Communicative intention to young learners inappropriate or inconsistently pursued, or poorly executed so that the communication of content is not achieved.	Evidence of the young learner context and/or the teaching content and/or the process of learning are not sufficiently understood for adequate learning to take place.

Pass

Course participants deemed to have passed the Trinity Teaching Young Learners Extension Certificate will have:

a) completed the entire course, **and**

b) either by the end of the course or following referral as agreed with the moderator and Trinity, completed all assignments including all teaching practice to the required standard

and demonstrated:

c) a basic knowledge of form and function in a standard English and the use of phonology for teaching purposes demonstrated through teaching practice, **and**

d) a knowledge of the basic issues relating to language learning and teaching young learners including the importance of understanding learners' academic and emotional needs in the classroom, **and**

e) competence in preparing materials and lesson plans for specific classes of young learners ranging from beginner to upper intermediate, making use of the standard classroom aids, with some professional support, **and**

f) competence in teaching and evaluating those classes of young learners independently on a daily basis but with some interim professional support, **and**

g) awareness of how to make use of reference materials and other sources of professional guidance in order to build up their knowledge of language, and language teaching and learning issues, to enable them to teach the full spectrum of young learner levels and types, and deal with unknown classes and unexpected opportunities and challenges in class, **and**

h) the ability to work collaboratively with peers and tutors in preparation of work and in giving and receiving feedback on performance, **and**

i) the ability to produce journals and other written assignments to an appropriate level of written English in order to demonstrate their understanding of their own learning process.

In summary, they will have demonstrated the necessary knowledge, skills and approach to individual work and teamwork to allow them to take a responsible and professionally competent role as a teacher of young learners in a range of generally predictable teaching situations.

Referral

Course participants deemed to be eligible for referral (re-submission or completion of one or both journals, teaching and/or guided observation journals, and/or Unit 2) will have:

a) completed the entire course, **and**

b) produced by the end of the course, in whole or in part, all or some of their assignments including teaching practice

and demonstrated:

c) all or some of the necessary knowledge of language and language learning and teaching as above, **and/or**

d) all or some of the necessary competence in preparing for and teaching classes as above, **and/or**

e) some awareness of how to use reference materials and other sources of guidance as above, **and/or**

f) some ability to work collaboratively with peers and tutors in preparation of work and in giving and receiving feedback on performance, **and/or**

g) some ability to produce journals and other assignments as above, **and/or**

h) a pass in only two out of four hours of teaching practice, **and/or**

i) a pass in three out of four hours of teaching practice, where their final hour did not pass.

In summary, they will have demonstrated a significant level but not all of the necessary knowledge, skills and approach to individual work and teamwork to allow them to take a responsible and professionally competent role as a teacher of young learners in a range of generally predictable teaching situations but without, at the time of referral, having been able to complete all their assignments to the appropriate deadline or standard deemed necessary for the immediate award of a Trinity Teaching Young Learners Extension Certificate.

Note: A decision to pass, refer or fail a course participant may also be deferred if a course participant has been unable to complete either the course or their assignments because of their own or family illness, or bereavement, or accident.

Fail

Course participants deemed to have failed the course will have:

a) completed all or part of the course, **and/or**

b) produced by the end of the course, in whole or in part, all or some of their assignments including teaching practice, **and/or**

c) not passed three out of five hours of teaching practice, including their final hour, **and/or**

d) not attempted some of their teaching practice, **and/or**

e) not passed an assessment after referral

and demonstrated:

f) an insufficient level of the necessary knowledge of language and language learning as above, **and/or**

g) an insufficient level of the necessary competence in preparing for and teaching classes as above, **and/or**

h) an insufficient awareness of how to use reference materials and other sources of guidance as above, **and/or**

i) an insufficient ability to work collaboratively with peers and tutors in preparation of work, and in giving/receiving feedback on performance, **and/or**

j) an insufficient ability to produce journals and assignments as above.

In summary, they will have demonstrated a significant lack of the necessary knowledge, and/or skills, and/or approach to individual work and teamwork to allow them to take a responsible and professionally competent role as a teacher of young learners in a range of generally predictable teaching situations.

14.2 Early warning

If the course director and tutors consider that any course participant 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 course participant verbally and in writing. This warning must explain clearly how the course participant's performance risks falling short of the required standard. Any interim grades or marks awarded must be made known to the course participant 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 course participant and copies kept on file.

14.3 Recommendations on course participants' 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 course participant.

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

- a note (in the moderation report) of which units course participants are referred on and which grades or marks were awarded for these assignments. Course participants who are recommended for referral should normally have demonstrated their basic competence on the course.

See appendices 7 and 8 for further details on the referrals and deferrals process.

