

## Fellowship Diploma in TESOL Education Studies

Guidance notes to candidates : aims, entry requirements, competencies, assessment

### O. BACKGROUND NOTE ON THE QUALIFICATION AND POTENTIAL CANDIDATES

**O.1 Perceived demand for the qualification :** There are a large number of experienced practitioners in the ESOL / TESOL profession who :

a. have an “equivalent” qualification (e.g. Diploma TESOL, MA) but whose qualification is now quite “old” and who would like formal recognition for more recent and significant work carried out in their professional context;

b. do not have an equivalent qualification and who do not have the time, financial resources or inclination to pursue either the very teaching-focussed Diploma-type qualification *or* who the more academic path of a Master’s course which in some cases does not reflect or enhance the vocational aspect of their working life;

c. in either case have recent or current experience of conducting a piece of work that has been of professional value and addressed corporate and vocational needs in their workplace.

d. may be resident and working in countries or regions where English is not a first language but is or is becoming an integral part of the national language policy and/or curriculum.

Trinity sees candidates' principal motivation for embarking on an FTCL as being :

*firstly*, a means of measuring and demonstrating their competence in a course design or management-based environment rather than a teaching-focussed one (academic and practical) that is currently covered by the Diploma, or a research-focussed study that is normally covered by an Master’s award;

*secondly*, an opportunity to explore and write up significant achievement that is integral to their career interests but outside the restricting framework of Diploma examinations, or academic research;

*thirdly*, a significant step towards publication in print or online

### O.2 Rationale for the aims, learning objectives and assessment criteria :

The assessment criteria and aspects of the project to which they are applied should explicitly reflect the competencies, responsibilities and areas of awareness to be demonstrated by recipients of the award. The areas to be covered by the assessment criteria must be sufficiently integrated to reflect the nature of the skills looked for but also sufficiently discrete to allow for accurate marking of the varying sub-skills offered by different candidates.

## 1. AIMS

The qualification aims to encourage candidates in the following and assess their achievement :

- to describe and contextualise the design and implementation of an appropriate project in a structured and principled manner, giving consideration to the immediate and wider educational contexts, recent and relevant theoretical issues and current practice; the project should be either one being implemented at the present time or implemented during the four years prior to registration with Trinity
- to reflect critically on the work undertaken and propose adaptations as relevant
- to contribute to the documented archive of the English language profession in a way that is developmental and stimulating for other participants

*N.B. Typically indicative projects would be :*

- a. qualification and/or course : the design and partial monitoring of a new qualification or course - e.g. Trinity Certificate in ESOL for Work;
- b. teacher training programme : the design, implementation and partial monitoring of an in-house teacher training programme for a significant body of teachers - e.g. a college ESOL / TESOL department
- c. online teaching, training or management system : the design, implementation and partial monitoring of a substantial online teaching, training or management system with resources
- d. teaching or training provision : the description and evaluation of a range of teaching or training provision in the candidate's own country - for example, of TESOL training provision in the UK across the independent and state sectors, through officially accredited awarding bodies and other organisations
- e. syllabus and/or curriculum : the design of an element of a specific syllabus or curriculum within a specified context from the management and academic perspectives
- f. teaching / training resources : the development and partial monitoring of a published coursebook / textbook or set of teaching / training resources in relation to the specific needs of clearly identified cultural and professional groups
- g. media-based teaching, training or management systems : the design of a set of media-based teaching, training or management system with resources
- h. language education policy : the design and implementation of a contribution towards a specific language education policy in a specified context from the management and cultural perspectives
- i. teachers' associations : the design and development of a significant piece of work with an English language teachers' association
- j. the integration of an English teaching element into a language policy or language curriculum in a country or region where English is not a first language.

## 2. PREREQUISITES

In order to satisfy entry and registration requirements, applicants must offer *one* of the options proposed under section 2.1, both options proposed under section 2.2, and *also* meet the requirements set under 2.3 and 2.4.

