TRINITY
COLLEGE LONDON

CERTIFICATE IN ONLINE TEACHING (CertOT)

Qualification Specifications from April 2021

KEEP UP TO DATE

Please check **trinitycollege.com/CertOT** to make sure you are using the current version of the document and for the latest information about our CertOT exams.

TRINITY
COLLEGE LONDON

CERTIFICATE IN ONLINE TEACHING (CertOT)

Qualification Specifications from April 2021

Contents

SUMMARY OF TRINITY COLLEGE LONDON TESOL QUALIFICATIONS

As the CertOT focuses on knowledge and skills relevant to a teacher's online context, the qualification can be taken by teachers of different subject areas. As an example, the table below shows how the CertOT can be used as a post-initial qualification for continuing professional development in TESOL. It can be used in a similar way in other subject areas.

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

Section 1:
About the Certificate in Online Teaching

1. WELCOME AND INTRODUCTION TO THE CERTIFICATE IN ONLINE TEACHING (CertOT)

Welcome to Trinity College London's qualification specifications for the Certificate in Online Teaching (CertOT). Trinity has developed this qualification in response to requests from practising teachers around the world who wish to update, improve and enrich their teaching practice for working in an online teaching environment.

As a continuing professional development (CPD) qualification, the Trinity CertOT helps teachers develop the knowledge and skills necessary to teach in an online environment. Furthermore, because the CertOT is designed around the development of specialist online pedagogical knowledge and skills, the assessment focus is on demonstrating knowledge through a series of tasks that reflect everyday teacher activities and professional development planning. The qualification can be accessed by teachers whose language proficiency may be below an overall CEFR level B2 but who can present lesson plans and general reflections in English at B2 level. This document contains the core information needed to prepare for the CertOT assessment.

2. ABOUT TRINITY COLLEGE LONDON

Trinity College London is a leading international exam board and independent education charity that has been providing assessments around the world since 1877 and English language teaching qualifications since 1968. 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 students progress. Our aim is to inspire teachers and candidates through the creation of assessments that are enjoyable to prepare, rewarding to teach and that develop the skills needed in everyday 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.

3. ABOUT TRINITY'S TEACHING QUALIFICATIONS

Trinity's teaching qualifications are designed to equip teachers with the skills and knowledge they need to help them develop their learners' skills by maximising opportunities for learning in the classroom. Through a combination of training and assessment, including analysis of learner work and resources, evaluation of practical teaching, development of subject-specific knowledge and more, Trinity's teacher education qualifications help teachers develop the necessary skills to become confident educational professionals.

Trinity is regulated by Ofqual (Office of Qualifications and Examinations Regulation) in England. As the Trinity CertOT is a professional development qualification that enables teachers to demonstrate their existing skill of teaching in a different medium of delivery, the is listed on the Ofqual Regulated Qualifications Framework (RQF) at Level 4. Teachers who would like a higher-level CPD qualification in online teaching can choose to enrol on one of Trinity's other teaching qualifications, for example the TESOL Level 6 Certificate for Practising Teachers (CertPT). More information about the CertPT, including where you can take the course and qualification assessment, can be found at **trinitycollege.com/CertPT**. Information about Trinity's other teaching qualifications can be found at **trinitycollege.com**.

There is no requirement to take the CertOT before taking any of Trinity's other teaching qualifications, although teachers may find it a helpful way to develop their knowledge and skills relevant to the online teaching environment.

4. QUALIFICATION SUMMARY

Trinity's Certificate in Online Teaching is an in-service vocational teaching qualification listed at Level 4 on Ofqual's Regulated Qualifications Framework (RQF).

Designed to give teachers the knowledge and skills to work in an online teaching environment, the qualification requires the completion of four assessment tasks. These are tasks that demonstrate an ability to plan, reflect on and develop their online teaching, and which result in valued certification for their online teaching knowledge and skills.

As the qualification focuses on professional tasks, the CertOT can be accessed by teachers whose overall language proficiency may be below CEFR level B2 but who can present lesson plans and general reflections in English at a B2 level.