If a course participant has failed the course, a course provider should provide the following information to the course participant:

- the grades or marks for all the written work, teaching practice, and confirmation of which assignments the course participant is deemed to have failed
- an indication of the kind of feedback and advice the course participant was 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 course participant is deferred, a moderator should provide Trinity with reasons for this recommendation. Deferral is only for exceptional circumstances whereby a course participant has been unable to complete the course or attend moderation and Unit 2 assessment because of illness (supported by medical records) or other extreme situations. Clarification on possible reasons for deferral can be sought from Trinity's Teacher Development team.

14.4 Course participant report form

Course providers complete a report form for all course participants, and this is an overall summary of the course participant's performance on the course. Aspects of professional development are also given on this report form. If the course has focused on a particular young learner age grouping (eg 'teens'), this should be indicated on the course participant report form. Equally, if the course was delivered other than through face-to-face sessions, this should be included on the 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.

15. 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.

15.1 Overall management

The application must include information about who is responsible for the **overall management of the organisation**. 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 course participants: 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 course provider will deal with this under a declared and understood disciplinary procedure
- details of provision for course participants with a disability or learning differences/disabilities.

15.2 Course publicity and information (eg literature, website)

The application must show how the organisation provides comprehensive and clear information to its course participants. 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
- be given to course participants in writing before they enrol on the course and pay any deposit, or training or moderation fee
- 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 travel 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 prospective course participants 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 logos.

15.3 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
- 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

Clear responsibility and processes should be defined for:

- handling of course participant complaints and feedback
- handling of administrative and/or financial issues or complaints: the course provider must inform all course participants of the internal arrangements for handling administrative and financial complaints, and must make all course participants aware of Trinity's appeals procedure as outlined at **trinitycollege.com/appeals** and Trinity's complaints policy detailed at **trinitycollege.com/policies**

15.4 Confirmation of authenticity of course participants' written work

Under the Ofqual General Conditions of Recognition (page 68, 2012): G8.1, an awarding organisation must take all reasonable steps to ensure that, in relation to qualifications that 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 course participants' written work (appendix 13). The confirmation of authenticity of course participants' 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 course participants. A moderator will check that the form (appendix 13) has been signed by the course participants during the moderation visit.

15.5 Archiving course participants' materials

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

16. Management and tutoring staff

16.1 Course management and tuition

Organisations must submit full CVs for the prospective course director and all prospective tutors, specifying their TESOL and other academic and professional qualifications and professional experience. Special reference should be made to their young learner and teacher training experience, including dates, location and level of training courses, and formal qualifications, if any, awarded to those in training. All courses must be staffed by at least one course director and at least one other tutor. 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 young learner teacher educator qualification (TYLEC or Cambridge YL).

Course directors must have substantial recent young learner 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
- 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 Regulated Qualifications Framework (RQF) 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 (ie placed at Level 5 on the UK Regulated Qualifications Framework) must be working towards a Level 7 ELT-focused qualification, having passed the teaching practicum element of it, and a recognised young learner qualification (TYLEC or Cambridge YL) or substantial young learner experience.

Trinity requires organisations to follow an induction or shadowing procedure that their course director and/or tutors should follow for a first course, subject to their training experience. For details regarding this procedure, please contact Trinity's Teacher Development department.

The procedure, which needs to be approved by Trinity's Teacher Development department, will include the following, depending on the skills and experience of the 'new' staff:

- observation of at least 25% of input on any given course
- co-delivery of an input session and teaching practice session where the new trainer runs part of each session and shadows the remainder

- delivery of a full input session and running of a teaching practice session with TYLEC course participants, observed by the current course director and/or experienced tutors
- feedback on these observations
- partial supervision of new tutors until they are ready for fully independent tutoring
- a reflective essay on the experience will then be written by the new tutor and forwarded to Trinity's Teacher Development department
- any specific questions for Trinity.

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

Where the organisation wishes to appoint a new course director, 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 director or 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 organisation may be asked to refrain from using them on the course.

16.2 Division of responsibilities

The organisation 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.

17. Resources

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

- access to internet, email and computing facilities — there must be 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**

  EL Gazette — **elgazette.com**

  Modern English Teacher — **modernenglishteacher.com**

  Onestopenglish — **onestopenglish.com**

  English Language Teaching Journal — **eltj.oxfordjournals.org**

  British Council — **teachingenglish.org.uk**

  British Council 'Learn English Kids' — **learnenglishkids.britishcouncil.org/en**

  British Council 'Learn English Teens' — **learnenglishteens.britishcouncil.org**

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

18. Premises

18.1 Information about premises

Organisations must give a general description of their premises in their validation application. The premises to be used by course participants must:

- be sufficiently spacious for the number of course participants 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 TYLEC course participants
- offer course participants some quiet space for the preparation of teaching materials and other assignments
- provide additional rooms where one-to-one tutorials can take place in relatively quiet and private areas
- be appropriately furnished, bearing in mind that course participants 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 female and male course participants and staff using the premises at any one time
- be equipped with appropriate and easily accessible emergency exits
- provide access to their 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 including drinks; if food is not available on the premises, course participants 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 course participants and tutors.