### 2.1 Academic qualifications / alternative relevant experience :

LTCL Diploma TESOL or equivalent qualification (e.g. C.ESOL DELTA, PGCE with specialisation in TESOL), MA in TESOL, Applied Linguistics, Language and Education etc)

*or*

minimum of three years' experience of appropriate subject area(s) at a senior level – e.g. :

- senior teacher and / or trainer in a language teaching school, college or university
- university lecturer in appropriate subject areas
- curriculum / syllabus designer
- qualifications designer
- course designer (language or training)
- manager of accreditation in an educational organisation
- inspector on an educational inspection scheme
- academic or business manager, or chief examiner, with an awarding body/examinations board

### 2.2 Working experience :

- minimum of two years' full-time English language teaching (15 hours p.w. x 32 weeks, i.e. 480 hours p.a., i.e. 960 hours in total) or equivalent in part-time teaching, of appropriate classes; one-to-one teaching not including in this minimum;

and in addition

- minimum of three years' working experience to include significant duties over and above English language teaching (this requirement *may* have already been offered by candidates in lieu of any of the qualifications listed in 2.1 but could be of lesser responsibility)

### 2.3 English language skills :

Applicants must have a level of English language competence in speaking, listening, reading and writing equivalent to that of an educated (degree level) speaker of English as a first language or for those for whom English is a second or foreign language, one or more of the following :

- Trinity Graded Examinations in Spoken English : grade 10
- Trinity Integrated Skills in English : Level III
- Cambridge ESOL : Certificate of Proficiency in English, Certificate in Advanced English
- Cambridge ESOL IELTS : minimum band 7.0 in all skills
- City and Guilds Advanced ESOL examination
- TOEFL : minimum score 650

### 2.4 References :

Candidates should provide two professional references, including one from an individual who has worked with the candidate in a managerial capacity on the project concerned.

### 3. COMPETENCIES TO BE DEMONSTRATED

In order to achieve this qualification, candidates will demonstrate :

3.1 competence and responsibility in planning and implementing a meaningful and viable project to meet the needs of a specific group of professionals and/or learners working in a clearly defined context

3.2 subject specific knowledge and professional judgement in recognising and understanding the challenges and contextual factors relevant to the project, and employing the appropriate methodology where relevant

3.3 interpersonal, consultative, administrative and professional management skills in carrying out the project, with regard for economic factors

3.4 the faculty for self-critical awareness and personal, professional development in evaluating the outcomes of the project, recognising both the shortcomings and strengths of the project as delivered, and the ways in which it might be improved for the benefit of current and future participants

3.5 clarity and communicative competence of written and oral expression in describing, justifying and evaluating the planning, conduct and outcomes of the project will be assessed : i.e. content and style.

### 4. INITIAL APPLICATION

Applicants must have a project outline accepted by Trinity. This will scope the project in the range of 1 000 to 1 500 words and address the following :

#### ***Project aim and rationale (see 3.1 above):***

- *what is the issue focus of the project?*
- *how was the project expected to benefit its participants or related parties?*
- *what were the anticipated outcomes of the project as far as candidates could predict at the planning stage, both positive and negative?*
- *what were the risks inherent in the project in terms of damage to other activities in the organisation concerned?*

#### ***Project environment and challenges (see 3.2 above) :***

- *what was the teaching / learning / management context?*
- *what problems might have arisen and how might they be handled?*
- *who was expected to fund initial and recurring expenses incurred through the project and related activities?*
- *what was the external or wider contextual justification for the work to be undertaken (e.g. government initiative, training requirement, internal policy such as equal opportunities)?*

#### ***Project staging with rationale (see 3.3 above) :***

- *what were the different stages of the project?*
- *what methodology(ies) were used and why?*
- *how were local resources, human and other, be utilised in the project?*
- *how were stakeholders consulted?*

#### ***Evaluation (see 3.4) :***

- *how did candidates intend to monitor their own handling of the project and build in mechanisms for ongoing evaluation?*
- *how were the effects, direct and indirect, of the project monitored, measured and evaluated?*
- *how would candidates describe and synthesize the effects of the project?*
- *which aspects of the project might have been handled differently, and how, in retrospect?*
- *what kind of measures might be taken to counteract the negative effects of the project?*
- *how might the positive effects be developed in the future?*

**Note re written summary ;**

*Candidates must demonstrate a high level of writing skills in their summary as appropriate to the completion and communication of a project of this kind. See 3.*

Note 1 : Candidates may offer either a project that has been completed or a project that is under way at the time of application.

Note 2 : The project outline will be reviewed by Trinity's Head of TESOL and where appropriate by a member of the FTCL review or markers' panel.

## **5. STRUCTURE AND MARKING SCHEME**

The qualification comprises two units, both of which must be passed in order for candidates to be granted the award.

*Unit 1 : Dissertation : 200 marks*

Length : 11 500 - 12 500 words excluding appendices and references.

