

Cambridge International Diploma for Teachers and Trainers

For Examination in 2012 and 2013

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Syllabus

Cambridge International Diploma for
Teachers and Trainers
Syllabus code 8994
For examination in 2012 and 2013



UNIVERSITY *of* CAMBRIDGE
International Examinations

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1. Introduction

1.1 Why choose Cambridge?

University of Cambridge International Examinations is the world's largest provider of international qualifications. Around 1.5 million students from 150 countries enter Cambridge examinations every year. What makes educators around the world choose Cambridge?

Recognition

Cambridge qualifications are internationally recognised by schools, universities and employers. Learn more at www.cie.org.uk/recognition.

Support

Cambridge provides a world-class support service for teachers and examinations officers. Cambridge offers Centres a wide range of teacher materials, plus teacher training (online and face-to-face) and candidate support materials. Examinations officers can trust in reliable, efficient administration of exams entry and excellent, personal support from Cambridge Customer Services. Learn more at www.cie.org.uk.

Excellence in education

Cambridge qualifications develop successful students. They build not only understanding and knowledge required for progression, but also learning and thinking skills that help candidates become independent learners and equip them for life.

Not-for-profit, part of the University of Cambridge

Cambridge is part of Cambridge Assessment, a not-for-profit organisation and part of the University of Cambridge. The needs of teachers and learners are at the core of what Cambridge does. Cambridge invests constantly in improving its qualifications and services. We draw upon education research in developing our qualifications.

1. Introduction

Cambridge teacher

Cambridge teachers are a pivotal element of a Cambridge education. We support teachers to be **confident, responsible, reflective, innovative** and **engaged**.

We encourage teachers to be learners themselves and to continually develop their knowledge and skills.

To help schools enhance the quality of their teaching and learning, Cambridge provides professional development and training opportunities, international conferences and workshops, teacher guides and online resources. Through these support activities, schools and teachers can share ideas and good practice.

- **Confident** in teaching their subject and engaging each student in learning
Cambridge teachers know their subject well and know how to teach it, and they seek to understand their students and their educational needs. They strive to communicate a love of learning, and to encourage students to engage actively in their own learning
- **Responsible** for themselves, responsive to and respectful of others
Cambridge teachers are highly professional in their approach to teaching and they are collaborative and supportive. They understand their actions will help shape future generations and they are concerned about the holistic development of every individual they teach.
- **Reflective** as learners themselves, developing their practice
Cambridge teachers are themselves learners, seeking to build on and develop their knowledge and skills through a virtuous circle of reflection on practice – involving research, review, adaptation and evaluation. They support students to become independent and reflective learners.
- **Innovative** and equipped for new and future challenges
Cambridge teachers are creative, experimenting with new ideas and pursuing an enquiring approach in their teaching; they are open to new challenges, being resourceful, imaginative, and flexible. They are always ready to learn and apply new skills and techniques.
- **Engaged** intellectually, professionally and socially, ready to make a difference
Cambridge teachers are passionate about learning within and beyond the classroom, sharing their knowledge and skills with teachers in the wider educational community.

1. Introduction

1.2 Why choose the Cambridge International Diploma for Teachers and Trainers?

The Diploma is a practice-based qualification for the continuing professional development of practising teachers and trainers¹. It is for everyone who needs to develop their teaching in order to improve the quality of their learners' learning.

The Diploma is intended for teachers in educational establishments, training organisations and companies. They can be full-time or part-time. Their teaching role may be their only responsibility, or one of a number of responsibilities they have within their institution. The Diploma has been designed to be flexible, so that candidates from a variety of teaching environments have equal opportunity to demonstrate their skills, knowledge and understanding. These environments can range across:

- teaching subject – from general to technical vocational programmes
- phase – from primary to higher education, or from basic to advanced training
- age of learners – from children to adults.

Candidates can be teaching in Cambridge programmes such as the Cambridge Primary Programme, Cambridge IGCSE or Cambridge International A level, or can be teaching in other international, national or local programmes.

We have designed the Diploma on the basis of international best practices. The Diploma syllabus and assignments provide a framework through which we can reliably assess candidates in any country. This allows candidates to demonstrate, in the context in which they work, that they can meet the performance standards described in the syllabus.

The Diploma recognises the range of effective teaching and learning methods, technologies and styles now available. It also encourages candidates to be thoughtful and resourceful in their approach to particular learning needs. It is intended to encourage innovation, and to help teachers to extend and develop their professional skills, knowledge and understanding. Above all, it is designed to help teachers to focus on their learners and learning, on how their learners learn best, and on what they can do as teachers to make learning as active, enjoyable and successful as possible.

1 Note on terminology

Teacher is used as the standard term in the rest of this syllabus, to refer to a person ('teacher', 'trainer', 'lecturer', etc.), responsible for the design, practice, assessment and evaluation of **learning programmes** ('courses', 'training programmes', etc.) consisting of a sequence of planned learning sessions ('lessons', 'workshops', etc.) for **learners** ('students', 'trainees', etc.). Where appropriate, the individual teacher preparing for the Diploma is referred to as the **candidate**.

1. Introduction

Qualification structure

The Diploma has four modules, which correspond to the key stages in the teaching cycle. Each module comprises two individual units, which can form the basis for planning professional development programmes leading to the Diploma.

Module		Unit
1 Design	<i>Planning and preparation</i>	1.1 Identifying needs, aims and objectives
		1.2 Planning and preparing the learning programme and sessions
2 Practice	<i>Teaching and learning in action</i>	2.1 Facilitating effective teaching
		2.2 Facilitating active learning
3 Assessment	<i>Assessing progress and achievement</i>	3.1 Formative assessment: assessing learners' progress
		3.2 Summative assessment: assessing learners' achievements
4 Evaluation	<i>Improving teaching and learning</i>	4.1 Evaluating and improving the programme plan
		4.2 Evaluating and improving your own practice

Each module is set out in the same way in the syllabus:

- There are two units in each module and each unit has two performance criteria.
- These units are followed by assignment guidelines.
- The assignments are directly aligned to the performance criteria.

1. Introduction

Preparation

Cambridge grants eligibility to Centres to run Diploma programmes on the basis of quality criteria. Each Centre must have a programme leader with sufficient experience and expertise. Together with colleagues in the Centre, the programme leader will design and manage the Diploma programme. The programme leader must successfully complete an induction course provided by Cambridge before Cambridge can confirm the Centre's eligibility.

A typical Centre programme will consist of a balanced range of professional development activities, appropriate to the needs and circumstances of the candidates and their institution(s). In their preparation for the Diploma, candidates should have sufficient opportunities for appropriate background reading and discussion with other teachers. Reading and discussion will help them to develop relevant knowledge and understanding, and will enrich their reflective practice.