18.2 Health and safety

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

19. Bibliography

Trinity College London does not prescribe specific books that must be read, but the list given below is a selection of the types of book that course participants should read. Course participants should be aware of recent developments and current thinking in the following topic areas. This bibliography is updated from time to time on the Trinity website and we welcome recommendations from course providers.

Course participants should also remember that, by its nature, a bibliography cannot always be kept up-to-date, and so they are advised to consult their course providers for ideas on supplementary and new sources, professional journals, eg the *English Language Teaching Journal* and appropriate websites.

Young Learners

Bland, J. (2015) *Teaching English to Young Learners: Critical Issues in Language Teaching with 3-12 year olds*. London: Bloomsbury.

Cameron, L. (2001) *Teaching Languages to Young Learners*. Cambridge: CUP.

Carless, D. (2002) 'Implementing task-based learning with young learners'. *ELT journal*. 56/4.

Donaldson, M. (2006) *Children's Minds*. London: Harper Perennial.

Huang, H. L. (2006) 'The effects of storytelling on EFL young learners' reading comprehension and word recall'. *English Teaching and Learning*. 30/3.

Lewis, G. (2004) *The Internet and Young Learners*. Oxford: Oxford University Press.

Maley, A. (ed.) (1990) *Young Learners: Resource Books for Teachers Series*. Oxford: Oxford University Press.

Moon, J. (2005) *Macmillan Books for Teachers — Children Learning English Teaching Development Series*. Oxford: Macmillan Education.

Palmer, S. (2006) *Toxic Childhood: How modern life is damaging our children... and what we can do about it*. London: Orion.

Puchta, H., and Williams, M. (2012) *Teaching Young Learners to Think*. Rum: Helbling Languages.

Read, C. (2007) *500 Activities for the Primary Classroom*. Oxford: Macmillan Education.

Reilly, J. and Reilly, V. (2004) *Writing with Children*. Oxford: Oxford University Press.

Reilly, V. and Ward, S. (1997) *Very Young Learners*. Oxford: Oxford University Press.

Shin, J. K. (2006) 'Ten helpful ideas for teaching English to young learners'. *English Teaching Forum*. 44/2.

Wright, A. (1997) *Creating Stories with Children*. Oxford: Oxford University Press.

Materials and syllabus design

Cunningsworth, A. (1995) *Choosing your Coursebook.* Oxford: Macmillan Heinemann.

Ellington, H. and Race, P. (1993) *Producing Teaching Materials.* London: Kogan Page.

Malderez, A. and Bodoczky, C. (1999) *Mentor Courses.* Cambridge: Cambridge University Press.

Mcdonough, J. and Shaw, C. (1993) *Materials and Methods in ELT.* Oxford: Blackwell.

McGrath, I. (2002) *Materials Evaluation and Design for Language Teaching.* Edinburgh: Edinburgh University Press.

Nunan, D. (1988) *Syllabus Design.* Oxford: Oxford University Press.

Tomlinson, B. (ed.) (2002) *Developing Materials for Language Teaching.* London: Continuum.

Woodward, T. (2001) *Planning Lessons and Courses.* Cambridge: Cambridge University Press.

Professional Journals

Professional journals such as those listed below offer views on a variety of current issues in TESOL.

Modern English Teacher
E info@modernenglishpublishing.com
modernenglishteacher.com

English Language Teaching Journal
E jnl.orders@oup.co.uk
E eltj.oxfordjournals.org
CD-ROM available with 500 articles

TESOL Quarterly
tesol.org

IATEFL Special Interest Group Newsletters
E generalenquiries@iatefl.org
iatefl.org

Appendices

TRINITY
COLLEGE LONDON

TYLEC
Organisation Fact File

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*):

____

TYLEC 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 **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

TYLEC 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.

____________________ ____________________

____________________ ____________________

____________________ ____________________

TRINITY
COLLEGE LONDON

TYLEC course provider application form

In order to become a validated TYLEC 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 TYLEC 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 course participants who are not locally resident:

3. Entry requirements and selection procedures

☐ Please tick here to confirm that you have read and understood the minimum entry requirements for admission to the TYLEC course.

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

- ☐ 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.

As TYLEC course participants will be in contact with under-16s, please detail the safeguarding procedures that will be followed:

Please indicate provision/arrangements that the course provider can make for course participants 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 course participant'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 58 timetabled hours (including training, assessment and guided observations).

