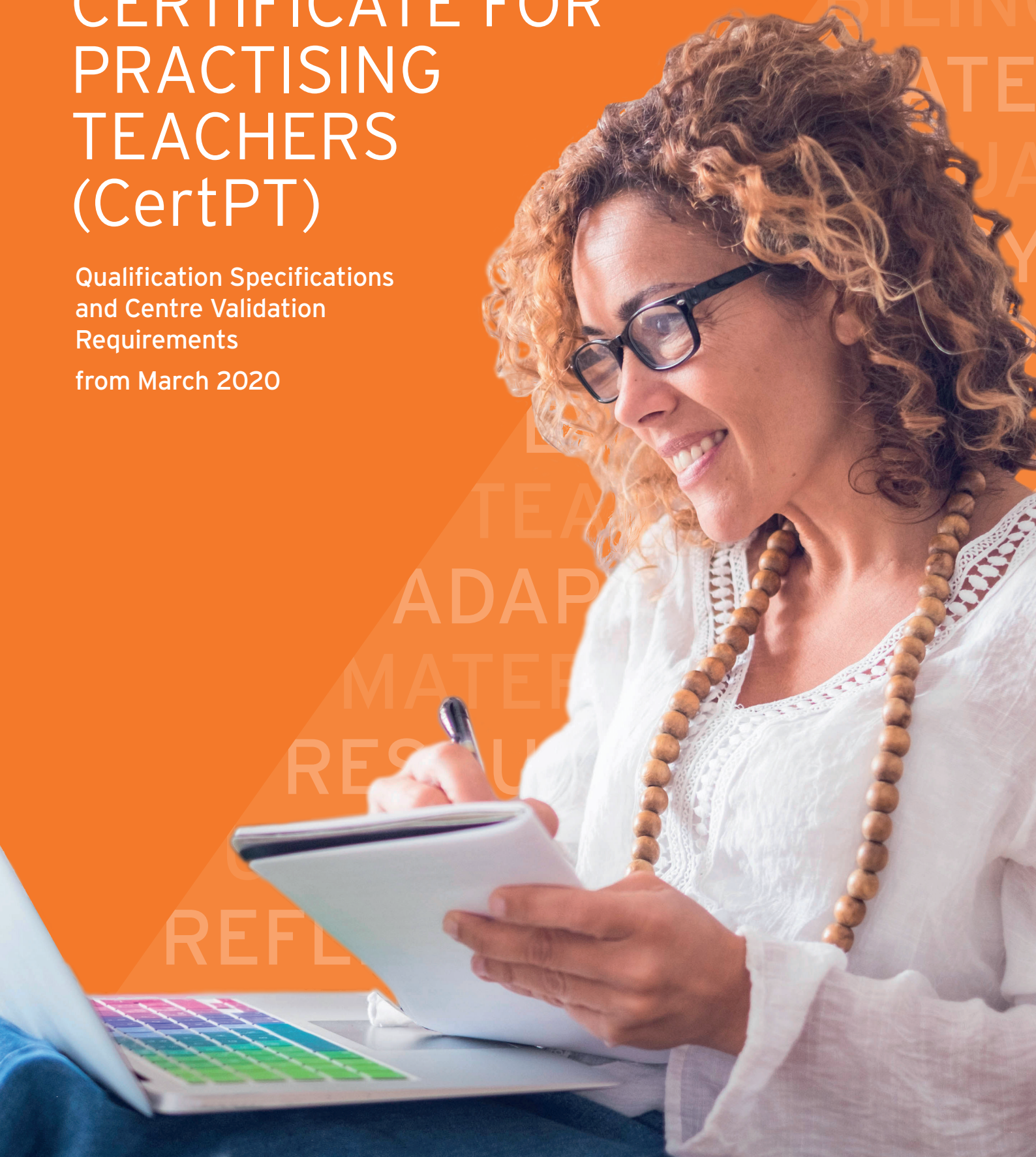# TRINITY
COLLEGE LONDON

CERTIFICATE FOR PRACTISING TEACHERS (CertPT)

Qualification Specifications and Centre Validation Requirements

from March 2020

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TRINITY
COLLEGE LONDON

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Qualification Specifications and Centre Validation Requirements

from March 2020

Contents

Welcome to the Trinity CertPT
PRACTICAL SKILLS TO TRANSFORM TEACHING

Welcome to Trinity College London's qualification specifications and centre validation requirements for the Certificate for Practising Teachers (CertPT). 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 in their local context.

The Trinity CertPT assesses the professional knowledge and insight required to evaluate, adapt, create and reflect on the use of context-specific teaching resources, supporting continuing professional development (CPD). Flexible options, including bilingual training and assessment, enable teachers to take the qualification in a way that suits them. Furthermore, because the CertPT is designed around the development of specialist pedagogical knowledge and skills, rather than on language competency outcomes, it can be accessed by teachers whose language proficiency is below CEFR level C1.

This document contains the core information needed to prepare for the exams and for centres to gain validation for their courses. Further guidance and support resources are available at **trinitycollege.com/CertPT**

ABOUT TRINITY COLLEGE LONDON

Established in 1872, Trinity College London is a leading international exam board, publisher and independent education charity that has been providing assessments around the world since 1877. 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.