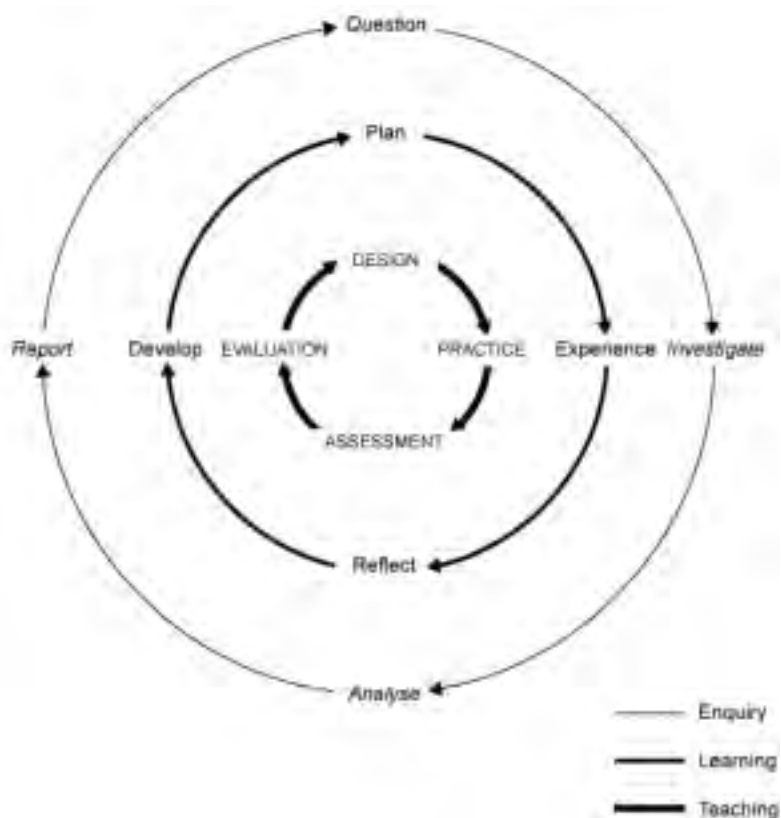
We have designed the Diploma to reflect best practices, and naturally occurring teaching activities (i.e. real experience) will generate much of the assignment evidence presented by candidates. Programmes of both formal and informal training, and the accreditation of prior experience and learning, may also generate some of the assignment evidence.

It is anticipated that as much preparation time as possible is integrated within professional activity. Including such activity, each module is designed to take approximately 45 hours of preparation. This is only a rough guide, but we would not expect candidates to work substantially fewer hours than this in preparation for each module. Candidates should work at their own pace, appropriate to their needs and contexts. The time taken to complete the Diploma will vary from context to context. However, as explained in the *Planning* booklet for the Diploma, there must be sufficient time within the programme for balanced and well-integrated formal and informal professional development activity, individual reading, research, reflection, actual practice and the completion and presentation of assignments. As an example, full-time teachers in schools will find that the Diploma will fit comfortably and effectively over the course of one teaching year.

The Diploma presents rich opportunities to research new ideas and develop fresh teaching-learning approaches in an existing professional work environment. Candidates can see the Diploma as a project in which they can focus on relevant issues, experiment with new ideas and thinking, analyse experience and draw conclusions for future practice.

1. Introduction

The diagram below shows how professional practice, learning and enquiry work together in the Diploma.



The four stages of the teaching-learning cycle in the innermost circle in the diagram provide the framework for the four modules in the Diploma. As shown in the diagram, they also correspond to stages in the Diploma, both as a professional learning experience and as an enquiry project. In the cycle of practice, the teacher moves through four key stages, from design to practice to assessment to evaluation, then on to design, and so on. There is also a cycle of experiential professional learning involved for the teacher. In the Diploma as a whole, and in all the many and various steps and critical events within each of these stages, the teacher is continually reflecting on their practice, planning, experiencing, reflecting, and developing new ideas and approaches to bring to planning new experiences. Such systematic, continuous reflection and improvement, rooted in practice, and enriched by external sources, is framed by an enquiring mind, able to question, investigate, analyse and report on the outcomes of enquiry.

In the Diploma, we seek not only to make the cycles of practice, learning and enquiry explicit and achievable, but also to integrate them into a professional development journey which is truly enriching for the teacher.

1. Introduction

We advise candidates to think carefully about the aims, nature and purpose of their Diploma project from the outset, in particular:

- (i) What questions about teaching and learning do they most need to investigate?
- (ii) Which teaching and learning, assessment and evaluation techniques would they most like to explore, in order to develop their own thinking and professional practice?
- (iii) Which learner group they would like to be the focus for the learning programme?
- (iv) Who should be the observer for the learning sessions featured in Modules 1 and 2?

Candidates must ensure that:

- their learner group has at least **five learners**
- their learning programme involves at least **ten hours** of contact time, over several sessions
- the **same learner group** is the focus across all four modules.

From the start of their Diploma journey, candidates will find it useful to keep their own reflective journal to record:

- responses and feedback, from learners and others, on learning sessions and activities
- critical events and their outcomes
- notes on ideas and reflections.

The journal will provide a valuable stimulus for writing up assignments, a store for ideas and vital evidence for Module 4 (Evaluation), and a very useful tool in carrying out practice-based enquiry.

1. Introduction

1.3 Cambridge Professional Development Qualifications

The Diploma is one of the suite of Professional Development Qualifications we provide to support continuing professional development.

Our Professional Development Qualifications are focused on practice and integrate performance standards, evidence-based assessment and active professional learning. They conform fully to the principles set out in *The Cambridge Approach*. These principles guide the design and operation of tests and examinations offered by Cambridge Assessment.

Through our network of Centres around the world, candidates can access programmes for the qualifications locally and economically. We ensure that the design and management of the programme is of consistent quality, wherever it may be. The programme leader and team in the Centre ensure that the programme is as relevant as possible to local and individual needs. To enhance accessibility, we offer the qualifications in a growing number of languages in addition to English, e.g. Spanish and Arabic.

We are committed to providing support to Centres, programmes and candidates. We work closely with our Centres, from programme design to the certification of candidates with the professional development qualification of their choice.

Our support includes:

- comprehensive training for the programme leaders in each centre
- detailed documentation to help design fit-for-purpose programmes, appropriate to needs and contexts
- learning resources for candidates in the *Guide* for the qualification
- examiner feedback to highlight achievement and points of development for the future.

The suite of qualifications will expand as we continue to investigate and develop fields of professional practice and development in the world of education and training.

For the latest information:

www.cie.org.uk/qualifications/teacher

1. Introduction

1.4 How can I find out more?

If you are already a Cambridge Centre

You can express interest in applying for Centre eligibility for this qualification by contacting us at **international@cie.org.uk**.

If you are not a Cambridge Centre

You can find out how your organisation can become a Cambridge Centre. Email us at **international@cie.org.uk**. Learn more about the benefits of becoming a Cambridge Centre at **www.cie.org.uk**.

2. Assessment

2.1 Method of assessment

There is **one** assignment for **each** module. The assignments are practical, based on day-to-day professional work. For each assignment, candidates use the appropriate Cambridge assignment template to gather, organise and present relevant evidence.

The assignment template has two parts:

Part A	The steps in thinking, practice and enquiry – reflection before and during action
Part B	The reflective report on the experience as a whole – reflection after action

The template provides the standard framework for assessment for the Diploma. It ensures a common format for the reporting of evidence, although the actual evidence reported will be specific to each candidate. The template is also a helpful checklist of key questions and steps, helping the teacher to plan, carry out and reflect on activities thoroughly and systematically. Candidates can complete Part A **as** they work progressively through the particular stage of the teaching cycle and learning programme, and complete Part B **after** they have finished that stage.

Please note:

- 1 The evidence for Module 1 (Design) must include a programme plan and two completed learning session plans drawn from the programme plan, using the layout provided by Cambridge in the template.
- 2 The evidence for Module 2 (Practice) must include observation of performance, using the two learning session plans in Module 1, and using the Cambridge Observation Form in the assignment template. A competent person (e.g. an experienced senior teacher acting as mentor) must carry out the observation and be able to confirm that the performance observed meets the requirements of the syllabus. Evidence must also include feedback from learners, using the Cambridge Learner Feedback Form.
- 3 The evidence for Module 3 (Assessment) must include a sample formative assessment task designed by the candidate, the marking scheme for this task, and three examples of assessed work using this task and marking scheme.
- 4 The evidence for Module 4 (Evaluation) must include a professional development plan, using the layout provided. The assignment is intended to assess candidates' ability to take responsibility for continuous improvement of learning activities, their own professional development, and their experience of the spirit and practice of enquiry.

2. Assessment

Candidates should note that the requirements above are compulsory. If they miss out such essential evidence, they are likely to receive a Fail grade and have to resubmit.