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

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

5. Timetable

☐ Please tick here to confirm that you have attached a prospective timetable.

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. Documentation for teaching practice, the Teaching Practice Journal and the Guided Observation Journal

☐ Please tick to confirm that you have attached course unit documentation which is issued to course participants as an appendix to this document. This will consist of: completion instructions and tasks for teaching practice, the Developmental Action Points Log, Guided Observation Journal and the Teaching Practice Journal pro formas:

- lesson plan pro forma
- teaching practice self-evaluation pro forma
- teaching practice tutor evaluation pro forma
- guided observation pro forma.

7. Assessment of teaching practice, the Teaching Practice Journal and the Guided Observation Journal

☐ Please tick here to confirm that you have read and understood the validation requirements regarding pass requirements. If the course provider distinguishes between varying levels of achievement (ie not purely Pass/Fail), then documentation should be provided that indicates the criterion for different levels of pass. Please note that the TYLEC is awarded on a Pass/Fail basis only.

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

Please indicate in the box below how Unit 1 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.

- ☐ Please tick to confirm that you have read and understood the validation requirements regarding forms and procedures of assessment for Unit 1 (Teaching Practice Journal, teaching practice, guided observations and developmental action points) and the externally assessed Unit 2.
- ☐ In the event of a course provider choosing to issue grades or marks for course participants' written work/teaching practice, the assessment criteria/descriptors used should be attached to this document as appendices, and included in the course participant handbook. Please tick to confirm you have understood this.
- ☐ Please tick to confirm you understand that grading and marking schemes must be based on the overall assessment criteria.
- ☐ 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:

- ☐ early warning
- ☐ moderator's recommendation.

8. Reading list

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

9. Tutorials

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

10. Course management

Please provide details in the box below regarding overall management and staffing 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 course participants' work
- ☐ regarding archiving of samples of work.

- ☐ Please tick to confirm you have attached full CVs for the course director and all tutors involved in course delivery.

Please provide details in the box below of induction procedures for new course tutors:

11. Teaching practice procedures

Please detail the arrangements planned for providing learners for teaching practice sessions:

12. Resources

Please provide details in the box below of general facilities at the organisation 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:

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

☐ health and safety obligations

☐ safeguarding arrangements for under-16s.

Application proposal

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 course participants for both course units
- course reading list
- tutorial sheet(s)
- assessment criteria descriptors for Unit 1 (teaching practice, Teaching Practice Journal, Guided Observation Journal and Developmental Action Points Log)
- staff CVs
- course handbook.

TRINITY COLLEGE LONDON

TYLEC: The mid-course visit aims

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 marking 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 should ideally schedule time for the following:

a) A discussion with the course director and all course staff

b) A discussion with the course participants

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 comments as appropriate.

TRINITY COLLEGE LONDON

TYLEC: 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 course participants 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) Course participants' comments (general perceptions of the course, understanding of assignments)

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

g) Written assignments

h) Any other comments

Signature: ______________________

Date: ______________________

TRINITY
COLLEGE LONDON

Malpractice

Trinity will not tolerate any cheating, unfair practice or breach of its rules and regulations. Course participants 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 course participants will have their marks voided.

Examples of malpractice by course providers:

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

Examples of malpractice by course participants:

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 course participants of other people's ideas and/or words in the production of written and practical work, and misrepresentation of it as their own; this would 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 course participants 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**

TRINITY
COLLEGE LONDON

Moderation and assessment guidelines

1. General comments on the moderation

a) **Role of moderator.** The moderator will a) moderate grades or marks awarded for the Teaching Practice Journal and Guided Observation Journal, b) assess the written work and discussion of the Materials Assignment, c) survey course documentation to ensure that the course is delivered in line with our agreement and d) interview the course participants and pass on any suggestions or recommendations through oral feedback and a written report.

b) **Status of the moderator's recommendation on awards to Trinity.** The moderator's mark for Unit 2 is final, and independent of Trinity's judgment. However, the final decision for overall awards of Pass, Fail, Refer or Defer rests with Trinity, together with the status of any recommendations for course development.

c) **Allocation of moderators.** Trinity allocates moderators, ensuring, to the best of our knowledge, that they have no vested interest of any kind in the programmes or organisation where the moderation is taking place. You may not normally refuse a particular moderator, although you may write to the Teacher Development department outlining your concerns about the allocation of a particular moderator, setting out the reasons.