*Unit 2 : Presentation and viva voce : 200 marks*

The examiner will have had sight of the full text of both the original project outline and the dissertation a minimum of four calendar weeks prior to the date of the presentation and viva. The presentation will be made by the candidate over a period of 15 minutes and the examiner will initiate and conduct a wide-ranging discussion with the candidate over a period of 35 minutes. The discussion will focus on the contents of the dissertation and any questions which the examiner thinks might have been raised in connection with the project under review.

**Notes :**

a. Each of the two Units is equally weighted in terms of marks to show that each must be passed for the award to be granted. The pass mark for each Unit will be 50% or 100 out of 200 marks.

There will be a system of second marking of whole or partial dissertations.

b. The viva will allow candidates both to authenticate the work presented in Unit 1, and to describe and defend their project rationale and to offer their findings in a meaningful and persuasive manner.

c. There will be no awards of merit or distinction in view of the varied nature of likely dissertations. Appeals will be allowed against a judgement of *below standard* for both Units 1 and 2.

d. Candidates must present their dissertation for examination prior to undertaking the viva. Those who do not pass on the dissertation will not be admitted to the viva.

## 6. ASSESSMENT CRITERIA AND DESCRIPTORS

Unit 1 : Dissertation : 200 marks

Unit 2 : Presentation and viva voce : 200 marks

### 6.1 Detailed breakdown of competencies (see Section 3)

- competence and responsibility in planning and implementing a meaningful, viable project to meet the needs of a specific group of professionals or learners in a clearly defined context

*Candidates must demonstrate the ability to both plan and implement a project or set of activities against a clear specification of the learning or training (for example) needs of a particular group of professionals and/or learners, defined by social and educational context, study or work context, and in relation to availability of resources, including time and funding as well as academic and logistical support; candidates must show an awareness of the potential staging of the project or activities and make realistic estimates of the timing of various phases in relation to a critical path analysis or similar approach to project or activity management.*

- subject specific knowledge and professional judgement in recognising and understanding the challenges and contextual factors relevant to the project, and employing the appropriate methodology where relevant

*Candidates must demonstrate sufficient breadth and depth of theoretical knowledge, if and where required, to underpin their work, as well as knowledge and understanding of the sector in which they work, including some historical perspective, to defend their approach to the issue(s) under scrutiny; they will be expected to demonstrate a sufficient level of intercultural understanding in relation to the interface between - for example - speakers of English as a first language, and speakers of English as a second or third language, as well as the degree to which different cultures (whether related to different languages, geographic regions, faith background for example) might approach the different issues involved.*

- interpersonal, administrative and professional management skills in carrying out the project, with regard for economic factors

*Candidates must demonstrate how they have deployed their interpersonal as well as administrative and professional skills in carryout out the project or activity and how they have taken into account any economic factors - for example, the actual or nominal costs of time contributed by those involved in the activity; the cost and availability of resources, material and other. Candidates must demonstrate how they have consulted those who might have an interest (academic, practical, financial) in the activity concerned and anticipated where possible their likely support or objections.*

- the faculty for self-critical awareness and personal, professional development in evaluating the outcomes of the project, recognising both the shortcomings and strengths of the project as delivered, and the ways in which it might be improved for the benefit of current and future participants

*Candidates must demonstrate how they planned to gain feedback on, and evaluate, the effects of their project or activity and what their eventual findings were. In this respect Trinity looks for an open and self-critical approach from candidates rather*

*than an assumption of success and self-congratulation, although obviously where the whole or part of a project has been successful, this must be recorded. Trinity also expects due acknowledgement to others involved in the project where their professional expertise or simply cooperative involvement has been reasonably significant to the outcome.*

- clarity and communicative competence of written and oral expression in describing, justifying and evaluating the planning, conduct and outcomes of the project will be assessed : i.e. content and style.

*Candidates of whatever linguistic background must write and speak clearly, accurately and communicatively in their written and oral work. In their written work they must demonstrate a high level of expertise in syntax, lexis, discourse structure and register, as well as punctuation and spelling. In their oral work they must demonstrate a similarly high level of the features of spoken English in the context of a formal - but spoken - exercise.*

## 6.2 Detailed breakdown of marking boundaries

**34 - 40 marks :** candidates have demonstrated to an exceptional level the specified competencies as appropriate to Unit 1 or Unit 2, answering all the issues specified for comment in the initial abstract (Section 4) and reflected later in the list of competencies (Section 6.1), and showing particular expertise or sensitivity in all four main sections outlined in the requirement for the initial abstract.

**27 - 33 marks :** candidates have demonstrated to a better than acceptable level the specified competencies and have shown particular expertise or sensitivity in at least two of the four main sections outlined in the requirement for the initial abstract.