ABOUT TRINITY TESOL QUALIFICATIONS

Trinity's Teaching English to Speakers of Other Languages (TESOL) 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 TESOL 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. The Trinity CertPT is listed on the Ofqual Regulated Qualifications Framework (RQF) at Level 6, between an initial Level 5 Certificate in TESOL (CertTESOL) and an advanced Level 7 Diploma in TESOL (DipTESOL).

As the CertPT is a specialist CPD qualification, there is no requirement to take the CertPT before taking a DipTESOL, although teachers may find it a helpful way to develop their knowledge and skills before moving on to an advanced-level teaching diploma.

Trinity College London TESOL qualifications:

Qualification	RQF & EQF level*	Guided learning hours (GLH)**	Total qualification time (TQT) (hours)	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 the Certificate for Practising Teachers (CertPT)

QUALIFICATION SUMMARY

Trinity's Certificate for Practising Teachers is an in-service vocational teaching qualification listed at Level 6 on Ofqual's Regulated Qualifications Framework (RQF).

Designed around pedagogical outcomes rather than specific English language competency, and requiring the completion of four practical teaching activities, the CertPT has the flexibility to be used for a variety of continuing professional development (CPD) needs, helping to give valued certification for CPD relevant to a teacher's professional context.

As training and assessment is possible in English or bilingually (subject to availability from a validated course provider) the CertPT does not restrict teachers' entry to certified CPD on the basis of their language skills. In addition, it helps create an inclusive space for teachers to develop their pedagogical skills collaboratively.

QUALIFICATION OBJECTIVES AND INTENDED LEARNING OUTCOMES

The CertPT uses resource evaluation, creation and application as a vehicle to support the development of teachers' knowledge and practice. Recognising that effective CPD stems from the identification of specific learning and teaching needs relevant to context, the CertPT provides the opportunity for teachers to take an evaluative approach to their needs, relative to their context.

With direct reference to their teaching context, successful course participants will be able to demonstrate an ability to:

1. Evaluate teaching/training resources, making suggestions that will help meet the needs of **a specified learner/learner group**
2. Adapt teaching/training resources to meet the needs of **a specified learner/learner group**
3. Create teaching/training resources to meet the needs of **a specified learner/learner group**
4. Justify pedagogical decisions for teaching/training of **a specified learner/learner group**
5. Reflect on pedagogical decisions made to meet the needs of **a specified learner/learner group**
6. Demonstrate an awareness of formative assessment on **a specified learner/learner group**
7. Use academic referencing to meet the needs of intended learning outcomes 1–6 above.

LEVELS OF AWARD

The CertPT is awarded at three levels:

◗ Pass with Distinction
◗ Pass with Merit
◗ Pass
◗ Resubmission/Fail

If a teacher does not pass all four assignments at the point of moderation, they are able to resubmit up to three of their assessment tasks once only through their course provider. If these assessment tasks are not passed on resubmission, a teacher cannot pass the CertPT. If the teacher does not pass all four assessment tasks on the first attempt, there is no resubmission opportunity. However, they are able to enrol onto another CertPT course at the discretion of the validated course provider.

WHO THE QUALIFICATION IS FOR

As the CertPT is an in-service, developmental teaching qualification, it is necessary for prospective course participants to have as a minimum:

◗ an initial teacher education qualification, eg a Trinity CertTESOL, or local state sector qualification, plus a minimum of six months' teaching experience

or

◗ substantive teaching experience (at least two years) that allows a candidate to complete the assessment tasks to the level required.

EXAMPLE COURSE TYPES AND TEACHERS

With learning outcomes that are focused on pedagogical skills rather than on language-specific knowledge, the CertPT is versioned according to the chosen teaching context, enabling teachers to build their professional knowledge as they develop as educational professionals. Centres must indicate which version(s) they plan to run in their course proposal.

CertPT versions:

◗ Teaching online
(online learners)
◗ Communicative language teaching
(learners in a communicative language learning environment)
◗ Content and language integrated learning (CLIL)
(CLIL learners)
◗ Exam support resources
(learners preparing for a specified exam)
◗ Using literature and drama in language teaching
(learners learning through literature and drama)
◗ Teaching Business English
(business English learners)

Teacher example 1:

Teacher: A qualified Spanish teacher working in a Spanish secondary school who uses English in a CLIL Geography environment with B2 English.

Course: A 30-hour blended learning course, completed over three months, focusing on resource development for use in CLIL classes. Assignments for assessment can be written in English or bilingually in English and Spanish. The language of assessment is indicated on the certificate.

Teacher example 2:

Teacher: An English language teacher with an initial teaching qualification (eg CertTESOL) who wants to study on a diploma course (eg the DipTESOL), but who needs support moving up to a Level 7 (master's-level) qualification.

Course: A full-time, two-week, face-to-face communicative methodology course focusing on resource use and constructive alignment. Completed in English. The language of assessment is indicated on the certificate.

Teacher example 3:

Teacher: An experienced English language teacher who has English as a first language and wants CPD certification for running online-only courses.

Course: A 30-hour, fully online resource development course, completed over two months, focusing on adapting activities and resources for wholly online learner groups. Completed in English. The language of assessment is indicated on the certificate.

Teacher example 4:

Teacher: A qualified Chinese teacher working in a Chinese primary school who teaches English up to CEFR A2 level and who would like training in communicative language teaching. Their own English proficiency is at CEFR B1 level.