2. The moderation day

a) **Timing of moderations.** Moderation lasts a maximum of one and a half days, observing the following timings:

1) General reading and orientation, including course timetable, assignment guidelines and other relevant documents — 20 minutes.
2) Sampling the Teaching Practice Journals and Guided Observation Journals from Unit 1:
1 hour (up to 8 candidates), 1.5 hours (9–12 candidates), 2 hours (13–16 candidates).
3) Group interviews — 1 hour (up to 12 candidates), 1.5 hours (13–16 candidates).
4) Assessing Unit 2: Materials Assignment:
20 minutes per course participant: 5–6 minutes' reading, 2–4 minutes' presentation by each course participant and 10–13 minutes' moderator-led discussion. The moderator may choose to read the written work for a whole group of, for example, five candidates before that set of individual interviews or to read each candidate's work before his/her individual interview. This will be agreed in advance with the course director.
5) Feedback to course director or nominated representative — 20 minutes maximum. Confirmation of the recommendations to be made to Trinity on passes, fails, referrals and deferrals.

Once the moderator has been confirmed, it is his/her responsibility to contact the course provider at least one week before the scheduled date and to agree the precise timetable. Organisations should, in addition, allow at least 30 minutes for lunch and 2 x 15 minutes for additional refreshment breaks. Total moderation time will therefore range from one day (8 hours maximum, up to 10 course participants) to one-and-a-half days (11–16 course participants).

b) **Confirmation of moderations.** Please confirm moderation dates at least four weeks (20 working days) in advance of the requested date, using the provisional moderation summary form. Please confirm full course participant details on or before the first day of the course. Please note that there is a surcharge of 50% for late notifications, and in this instance we cannot guarantee a moderator for the requested date.

c) **Moderation documents.** The moderator will supply all necessary moderation report forms as provided by Trinity. The following should be available to the moderator:

— a quiet room suitable for one-to-one and group interviews and reading/sampling
— candidate details
— completed Teaching Practice Journals

- completed Guided Observation Journals
- Materials Assignment rationales, evaluations and accompanying materials, as indicated
- grade/mark sheets, with provisional final grades or marks
- course timetable
- supporting documentation, including details on teaching practice and assignment completion and original course proposal.

d) **Sampling procedure — Teaching Practice Journals and Guided Observation Journals and course documentation**

- The moderator reviews all individual marks and provisional final grades/marks (excluding the Unit 2: Materials Assignment which is assessed only by the moderator).
- Any borderline grades/marks (Pass/Refer or Pass/Fail) are discussed with the course director at this point.
- Moderators will sample a representative number of Teaching Practice Journals and Guided Observation Journals, including all deemed to be of refer, fail or borderline standard, referring to the assessment system and criteria.
- In addition, the moderator will review the course documentation, particularly the course timetable and documentation on the assignments and teaching practice, and make any suitable suggestions or recommendations.

e) **Group interviews**

- The moderator will interview course participants in groups of no greater than six course participants, allowing 30 minutes per group with a maximum of three groups (16 course participants in total). Where there is only one group interview (six course participants or fewer), the interview will last 45 minutes.
- The focus of the interviews will be on the following areas:
  - timetabling and course deadlines
  - interview and selection procedures
  - quality and coverage of course input sessions, including instruction on teaching specific age ranges
  - arrangements for teaching practice, including written and oral guidelines, organisation of classes and the quality and consistency of feedback on teaching practice
  - preparation and guidance on the teaching practice and guided observation journals
  - preparation and guidance on the Materials Assignment
  - premises and resources
  - general levels of staff support.

The moderator will use these interviews to make recommendations (which must be acted on immediately) and suggestions (which can be acted upon at the discretion of the course provider) and these will be ratified by Trinity once the written report is received.

f) **Recording**

- Group interviews and interviews are audio-recorded for quality assurance, training and appeal purposes.

g) **Moderator feedback to course provider**

- Moderators comment on the appropriateness of grades and marks for the Teaching Practice Journals and Guided Observation Journals based on the assessment system and criteria.
- Moderators outline the passes and/or referrals they have awarded for the Unit 2: Materials Assignment.
- Moderators and course directors agree on their recommended overall passes, fails, referrals or deferrals. As stated, these are then subject to final confirmation by Trinity. Where final grades/marks cannot be agreed between the moderator and course director, the final grade/mark decision lies with Trinity's Teacher Development department.
- Moderators make any other appropriate comments at this stage, including advice based on the general standard of work as sampled or assessed and on the group interviews, including all recommendations and suggestions that will appear in the written report.
- Moderator feedback must not be recorded. It is, however, recommended that course providers take notes in the feedback meeting.

