

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

Qualification Specifications &

Assessment Information

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Welcome

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

About Trinity College London

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

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

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

About Trinity TESOL qualifications

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

Trinity College London TESOL qualifications

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

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

** minimum time



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

About the DipTESOL

The DipTESOL is a Master's-level (L7), vocational teaching qualification for experienced teachers of English to speakers of other languages, whether English is the teacher's first, second or additional language. The award of the Trinity Diploma indicates that the holder is considered by Trinity to be a fully competent and effective practising member of the TESOL profession. It is also an indication of the holder's readiness to offer support to less experienced teachers. The holder of a Trinity Diploma in TESOL has demonstrated an established base of theoretical knowledge and practical ability, together with a commitment to further personal professional development, and can aspire to a range of positions combining management, training and teaching responsibilities.

DipTESOL candidate requirements

Candidates need to be practising English language teachers, usually with approximately 1,000 hours ('class hours' or actual hours) of teaching experience by the time their course starts. The 1,000-hour (approx.) experience recommendation is to help ensure candidates have the practical knowledge and experience needed to fulfil the practice-related elements of the DipTESOL unit assessments. This experience recommendation is for applicant and centre guidance, with a centre-administered initial assessment being a more important factor in deciding appropriacy for a teacher's enrolment to a DipTESOL course. Initial assessments comprise different TESOL-related tasks that give centres a more reliable indication of ability to complete unit assessments successfully than the number of teaching hours accumulated by an applicant. It is highly recommended that candidates also hold a first degree or equivalent (e.g. commensurate work experience), and an initial certificate in TESOL (e.g. the Trinity CertTESOL). Applicants without any previous formal TESOL training and assessed teaching will need to be screened carefully to ensure that they understand the demands of the DipTESOL course and assessment.

Regulation and recognition

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

The DipTESOL is at Level 7 on Ofqual's RQF, with a Total Qualification Time of 600 hours, comprising a minimum of 150 guided, and a 450 hours of recommended, study time. There are four assessed units:

Unit 1: Language: Theory & practice

Unit 2: Research: Developmental enquiry

Unit 3: Phonology: Classroom applications

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

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



Levels of attainment

The following generic levels of attainment relate to UK Regulated Qualifications Framework (RQF) Level 7 expectations for 'Pass with Distinction', 'Pass', and 'Fail' for the whole DipTESOL qualification. These levels, which describe pedagogic skills, communicative skills, analytical and reflective skills, are subsumed in the detailed assessment criteria in the syllabus.

Note: The RQF-registered DipTESOL qualification certificate is awarded with a 'Pass with Distinction' or 'Pass' only. Unit-level certification, and transcripts detailing unit-level attainment, describe candidate unit-level performance using 'Distinction', 'Merit', 'Pass' and 'Fail' bands. No unit-level certificate is awarded if a candidate receives a 'Fail' band for that unit.

Pass with Distinction

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

Pass

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

Fail

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

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

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

DipTESOL aims and learning outcomes

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

DipTESOL syllabus content areas

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

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

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

Section	Area of knowledge	Section link to units
3. Assessment literacy	<i>Candidates should develop an awareness of assessment purposes and principles relevant to learners' and institutions' needs.</i>	As relevant to Units 1, (2) and 4
	<p>Sub-section</p> <ol style="list-style-type: none"> 1. The purposes and principles of contemporary testing and assessment of language proficiency as relevant to CEFR A1-C2 learners, including assessment validity, reliability and practicality 2. The ability to assess and evaluate learners' knowledge and skills in English using relevant assessment practices 	

Section	Area of knowledge	Section link to units
4. Professional development and leadership	<i>Candidates should develop a practical understanding of development pathways to support their own and peers' ongoing professional growth.</i>	As relevant to Units 1iii, 2 & 4
	<p>Sub-section</p> <ol style="list-style-type: none"> 1. Professional development activities, including evidence-based reflective practice and associated implications on your professional planning 2. Practices for classroom-based research, including, identifying areas for research, conducting literature reviews, data collection and data analysis 3. Principles of effective communication with peers for the purpose of in-service teacher development 4. Awareness of the principles of constructive alignment in the planning of short courses, including the appropriacy of short and long-term outcomes, materials and assessment 	

DipTESOL unit assessment

Unit 1. Language: Theory & practice

Candidates demonstrate an awareness of language and its application in their teaching context by completing the following three-task assignment. Following successful completion of a pre-assessment discussion with a local tutor, centres submit the assessment to Trinity on behalf of candidates for Trinity external assessment.