Course: A 30-hour blended learning course, completed over four months, focusing on adapting resources to enable a communicative approach to teaching. Assessments are written bilingually in English and Mandarin Chinese. The language of assessment is indicated on the certificate.

SKILLS AND KNOWLEDGE ASSESSED

The skills and knowledge that teachers need to demonstrate to attain the CertPT are those that will benefit teachers in their professional practice, namely, in relation to their local context, their ability to:

◗ evaluate a resource

◗ adapt a resource

◗ create a resource

◗ reflect on the use of a resource.

LEVEL 6 DESCRIPTORS

These skills are assessed to a level commensurate with the Ofqual 'Level 6 Skills and Knowledge Descriptors':

Skills descriptor (the holder can...):

◗ determine, refine, adapt and use appropriate methods and advanced cognitive and practical skills to address problems that have limited definition and involve many interacting factors;

◗ use and, where appropriate, design relevant research and development to inform actions; and

◗ evaluate actions, methods and results and their implications.

Knowledge descriptor (the holder...):

◗ has advanced practical, conceptual or technological knowledge and understanding of a subject or field of work to create ways forward in contexts where there are many interacting factors;

◗ understands different perspectives, approaches or schools of thought and the theories that underpin them; and

◗ can critically analyse, interpret and evaluate complex information, concepts and ideas.

METHOD OF LEARNING AND TEACHING

All teachers wanting to undertake the CertPT must attend an approved course run by a validated CertPT provider. Courses can be run face-to-face, through blended learning or entirely online. Course instruction should be in a language understood by all course participants. Assessments can be completed entirely in English or entirely in another language (by agreement with Trinity). It is also possible to complete assessments plurilingually in English and/or other languages (by agreement with Trinity). The language(s) of assessment will be indicated on the final CertPT certificate.

The nature of training undertaken will depend on a teacher's background and the resources available from the course provider. All courses will include practical training that supports the completion of assessments including analysis of classroom resources, diagnosing learner needs, linking of the aims of classroom resources to learners' needs, evaluation of resources relevant to context and evidence-based reflection on practice. There will also be at least one tutorial during the course. Full details of course content will be provided by validated course providers.

HOW TO ENTER FOR THE QUALIFICATION

Learners must be entered for the qualification by a validated CertPT course provider – visit **trinitycollege.com/CertPT** for more information.

Recognition and progression routes

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 6 Certificate for Practising Teachers (CertPT)	603/5432/X

DURATION OF STUDY

The Trinity CertPT has a minimum of 30 guided learning hours (GLH), with a total qualification time (TQT) of 100 hours.

WHERE THE QUALIFICATION COULD LEAD

The CertPT is listed on the Ofqual Regulated Qualifications Framework (RQF) at Level 6, the same level as a final-year undergraduate degree. This means that many institutions recognise the qualification as being appropriate for credit transfer at Level 6 or other levels, depending on local requirements. There is no recognition of prior learning for credit or assignment transfer into the CertPT.

The CertPT is designed as a standalone continuing professional development qualification that can be taken independently of other teacher education qualifications. However, the CertPT is part of Trinity's TESOL qualification suite and is a suitable progression step from the Level 5 CertTESOL and can also be beneficial in preparation for the Level 7 DipTESOL.

QUALITY ASSURANCE

Trinity ensures the quality of internal marking through rigorous centre and internal assessor checks and assessor training. In addition to annual internal assessor training, a sample of each cohort's work and every resubmission task is externally moderated and, where necessary, re-marked to ensure that marking consistency is maintained in centres around the world. Because of these measures, any internal grade given by a centre is only provisional until validated or changed by Trinity at external moderation.

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 and information about where they are offered can be found at **trinitycollege.com**

Guidance

RESOURCE SELECTION

We recommend that centres require candidates to choose a different resource for Task 1 than for Task 2. While it is possible to use the same resource for both tasks, candidates will likely find it harder to meet the assessment requirements.

In the case where a resource is not obviously a resource for learning (eg a resource for testing), the candidate should make clear how the resource is used for the purpose of learning. Any such clarification must be included in the word count.

WORD/CHARACTER COUNT

Word/character count includes everything in the body of an assignment, including headings and footnotes but does not include appended materials (eg the resources), title or references section. Tasks that go over the maximum word count will be given zero marks. There is no minimum word count. The word count must be included for each task.

Trinity recognises that word/character count to complete comparable work can differ in different languages and for this reason different word counts have been provided for the different language options. Please see the CertPT course administration documents on Trinity's centre virtual learning environment (VLE) for details.

COPYRIGHT OF RESOURCES

In the UK, the copying of works in any medium for educational purposes is allowed as long as:

◗ the use is solely to illustrate a point
◗ it is not done for commercial purposes
◗ it is accompanied by a sufficient acknowledgement
◗ the use counts as 'fair dealing'.

This means that in most cases, use for such purposes as CertPT tasks is allowed, unless a resource specifically states that it cannot be used for an educational purpose other than that intended by the author/publisher. In this case, just a reference and detailed description of the resource should be included in the task appendices.

It is the responsibility of candidates and centres to ensure they operate within local copyright law.

GLOSSARY

Activity/activities: One or more actions undertaken by a learner that support/enable the process of learning.

Educational setting: The wider teaching setting in which a class takes place (and a resource is used). This would include considerations of school, local or national policy and/or priorities, such as a school focus on having more student 'show and tell' activities, a regional desire to create school and local business partnerships or a national focus on embedding teaching about climate change across curriculum areas.