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TYLEC referrals process

The procedure for referrals on any unit of TYLEC:

Step	Details
1.	Candidate is referred at moderation. A candidate can only be referred once and can be referred for either one or two units.
2.	Moderator writes in their report: ◗ who was referred ◗ which units ◗ why they were referred. For Unit 2, the moderator takes a copy of the written rationale and forwards to Trinity in the usual way.
3.	For Unit 1: Course provider marks the Unit 1 referred work. The deadline for candidates to complete their work is usually **two weeks** 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.
4.	Course provider sends the work to Trinity. For **Unit 1: Teaching Skills** the course provider sends: ◗ lesson plan ◗ candidate reflections ◗ tutor feedback ◗ assessment criteria. Only for the referred lesson
	For **Unit 2: Materials Assignment** the candidate: ◗ will still have a face-to-face assessment ◗ will need to be assessed for the whole of Unit 2. Please contact Trinity to organise a re-assessment.
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.

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TYLEC deferrals process

The procedure for deferrals on Unit 2 of TYLEC:

Step	Details
1.	Deferrals are only possible for Unit 2 and only when a candidate is unable to take part in assessment on the moderation day owing to exceptional circumstances (to be approved by Trinity).
2.	Moderator writes in their report: - who was deferred for Unit 2 - why they were deferred. The moderator takes a copy of the written rationale for Unit 2 and forwards it to Trinity in the usual way.
3.	A new date for the deferred Unit 2 assessment is agreed between the course provider and Trinity, rather than the moderator.
4.	For **Unit 2: Materials Assignment** the candidate: - will still have a face-to-face assessment - will need to be assessed for the whole of Unit 2 Please contact Trinity to organise a re-assessment.
5.	There is no charge for deferred assessment.
6.	Course provider is informed of result. This will take up to 21 days from the time the deferral was submitted.
7.	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.

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Guidance on Developmental Action Points Log

Course participants should complete a Developmental Action Points Log as part of their Teaching Practice Journal. It is recommended that pro formas are given to course participants to help guide the writing of their action points. Below is an example of a possible format of a Developmental Action Point Log. Please note that there must be at least 10 developmental action points.

Example format

1.	**Where/when action point was identified:** a) Brief description of action point:
	b) Brief comment on personal relevance:
	c) Classroom application (eg what happened when implemented and evaluation):
2.	**Where/when action point was identified:** a) Brief description of action point:
	b) Brief comment on personal relevance:
	c) Classroom application (eg what happened when implemented and evaluation):
3.	**Where/when action point was identified:** a) Brief description of action point:
	b) Brief comment on personal relevance:
	c) Classroom application (eg what happened when implemented and evaluation):

Course participants should identify at least 10 action points from the input, workshop sessions, reading and observations on the course. It is important that action points are focused, relevant to the course participant's personal stage of development as a teacher, and critically aware.

Be sure course participants make a note in their lesson plans regarding which action points are addressed in their teaching practice. And, for ease of reference, they can indicate in which lesson(s) they included the action points.

Take a look at these two examples to get an idea of what is expected.

Example 1 — a below-standard action point:

Action point: I will start using more games with classes. I find this helpful because I think it keeps the learners busy and that's when they learn best. I used the 'Martian Game' at the end of the class and I think it went well. The learners were able to use some of the language from the session more freely.

Example 2 — a helpful action point:

Session action point identified in: 'Games for 7s to 12s' input session.

a) Using a language recycling activity.

b) This is useful because I do not recycle vocabulary very often and when I do it is usually with dry matching activities or gap fills.

c) I tried using the 'Martian Game' with my Junior classes to make recycling vocabulary more engaging and communicative. This gave learners a chance to describe the lexis and listen to each other so it integrated skills with the language review. It also kept their attention and they were able to use the target language in longer chunks as a result. I would need to adapt the physical element of the game for groups larger than 10, however, because the activity involves a lot of movement around the classroom and this would be impractical for reasons of space in my current classroom.

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Notes on Unit 2: Materials Assignment

1. The materials

Candidates choose as a focus for their assignment a compilation of one or more related materials used in teaching practice with young learners. Ideally these should relate to ONE 10–20 minute segment from one taught lesson. The use of published materials (eg activities adapted from a young learner coursebook) is not excluded, but candidates should show evidence of imaginative and motivational exploitation of these, their use should be kept to a minimum and published sources acknowledged appropriately. Material(s) should be produced in ways which will be appealing to young learners' imagination and learning motivation, including kinaesthetic, visual, auditory and tactile appeal.

2. Focus of the assessment interview

Candidates must produce a written rationale and evaluation for their material, set out in the order and with the headings indicated on the pro forma provided. These are assessed according to the criteria given. **The rationales and evaluations constitute the focus for the interview. In addition, the moderator invites candidates to give an oral appraisal of the overall benefits of the assignment** in relation to the selection or production, evaluation and adaptation of teaching materials and an appraisal of any insights gained into teaching as a whole. This appraisal may relate to any of the following:

- classroom management
- lesson planning
- learners' motivation and concentration
- selection and appropriateness of materials
- lesson pacing.