Centres must submit assignments to Cambridge for external assessment, after ensuring that each assignment conforms to Cambridge requirements. We do not return submitted assignments to the Centre, so we advise Centres and candidates to keep a back-up copy of each assignment. Cambridge reserves the right to request further evidence, or to inspect Centres, in cases where there is doubt about the authenticity of submitted work.

Cambridge will award Pass and Distinction grades for successful performance in the Diploma according to the following grading themes, which are set out in Section 5 of this syllabus:

- Understanding learning
- Understanding teaching.

To achieve the full Diploma, candidates must successfully complete all four modules.

The full Diploma is also graded Pass or Distinction. For the award of a certificate with Distinction, candidates must achieve at least three Distinctions out of the four modules.

2.2 Sequence

The assignments are intended both to contribute to teaching practice and to be informed by it. Candidates will complete and submit assignments in the sequence of the modules, phased over a period of time. The sequence will be related to the life-cycle of the particular learning programme which provides the context for teaching. Candidates will be applying in practice what they are learning in their Diploma professional development programme.

Candidates should plan and carry out each Diploma assignment drawing on the outcomes and the assessment of the previous assignment. We encourage candidates to submit their assignments for assessment one by one, so that they can benefit from Cambridge's feedback and progress to the next module with confidence.

2. Assessment

2.3 Presentation

Candidates must use the templates provided by Cambridge. The templates correspond to the assignment guidelines described in Section 4 of this syllabus. We have designed them to help candidates by:

- acting as checklists, to ensure that all requirements are addressed
- indicating the amount of evidence and depth of treatment required
- providing a framework for evidence.

Candidates should complete the cover sheet of the assignment template accurately and in full, with the date of submission, their name and Cambridge unique candidate identifier.

By completing this cover sheet and submitting the assignment for assessment by Cambridge, the candidate (and the Centre) confirms that the assignment is entirely their own work. The candidate must appropriately reference and acknowledge any work taken from another source.

The assignment template includes an introductory section, in which candidates provide background information about their own contexts. Candidates can indicate, as seems appropriate to them, significant aspects which have particular influence on their work and experience in the assignment. This section is not assessed or judged, and a full curriculum vitae is not required. The Cambridge examiners find it helpful in understanding a candidate's context to have brief, relevant information about the following aspects:

- **professional background** (e.g. in teaching, within an industry, and/or as a trainer; subject(s) or area(s); length and range of experience)
- **institution** (e.g. type; status; size; location/environment)
- **role and responsibilities** (e.g. full-time or part-time; working as a team member, a leader, or on their own; the programme(s) and function(s) which they are responsible for)
- **learners** (e.g. age; background(s); needs).

In the same section, candidates provide relevant information on their professional development and growth during the Diploma.

The word limits in the Diploma will act as a guide. Candidates and examiners have found that this approximate number of words is sufficient to present relevant information both accurately and concisely. Word limits throughout the Diploma assignments are set with the same intention. We expect candidates, with the support of their Diploma programme, to take professional care over the presentation of their assignments, including keeping to these word limits. If a candidate provides significantly fewer words than specified, it is unlikely that they will provide sufficient depth. If they significantly exceed the word limits, it is likely that they will lose focus.

3. Syllabus overview

3.1 Module structure

Each module has the following structure:

- **Performance criteria** are listed in sequence (1.1.1, 1.1.2, 1.2.1, etc.), with a summary statement in bold, then a statement in italics defining the aspects of performance for candidates to evidence for assessment.
- **Aspects of pedagogy** are listed below each performance criterion. They indicate relevant topics for professional development, e.g. for reading and reflection, discussion, and workshops. These fundamentals of principle, knowledge and skill concerning the teaching and learning process are described in more detail in the *Guide* to the Diploma.
- **Assignment guidelines** are at the end of each module section. The guidelines specify the form and depth of evidence that candidates need to submit.

For example:

1.1.1 Identifying aims and objectives

Investigate and consider relevant factors, and design the aims and objectives of your learning programme plan.

Aims and objectives form an essential part of the design of the learning programme plan. They should relate to a number of design factors, including:

- learning and learner needs
- context (e.g. curriculum, institution and system, culture and socio-economic circumstances)
- sources of ideas and approaches (e.g. colleagues, learners, mentors, trainers, critical reading of up-to-date, authoritative and relevant materials)
- evaluation of the teacher's current practice, to indicate opportunities for personal development.

As far as possible, the aims and objectives of the programme should be challenging and innovative, extending the candidate's professional thinking and practice.

3. Syllabus overview

3.2 Performance criteria at a glance

1	Design: Planning and Preparation
1.1	Identifying needs, aims and objectives
1.1.1	Identifying aims and objectives
1.1.2	Understanding your learners
1.2	Planning and preparing the learning programme and sessions
1.2.1	Planning the learning programme
1.2.2	Planning the learning sessions
2	Practice: Teaching and Learning in Action
2.1	Facilitating effective teaching
2.1.1	Using teaching methods appropriately
2.1.2	Observation of teaching
2.2	Facilitating active learning
2.2.1	Involving and supporting learners
2.2.2	Feedback from learners

3. Syllabus overview

3	Assessment: Assessing Progress and Achievement
3.1	Formative assessment: assessing learners' progress
3.1.1	Preparing and using formative assessments
3.1.2	Interpreting and using formative assessment data
3.2	Summative assessment: assessing learners' achievement
3.2.1	Preparing and using summative assessments
3.2.2	Interpreting and using summative assessment data
4	Evaluation: Improving Teaching and Learning
4.1	Evaluating and improving the programme plan
4.1.1	Evaluating the programme plan
4.1.2	Using evaluation to plan improvements
4.2	Evaluating and improving own practice
4.2.1	Evaluating own practice
4.2.2	Identifying goals for improvement

3. Syllabus overview

3.3 Reflective report themes at a glance

1	Design: Planning and Preparation
(a)	Why you think planning and preparing a programme plan and individual learning session plans helps to meet the learning programme aims and objectives and the needs of your learners.
(b)	How particular activities in your sessions will facilitate active learning and help to motivate and engage all your learners.
(c)	What you have learned about the process of designing a learning programme and individual learning sessions.
2	Practice: Teaching and Learning in Action
(a)	How learner and observer feedback can help to improve your practice and the learners' learning.
(b)	How you fostered learners' curiosity and creativity.
(c)	How you intend to be more effective in facilitating active learning in the future.
3	Assessment: Assessing Progress and Achievement
(a)	What were the highlights of assessments which you think have particularly supported active learning and motivated your learners to learn?
(b)	What challenges have you encountered in planning, using, designing and managing assessments?
(c)	How are you going to develop your approach to assessment in your future practice?
4	Evaluation: Improving Teaching and Learning
(a)	The critical issues you have encountered in carrying out on-going evaluation of LEARNING, and how they will affect your thinking for future practice.
(b)	The critical issues you have encountered in carrying out on-going evaluation your OWN PRACTICE, and how they will affect your thinking for future practice.
(c)	What have you learned about learning and teaching from your Diploma experience and how would you like your professional practice to develop further?

4. Module content

4.1 Module 1: Design

Unit 1.1 Identifying needs, aims and objectives

The teacher may base the programme plan on learning aims and objectives from existing guidelines, such as an international or national curriculum. They may create the programme plan to respond to particular local circumstances and initiatives. The teacher should always take care to identify the needs, aspirations and existing achievements of the learners, both as individuals and as a group.

1.1.1 Identifying aims and objectives

Investigate and consider relevant factors, then design the aims and objectives of your learning programme plan.

Aims and objectives form an essential part of the design of the learning programme plan. They should relate to a number of design factors, including:

- learning and learner needs
- context (e.g. curriculum, institution and system, culture and socio-economic circumstances)
- sources of ideas and approaches (e.g. colleagues, learners, mentors, trainers, critical reading of up-to-date, authoritative and relevant materials)
- evaluation of the teacher's current practice, to indicate opportunities for personal development.