5. QUALIFICATION AIMS AND ASSESSMENT OUTCOMES

The CertOT helps teachers develop their knowledge and skills of teaching in an online environment. This is done through a combination of a recommended 30 hours of guided learning, for example through the Trinity Teach Online training course (**trinityteach.trinitycollege.com**), and assessment that reflects the kinds of knowledge and skills a teacher who already has an initial teaching qualification or substantial teaching experience needs to demonstrate to work in an online teaching context. Through this process of guided learning and application of knowledge we aim to provide direct links between what teachers already know and the knowledge and skills needed to be an effective educational practitioner in an online teaching context.

With direct reference to the practical application of teaching skills, successful candidates will be able to demonstrate an ability to:

◗ Identify key success features of an online lesson

◗ Provide solutions for common online teaching issues

◗ Create outline lesson procedures for the use of classroom activities and resources

◗ Conduct a personal skills audit and suggest specific areas of professional development to meet both learners' needs and teachers' emerging needs as online practitioners

◗ Give reasons for the choices made in each of the above points

6. LEVELS OF AWARD

The CertOT is a pass/fail qualification. A teacher must pass all four assessment tasks to pass the qualification overall.

If a teacher does not pass all four assessment tasks, they can revise the failed task(s) and resubmit once only through the **Trinity virtual learning environment (VLE).** If a teacher fails on resubmission, they must wait one year before re-entering the whole qualification. More information, including information about the resubmission fee, is available at **trinityteach.trinitycollege.com**

7. WHO THE QUALIFICATION IS FOR

The CertOT is for teaching professionals who would like a formal qualification relating to their knowledge and skills for teaching in an online environment. As such, it is desirable for teachers to have at least an initial teaching qualification and/or a minimum 6 months' teaching experience. It is possible for teachers to take the CertOT without an initial teaching qualification or teaching experience, but they may find the assessments more difficult to conceptualise and complete.

8. EXAMPLE TEACHER JOURNEYS INTO THE CertOT

Teacher example 1:
A teacher with experience of working online who would like to gain more ideas for and a better understanding of the reasons for pedagogical choices in an online environment. They may also want a formal qualification to demonstrate their knowledge, skills and experience.

Teacher example 2:
A teacher who has just completed their initial teaching qualification, for example CertTESOL, and would like to add the knowledge and skills for effective teaching online to their professional skill set.

Teacher example 3:
A teacher with three years' experience but no initial teaching qualification who would like to gain a formal, in-service teaching qualification in addition to the knowledge and skills for effective teaching online.

Teacher example 4:
An experienced teacher and/or teacher educator who has little experience of teaching online who would like to develop the knowledge and skills for effective teaching and training online.

Teacher example 5:
A qualified English teacher working in an Italian scuola superiore/high school who needs to develop their knowledge and skills for effective teaching online to support new modes of school learning.

9. PROGRESSION FROM THE CertOT

The CertOT is listed on the UK Ofqual Regulated Qualifications Framework (RQF) at Level 4. It has a minimum of 30 guided learning hours (GLH) and a minimum total qualification time (TQT) of 50 hours. Level 4 is the same level as the first year of an undergraduate degree. This means that many institutions will be able to recognise the qualification as being appropriate for credit transfer at Level 4 or other levels, depending on local requirements. Approval of credit transfer needs to be confirmed with the institution concerned and is usually requested by candidates from the institution directly. There is no recognition of prior learning for credit or assignment transfer into the CertOT.

The CertOT is designed as a standalone, cross-curricular, continuing professional development teacher education qualification that can be taken independently of other teacher education qualifications. However, the CertOT

is part of Trinity's teacher education suite and, with its focus on online learning, is a suitable progression step from initial teacher education qualifications, for example the Level 4 Certificate for Music Educators (CME) or the Level 5 Certificate in Teaching English to Speakers of Other Languages (CertTESOL). The CertOT can also be beneficial in preparing teachers for higher-level teacher education qualifications, for example the Level 6 CertPT.