Learners: Usually referring to a class cohort of more than one learner but could also be a single learner in a one-to-one teaching/training context.

Resource: A handout, part of a book or an online resource or other stimulus such as a lesson procedure, that has an activity or series of activities for learners to undertake.

Tasks and rating scales

TASK 1: RESOURCE EVALUATION

Candidates produce an evaluation of a printed or online teaching/training resource:

▸ Evaluating the resource through the lens of their own professional practice

▸ Making explicit links to their teaching/training context

▸ Demonstrating insight into wider educational practices and the impact it has had on their own professional practice

▸ Including a fully referenced copy of the resource in the appendices

Suggested word/character count: English: 750 | English & Spanish: 900 | English & Mandarin Chinese: 1,050
Maximum word/character count: English: 1,000 | English & Spanish: 1,200 | English & Mandarin Chinese: 1,400

Rating scale

Criterion A: Evaluation of resource	1A mark	Criterion B: Framing within the educational setting	1B mark	Criterion C: Insight into professional practice	1C mark	Criterion D: Academic conventions	1D mark
Excellent evaluation of resource	4	Demonstrates an **excellent** knowledge of how methods and techniques can be related to the educational setting	4	Demonstrates an **excellent** insight into the assumptions and principles that underpin professional practice	4	**Excellent** use of academic conventions, including: ▸ Organisation ▸ Use of relevant references	4
Good evaluation of resource	3	Demonstrates a **good** knowledge of how methods and techniques can be related to the educational setting	3	Demonstrates a **good** insight into the assumptions and principles that underpin professional practice	3	**Good** use of academic conventions, including: ▸ Organisation ▸ Use of relevant references	3
Satisfactory evaluation of resource	2	Demonstrates **satisfactory** knowledge of how methods and techniques can be related to the educational setting	2	Demonstrates a **satisfactory** insight into the assumptions and principles that underpin professional practice	2	**Satisfactory** use of academic conventions, including: ▸ Organisation ▸ Use of relevant references	2
Poor evaluation of resource	1	Demonstrates **poor** knowledge of how methods and techniques can be related to the educational setting	1	Demonstrates **poor** insight into the assumptions and principles that underpin professional practice	1	**Poor** use of academic conventions, including: ▸ Organisation ▸ Use of relevant references	1
Poor to no evaluation of resource	0	Demonstrates **poor to no** knowledge of how methods and techniques can be related to the educational setting	0	Demonstrates **poor to no** insight into the assumptions and principles that underpin professional practice	0	**Poor to no** use of academic conventions, including: ▸ Organisation ▸ Use of relevant references	0

Maximum mark: 16

TASK 2: RATIONALE FOR AN ADAPTED RESOURCE

Candidates produce a rationale for a resource they have adapted to be suitable for at least 15 minutes' teaching/training for a specified learner/learner group:

▷ Explaining the reasons for the adaptations, making direct reference to the specified learner/learner group

▷ Demonstrating insight into wider educational practices and the impact it has had on their own professional practice

▷ Including a fully referenced copy of both the adapted resource and the original resource in the appendices

Suggested word/character count: English: 750 | English & Spanish: 900 | English & Mandarin Chinese: 1,050
Maximum word/character count: English: 1,000 | English & Spanish: 1,200 | English & Mandarin Chinese: 1,400

Rating scale

Criterion A: Rationale for classroom practice	2A mark	Criterion B: Framing within the educational setting	2B mark	Criterion C: Insight into professional practice	2C mark	Criterion D: Academic conventions	2D mark
Excellent explanation of how and why the resource is suitable for the learner(s) in the class	4	Demonstrates an **excellent** knowledge of how methods and techniques can be related to the educational setting	4	Demonstrates an **excellent** insight into the assumptions and principles that underpin professional practice	4	**Excellent** use of academic conventions, including: ▷ Organisation ▷ Use of relevant references	4
Good explanation of how and why the resource is suitable for the learner(s) in the class	3	Demonstrates a **good** knowledge of how methods and techniques can be related to the educational setting	3	Demonstrates a **good** insight into the assumptions and principles that underpin professional practice	3	**Good** use of academic conventions, including: ▷ Organisation ▷ Use of relevant references	3
Satisfactory explanation of how and why the resource is suitable for the learner(s) in the class	2	Demonstrates **satisfactory** knowledge of how methods and techniques can be related to the educational setting	2	Demonstrates a **satisfactory** insight into the assumptions and principles that underpin professional practice	2	**Satisfactory** use of academic conventions, including: ▷ Organisation ▷ Use of relevant references	2
Poor explanation of how and why the resource is suitable for the learner(s) in the class	1	Demonstrates **poor** knowledge of how methods and techniques can be related to the educational setting	1	Demonstrates **poor** insight into the assumptions and principles that underpin professional practice	1	**Poor** use of academic conventions, including: ▷ Organisation ▷ Use of relevant references	1
Poor to no explanation of how and why the resource is suitable for the learner(s) in the class	0	Demonstrates **poor to no** knowledge of how methods and techniques can be related to the educational setting	0	Demonstrates **poor to no** insight into the assumptions and principles that underpin professional practice	0	**Poor to no** use of academic conventions, including: ▷ Organisation ▷ Use of relevant references	0