As far as possible, the aims and objectives of the programme should be challenging and innovative, and extend the candidate's professional thinking and practice.

4. Module content

1.1.2 Understanding your learners

Consider the range of methods available to identify reliably the learning needs, aspirations and potential of your learners, both as individuals and as a group. Select and use appropriate methods to produce accurate and valid requirements.

How learners learn. The learning process. Developmental, cognitive and affective issues. Cultural and gender factors.

Methods of obtaining information on learners' needs, e.g. interview, use of diagnostic tests, questionnaires, induction events, analysis of current skills against those required to perform tasks to standards.

Information from learners, e.g. individual aspirations, job requirements, preferred learning styles, evidence of prior learning and experience. Information from others, e.g. reports and records of achievement.

Each and every learner has learning needs, in terms of their physical, social, emotional and cognitive development. They will have preferences about learning style(s) appropriate to context.

Balancing individual needs, circumstances and levels of experience with the overall needs of the whole group.

Organisational objectives and priorities, personal and career objectives, implication of disability or learning difficulty.

Matching possible learning methods and programmes with learning objectives and learning needs, and making informed decisions about the best solution. Consideration of advantages and disadvantages of a range of possible methods, e.g. whole group teaching, resource-based learning, self-directed learning. Consideration of available resources, e.g. people, equipment, materials, finance, time and location.

Prioritising and agreeing needs with learners and any other relevant people. Learning plans specifying: the skills and knowledge learners should gain; how progress and achievement will be measured; achievable and realistic learning objectives; time scales for achievement; any entry criteria.

Completing and storing records about learning needs. Purpose of providing information to other people, e.g. colleagues, employers (where relevant), training specialists (where relevant). Issues of accuracy and confidentiality.

4. Module content

Unit 1.2 Planning and preparing the learning programme and sessions

The teacher will construct a plan for the learning programme, making decisions about content, method, timings and resources. Such plans are often referred to as 'schemes of work' or 'programmes of study'. They enable teachers and learners to navigate a successful and rewarding route through the demands of the learning programme.

Taking into account the identified needs and capabilities of the learners, the teacher needs to design appropriate learning activities, and make all other necessary preparations for learning sessions within the programme. The teacher will complete concise working plans for learning sessions, prepare materials as appropriate to meet identified learning needs, and ensure that learning requirements and objectives are met. Planning and preparation will include equipment and learning facilities.

1.2.1 Planning the learning programme

Ensure the plan is complete, coherent and concise, and that it is accessible to all concerned.

The programme plan specifies learning objectives, content, methods, resources, and learning and assessment opportunities (the outcomes of systematic planning).

Planning also needs to include practical and realistic methods of evaluating the effectiveness of the programme – its design, practice, and assessment. For example:

- identifying suitable points for evaluation, during and after practice
- at the planning stage, identifying and agreeing with appropriate people the purpose and scope of evaluation
- selecting suitable criteria, methods and procedures to use for collecting and evaluating information from learners, other teachers involved in the programme, families, employers.

Planning for evaluation also includes an outline of how the teacher will use the information gained from evaluation to improve sessions and their own practice in the future.

4. Module content

1.2.2 Planning the learning sessions

Ensure the plans are complete and coherent, and that they include clearly stated aims and objectives to lead to active learning.

The session plans must specify the aims and objectives of the session and set out the learning activities for the learners. There should be a clear statement of content, methods, resources and any assessment activity. As with the programme plan, learning session plans need to acknowledge that everything does not necessarily go according to plan. The teacher needs to allow for flexibility, e.g. alternative venues, activities or visual aids.

Facilitating active learning demands clear identification of teacher and learner roles:

- The teacher will need to give initial instructions, present information, administer assessments, clarify issues with learners, support individuals and groups, operate visual aids, distribute materials and manage the flow of activities.
- The learners will be active participants in the learning activities, e.g. group work, role play, simulation, practical work, fieldwork, discussion and exploration of learning resources, such as ICT. They may be managers of their group or of a specific activity. For example, they may be resource investigators, or constructors of ideas, materials and further activities.

Learning can be extended beyond learning sessions, including homework tasks and exercises, individual learner research and reading, project development, data collection and portfolio building.

Active learning offers teachers and learners many opportunities, but the experiences and outcomes may be lost unless evaluation by teachers, learners and observers is fully considered at the planning stage. Evaluation may involve the use of focus groups, questionnaires, reflective writing (e.g. in reflective journal) and interviews.

4. Module content

Assignment guidelines – Module 1: Design

Note on terminology: in the following guidelines, the candidate is addressed as 'you'.

In order to achieve this module, you must:

- Plan and prepare a programme of learning for a clearly defined group of learners. The programme should take the form of a logical sequence of learning sessions and other activities.
- Make all necessary preparations for these learning sessions.
- Plan and prepare two contrasting learning sessions, drawn from the programme plan.

The assignment is in two parts:

Part A: Designing the programme and the sessions

Part A comprises a series of key questions corresponding to each performance criterion in this module. In responding to the key questions, you should base your evidence on your own experience of programme and session design and preparation, and any other valid external sources. You should include your completed programme plan and session plans. For each question in Part A you should provide a concise and considered response. The total length expected for Part A responses is approximately **2000 words**.

Summary of key questions relating to performance criteria

1.1.1 Identifying aims and objectives (400 words)

- Which aspects of your professional practice would you like to change and develop in undertaking the Diploma, and why?
- What important design factors are you considering for your learning programme and why?
- How are the learning programme aims and objectives going to relate to these design factors?

1.1.2 Understanding your learners (400 words)

- How have you identified the needs, aspirations and potential of your learners?
- What are their needs, both as a group and as individual learners?
- How will the teaching and learning activities in your programme plan help meet your learners' needs and the learning aims and objectives?

1.2.1 Planning the learning programme (400 words)

In your programme plan:

- How do the teaching and learning activities provide opportunities for active learning and support differentiation?

4. Module content

- How are you integrating assessment into the learning programme, to ensure that learning has taken place?
- How are you planning to evaluate the effectiveness of the learning programme and use the information gained to improve future practice?

1.2.2 Planning the learning sessions

(400 words)

For both Learning Session 1 and for Learning Session 2:

- How does the structure and content promote and support active learning, including the preparation of learning materials, resources and facilities?
- How will the teaching and learning activities meet the learning objectives and the needs of the learners?
- What role(s) do you expect to play in the session and what role(s) will your learners play?
- How do you plan to evaluate the session?

Part B: Reflective report

In your report you should reflect on your overall experience of planning the learning programme and learning sessions. Among your reflections on this stage of the teaching and learning cycle and your Diploma project, you should include the following themes:

- (a) Why you think planning and preparing a programme plan and individual learning session plans helps to meet the learning programme aims and objectives and the needs of your learners.
- (b) How particular activities in your sessions will facilitate active learning and help to motivate and engage all your learners.
- (c) What you have learned about the process of designing a learning programme and individual learning sessions.

N.B. Taking into account the word limits for Part A (2000 words) and Part B (1000 words), the whole assignment should be approximately **3000 words**.

4. Module content

4.2 Module 2: Practice

Unit 2.1 Facilitating effective teaching

'Practice' is a complex and creative process. The teacher uses a variety of methods to facilitate and support learning, e.g. providing information, instructing, demonstrating, supervising activities. Among the many challenges facing the teacher is to select the most appropriate approach or combination of approaches at any particular moment, so that learning is as active and as effective as possible. The teacher has to have a wide range of technical, personal and inter-personal skills, including being able to adapt planned activities as necessary.