**20 - 26 marks :** candidates have demonstrated to an acceptable level the specified competencies appropriate to Unit 1 or Unit 2, going some way to answering all the issues specified for comment in the initial abstract (Section 4) and reflected in the list of competencies (Section 6.1).

**13 - 19 marks :** candidates have not demonstrated to a sufficient level the specified competencies although they have gone some way to answering most of the issues specified for comment in the initial abstract.

**7 - 12 marks :** candidates have demonstrated only to a very low level the specified competencies and have given demonstrated far too little expertise or sensitivity in the main sections specified in the initial abstract.

**0 - 6 marks :** candidates' work is superficial and / or very poorly expressed in writing or speech.

## 6.3 Marking scheme and pro forma :

Marks	Planning and implementation	Subject specific knowledge and professional judgement	Interpersonal, administrative and professional management skills	Self-critical awareness and personal development through the evaluation phase	Clarity of written and oral expression
Max 40 per competence category					
34 - 40					

27 - 33					
20 - 26					
13 - 19					
7 - 12					
0 - 6					

## **7. GUIDANCE TO CANDIDATES ON THE PREPARATION OF FTCL DISSERTATIONS AND CONDUCT OF THE VIVA**

### **7.1 The dissertation**

7.1.1 The dissertation should reflect the ordering and topic areas covered in the project outline as a minimum. The dissertation should make clear to its readership (an examiner who will be a highly experienced and qualified individual in ESOL and/or TESOL but who may not have such detailed experienced as the candidate has in their chosen sphere of activity, and a senior member of Trinity staff) the objectives of the project under review, the context, the methodology employed (observational, experimental etc) and the findings. The different sections of the dissertation should be given appropriate headings and sub-headings so that cross-referencing is relatively simple and the text follows a logical sequence.

7.1.2 The candidate should make at least a brief reference to appropriate historical developments in the relevant area. The significance of these will vary from subject to subject. The candidate should also make a least a brief reference to such theoretical issues as are relevant to the project and again the significance of these will vary from subject to subject.

7.1.3 The practical, social and organisation constraints involved in the activity should be clearly described. It is assumed that the activity has focussed on an issue of practical relevance within the profession. Marks will be awarded or deducted for attention (or lack of) to these aspects of the activity.

7.1.4 The candidate's findings should be clearly set out and realistic. The readership of the dissertation is not (necessarily) the colleagues or stakeholders with which the candidate has worked but the examiner and one other senior member of Trinity staff. Perception and scepticism will be valued as highly as originality and the perception of success.

7.1.5 It should also be made clear how the candidate's findings will be relevant to other professionals in the same or related areas.

7.1.6 The references should reflect sufficiently wide, diverse and relevant reading in the appropriate areas. References should make clear how and why the particular item of reading is relevant. Trinity is not expecting a very lengthy set of references but the demonstration of awareness of key writing in the candidates' chosen fields and how these have been utilised in the candidates' work and thinking.

7.1.7 The dissertation must fall within the word limits specified and the word count must be indicated. Marks will be deducted for poor spelling, punctuation, grammatical expression, although it is appreciated that there are slightly different benchmarks in the areas of grammar and lexis in different variations of Standard (written) English around the world. Marks will also be deducted or withheld for writing that is unclear at the level of discourse.

7.1.8 Candidates' work will be examined for evidence of plagiarism in line with published guidelines as to what constitutes plagiarism in this context.

7.1.9 Candidates will need to provide evidence that they have the right to report on the work under examination on the assumption that it emanates from their work with an organisation and / or part of a team.

## **7.2 The viva**

7.2.1 The format of the viva is as set out in Section 5. Candidates are expected to be able to summarise all four main sections as outlined in the initial abstract (see Section 4) in the time allocated. They may be asked questions on any part of their project.

7.2.2 Candidates are expected to be familiar with the detail of any statistics they have cited in their dissertation but not necessarily others not cited.

7.2.3 Candidates are expected to be able to defend their approach and findings to the examiner but respond sensibly and courteously if asked about issues they had not previously considered, indicating why they do or do not think these specially relevant to their project, and how - if relevant - they might take these into consideration in a future development of the project.

7.2.4 Candidates may expect the examiner to curtail a length response to a question if the examiner needs to move on to another aspect of the candidates' work. This does not indicate lack of interest or agreement. Deadlines for the completion of the parts of the viva will be adhered to rigorously.

Jenny Pugsley, Head of TESOL : 9 October 2008