Maximum mark: 16

TASK 3: RATIONALE FOR AN ORIGINAL RESOURCE

Candidates produce a rationale for an original resource they have created that is suitable for at least 15 minutes' teaching/training for a specified learner/learner group:

▷ Making direct reference to the specified learner/learner group

▷ Demonstrating insight into wider educational practices and the impact it has had on their own professional practice

▷ Including a copy of the resource in the appendices

Suggested word/character count: English: 750 | English & Spanish: 900 | English & Mandarin Chinese: 1,050
Maximum word/character count: English: 1,000 | English & Spanish: 1,200 | English & Mandarin Chinese: 1,400

Rating scale

Criterion A: Rationale for classroom practice	3A mark	Criterion B: Framing within the educational setting	3B mark	Criterion C: Insight into professional practice	3C mark	Criterion D: Academic conventions	3D mark
Excellent explanation of how and why the resource is suitable for the learner(s) in the class	4	Demonstrates an **excellent** knowledge of how methods and techniques can be related to the educational setting	4	Demonstrates an **excellent** insight into the assumptions and principles that underpin professional practice	4	**Excellent** use of academic conventions, including: ▷ Organisation ▷ Use of relevant references	4
Good explanation of how and why the resource is suitable for the learner(s) in the class	3	Demonstrates a **good** knowledge of how methods and techniques can be related to the educational setting	3	Demonstrates a **good** insight into the assumptions and principles that underpin professional practice	3	**Good** use of academic conventions, including: ▷ Organisation ▷ Use of relevant references	3
Satisfactory explanation of how and why the resource is suitable for the learner(s) in the class	2	Demonstrates **satisfactory** knowledge of how methods and techniques can be related to the educational setting	2	Demonstrates a **satisfactory** insight into the assumptions and principles that underpin professional practice	2	**Satisfactory** use of academic conventions, including: ▷ Organisation ▷ Use of relevant references	2
Poor explanation of how and why the resource is suitable for the learner(s) in the class	1	Demonstrates **poor** knowledge of how methods and techniques can be related to the educational setting	1	Demonstrates **poor** insight into the assumptions and principles that underpin professional practice	1	**Poor** use of academic conventions, including: ▷ Organisation ▷ Use of relevant references	1
Poor to no explanation of how and why the resource is suitable for the learner(s) in the class	0	Demonstrates **poor to no** knowledge of how methods and techniques can be related to the educational setting	0	Demonstrates **poor to no** insight into the assumptions and principles that underpin professional practice	0	**Poor to no** use of academic conventions, including: ▷ Organisation ▷ Use of relevant references	0

Maximum mark: 16

TASK 4: REFLECTION ON RESOURCE USE

Candidates write a reflection on the use of either the adapted resource (from Task 2) or the original resource (from Task 3):

▶ Identifying strengths and weaknesses of the resource, with direct reference to the specified learner/learner group

▶ Suggesting solutions for the identified weaknesses and, where appropriate, for improving the strengths

▶ Including evidence of learner, peer and/or manager feedback on the use of the resource

Suggested word/character count: English: 750 | English & Spanish: 900 | English & Mandarin Chinese: 1,050
Maximum word/character count: English: 1,000 | English & Spanish: 1,200 | English & Mandarin Chinese: 1,400

Rating scale

Criterion A: Reflection on practice	4A mark	Criterion B: Framing within the educational setting	4B mark	Criterion C: Insight into professional practice	4C mark	Criterion D: Academic conventions	4D mark
Excellent reflection on practice, including: ▶ Evaluation of use of resource ▶ Relevant actions based on evaluation	4	Demonstrates an **excellent** knowledge of how methods and techniques can be related to the educational setting	4	Demonstrates an **excellent** insight into the assumptions and principles that underpin professional practice	4	**Excellent** use of academic conventions, including: ▶ Organisation ▶ Use of relevant references	4
Good reflection on practice, including: ▶ Evaluation of use of resource ▶ Relevant actions based on evaluation	3	Demonstrates a **good** knowledge of how methods and techniques can be related to the educational setting	3	Demonstrates a **good** insight into the assumptions and principles that underpin professional practice	3	**Good** use of academic conventions, including: ▶ Organisation ▶ Use of relevant references	3
Satisfactory reflection on practice, including: ▶ Evaluation of use of resource ▶ Relevant actions based on evaluation	2	Demonstrates **satisfactory** knowledge of how methods and techniques can be related to the educational setting	2	Demonstrates a **satisfactory** insight into the assumptions and principles that underpin professional practice	2	**Satisfactory** use of academic conventions, including: ▶ Organisation ▶ Use of relevant references	2
Poor reflection on practice, including: ▶ Evaluation of use of resource ▶ Relevant actions based on evaluation	1	Demonstrates **poor** knowledge of how methods and techniques can be related to the educational setting	1	Demonstrates **poor** insight into the assumptions and principles that underpin professional practice	1	**Poor** use of academic conventions, including: ▶ Organisation ▶ Use of relevant references	1
Poor to no reflection on practice, including: ▶ Evaluation of use of resource ▶ Relevant actions based on evaluation	0	Demonstrates **poor to no** knowledge of how methods and techniques can be related to the educational setting	0	Demonstrates **poor to no** insight into the assumptions and principles that underpin professional practice	0	**Poor to no** use of academic conventions, including: ▶ Organisation ▶ Use of relevant references	0

Maximum mark: 16

CertPT assessment pass bands

QUALIFICATION PASS BAND

(Individual tasks only receive a numeric score)