2.1.1 Using teaching methods appropriately

Organise learning tasks and activities to match learners' needs, and implement the aims and objectives of the learning session plan. Use teaching aids and materials effectively. Manage the flow of learning activities, enabling learners to achieve designated tasks and practise necessary skills within realistic time limits.

Types of communication – verbal, non-verbal, body language.

Types of information which the teacher can provide through presentations, e.g. facts, principles, ideas. Methods of presentation, e.g. slides, handouts, video. Ways of communicating factual information and encouraging the understanding of principles and ideas. Types of additional information, e.g. verbal explanation in response to questions, reinforcement, written summaries and learning notes.

Organising information into a logical and effective sequence, in a language appropriate for learners and context.

Tone, manner, pace and style of presentation. When, and when not, to use humour. Adapting to response of learners. Involving learners in the presentation.

Linking presentation effectively to the related learning activities.

How to plan for tasks and activities which will foster learners' curiosity, creativity and ability to complete tasks successfully.

Methods of, and techniques for, imparting skills to individuals and groups, e.g. instruction, practical demonstration, skills practice, one-to-one coaching. Dealing with groups of different sizes. Ensuring and explaining good practice in following health and safety requirements. Location needs to allow for maximum visibility, be a realistic environment, minimise any distraction or interruption, be comfortable and have acceptable noise level.

4. Module content

Teacher's responsibilities as role model in reflecting safe and effective ways of performing skills involving equipment.

Difference between simulation and real life practice, and the importance of communicating this to learners.

Effectively linking instruction and demonstration to follow-up learning activities.

Advantages and disadvantages of teaching aids such as OHP, handouts, video, diagrams, multimedia.

When and how to use different types of visual aid, to support teaching and learning to best effect.

Checking the suitability and quality of visual aids before use. Back-up and substitute resources if equipment fails.

Establishing attention at the start, transitions and end of session. Being sensitive to the progress of the session in timing transitions and maintaining learner interest. Adapting activities, where necessary, to aid learning and to ensure that the aims and objectives are achieved.

Recognising the need for adaptation and intervention. Types of adaptations and interventions to improve the effectiveness of learning, e.g. making necessary adjustment to the length and importance of activities and elements within the session, as the need arises.

Linking to previous and next sessions.

How a teacher can foster an effective and constructive learning atmosphere, which is purposeful, productive, relaxed, ordered and supportive.

Factors affecting interaction and communication between teacher and learners, and between learners, e.g. requirements of activity. Importance of indicating to learners the appropriate kind(s) of interaction and communication, to encourage learning to take place.

Learning can be helped or hindered by environmental factors such as location, size, lighting and heating, layout, furniture and fittings, visibility, acoustics, available resources, access, staffing levels. Issues such as visibility for visual aids, access to practical materials, observation of demonstrations. Health and safety. Importance of teacher rearranging the physical and social space at the start of or during the session, if necessary, to enhance the quality of learning.

Techniques for minimising possible barriers to learning. Recognise and plan for potential disruptions and interruptions.

Types of direct and indirect discrimination which can occur in learning situations, e.g. in relation to race, gender, age. How to guard against these and deal with them, if they occur.

4. Module content

2.1.2 Observation of teaching

Prepare for observation and, after observation, use feedback from the observer to improve practice.

The benefits of the observation of a teacher's practice by a colleague, and of them observing the practice of colleagues.

Preparing for and facilitating observation. Fixing observation dates and venues. Ensuring the observer is familiar with Diploma contents, purpose and standards. Providing the observer with a copy of the Cambridge Observation Report Form. Ensuring observer has copies of the programme plan, learning session plan and any necessary teaching/learning materials, e.g. instructions, exercises, assessment questions, worksheets. Providing appropriate seating for the observer in the learning session room(s).

Preparing learners for the observer's visit, outlining its purpose and conduct. Discussion of feedback from the observer, including the main issues arising from the observation and identification of ways forward for improvement of professional practice. Notes from such discussions should be full, and carefully stored.

Analysis of observation findings should include thoughts on how the findings might affect future directions for the programme plan and learning session plans. Teachers can also use these findings as evidence for Module 4 (Evaluation).

4. Module content

Unit 2.2 Facilitating active learning

The relationship between the teacher and the learner, motivating and encouraging active learning, is at the heart of teaching and learning. The teacher needs to understand fully the dynamics of this interaction, and to apply this understanding in a resourceful and responsive manner. Teachers can themselves learn much from their learners.

2.2.1 Involving and supporting learners

Enable all learners to participate fully, by setting up and supporting formal activities and by making the most of informal activities as they arise. Give appropriate additional support and guidance to learners, where necessary, to help them achieve. Use learning feedback procedures, summarising their findings and responding to issues raised.

When and how to use formal types of learning activity, with scope for relatively structured interaction between teacher and learners, and between learners, e.g. demonstrations, question and answer sessions, oral presentations and practical experiments. Formal learning activity related to the programme outside the session and classroom, e.g. visits.

Types of information to provide to learners, e.g. purpose of activities, roles, responsibilities, activities to be undertaken, time scales for completion, expected outcomes, expected participation levels, support for others, particularly when working in small groups.

How to ask questions and give answers and clarification. Techniques for giving constructive feedback to the group and to individuals, in the presence of the group, to encourage progress and achievement.

Demonstrating one's subject knowledge, interest and enthusiasm for the subject, and stimulating learning through the quality and engagement of the experiences provided. How and when to convey authority and exercise status – knowing one's learners and the group.

Methods of controlling large and small groups by adapting style of leadership. Positive discipline and encouraging learners to take responsibility for their own behaviour. The importance of mutual respect and rapport between teacher and learners, and how teachers can best develop and sustain this.

Recognising when 'passive' involvement in learning situations is valuable participation, and encouraging engagement. Practice and reinforcement of ideas can be products of more passive learner activity in learning sessions, e.g. written work or quiet reading.

Formal components of the session can stimulate moments and periods of learning which are lively and enriching, spontaneous and informal. How the teacher can be alert to these, and ensure a balance between formality and informality to best effect. This kind of learner involvement needs careful management, especially in terms of time, so session plans need to be inherently flexible.

4. Module content

How to arouse and build on learners' motivation for learning. Giving learners appropriate time and attention, and encouraging them to feel comfortable, ask questions and make comments at appropriate stages.

Conveying caring and positive messages with enthusiasm and good, appropriate, humour. Active listening. Constructive criticism.

Monitoring the flow of behaviour in the group, maintaining awareness of the class as a whole, while focusing on a particular learner or activity.

Connecting with, and making the most of, learners' learning and experience outside the classroom.

Methods of identifying learners' previous knowledge and experience, and previous learning preferences, e.g. by using outcomes and reflections from previous session(s).

Addressing the individual requirements of the learner, e.g. by skills coaching, technical advice, remedial action, monitoring of individual progress or simple reassurance. The time involved in such individual attention requires careful management. Methods of giving appropriate time and attention to individual learners in a group situation, while still meeting the needs of both the group and other individual learners.

How to give constructive advisory feedback to learners one-to-one.

The need for additional support or specialist guidance arising from learning-related or personal issues. Factors that affect learners' need for support, e.g. learner's capability to progress and achieve, access to materials, environment, social or group relationships, personal issues, disability or other forms of learning difficulty.

The teacher's role and responsibilities in providing additional support to individuals, to ensure learning outcomes are achieved. How to provide opportunities for learners to raise issues affecting their learning. Types of additional support and specialist guidance which may become necessary. Limits of support for learners arising from teacher's own expertise, need for specialist help, resource constraints.

4. Module content

2.2.2 Feedback from learners

Collect, summarise and respond to feedback from learners. Review and develop learner responses and suggestions arising from their experience of the learning programme.

The benefits of learner feedback. For example, learner feedback helps to gauge the effectiveness of the design of the session and activities, and helps in improving practical aspects such as understanding of instructions, clarity of questions and explanations.