If a teacher has classroom experience but no formal initial teacher education qualification, they could also progress from the CertOT to an initial teacher education qualification, for example the CME or CertTESOL. As well as the recognition that a qualification like the CertTESOL brings through a comprehensive system of assessment that includes direct observation of teaching, it enables teachers to demonstrate the essential skills and knowledge necessary to operate as an independent teaching professional.

10. LEVEL 4 DESCRIPTORS

These skills are assessed to a level commensurate with the Ofqual Level 4 skills and knowledge descriptors:

Skills descriptors

The holder can:

◗ Identify, adapt and use appropriate cognitive and practical skills to inform actions and address problems that are complex and non-routine while normally fairly well-defined

◗ Review the effectiveness and appropriateness of methods, actions and results

Knowledge descriptors

The holder:

◗ Has practical, theoretical or technical knowledge and understanding of a subject or field of work to address problems that are well defined but complex and non-routine

◗ Can analyse, interpret and evaluate relevant information and ideas

◗ Is aware of the nature of approximate scope of the area of study or work

◗ Has an informed awareness of different perspectives or approaches within the area of study or work

11. METHODS OF LEARNING AND ASSESSMENT

All teachers wanting to undertake the CertOT should complete a 30-hour online teaching preparation course, such as Trinity's Teach English Online course. At the end of the course, teachers should access the assessment unit through **trinityteach.trinitycollege.com** to download the assessment form for all four assessment tasks. Assessment tasks are then submitted through the **Trinity VLE**. Example assessment tasks with rationales for grades given are available in the online assessment unit.

12. HOW TO ENTER FOR THE QUALIFICATION

Entrance to the CertOT is only available through **trinityteach.trinitycollege.com**

13. RECOGNITION

Trinity College London is an international exam board regulated by Ofqual (Office of Qualifications and Examinations Regulation) in England, CCEA Regulation in Northern Ireland and by Qualifications Wales. Various arrangements are in place with governmental education authorities worldwide.

Regulated title and qualification number

Title	Qualification number
TCL Level 4 Certificate in Online Teaching (CertOT)	603/7183/3

14. DURATION OF STUDY

The Trinity CertOT has a minimum of 30 guided learning hours (GLH), with a total qualification time (TQT) of 50 hours.

15. QUALITY ASSURANCE

Trinity ensures the quality of marking through rigorous assessor training, monitoring and moderation of selected candidate work. Where any lack of alignment between marking and assessment criteria is identified, a process is in place for re-marking and further assessor training.

16. ASSESSMENT, RESULTS NOTIFICATION AND CERTIFICATION

Every candidate is externally assessed by Trinity College London with results forwarded no later than 6 weeks after assessment submission to the email address given when registering for the qualification. Successful candidates will receive a hard copy certificate by mail, posted to the address given when registering. Any candidate who would like to request a results review or make an appeal should refer to **trinitycollege.com/results-enquiry**

17. OTHER QUALIFICATIONS OFFERED BY TRINITY

◗ Graded Examinations in Spoken English (GESE)

◗ Integrated Skills in English (ISE)

◗ UK ESOL Skills for Life

◗ Grades, certificates and diplomas in drama

◗ Grades, certificates and diplomas in music

◗ Arts Award

Specifications for all these qualifications can be downloaded from **trinitycollege.com**

18. REPLACEMENT CERTIFICATES

Details on how to order replacement certificates can be found at **trinitycollege.com/replacement-certificates**

19. FEEDBACK ON TRINITY CertOT

We welcome feedback to help us develop the Trinity Certificate in Online Teaching (CertOT). You can give feedback using the survey in the assessment unit of the qualification.

Section 2: Assessment tasks and criteria

This section details the four assessment tasks and assessment criteria for candidates to gain the Level 4 Certificate in Online Teaching (CertOT). Each of the four tasks has four task descriptors, each descriptor being marked 0–2. A candidate must achieve an overall score of 4 (out of a possible total of 8) in order to pass each task. All tasks must be passed to be awarded the qualification.