Band	Total marks	Notes
Pass with Distinction	54-64 (eg 8 / 8+ / 8+ / 8+)	Every task must achieve 8/16, ie a pass, as a minimum.
Pass with Merit	43-53 (eg 8 / 8 / 8+ / 8+)	Every task must achieve 8/16, ie a pass, as a minimum.
Pass	32-42 (eg 8 / 8 / 8 / 8+)	Every task must achieve 8/16, ie a pass, as a minimum.
Refer	8-31 (eg 8 / 0 / 0 / 0+)	Where the mark is **under** 50% of the total mark (64) **and** if one, two or three tasks receive a mark of less than 8/16, ie the task does not pass, the candidate is referred. If four tasks receive a mark of less than 8/16, the candidate fails.
	32-48 (eg 9 / 8 / 8 / 7)	Where the mark is 50% **or more** of the total mark (64) **and** if one, two or three of the four tasks are not passed, ie achieved less than 8/16, the candidate is referred.
Fail	0-28 (eg 7 / 7 / 7 / 7)	If all four of the four tasks are marked less than 8/16, ie the tasks don't pass, the candidate fails the qualification.

RESUBMISSION* TASK PASS MARK

(Only for candidates who have been referred)

Task resubmission band	Total marks	Notes
Pass	8-16	Only one resubmission attempt (comprising between one and three tasks) is permitted and must be completed within four weeks of original moderation. If two or three tasks failed to pass (achieved less than 8/16 each) in the original moderation, all resubmitted tasks must be sent to Trinity at the same time for re-moderation.
Fail	0-28	If any task is not passed after a resubmission moderation and re-mark, the CertPT cannot be awarded.

Note 1: 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.

Note 2: All tasks must pass (receive a minimum of 8/16 marks) for the CertPT to be awarded. Other than gaining 8 marks overall, there are no other criteria for passing a task.

Note 3: Moderation/second marking can only be conducted when Trinity is in receipt of all four tasks and when these are within the total count (1,000 words in English with local language equivalents when written bilingually). Where one or more tasks are missing or are outside the word limit, none of a candidate's tasks can be moderated/second marked. Word count includes all text in the written body of an assignment but not the title, reference list or associated lesson resource and/or assessment evidence. There is no minimum word count. The word count must be included for each task.

* Resubmissions are revisions of the original task rather than the submission of a new task

Centre validation requirements

Centre validation requirements

VALIDATION PROCESS

Trinity College London requires all prospective course providers to go through a validation and assessor training process before they can be approved as a validated CertPT course provider. The process of becoming a validated course provider is as follows:

1. Submit an expression of interest form with CVs of prospective trainers and internal assessors for approval. Details are available at **trinitycollege.com/ TESOL-validation**

2. Trinity sends example course proposals on which you can base your validated centre application and course proposal. All course proposals should include:

   ◗ centre details

   ◗ course details (title, duration, method of delivery, frequency, aims, objectives and indicative content)

   ◗ target group and admissions processes

   ◗ whether or not course participants will be in contact with under-16s and, if so, any locally required procedures that will be followed

   ◗ language of instruction and assessment

   ◗ course management

   ◗ the double marking/internal standardisation process, where more than one internal assessor is used

   ◗ complaints and appeals procedures

   ◗ equal opportunities policy

   ◗ arrangements for course participants with disabilities or learning differences/disabilities

   ◗ timetable (with time allocated for candidate tutorials) and rationale

   ◗ reading list and candidate-accessible centre resources

   ◗ pictures of the training room and resource areas

   ◗ health and safety arrangements

   ◗ candidate application form

   ◗ candidate handbook (including centre details, contact information, timetable, assessment tasks and criteria, marking and resubmission information, professional practice information, eg plagiarism policy, and complaints and appeals procedures)

   ◗ example tutorial form

   ◗ example assessment formative feedback form

   ◗ example end-of-course report.

3. The course proposal is reviewed by Trinity's teacher education team.

4. Trinity's teacher education team collaborates with a centre to attend to any areas of the course proposal that need development.

5. Once the course proposal has been accepted, internal assessors need to successfully complete Trinity's CertPT internal assessor training – centre validation cannot proceed until at least one of the nominated internal assessors successfully completes Trinity's CertPT internal assessor training.

6. Final centre checks are completed by Trinity's centres approval team.

7. A contract is issued between Trinity and the centre.

Validation lasts for five years, with annual reviews of course proposals and the course team. There is no fee for the annual reviews of course proposals and course teams.

PREMISES AND RESOURCES

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

◗ be sufficiently spacious for the number of course participants and staff to be accommodated in an appropriate room(s) during input, workshop and teaching practice sessions, as necessary: for face-to-face components, it is normally regarded as preferable to have a training room permanently allocated to a group of CertPT course participants

◗ offer course participants some quiet space for the preparation of teaching resources and other assignments

◗ when courses are conducted in person, provide additional rooms where one-to-one tutorials can take place in relatively quiet and private areas

◗ be appropriately furnished, bearing in mind that course participants take notes while in training and need a proper flat writing surface as well as seating facilities

◗ be adequately lit, heated and ventilated

◗ be free from undue noise

◗ be equipped with sufficient numbers of clean and hygienic lavatories

◗ be equipped with appropriate and easily accessible emergency exits

◗ provide access to their facilities for those with a disability or reduced mobility, in so far as required under any applicable laws

◗ be equipped with fire and safety instructions clearly displayed in all classrooms and common areas

◗ be equipped with some refreshments including drinks; if food is not available on the premises, course participants should be directed to a local and reliable source of food

◗ be in a reasonable state of repair, cleanliness and decorative order.