Collection of learners' feedback, in ways appropriate to the learners and context. This may be in the form of returned questionnaires, notes from interviews, records of focus group meetings, etc. Summarising the findings from the above sources of learner feedback, highlighting the main issues arising, including positive as well as negative feedback. Teachers should make notes on technical and environmental issues which affected learning.

Analysis of learner feedback issues, so as to draft constructive responses to the issues raised. These responses may generate measures which will affect future teaching and learning methods, and necessitate changes to the programme plan and learning session plans.

Learner feedback responses will prompt further questions on teaching and learning techniques, learning styles, learning materials and equipment, as well as learning environments. The teacher may go on to ask learners these new questions. The questions and their responses will prompt further enquiry and experimentation by the teacher.

4. Module content

Assignment guidelines – Module 2: Practice

In order to achieve this module, candidates must:

- Carry out two observed learning sessions. These will be the sessions planned in Module 1 and drawn from the programme plan.
- Implement activities which encourage various types of teaching style and learner involvement.
- Evaluate critically whether or not sessions and materials worked as planned, so that learning objectives were met.
- Continue their evaluation of their own professional skills and practice.

The assignment is in two parts:

Part A: Putting the programme and session plans into practice

Part A comprises a series of key questions corresponding to each performance criterion in this module. In responding to the key questions, you should base your evidence on your own experience of facilitating learning and the involvement of learners. The sessions you are reporting on should be the same as those you featured in your assignment for Module 1. You should include a copy of the learning session plans. The assignment involves evidence based on observation of performance by a competent person, using the Cambridge Observation Form provided. It also involves summary and analysis of feedback from your learners, using the Cambridge Learner Feedback Form. You may include selected images of the learning session as additional evidence. For each question in Part A, you should provide a concise and considered response. The total length expected for Part A responses is approximately **2000 words**.

Summary of key questions relating to performance criteria

2.1.1 Using teaching methods

(500 words)

In the two learning sessions from Module 1:

- How well did you feel the teaching methods and learning activities used met the learning objectives and needs of your learners?
- How did the learning materials and the resources affect the quality of the learning experience?
- How did you manage the learning so that all the learners remained interested and stayed on task?

2.1.2 Observation of teaching

(500 words)

- How did you prepare yourself, the observer(s) and your learners?
- What main strengths and weaknesses in teaching and learning were discussed with your observer(s)?
- What will you do differently next time as a result of your discussions?

4. Module content

2.2.1 Involving and supporting learners

(500 words)

- How did you provide opportunities for all learners to fully participate in learning and how did they respond?
- What did you do to support learners so they all remained motivated and stayed on task?
- How did you provide feedback to learners in order to support their progress?

2.2.2 Feedback from learners

(500 words)

Thinking about the two observed sessions:

- What were the main points from all the feedback you received from the learners, both positive and negative?
- How will you develop your practice as a result of this learner feedback?
- How will you develop your approach to obtaining learner feedback to improve the quality of teaching and learning?

Part B: Reflective report

In your report you should reflect on your overall experience of facilitating active learning and effective teaching. Among your reflections on this stage of the teaching and learning cycle and your Diploma project, you should include the following themes:

- (a) How learner and observer feedback can help to improve your practice and the learners' learning.
- (b) How you fostered learners' curiosity and creativity.
- (c) How you intend to be more effective in facilitating active learning in the future.

N.B. Taking into account the word limits for Part A (2000 words) and Part B (1000 words), the whole assignment should be approximately **3000 words**.

4. Module content

4.3 Module 3: Assessment

Unit 3.1 Formative assessment: assessing learners' progress

The most important person in the assessment process is the learner. The teacher needs to be clear about some essential questions when considering assessment:

- *why* we assess
- *who* we assess
- *what* we assess
- *how* we assess
- *how* and *to whom* we report the outcomes of assessment
- *how* the assessment results inform future teaching and learning.

The teacher can carry out formative assessment – assessment *for* learning – in various ways. These help to ensure that learning requirements and objectives are being met on a continuous basis, and to inform further teaching and learning. The teacher needs to be able to collect, interpret and summarise such information correctly and effectively, and to provide appropriate feedback to learners. Where appropriate, a variety of users, such as colleagues, senior management, parents, and sponsors, may use the information. The information is also an important part of the teacher's own records of progress by the group and the individuals within the group.

4. Module content

3.1.1 Preparing and using formative assessments

Choosing one method of formative assessment from the programme plan and linking it to an aspect of the content of the plan. Designing a formative assessment task and its marking scheme, giving full consideration to issues such as validity, feasibility and practicability.

Importance of planning methods of monitoring and reviewing learners' progress at the design stage of the teaching and learning cycle.

Clarity about purpose, e.g. to provide feedback to teacher, feedback to learner, motivation. Realistic, fair and relevant assessment activities which encourage learning. Balancing different purposes at the same time, if necessary, with the same assessment. How to encourage learners to adopt styles of learning that will enable them to reach required outcomes, to progress to the best of their abilities and to take responsibility for organising their learning successfully. How to help learners to develop study skills, including time management and work organisation skills.

Diagnostic assessment used to identify learning difficulties or problems.

Methods of obtaining valid, reliable, relevant and sufficient information on learners' progress from a variety of sources, e.g. records of assessment and testing, information from other people involved in the learning programme, discussions with learners, observation of performance, learners' self assessments.

Range of possible methods of formatively assessing skills, performance and knowledge includes observation of performance in normal classroom activities, formal assessment tasks designed by the teacher and undertaken in class time, teacher-designed tests, standardised tests designed by external agency. Types of assessment include skills tests, simulation, projects and assignments, oral and written questions, multiple choice, short and long answers.

Importance of using a range of assessments over time, to improve validity and reliability, building a sequence of systematic and appropriate measures and observations.

Considering issues such as variety, formality and frequency of assessment. Criteria for selection of assessment include fairness, authenticity, relevance and validity. Considering efficiency, not only time and resources for administering assessment in terms of the quality of information obtained, but also the workload involved for learners in taking assessments, in relation to the time and resources available for learning. Advantages of different forms/media of administration, e.g. written compared with computer-based.

Recognising and using naturally occurring formative assessment opportunities during learning, e.g. observation of performance. Incorporating planned and formal formative assessment events constructively in the sequence of learning activities and in the session and programme.

4. Module content

Considering how formative assessment opportunities link to learner needs and learning objectives.

Explaining clearly to learners the purpose and demands of assessment before that assessment takes place. Clear and accurate information to learners on agreed learning outcomes, and methods which the teacher will use to make judgements about their progress. Transparency of criteria, conditions and examples of successful outcomes.

Following the appropriate and correct procedures in use of different types and media of assessment, e.g. paper-based compared with computer-based.

Ensuring that the conditions for assessment are as conducive as possible to performance, e.g. minimising the chance of disruption, allowing sufficient time, ensuring materials and facilities are available and sufficient.

4. Module content

3.1.2 Interpreting and using formative assessment data

Interpret data produced by formative assessment accurately and carefully. Provide feedback to learners about formative assessment results and performance. Consider issues arising from the communication of formative assessment information.

Methods of interpreting, collating and summarising information on progress so that it is fair, without bias, accurate, sufficient (for teacher and for learners).

The teacher may draw attention to variations in performance, results of outstanding merit, assessments which show performance below the level required.

Techniques of marking and grading, and use of mark/assessment schemes.

Importance of critical and intelligent understanding of data, including limitations and margins of error.

Considering appropriate and well-evidenced records of learners' progress that the teacher needs to maintain, together with effective methods of record keeping.

The importance of allowing learners and teachers to self-assess, so that progress takes into account their views on learning needs, progress made, aspirations, learning outcomes still to be achieved, effectiveness of the learning and teaching/training process.

