



Trinity Level 5 Diploma in Teaching in the Lifelong Learning Sector (English ESOL)

Course Overview

Note: the programme and overview also covers the initial award of Preparing to Teach in the Lifelong learning Sector (PTLLS- see DTLLS part one) and the Additional Diploma in Teaching English (ESOL) in the Lifelong Learning Sector (ADTLLS - see DTLLS part two)

1. DTLLS Part One

Credits: 36, including 6 for the PTLLS
Guided Learning Hours: 120 (CertTESOL), 3 (PTLLS)

1.1 Course Units and Learning Outcomes

Teachers will need to successfully complete the Trinity Certificate in TESOL or equivalent in order to meet the requirements for part one. Please see the CertTESOL Validation Requirements (July 2006 version) for details on this programme.

In addition, participants will need to complete three hours of additional study to complete the requirements of the PTLLS, focusing on: their roles and responsibilities within the sector; legislative requirements and codes of practice; points of referral available to learners

1.2 Assessment Requirements

For details on the CertTESOL assessments, please see the CertTESOL Validation Requirements (July 2006)

1. Unit 1: Teaching Skills
2. Unit 2: Language Awareness
3. Unit 3: Learner Profile
4. Unit 4: Materials assignment
5. Unit 5: Unknown language
6. PTLLS: One internet search task, based on 1.1 above

1.3 Teaching Practice Requirements

Six hours observed and assessed teaching practice (CertTESOL only)

2. DTLLS Part Two: Additional Diploma in teaching English (ESOL) in the Lifelong Learning Sector

Credits: 15
Guided Learning Hours: 40

2.1 Course Units and Learning Outcomes

Unit One: Language Use and the ESOL Learner (15 hours)

- Variety, Variation and Change in Spoken and Written English
- First and second Language Acquisition: from Theory to practice
- Language, the Individual, Society, Culture, Religion and Power
- Grammar, lexis, phonology, Discourse and Skills

Unit Two: ESOL Classroom Practice (20 hours)

- ESOL Programmes and Resources
- ESOL Assessment

Unit Three: Literacy Theory and Practice (5 hours)

- Literacy Acquisition and Use
- Literacy in ESOL Teaching and Learning

2.2 Assessment Requirements

- Assignment 1 Unit 1: Analysis of Spoken or Written Discourse
- Assignment 2 Unit 1: Learner Strategies
- Assignment 3 Unit 1: Learning Difficulties
- Assignment 4 Unit 2: Scheme of Work and Rationale
- Assignment 5 Unit 2: Evaluation of a Learning Programme
- Assignment 6 Unit 2: Formative and Summative Assessment
- Assignment 7 Unit 3: Developing Beginner Literacy Skills
- Assignment 8 Unit 1: Trinity External Assignment (set annually)

Note: assignments 1,2 & 3 can be set by individual providers

2.3 Teaching Practice Requirements

- 71 hours verified, unobserved teaching practice in the sector
- 4 hours observed, assessed teaching practice
- 2 observed hours can be carried over from the CertTESOL if completed in the lifelong learning sector
- Teaching must be completed at two distinct levels, entry and post-entry
- Teachers complete reflective journals for the observed, assessed lessons

3. DTLLS Part Three: Planning and Assessing for Inclusive Practice

Credits: 9
Guided Learning Hours: 20

3.1 Course Units and Learning Outcomes

One unit, with four components:

- Numeracy and the ESOL Classroom
- ICT and the ESOL Classroom
- Language, Literacy and ESOL Teaching
- Inclusive Learning and Assessment

3.2 Assessment Requirements

- Assignment 1: ICT or Numeracy Lesson Plan and Rationale
- Assignment 2: Strategies for Promoting Inclusion and Equality

3.3 Teaching Practice Requirements

- Unobserved teaching practice requirement included in part two above
- 2 additional hours observed, assessed teaching practice
- Other conditions as above

4. DTLLS Part Four: Year Two, Level 5 Modules

Credits: 60 (15 credits per unit)
Guided learning hours: 180 (45 hours per unit)

4.1 Course Units and Learning Outcomes

Unit One: Curriculum Development for Inclusive Practice

- Education and Training Contexts
- Curriculum Design, Development and Delivery
- Promoting Equality and Diversity in the classroom
- Applying the Curriculum to the Specialist Area
- Evaluating and Improving Curricula

Unit Two: Wider Professional Practice in the Lifelong Learning Sector

- Professionalism and the Lifelong Learning Sector
- Government, Regulation and Statute
- Evaluation, Quality Assurance and Quality Improvement
- Evaluating and Improving Own Practice

Unit Three: Continuing Personal and Professional Development

- Teacher Roles, Attitudes and Beliefs
- Reflective Practice and Self-reflection
- Continuing Personal and Professional Development

Unit Four: Level 5 Option: Using New and Emerging Technologies to Support Learning

- New and Emerging Technologies in the Classroom
- Developing Resources using Technology
- Evaluating the Use of New and Emerging Technologies

4.2 Assessment Requirements

- Unit 1 Task 1: outline main models and approaches to curriculum design in specialist area
- Unit 1 Task 2: produce an original scheme of work, a rationale and evaluation
- Unit 2 Task 1: identify and analyze your own role within an organization
- Unit 2 Task 2: evaluate your own wider professional practice and identify your development needs
- Unit 3 Task: reflective journal, rationale, self-development and continuing personal and professional development
- Unit 4 Task 1: review of a range of new and emerging technologies
- Unit 4 task 2: develop a procedure using a technological resource and evaluate its use

4.3 Teaching Practice Requirements

- 71 hours verified, unobserved teaching practice
- 4 hours observed, assessed teaching practice
- The same requirements apply as for part two, although the teaching practice reflective journals are to be completed as part of the unit 3 task above

5. Moderation Procedures

- Moderator samples and moderates a range of internally assessed assignments
- Moderation at the end of part 2, 3 or 4 depending on the cohort and course type
- Moderator conducts and assesses a 20 minute viva voce interview

6. Additional Notes

- See separate sheet for eligibility requirements, APL and exemption
- Providers may offer all four parts, parts 2 & 3 only, parts 1,2 & 3 only or (to certain groups) part 2 only
- Those completing parts 1,2 & 3 and gaining 60 credits can then join any generic year 2 DTLLS programme
- Credits must be banked with the QCF (via the course provider)
- Part 4 of the programme is open to numeracy and literacy as well as ESOL specialists