Pass criteria: Candidates need to score at least 50% for Section 1, as well as at least 50% for either Section 2 or 3. In addition, candidates must score at least 50% for the whole unit overall.

Section 1 task

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

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

Section 1 assessment criteria*

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

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

Section 2 task

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

Choose two of the language areas analysed in Section 1 and with direct links to the identified learner needs given:

- a. critically evaluate one piece of learning material (one piece for each language area); and
- b. in the case of using candidate-designed material, give the rationale for its design, focusing on how the material meets identified learner(s) need(s); **or**
in the case of using published material, suggest adaptation(s) to the original material, giving a rationale for adaptations, focusing on how the adaptations make the material better at meeting identified learner(s) need(s).

Section 2 assessment criteria*

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

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

Section 3 task

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

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

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

Section 3 assessment criteria*

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

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

Unit 2. Research: Developmental enquiry

Candidates demonstrate an awareness of practical classroom research by completing the following four-component research portfolio, developing their research skills for enhancing evidence-based professional [classroom] practice. Unit 2 is assessed by centre teams and moderated by Trinity.

Pass criteria: Candidates must submit an introductory statement of no more than 300 words and need to score at least 50% for each of the three, equally weighted research tasks, scoring at least 50% for the whole unit overall.

Note: Classes informing the *Observation Instrument (OI)* and *Developmental Reflection (DR)* tasks must be relevant to the candidate's research, e.g. a 'one-to-one class' would be inappropriate for a project investigating 'group learning'. Classes can be of any size, be online or in-person and be live or recorded. The number of classes informing the OI and DR may vary, according to the research need of the topic.

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

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

Unit 3. Phonology: Classroom applications

Candidates have a three-task, 30-minute online interview with a Trinity examiner. The interview comprises a short presentation, language transcription with analysis and a discussion task.

Pass criteria: Candidates need to score at least 50% for the unit overall. There are no requirements for scores of individual sections.

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

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

Candidates demonstrate an awareness of, and ability in, classroom teaching by completing five teaching observations (one unassessed diagnostic lesson and four assessed lessons) and associated planning and reflection activities. Classes should have a minimum of five language learners. The diagnostic and the following three assessed lessons are assessed by centre tutors; the final lesson is assessed by a Trinity examiner. The *Teaching Practice Journal* (TPJ) is assessed by centre teams and moderated by Trinity.

Pass criteria: Candidates need to get an average of 50% in their centre-assessed observations (each comprising lesson plan, lesson delivery and lesson evaluation), an average of 50% across their four teaching practice journal entries and 50% in their Trinity-assessed lesson (comprising lesson plan, lesson delivery and lesson evaluation).

Unit 4. Classroom teaching: Lesson planning

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

Unit 4. Classroom teaching: Lesson delivery

Lesson delivery (LD): For each of the five lessons (1 x unassessed diagnostic and 4 x assessed), candidates deliver a 60-minute lesson to a minimum of five learners.

