

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

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**Cambridge International Diploma in Management
Professional Level**

Introduction



UNIVERSITY *of* CAMBRIDGE
International Examinations

CAMBRIDGE INTERNATIONAL DIPLOMA IN MANAGEMENT AT PROFESSIONAL LEVEL

INTRODUCTION TO ALL MODULES

MODULE CONTENTS PAGE

A Module Contents Page has been prepared for each module. It contains the following information to help you to prepare to teach the module

1. BRIEF INTRODUCTION AND MODULE OUTLINE
2. RECOMMENDED PRIOR KNOWLEDGE
3. SUMMARY SCHEME OF WORK / SUGGESTED TEACHING ORDER
4. LIST OF RESOURCES

ASSESSMENT (LEARNING) OBJECTIVES, COMPETENCE CRITERIA, SKILLS AND KNOWLEDGE

To deliver each module you will need a thorough understanding of the Assessment Objectives (units) and the Competence Criteria, Skills and Knowledge, which relate to each. These are clearly stated in the syllabus.

For example, the Managing Teams module comprises 5 Assessment Objectives (1.0,2.0,3.0,4.0,5.0) and each of these are further broken down into Competence Criteria (e.g. 1.1,1.2).

Each Competence Criteria has a Skills and Knowledge section, which identifies the principles, concepts and skills that a candidate will need to demonstrate in the module assignment.

The Assessment Objectives are sometimes referred to as Units i.e. the Managing Teams Module has 5 Units

From a teaching point of view, it may be useful to think of the assessment criteria as Learning Objectives and the Competence Criteria, Skills and Knowledge as being indicative of what has to be taught and/or studied in order for the candidate to meet the assessment criteria.

SUGGESTED SCHEME OF WORK FOR EACH UNIT (ASSESSMENT OBJECTIVE)

As explained above, each module is broken down in to a series of Units and outline schemes of work are provided for each unit. The schemes are not prescriptive. They are intended to guide you by suggesting appropriate teaching and learning activities and/or indicative content.

For most teaching situations, it is suggested that the Units are taught in order i.e. 1.0, 1.2 etc. However, this is not critical and it may be that the needs and interests of candidates suggest a different order. Furthermore, because of the nature of the subject it is likely that some of the Competence Criteria and Knowledge and Skills may be covered in several places and each module needs careful and detailed planning to ensure that it does not become too repetitive. The column headed **Explanation of Competence Criteria** is designed to give an indication of the main content to be covered and should help with this planning.

Many of the suggested teaching activities assume that candidates are taught in groups and also have some management experience to draw and reflect on. Where this is not the case, the activities will need to be adapted accordingly.

A general guideline is that each module is designed to take up to 60 learning hours, although this will vary depending upon a candidates prior qualifications and experience. With this in mind, schemes of work and suggested teaching activities have been based upon a total teaching time of 45 hours per module (the time to be spent on each Unit is variable).

Given the nature and level of the Diploma, it is suggested that some of the unscheduled time is used to help candidates to fully understand the requirements of each assignment and how they relate to the taught sessions. There is also an expectation that candidates will further their knowledge and understanding by researching and reading around each subject and some of this time should therefore be devoted to directed self study.

RESOURCES

Guidance on resources is given on the module contents page for each module. However, these are only suggestions, as for many of the modules it is not particularly helpful or appropriate to prescribe specific resources. There is a wealth of suitable material available and Centres should not feel restricted in their choice. Furthermore, there is a concern that some resources are grounded in particular cultures and are not intended for an international audience.

The module contents pages and unit introductions recommend particular texts, websites and other sources of relevant information, and the unit schemes of work recommend the inclusion of certain theories and models and also make suggestions about the use of resources. However, these are intended as a guide and tutors should feel confident and able to source and select their own material. General management books are excellent for pointing tutors in the right direction, but it is likely that this material will need to be supplemented with more detailed and up to date information obtained from other sources e.g. the world wide web, periodicals, professional journals and relevant bodies and agencies. Tutors are advised to devote time to building up a range of suitable resources which can be used throughout the Programme and which can be tailored to meet the needs of each learning group/cohort.