

Guidance

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. 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 Trinity's *CertPT Best Practice Guidebook* 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 a class (and the material/resource) takes place in. 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: <ul style="list-style-type: none"> ▸ 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: <ul style="list-style-type: none"> ▸ 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: <ul style="list-style-type: none"> ▸ 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: <ul style="list-style-type: none"> ▸ 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: <ul style="list-style-type: none"> ▸ 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

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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: <ul style="list-style-type: none"> ▶ 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: <ul style="list-style-type: none"> ▶ 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: <ul style="list-style-type: none"> ▶ 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: <ul style="list-style-type: none"> ▶ 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: <ul style="list-style-type: none"> ▶ 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

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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: <ul style="list-style-type: none"> ▶ 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: <ul style="list-style-type: none"> ▶ 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: <ul style="list-style-type: none"> ▶ 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: <ul style="list-style-type: none"> ▶ 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: <ul style="list-style-type: none"> ▶ 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

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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: <ul style="list-style-type: none"> ▶ 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: <ul style="list-style-type: none"> ▶ Organisation ▶ Use of relevant references | 4 |
| Good reflection on practice, including: <ul style="list-style-type: none"> ▶ 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: <ul style="list-style-type: none"> ▶ Organisation ▶ Use of relevant references | 3 |
| Satisfactory reflection on practice, including: <ul style="list-style-type: none"> ▶ 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: <ul style="list-style-type: none"> ▶ Organisation ▶ Use of relevant references | 2 |
| Poor reflection on practice, including: <ul style="list-style-type: none"> ▶ 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: <ul style="list-style-type: none"> ▶ Organisation ▶ Use of relevant references | 1 |
| Poor to no reflection on practice, including: <ul style="list-style-type: none"> ▶ 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: <ul style="list-style-type: none"> ▶ Organisation ▶ Use of relevant references | 0 |

Maximum mark: 16