Lesson delivery assessment criteria

1	Learner progress During the lesson, there is evidence of: a. progress with intended learning outcomes; b. progress with emergent language (where relevant); c. progress with aspects of pronunciation (where relevant); and d. skills development (as appropriate to lesson focus).
2	Learning environment In the lesson, the teacher: a. creates an environment conducive to learning; b. maintains learners' levels of motivation and interest; c. communicates efficiently and effectively with group and individuals; and d. succeeds in instructing and implementing tasks and activities.
3	Responding to learners' needs In the lesson, the teacher: a. facilitates an appropriate balance of teacher and learner language; b. addresses both group and individual learning needs; c. uses monitoring to inform real-time decision-making to support learning; and d. reacts to learners' language understanding and use, as appropriate.
4	Learner-centred classroom During the lesson: a. learners are afforded the opportunity to personalise language, as appropriate; b. activities are exploited to maximise opportunities for learning; c. the teacher employs strategies that support learner independence; and d. learners are encouraged to evaluate, review and reflect on their learning, at appropriate stages.
5	Time and resource utilisation During the lesson, the teacher: a. makes effective use of a variety of tasks and roles in delivery; b. exploits lesson aids and materials effectively; c. maintains an appropriate pace, allocating suitable time for task delivery and completion; d. demonstrates an ability to adapt the written lesson plan as necessary.

Unit 4. Classroom teaching: Lesson evaluation

Lesson evaluation (LE): For each of the five lessons (1 x unassessed diagnostic and 4 x assessed), candidates engage in a post-lesson discussion with their tutor / the Trinity examiner about their lesson.	
Lesson evaluation assessment criteria	
1	Assessment of Lesson The teacher is able to: a. gauge how far both planned and spontaneous pedagogic actions contributed towards the learners' language development, i.e. with intended and unintended learning outcomes; and b. cite evidence to support their evaluation of learners' development.
2	Adaptations Where relevant, the teacher is able to: a. justify any changes that were made to the plan; and b. suggest realistic changes in the planning and/or delivery that would better support achievement of learning outcomes.
3	Materials/ Individual tasks The teacher is able to: a. evaluate the appropriacy of tasks in the achievement of intended learning outcomes; and b. evaluate the effectiveness of the delivery of tasks in the achievement of intended learning outcomes.
4	Learners The teacher is able to: a. discuss individual and group needs, including differentiation of tasks and intended learning outcomes; b. discuss the awareness of motivation, learning strategies and learners' preferred ways of learning; and c. discuss cultural factors, L1s and class dynamics, as relevant.
5	Development The teacher is able to: a. discuss how the lesson relates to teacher's pedagogic beliefs, with reference to literature as appropriate.

Unit 4. Classroom teaching: Teaching practice journal

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

Qualification information

Assessment procedures and marking

Each DipTESOL unit is assessed using the unit assessment criteria (detailed above) on a six-point '0-5' assessment scale, with each unit being scored out of 100. Trinity provides examples of each assessment task, with benchmarked scoring, for centre use with candidates. Further, general overview information about the DipTESOL assessment procedures, including *overall qualification* 'Pass' and 'Distinction' requirements, follow:

1. Candidates should be externally assessed and moderated for Units 1, 2, 3 and 4 only when they have completed the associated programme of study at a DipTESOL Validated Course Provider (VCP).
2. Course providers presenting candidates for the Diploma examinations may be asked to verify that the candidates have completed the associated programme of study, validated by Trinity, before they can sit the external examinations.
3. Having completed a course of study, candidates have three years to pass all four units, in any order, from the date of taking any one of the four.
4. If a candidate fails any unit or part of a unit, they must resubmit the unit within their overall three-year period of registration (i.e. from the first point of external assessment/moderation), paying the relevant resubmission fee through their course provider. When a passing component of a unit's assessment is resubmitted along with the failed component(s), any changes made to the passing component must be clearly indicated.
5. Course providers must reference resubmission fees (Trinity's fees and those of the course provider) in course documentation given to candidates at the beginning of their course.
6. Assessment criteria, matching the level of skills devised by Trinity, are provided by Trinity for all units, and must be used by all course providers in all internal assessments.
7. Plagiarism, a candidate's unreferenced copying of other people's ideas and/or words (including those produced by a generative AI system, e.g. ChatGPT), thereby presenting them as their own, is academic and professional malpractice. Candidates found by Trinity's Lead Senior Examiner (TESOL) to have committed plagiarism will be disqualified from the DipTESOL immediately and will be ineligible for fee refund, certification or re-enrolment.
8. Unit 4 teaching observations should contain a minimum of five learners. If there are fewer than five learners present at the start of the lesson, the assessor should wait for a maximum of five minutes for five learners to be present, at which point the lesson can start. If five learners are not present within five minutes, the lesson assessment is voided and will need to be rearranged. This will incur a resubmission fee for the external assessment.
9. To achieve a 'Pass' for the DipTESOL qualification overall, a candidate must obtain 50% of the total marks available in each of the four units. Certain other conditions are necessary for a pass in Unit 1 (passes for Section 1 and Section 2 or 3), Unit 2 (passes for each of the three research tasks) and Unit 4 (pass for the total internally assessed lessons, the externally assessed lesson and the Teaching Practice Journal).
10. To achieve a 'Pass with Distinction' for the DipTESOL qualification overall, a candidate must obtain 80% of the total marks available in each of three of the four units, including Unit 4, and at least 50% of the total marks available in the remaining unit.
11. *Unit-level* banding (for unit-level certification and transcripts detailing unit-level attainment) uses the following 'band boundaries':
 - Distinction band: 80%+
 - Merit band: 70-79%
 - Pass band: 50-69%
 - Fail band: 0-49%
12. Trinity is committed to ensuring that the standard of each qualification remains consistent over time and reserves the right to make appropriate adjustments to published grade thresholds and/or methods of aggregating marks.