Course providers vary in the sophistication of their premises, but it is considered important that they all meet the basic requirements necessary to ensure a reasonable standard of comfort for course participants and course tutors.

TARGET GROUP

As part of the centre validation process, centres must identify a target group for their proposed course. Contact Trinity's centres approval team for examples of course proposals that include 'Target Group'.

ENTRY REQUIREMENTS AND SELECTION PROCEDURES

As part of the centre validation process, prospective course providers need to detail their entry requirements and selection procedures. It is necessary for prospective course participants to have:

◗ an initial teacher education qualification, eg a Trinity CertTESOL or local state sector qualification

and/or

◗ substantive teaching experience to the level that allows a candidate to complete the assessment tasks, eg 6 months' teaching experience.

Course providers also need to ensure that candidates have at least a B2 level in speaking, reading, writing and listening in the language in which they will receive training and complete their assessments. This should be checked in the application form and through the completion of a language task as part of initial assessment process. This procedure needs to be detailed in the centre validation process.

LEARNING, TEACHING AND TUTORIAL REQUIREMENTS

Courses can be run face-to-face, as blended courses or entirely online, depending on the needs of the planned target group and resources available. All courses should model best practice in teacher education and use a mix of 'loop input', practical classroom guidance and should be supported by links to relevant theory where appropriate. It is important to note that the CertPT is not a theoretical course, but a course designed to help teachers build their practical teaching skills. However, as a course listed at Level 6 on the UK Regulated Qualifications Framework (RQF), there is the requirement that relevant theory that underpins a teacher's practice is demonstrated.

Course participants should have at least one formal tutorial in the second half of the course. The tutorial discussion should focus on input sessions, assignments and 'early warning' if a course participant is not making expected progress, with an associated letter signed by both course tutor and course participant or email confirmation of actions needed to complete the course.

TUTOR AND INTERNAL ASSESSOR REQUIREMENTS

Please see Trinity's virtual learning environment (VLE) for specific details on course requirements and processes. Regarding course staff, courses comprise a course director, responsible for the administration and delivery of the course, and further course tutors where necessary. Trinity recommends a minimum of two people (course director and course tutor) for each CertPT course. Each course also requires a lead internal assessor, and further internal assessors where necessary to help with the burden of marking candidate work. The course director and lead internal assessor can be the same person, although they do not have to be. Each cohort submitted can only have one lead assessor's name on the final marksheet. Where more than one assessor, ie a lead assessor and a further assessor, is used, the lead assessor should oversee the centre's agreed double marking/internal standardisation process.

Course directors and lead internal assessors must have at least three years' teaching experience, substantive teacher education experience and one of the following as a minimum qualification:

◗ Trinity's DipTESOL (Diploma in TESOL) or equivalent

◗ PGCE in TEFL or with TEFL as a main component

◗ a qualification in English language teaching of at least equivalent content and depth to the above, ie placed at Level 7 on the UK Regulated Qualifications Framework (RQF) or a recognised equivalent in or outside the UK.

Course tutors and internal assessors who are not the lead internal assessor must have at least three years' teaching experience, some teacher education experience and as a minimum:

◗ a pass in the teaching practicum element of a qualification in English language teaching placed at Level 7 on the UK RQF or a recognised equivalent in or outside the UK.

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

All internal assessors need to have successfully completed Trinity's internal assessor training before they can be approved to assess course participants' work on the CertPT. For details of this procedure, please contact Trinity's centres approval team. Appeals relating to internal assessor approval should follow Trinity's standard results review process. See **trinitycollege.com/policies**

Where the organisation wishes to appoint a new course director, tutor, lead internal assessor or internal assessor, they must forward copies of all prospective staff CVs to Trinity for approval prior to the appointment. If it is found that new tutors are appointed who do not have the appropriate qualifications or experience, or whose CVs have not been forwarded to Trinity, the organisation may be asked to refrain from using them on the course. All new lead internal assessors and internal assessors must have successfully completed Trinity's internal assessor training before they can be approved to assess course participants' work on the CertPT.

MODULARISATION OF ASSESSMENT TASKS

At the point of moderation for the CertPT, candidates must submit all four assessment tasks and associated internal marks. However, to increase access opportunities, centres may want to consider running the CertPT in a more modular way, submitting a course proposal that allows teachers to complete tasks individually over time which, once all four tasks have been completed, are then submitted to Trinity for final moderation for the full qualification. Centres may want to consider options for internally recognising individual task completion, albeit provisional on final validation of marks by Trinity, before submitting a full set of tasks to Trinity.

MODERATION REQUIREMENTS AND PROCESSES

All internal assessment marks are provisional until validated by Trinity. Every cohort is subject to external validation (ie moderation) and centres will be notified of final results no later than six weeks after course work and internal marksheets have been submitted for moderation. Centres should follow the guidelines in the CertPT course administration documents on Trinity's centre VLE relating to forwarding candidate work and scores to Trinity. Contact your Trinity liaison for more information.