Trinity is committed to ensuring that the standard of each qualification remains consistent over time, and so reserves the right to make appropriate adjustments to published grade thresholds and/or methods of aggregating marks.

TASK 1: SUCCESS PLANNING

1.1 Specify an online teaching context.

1.2 Give one example and one reason for the use of each of the following:

    a. An online technology resource for classroom use (this can be an online tool, website or learning platform)

    b. An online classroom/behaviour management technique

    c. A planning technique or framework for online teaching

    Answers should be based on the teaching context given and can be based on your previous online teaching experience or on something you plan to use in the future.

1.3 Identify two possible problems you might encounter when teaching online and then provide up to two solutions for each in a bullet point format. These problems can relate to any of the three areas listed above.

ASSESSMENT CRITERIA FOR TASK 1

	Descriptor	0	1	2
1.1	The three examples of resource, management and framework…	are not present or mostly not relevant to the online teaching context.	are relevant to the teaching online context. Some examples may be more relevant than others.	are relevant to the teaching online context.
1.2	The three reasons for using the resource, management and framework…	are not appropriate for the teaching context in most cases.	are appropriate for the teaching context. Some elements may be more justified than others.	are appropriate for the teaching context. Elements are fully justified.
1.3	The two problems…	are not defined or not relevant to the context.	are both defined and relevant to the context. Some details may be less relevant than others.	are defined and fully relevant to the context throughout the response.
1.4	The two solutions…	are not described or do not address the problems.	address both problems. Some details may be less relevant than others.	fully address both problems. There may be some insight and/or sophistication.

TASK 2: TASK PLANNING

2.1 Prepare this section of a lesson plan, including a focused learning outcome, for between 20 and 30 minutes of online class time. With reference to your learner(s), provide a short rationale for why you have chosen the task(s).

2.2 With reference to both the technological resource(s), and to your learner(s), provide a short rationale for the procedure outlined above.

ASSESSMENT CRITERIA FOR TASK 2

	Descriptor	0	1	2
2.1	The lesson plan/ procedure...	has key omissions, or may not relate to online teaching.	is appropriate with respect to key elements. Some areas may be covered more thoroughly than others.	is fully appropriate with respect to all elements.
2.2	The lesson plan/ procedure employs online or technological resources...	that are not appropriate for the procedure.	that are appropriate for the lesson procedure. Some elements may be more clearly described than others.	that are fully appropriate for the lesson procedure. Some resources may be sophisticated in their use.
2.3	The rationale... (learner)	does not relate the lesson procedure to the learner.	relates the lesson procedure to the learner. Some elements may be more justified than others.	clearly relates the lesson procedure to the learner. There may be some insight and/or sophistication.
2.4	The rationale... (technology resource)	does not relate the lesson procedure to the online or technological resources.	relates the lesson procedure to the online or technological resources. Some elements may be more justified than others.	clearly relates the lesson procedure to the online or technological resources. There may be some insight and/or sophistication.

TASK 3: RESOURCE USE

3.1 Specify an online class context, including learning outcome(s).

3.2 Identify an online resource* that can be used to help you meet your learning outcome(s) with this class and describe its relevant features. Do not explain how you would use the resource in this section.

3.3 Write a rationale giving at least two reasons why you have chosen this resource for your class, making reference to the context and the intended learning outcome(s).

ASSESSMENT CRITERIA FOR TASK 3

	Descriptor	0	1	2
3.1	The class context...	is poorly defined, or has no appropriate learning outcomes.	is defined, and the learning outcomes are appropriate. Some elements may be more clearly described than others.	is defined, and the learning outcomes are fully appropriate.
3.2	The resource...	is not present, or is poorly defined.	is defined. The description of the resource may be lacking in detail.	is defined. All details are fully relevant.
3.3	The first reason in the rationale...	does not justify the choice of resource adequately.	is appropriate for the context and learning outcomes. Some elements may be more justified than others.	is appropriate for the context and learning outcomes. There may be some insight and/or sophistication.
3.4	The second reason in the rationale...	does not justify the choice of resource adequately.	is appropriate for the context and learning outcomes. Some elements may be more justified than others.	is appropriate for the context and learning outcomes. There may be some insight and/or sophistication.