The need to communicate the results of on-going or individual formative assessments to learners in an accurate, objective yet supportive fashion, highlighting areas of significant progress and offering constructive ways to develop skills, knowledge and understanding.

Use of written and oral methods of communication for feedback purposes. The importance of regular review of progress, to collect information on learners' progress and the effectiveness of learning activities.

The teacher can use formative assessments as reassurance, calibration of success and pointers towards further development of aspects of learner achievement. The assessments may throw up issues which may affect the design and operation of the learning programme and future learning sessions.

When and how to seek and obtain advice and support from other agencies and support networks, to reinforce learners' progress.

4. Module content

Unit 3.2 Summative assessment: assessing learners' achievement

Following on from assessing learners' progress, the teacher is responsible for assessing learners' achievement of agreed learning outcomes, using a variety of methods. Summative assessment – assessment *of* learning – covers all aspects of making judgements about the standard of achievement and providing feedback to learners. Opportunities for summative assessment may arise at the end of a programme, module, semester, course or other significant sequence of learning. It can provide valuable information for consideration of future programme plan designs and teaching-learning strategies. Throughout assessment, whether formative or summative, the most important person in the assessment process is the learner.

3.2.1 Preparing and using summative assessments

Review and select appropriate assessment techniques from a range of possible methods, and make arrangements to ensure rigorous and appropriate design with efficient, reliable and accurate use. Manage assessment, to ensure it is effective and fit for purpose.

Clarity about purpose. Ensuring that summative and formative assessments for the programme plan complement each other, in relating directly to the learning aims and objectives. The positive effects of well-designed and managed assessment on the learning of individuals and the group as a whole.

Particular methods of summative assessment may be prescribed by the institution in which the teacher works, or by an external awarding body. Ensuring not only that these requirements are followed, but also that all available information is obtained to guide the preparation of learners before assessment, e.g. guidance about performance standards, examiners' reports, sample assessments.

Methods could include oral and written examinations, practicals, observation of performance and skills assessments, artefacts, portfolios of evidence, assignments and projects.

Criteria for selection include authenticity, relevance and validity. Considering efficiency, not only time and resources for administering assessment in terms of information obtained, but also the workload involved for learners in taking assessment, in relation to the time and resources available for learning.

Design of assessment tasks and marking schemes, ensuring that the tasks are valid, realistic and workable, and are linked to learning needs and learning objectives. Instructions to learners, explaining clearly the demands of assessment to them, before assessment takes place.

Ensuring that the conditions for assessment are as conducive as possible to performance, e.g. minimising the chance of disruption, allowing sufficient time, ensuring materials and facilities are available and sufficient.

4. Module content

3.2.2 Interpreting and using summative assessment data

Analyse and interpret summative assessment data with accuracy and care. Provide constructive feedback to learners and other stakeholders. Consider teaching-learning issues arising from summative assessment, to inform future planning and teaching-learning strategies.

Marking with accuracy, consistency and thoroughness in applying marking scheme.

Methods of interpreting, collating and summarising information on achievement, so that it is fair, without bias, accurate, sufficient (for teacher, learners and other stakeholders).

The teacher may draw attention to variations in achievement, results of outstanding merit, assessments which show performance below the level required.

Learners should receive the results of summative assessment and also, where possible, some form of feedback.

Even when results emanate from external bodies, it is good practice to contact the learners and discuss these, not least because their next learning sequence or employment opportunity may be to a greater or lesser degree dependent on them.

Teachers must take care to:

- store summative assessment results securely
- distribute assessment results to users promptly and in the correct format, accompanied by teacher comments as appropriate.

Arrangements for dealing with further questions, e.g. queries about marks/grades.

Identification of issues arising from summative assessment data which might inform the design of future programme and learning session plans.

Evolution of design strategies following the analysis of such issues.

4. Module content

Assignment guidelines – Module 3: Assessment

In order to achieve this module, candidates must:

- Base all stages of assessing learners' progress and achievement on recognised good practice.
- Identify, select and use appropriate methods of formative and summative assessment.
- Develop their awareness and experience of issues involved in the communication, recording and storage of assessment outcomes.
- Continue their work in establishing the basis of on-going evaluation of their own professional skills and practice.

The assignment is in two parts:

Part A: Assessment of progress and achievement

Part A comprises a series of key questions corresponding to each performance criterion in this module. In responding to the key questions, you should base your evidence on your own experience of assessing learners' progress and achievement. You also need to include a copy of the programme plan designed in Module 1, a sample formative assessment task that you have devised as part of your programme plan, the marking scheme for this task and three examples of work you have assessed using this task (high, middle and low performance). The examples need to show the feedback you have given to the learners involved. For each question in Part A you should provide a concise and considered response. The total length expected for Part A responses is approximately **2000 words**.

Summary of key questions relating to performance criteria

3.1.1 Preparing and using formative assessments

(500 words)

- Why have you chosen to use the formative assessment methods specified in your programme plan?

For ONE formative assessment task that you have designed in your programme plan explain:

- How it supported your learners' progress.
- How you sought to make it valid, reliable and fair.

3.1.2 Interpreting and using formative assessment data

(500 words)

- How did you interpret information obtained from the formative assessment task you used?
- How did you provide feedback to inform your learners and other parties about the learner progress?
- How have you used the information from formative assessments to inform future planning and help learner' progress?

4. Module content

3.2.1 Preparing and using summative assessments

(500 words)

- How did you ensure that your learners were well prepared for summative assessments?

For ONE formative assessment task that you have designed in your programme plan explain:

- How you ensured that the summative assessment – or practice summative assessment – linked to the learning aims and objectives?
- How you ensured that the formative and summative assessments complimented each other?

3.2.2 Interpreting and using summative assessment data

(500 words)

- How have you analysed and interpreted the data gathered from the summative (or practice summative) assessment(s)?
- How have you provided feedback about the results of summative (or practice summative) assessments to the learners and other interested parties?
- What will you do with the information obtained from summative (or practice summative) assessments to inform the future planning and practice?

Part B: Reflective report

In your report you should reflect on your overall experience of assessing learners' progress and achievement. Among your reflections on this stage of the teaching and learning cycle and your Diploma project, you should include the following themes:

- (a) What were the highlights of assessments which you think have particularly supported active learning and motivated your learners to learn?
- (b) What challenges have you encountered in planning, using, designing and managing assessments?
- (c) How are you going to develop your approach to assessment in your future practice?

N.B. Taking into account the word limits for Part A (2000 words) and Part B (1000 words), the whole assignment should be approximately **3000 words**.

4. Module content

4.4 Module 4: Evaluation

Unit 4.1 Evaluating and improving the programme plan

The teacher should gather, analyse and make use of feedback from a variety of sources on a continuous basis, in order to evaluate learning programmes and make any necessary improvements to design, practice, learning methods, curriculum content or resource provision. Evaluation occurs before, during and after teaching, and informs future teaching-learning strategies and programme plan designs.

4.1.1 Evaluating the programme plan

Plan and carry out an evaluation of your programme plan, using a variety of sources, suitable criteria, methods and procedures. Collate evaluation material and identify key issues arising from your various evaluation sources.

Clear specification of the criteria to use for evaluation of the learning programme, e.g. performance indicators, measurable objectives, national or professional or organisational standards.

Preparing a written plan for continuous evaluation, using a variety of sources, including purpose and methods of evaluation, information to gather and how to analyse and use that information.

Methods include discussion, planned oral feedback during and after sessions, written feedback, spontaneous feedback. These will involve a range of people, e.g. learners, colleagues, parents, employers, external agencies.

Information to collect, including learning methods, organisation of sessions, use of activities, use of resources, content of programme and sessions, satisfaction of learning outcomes and individual learning needs. Teachers can gather this information as responses to a number of clearly stated key questions. Careful construction of questionnaires will enhance the quality and accuracy of the responses.