3. The written rationale

The rationale must include information on the class profile, the anticipated linguistic aims and the anticipated achievements and difficulties for young learners. The profile must refer to a specified group of young learners in terms of level, type of class (eg general English, multi- or mono-lingual), their anticipated strengths and weaknesses, and the place of this lesson in the overall programme if this is known. Anticipated linguistic aims cover the areas of language development candidates expect to work on with the young learners, for example, new language learnt in terms of structure, function, semantics and/or skills development, and these will receive focus through motivating and well-produced materials as outlined above. **Anticipated achievements and difficulties for learners** include linguistic issues, such as learners' current command of structures or lexis necessary for use of the materials, complexities of pronunciation, and questions of class organisation, group behaviour, and/or motivation.

4. The written evaluation

The evaluation must include a statement of the perceived effectiveness of the materials in terms of linguistic aims and achievements/difficulties for the specified group of young learners, and how the materials might be improved for the same group of learners or adapted for a different group. The discussion with the moderator covers the written rationales and evaluations.

5. Volume of materials and length of written assignments

In deciding how much material to include in the compilation, candidates and tutors must bear in mind that the final discussion with the moderator takes a maximum of 16 minutes. The total word count for the rationale and evaluation for the material together should be no more than 800 words.

6. Individual and team work

The Materials Assignment must be carried out on an individual basis — while candidates may usefully share their ideas and experiences with each other, each individual must plan and produce all or a significant element of their own materials and be able to discuss them independently of other candidates.

7. Materials used in teaching practice

The candidate must have used the materials with young learners in teaching practice.

8. Rehearsal

Tutors should give candidates the opportunity to rehearse an oral discussion based on their written rationale and evaluation by way of preparation for the interview with the moderator. They should not, however, mark either the written work or discussion, although they may give constructive feedback.

9. Moderation/assessment procedures

Timings

The total time allocated for the assessment of Unit 2 is 20 minutes per candidate:

- 5–6 minutes in total for the moderator to read the rationale and evaluation for each candidate
- 2–4 minutes for the candidate to present their material to the moderator
- 10–13 minutes for further discussion initiated by the moderator.

Individual interviews must take place after the sampling process and before the round-up sessions with course tutors.

Focus of the individual interview

The individual interview between the moderator and each candidate has as its focus the discussion of the rationale and evaluation of the use of the material. Candidates must not therefore introduce discussion of any other aspect of their training into this interview. If they have comments, including complaints, about course delivery, these must be made to Trinity directly.

Presentation and interview procedure

- Course directors must give moderators the photocopies of the rationale and evaluation, together with the relevant materials in advance of the point on the schedule set aside for reading.
- Candidates should present their rationale and evaluation of their material(s) during the first seven minutes of the interview, including a discussion of any adaptations they would make in light of subsequent experience. Moderators then elicit further information by asking questions as appropriate, although the interview is not formally scripted.
- Candidates must **not** bring the associated lesson plans to interview but leave these with the Teaching Practice Journal to be looked at by the moderator in the prior sampling process.
- Moderators assist the flow of the interview with suitable comments but try to avoid explicitly evaluative comments at this time.

10. Standardisation of written rationales and evaluations

Trinity provides a standard pro forma for all candidates to complete with the relevant information on their rationales and evaluations. This is to ensure consistency of headings for the written work and more efficient reading and checking by moderators. The Materials Assignment in its original form — ie a copy of all candidates' rationale and evaluation of the materials — must be given to moderators without any written comment or feedback by course tutors along with the other written work for sampling.

11. Standardisation of reporting of assessment of candidates

- Moderators' pro forma report: Trinity provides a standard pro forma on which all moderators complete the assessment and add any additional comments for each candidate. Moderators should only include on this pro forma information as required and as relevant to the individual candidate's performance for Unit 2.
- Insufficient guidance from course providers may be a factor in referrals. Where moderators feel that candidates are not meeting Trinity's requirements on this unit because of insufficient guidance from course tutors, they must report this separately in the usual moderation report.

- Paperwork to be sent to Trinity: moderators must return the reporting pro forma for every candidate, and **their copy of the rationale and evaluation for every candidate who is assessed as Refer** (rather than Pass) for Unit 2.

12. Quality of materials

The focus of Unit 2 is the rationales and evaluations, not the quality of the materials themselves (the materials themselves will have been assessed by course tutors when they evaluate lesson plans and teaching practice within the framework of Unit 1).