* The resource can be an existing online tool or activity, one you have adapted or one you have created and put online/shared online. This must be a teaching resource and NOT a video-conferencing tool or a learning management system/platform, eg not Zoom, Moodle or Skype.

TASK 4: SKILLS AUDIT AND DEVELOPMENT PLAN

4.1 Review the different skills in the skills audit* relevant for teaching in an online environment. Mark the box relevant to your level of ability. There is no 'right' or 'wrong' answer – the purpose of this task is to assess your knowledge and skills honestly as a teacher working in an online environment.

4.2 Outline three shorter-term development goals to support your ongoing learning relating to teaching in an online environment. For each goal you should give a suggestion of how this will be achieved and a timeframe for achieving it.

4.3 Outline three longer-term development goals to support your ongoing learning relating to teaching in an online environment. For each goal you should give a suggestion of how this will be achieved and a timeframe for achieving it.

ASSESSMENT CRITERIA FOR TASK 4*

	Descriptor	0	1	2
4.1	The shorter-term goals...	are incomplete, are not focused on improving online teaching skills, or do not address the needs of learners.	are appropriate for their teaching context, related to their online teaching skills, and focus on learners. There may be some details missing.	are directly focused on skills to improve online teaching, and the needs of learners are well addressed.
4.2	The means of achievement for the shorter-term goals...	are incomplete, not realistic or not achievable in the specified timeframe.	are realistic and achievable in the specified timeframe. There may be some details missing.	are realistic, fully described and may be insightful.
4.3	The longer-term goals...	are incomplete, are not focused on improving online teaching skills, or do not address the needs of learners.	are appropriate for their teaching context, related to their online teaching skills, and focus on learners. There may be some details missing.	are directly focused on skills to improve online teaching, and the needs of learners are well addressed.
4.4	The means of achievement for the longer-term goals...	are incomplete, not realistic or not achievable in the specified timeframe.	are realistic and achievable in the specified timeframe. There may be some details missing.	are realistic, fully described and may be insightful.

* The skills audit in Task 4 is a required, unassessed element of the task. If the skills audit has not been completed, Task 4 cannot be marked and will be given a score of 0.

Section 3: Trinity's policies and procedures

1. CONFIRMATION OF AUTHENTICITY OF A CANDIDATE'S WRITTEN WORK

Under the Ofqual General Conditions of Recognition (**gov.uk/guidance/ofqual-handbook/section-g-setting-and-delivering-the-assessment**): 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 candidates submit a statement with regard to the authenticity of their written work in the assessment unit of the **Trinity VLE**. This must be completed to enable assessment submission. The confirmation of authenticity of a candidate's 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.

2. MALPRACTICE

Trinity will not tolerate any cheating, unfair practice or breach of its rules and regulations. Candidates found to have committed or attempted to commit any of these will be disqualified automatically.

Examples of malpractice by candidates:

1. Falsifying data

2. 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.

3. SAFEGUARDING AND CHILD PROTECTION

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

4. EQUAL OPPORTUNITIES

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

5. REASONABLE ADJUSTMENT

Trinity College London is committed to creating an inclusive environment where candidates with special needs are able to demonstrate their skills and feel welcomed. We aim to make our exams accessible to all. We treat each candidate individually when considering how we can achieve this aim, recognising that requirements vary. Candidates can be assured that we do not compromise on the standard of marking or allow the quality of exams to be affected in any way.

All provision is tailored to the particular needs of each candidate. In order to be most beneficial, as full an explanation as possible of the required provision should be given. The need and request for provision should be made on the appropriate form available to download from **trinitycollege.com/language-csn**

6. DATA PROTECTION

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

7. CUSTOMER SERVICE

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