Importance of ensuring that everyone involved in evaluation plays an active part, and provides clear and objective views.

Feedback information needs careful examination and analysis, which may be quantitative and/or qualitative. Teachers can use this analysis to develop points for improvement as conclusions.

Listing main points arising from the feedback sources. Use of appropriate methods to support and illustrate these points (if used, only simple statistical methods are involved).

Identifying key issues arising from evaluation sources.

4. Module content

4.1.2 Using evaluation to plan improvements

Interpret information to identify and plan possible improvements to the programme plan. Identify realistic and feasible improvements to aspects of the learning programme, based on the results of evaluation. Plan improvements, and plan for their evaluation.

Use key issues identified in 4.1.1 to plan realistic and feasible improvements to aspects of the learning programme, based on the results of evaluation. Identification of the ways in which the teacher can improve these parts of the current programme plan. Reviewing the aims, objectives, balance, structure and learning outcomes of the current programme plan, which you designed in Module 1.

Determining the feasibility and benefits of implementing potential improvements. The importance of formulating objectives for improvements which are SMART (Specific, Measurable, Achievable, Realistic and Time-scaled).

Planning for implementation needs to be based on results of evaluation, include an analysis of factors which may influence the success of improvements, and the actions to be taken to ensure implementation is successful. Importance of agreeing and introducing planned improvements in a way which does not interfere with the learning process.

Putting into action the outcomes of this evaluation and consequent changes to the programme.

Changes often require consultation with a range of people, including colleagues and managers. Teachers should make them in the light of any new requirements made by the institution in which they work and/or by external agencies, e.g. awarding bodies.

Evaluation features in the revised programme plan – teachers can improve the evaluation itself, to make it as streamlined and effective as possible.

4. Module content

Unit 4.2 Evaluating and improving your own practice

The teacher should reflect on the impact of their own practice on learners and their learning, identifying development needs and setting clear goals for their own development. These goals form the focus of a professional development plan, together with an outline of the way the teacher can realise and evaluate these goals.

4.2.1 Evaluating your own practice

Base evaluation on relevant information from a variety of sources. Specify these sources and give reasons for their choice. Identify key issues raised by these sources.

Take a planned approach to evaluating own professional practice, including sources, criteria and goals.

Use various sources of feedback on own professional practice. Collect appropriate information and discuss with relevant people as necessary. From this information draw up a full evaluation based on appropriate headings, identifying areas of satisfaction, success and those requiring improvement.

Sources of information need to be wide ranging. They may include self-assessment against set criteria, work outcomes, feedback from observed practice, one's own reflections, performance appraisals by others, on-going informal feedback from colleagues.

Criteria can include agreed performance indicators, measurable objectives, organisational standards.

Methods of self-assessment and interpreting evidence of own practice.

Methods of interpreting the impact of own level of competence on learners and their learning outcomes. Sources of advice and guidance within own institution and external sources, e.g. networks and associations. Discussion and interpretation with other relevant people.

4. Module content

4.2.2 Identifying goals for improvement

Identify and record personal goals for improving professional skills and practice. Draw up a development plan to identify and prioritise own development needs to realise skills and goals. Outline the ways in which you can put into action and then evaluate the main points of the plan.

Using the evaluation experience in 4.2.1 to reflect on the kind of progress the teacher would like to achieve over the next few teaching-learning cycles. Identifying goals for improving professional skills and practice and recording these in an appropriate format.

This first step in goal setting needs quiet contemplation and some imagination. It will be quite 'general' at first, but can then become focused around a number of questions, which the teacher can then turn into goals.

Teachers should carefully word their goals, which must be SMART (Specific, Measurable, Achievable, Realistic, Time-scaled).

The plan should take into account results of analysis of own current levels of skills and practice, individual aspirations, current and anticipated job requirements, and developments in own subject area. Additional help and information may come from course attendance, work experience and shadowing, online learning, self-study and discussions with others.

Note particularly any impending changes to teaching and training being brought about by changing government policy, technological change, or developments in (inter)national standards.

Critical review of own progress and achievement over a period of time towards goals. Establishing a personal approach which suits own needs.

Factors impacting on the success of personal development plans.

Ways in which improvements in competence can influence the learning environment and learning practice. Methods of influencing the learning environment and learning practice to implement new ideas and practice.

4. Module content

Assignment guidelines – Module 4: Evaluation

In order to achieve this module, candidates must:

- Base all stages of evaluating and improving learning programmes on recognised good practice.
- Complete their work on evaluation of their own professional development and continuous improvement, using evaluations from this and earlier assignments.
- Develop their goals and plans for implementing future developments of learning programmes and own professional practice.
- Complete the professional development plan on the form provided by Cambridge.

The assignment is in two parts:

Part A: Evaluating learning programme and professional practice

Part A comprises a series of key questions corresponding to each performance criterion in this module. In responding to the key questions, you should base your evidence on your own evaluation activities. You should submit copies of the two Observation of Teaching and Learning forms submitted for Module 2, and a professional development plan, using the layout provided in the assignment template. For each question in Part A, you should provide a concise and considered response. The total length expected for Part A is approximately **2000 words**.

Summary of key questions relating to performance criteria

4.1.1 Evaluating the programme plan

(500 words)

- Which sources, methods and procedures have you used to evaluate your programme plan and why have you chosen them?
- How have you collected and analysed this information for evaluation?
- What are the key strengths of the current programme plan and what areas need to be improved?

4.1.2 Using evaluation to plan improvements

(500 words)

- What ideas do you have for making realistic and feasible improvements to the structure, balance and content of the current programme plan for future practice?
- How are you going to take these ideas for planned improvements forward, in consultation with colleagues and managers?
- How will these improvements enhance future learning programmes?

4. Module content

4.2.1 Evaluating own practice

(500 words)

- Which sources have you used to evaluate your own professional practice?
- Why have you chosen these?
- What are the significant strengths of your practice and what areas require further development?

4.2.2 Identifying goals for improvement

(500 words)

- What are your short and long term goals to improve your professional practice?
- Why do you consider these goals to be important for your future professional development?
- Complete your professional development plan and say how you are going to evaluate its effectiveness.

Part B: Reflective report

In your report you should reflect on your overall experience of evaluating the programme and your own practice as a teacher. Among your reflections on this stage of the teaching and learning cycle and your Diploma project, you should include the following themes:

- (a) The critical issues you have encountered in carrying out on-going evaluation of LEARNING, and how they will affect your thinking for future practice.
- (b) The critical issues you have encountered in carrying out on-going evaluation your OWN PRACTICE, and how they will affect your thinking for future practice.
- (c) What have you learned about learning and teaching from your Diploma experience and how would you like your professional practice to develop further?

N.B. Taking into account the word limits for Part A (2000 words) and Part B (1000 words), the whole assignment should be approximately **3000 words**.

5. Grading

5.1 Grading themes

The following grading themes apply to all Diploma assignments.

1. Understanding learning

e.g. how learners learn

2. Understanding teaching

e.g. how teachers can vary their approach to suit each learning context.

5.2 Grading criteria

The grading criteria for each of these themes are as follows:

Criteria for Pass	Criteria for Distinction
Understanding learning	
The candidate has taken a coherent, appropriate and relevant approach in interacting with learners to facilitate effective learning.	The candidate has taken a coherent, appropriate and relevant approach in interacting with learners to facilitate effective learning, and has shown confidence to innovate in a realistic and resourceful manner.
Understanding teaching	
The candidate has analysed and reflected on their current and future practice with insight.	The candidate has analysed and reflected on their current and future practice with insight, and has discussed ways in which this has challenged and extended their own thinking.

Candidates who satisfy the module performance criteria and the assignment requirements will achieve at least a Pass. A Distinction is awarded on the basis of performance in the assignment as a whole.

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