Duration of study (total qualification time)

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

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

The DipTESOL comprises four individual units that combine to meet the aims and outcomes for the whole qualification. Each unit has an 'approximate Credential Study Time', which is an estimate of the average time a candidate spends undertaking learning for that unit. The combined unit times align with the DipTESOL's Total Qualification Time. It is recognised that the amount of time needed to commit to any particular credential will be dependent on each individual's level of experience.

Credential	indicative Guided Learning Hours (iGLH)	suggested Independent Learning Hours (sILH)	approximate Credential Study Time (aCST) (hours)
Language: Theory and Practice (DipTESOL Unit 1)	20	55	75
Research: Developmental enquiry (DipTESOL Unit 2)	35	115	150
Phonology: Classroom applications (DipTESOL Unit 3)	20	55	75
Classroom teaching: Lesson planning, delivery and evaluation (DipTESOL Unit 4)	75	80	300

Qualification certificate

When candidates successfully complete a unit, they receive a credential certificate of completion. When candidates have successfully completed all four DipTESOL units, they receive a certificate for the overarching DipTESOL (i.e. the formal qualification listed on Ofqual's RQF).

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

Recognition of prior learning

'Recognition of Prior Learning' (RPL), also known in Higher Education as 'Accredited Prior Certificated Learning' (APCL) is where credits or a qualification assessed and successfully completed can be 'used towards' a second qualification, e.g. completed MA module assessment outcomes correspond with those of a specified unit of the DipTESOL, enabling an exemption for that unit.

RPL/APCL from the DipTESOL for another qualification

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

RPL/APCL from another qualification for Trinity DipTESOL units

It is possible to get RPL from other qualifications for the DipTESOL, reducing qualification assessment by up to two complete DipTESOL units, but not more than 50% of the DipTESOL qualification overall. This is only possible where a qualification was awarded no more than five years prior to application and where its outcomes and level align with a specific, whole unit of the DipTESOL, e.g. the outcomes for one or more modules in an MA Applied Linguistics (TESOL) programme align with those of the DipTESOL 'Language: Theory & Practice' unit. RPL for partial DipTESOL units is not possible. RPL can only be considered where previously certified learning aligns with whole DipTESOL units.

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

RPL application process

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

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

Where an existing arrangement for RPL does not already exist, it is incumbent on the candidate applying for RPL to provide the relevant assessment evidence for the VCP to review and make an initial judgement on the appropriacy of the application. If VCPs believe there is a suitable match, the VCP can then submit the RPL request, with associated evidence, to Trinity's Lead Senior Examiner (TESOL) for final consideration. Trinity cannot accept RPL applications directly from candidates or prospective candidates.

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

Summary process

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

RPL and 'Distinction' grades

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

Where the DipTESOL qualification could lead

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

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

Regulated Trinity TESOL titles and qualification numbers

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