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

13. Status of moderators' assessments

Under these validation requirements, moderators assess Unit 2 as **Pass** or **Refer** only. Moderators may not assess Unit 2 as **Fail** (where any unit is assessed as fail, this automatically means that the candidate would have to repeat an entire course and all assignments in order to be considered for the Trinity TYLEC qualification). Moderators assess Unit 2 against the criteria set out in the accompanying report form. Course tutors are required **not** to assess Unit 2 (either the written work or a rehearsal of the interview) but should provide guidance to candidates for both on the basis of the information given in the validation requirements.

14. Criteria for Pass and Refer on Unit 2

The terms Pass and Below Standard are used in relation to the assessment criteria; the terms Pass and Refer are used for the overall assessment of Unit 2.

Candidates must pass all seven evidence requirements in order to pass Unit 2.

15. Relationship of assessment for Unit 2 and moderation of other units

The moderator may not fail candidates on Unit 2, but may recommend a fail on the course overall, depending on the assessment of candidates' other assignments including teaching practice. A candidate may normally be referred on both units, including Unit 2, if referral is thought appropriate rather than Fail. Where candidates are referred on Unit 1, their work is re-assessed by the course director/tutors in the usual way.

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Unit 2: Materials Assignment pro forma

Name: ______________________________

Date: ______________________________

Instructions:

Please write a maximum of 600–700 words, excluding rubric, for the joint rationale and evaluation of your set of materials. The class summary is not included in the word count. Please type your assignment (handwritten assignments will not be accepted). Clear and coherent notes where relevant are acceptable.

Word count: ____________

Class summary
Type of materials: ______________________________
Type of activity: ______________________________
Point in lesson when used (note preceding and subsequent activity): ______________________________
Age range of learners: ______________________________
Class profile (in note form): ______________________________

1. Rationale
What was the linguistic purpose of this material? What were the specific objectives for the learners' language development?
Explain how this material was appropriate to your students' specific linguistic and other needs?
After you had prepared the material and before the lesson, what difficulties did you anticipate for your learners? What solutions did you identify for dealing with those difficulties?

2. Evaluation

Explain how you used the materials in the classroom. What groupings did you use and why? How did the materials fit within the wider context of the lesson?

What reasons can you give for the success of your materials (or lack of)? How did you reach this conclusion?

How might the materials be adapted for different learning objectives, age group or class type?

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Unit 2: Materials Assignment assessment criteria

Assessment criteria

Course participants can receive 0, 1 or 2 marks for each criterion. There is a total of 24 marks that can be achieved, and course participants must achieve 14 to pass.

	Criterion The candidate is able to:
Written communication skills	identify a linguistic purpose and specific objectives
	explain how the material is appropriate to the learners' linguistic and other needs
	identify potential difficulties with the material for the learners and solutions for dealing with them
	effectively discuss how the material was used in the classroom
	evaluate the success of the material
	suggest how the material might be adapted for different learning objectives, age group or class type
Oral communication skills	discuss the suitability and quality of the material in terms of needs and motivation of the learners
	discuss what actual problems arose from the material and how these were dealt with
	discuss how the learners responded to the material and why the course participant thought this was the case
	discuss what the learning outcomes were from the material and how the material might be improved/adapted
	demonstrate what they have learnt about the selection and production of teaching materials with specific reference to young learners
	demonstrate the role that materials play in the teaching and learning process for young learners

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Worklog, permissions and authenticity statement

Course providers should give each candidate a copy of this form at the beginning of the course. The completed submissions should be made available to the moderator at the start of the moderation day (stored in each candidate's portfolio). Certificates will not normally be issued to successful candidates unless they have completed this form.

Name of candidate: ____________________

Name of course provider: ____________________

Course dates: ____________________

Name of moderator: ____________________

1. Guided observation:

Detail below the lessons you observed, given by experienced teachers.

For example:

Number	Length	Type of class	Level	Teacher
1 x	*30 minutes*	*Class of general English*	*At elementary level*	*S Jones*

Your signature ____________________ Date ____________________

2.

Lessons given by you, observed and assessed by tutors

Date of lesson	Length (minutes)	Level of lesson	No. of students present for whole lesson	Tutor's name (first name and surname)

3.

Permission to record Materials Assignment interview and group interview:

I understand and agree that my Unit 2 interview will be recorded on behalf of Trinity for the following purposes:

- the moderation of the Materials Assignment and any ensuing appeals related to the TYLEC course
- teaching, training, standardisation and quality assurance.

I understand that my group interview will be recorded on behalf of Trinity for quality assurance purposes only.

4.

Authenticity:

Under the requirements of Ofqual (Office of Qualifications and Examinations Regulation), Condition G8.1 states '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' (Ofqual, p58, 2012). 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 and outside sources.

I confirm that the written work produced for the TYLEC course was produced by me independently to the extent that it may be regarded as my own work.

I confirm that the information provided in this form is correct.

Please sign and date the form.

Your signature ______________________________ Date ____________________

Notes