RESULTS NOTIFICATION AND CERTIFICATION

Internally awarded marks are only provisional until candidate work has been validated by Trinity. This must be indicated on feedback forms used by course providers. In the event that internally awarded marks are overturned, Trinity will liaise with centres to ensure support is in place to assist in further training of internal assessors. Anyone who wishes to question their assessment result should refer to **trinitycollege.com/results-enquiry** for full details of our results review and appeals process.

Following the moderation process, successful candidates' certificates are posted to centres to be forwarded to the candidates. Centres may also then request transcripts if required. Transcript requests must come to Trinity from the centre and not from candidates directly.

CANDIDATE REPORT FORM

Course providers complete a report form for all course participants after results have been confirmed by Trinity. This is an overall summary of the course participant's performance on the course. Aspects of professional development are also given on this report form, including the area of study undertaken on the course, eg 'communicative methodology', 'content and language integrated learning (CLIL)', 'online and mobile learning', as well as mode of learning, eg face-to-face, blended or online. Each course participant's report form should include centre name, centre number, course dates and the unique candidate number assigned by Trinity.

SUMMARY OF AN EXAMPLE CANDIDATE JOURNEY

The following process suggests a typical teacher's journey, from course application to certification. This is only an example for illustration purposes, with the recognition that different teachers will have different journeys, depending on context.

1. A teacher completes the application course form and goes through a centre's initial assessment process.

2. The teacher is enrolled onto the CertPT (and becomes a candidate).

3. The candidate undertakes a course of study of at least 30 hours guided learning hours (GLH) and completes a further 70 hours of work to complete the CertPT assessment tasks.

4. When the candidate is ready for internal assessment, the centre registers the candidate through the Trinity centre portal, which generates a marksheet and candidate number.

5. The candidate's work is internally marked. The candidate teacher may be told the provisional result at this stage, under the advice that results are not final until moderation or re-mark at Trinity.

6. The candidate's work is forwarded to Trinity with the internal marksheet.

7. The candidate's work is moderated. If the moderator agrees with the internal mark, it stands, if the moderator disagrees, it is re-marked by Trinity.

8. The centre is advised of the final Trinity mark.

9. If the candidate teacher is successful, a CertPT certificate is issued to the centre to forward to the teacher.

If the work does not pass on the first attempt, and there are no more than three tasks that need to be resubmitted, the process from 5–9 above is repeated.

Trinity's policies and procedures, and Appendix

Trinity's policies and procedures

In addition to Trinity's policies listed here, course providers are contractually bound to adhere to Trinity's other policies and procedures, including on data protection and security, appeals, conflicts of interest, and bribery and corruption. Please note that these policies are reviewed regularly and subject to periodic change. The latest versions of the policies can be found at **trinitycollege.com/policies**

CONFIRMATION OF AUTHENTICITY OF A CANDIDATE'S WRITTEN WORK

Under the Ofqual General Conditions of Recognition (page 68, 2012): G8.1, an awarding organisation must take all reasonable steps to ensure that, in relation to qualifications that it makes available, evidence generated by a learner in an assessment is generated by that learner (or includes evidence generated by that learner as a contribution to group work). Hence, Trinity requires all course providers to have course participants submit a statement with regard to the authenticity of their written work. The confirmation of authenticity of course participants' individual written work does not preclude the possibility of some shared activity in planning work. However, it does preclude the significant copying of ideas or text between course participants. Trinity reserves the right to request this documentation from a centre up to six months after the submission of candidate work.

MALPRACTICE

Trinity will not tolerate any cheating, unfair practice or breach of its rules and regulations. Course participants found to have committed or attempted to commit any of these will be disqualified from the CertPT course automatically. Similarly, course providers found to have engaged or colluded in malpractice or to have committed serious or repeated maladministration will be de-registered and any affected course participants will have their marks voided.

EXAMPLES OF MALPRACTICE BY COURSE PROVIDERS

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

EXAMPLES OF MALPRACTICE BY COURSE PARTICIPANTS

1. Falsifying data provided by their learners
2. Falsifying experience in order to gain access to the course or any other gain related to the CertPT
3. Damage or theft of resources owned by the training provider
4. Plagiarism: the excessive copying by course participants of other people's ideas and/or words in the production of written and practical work, and misrepresentation of it as their own; this would go beyond the normal sharing of common ideas

Trinity regards the above as issues of malpractice. These are covered under other sections of the validation requirements, but it should be noted that they constitute examples of malpractice by course providers and course participants from the perspective of Ofqual and have to be reported by Trinity to the regulator regularly.

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.

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.

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**

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.

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**

Appendix: Resubmission process

PROCEDURE FOR RESUBMISSION OF ANY CertPT ASSESSMENT TASKS

Further information on the assessment and resubmission process can be found in the 'Course administration' section on Trinity's CertPT virtual learning environment (VLE).

Stage	Details
1	Candidate is referred at moderation. A candidate can only be referred once and can be referred for up to three assessment tasks.
2	Course providers receive notification of a candidate's referred mark.
3	Centres and candidates have four weeks after notification to resubmit the referred work through the centre portal. Referred work should not be a new attempt at the assessment task, but a second attempt to successfully complete the original assessment task. Resubmitted work needs to be marked internally before being externally moderated by Trinity.
4	Trinity invoices the course provider. There is a charge per task.
5	Course provider is informed of result.
6	Certificate is sent to the course provider if the candidate is successful. This will take up to two weeks from the time the course provider is informed of the result.