

# Principal Examiner's Report

## Cambridge International Certificate for Teachers and Trainers Syllabus Code 8989

September 2010

### Introduction

This report is based on feedback from Cambridge International Certificate for Teachers and Trainers (CICTT) Examiners following assignment submissions from Centres throughout last year. Centres are reminded that all documentation for this qualification is available to download from the CIE website at [www.cie.org.uk](http://www.cie.org.uk)

### Candidate performance

The majority of candidates (97%) are presenting evidence for a successful performance in the Certificate. From July 2009 – June 2010, 22% of submissions achieved a Distinction, 75% a pass and only 3% failed to be successful in their submission. Despite the wide range of circumstances in which candidates are teaching, from pre-school right through to adult education and training, the CICTT programme is clearly providing a framework through which a candidate's teaching and learning skills and knowledge and understanding can be reliably assessed in any country and any context to a consistent standard.

Those candidates achieving **distinction** grades did so because they:

- took coherent, appropriate and relevant approaches in interacting with their learners to facilitate effective learning and showed confidence to innovate in a realistic and resourceful manner
- analysed and reflected on their current and future practice with insight and discussed ways in which their thinking about teaching and learning has challenged and extended
- evidenced innovation by trying approaches, activities and experiences not used by them before, which exemplify Active Learning, and which developed new thinking and changes to their current practice showed that they were sharing their ideas with colleagues and that they are willing to work with colleagues to improve their future practice
- produced quality work which is innovative, reflective or analytical, or all three, showing a shift in practice.

Candidates who received a **fail** grade did so because they failed to satisfy the Certificate performance and assignment requirements. The reasons for this include:

- failing to submit all the evidence required for the Certificate ( 3 complete observation reports, one for each Unit)
- falling significantly short of the word count for each step of the assignment thereby indicating that the effort involved has clearly not been enough to merit award at a professional level
- failing to meet the required standard for **all 3 Units** of the Certificate

### Centre performance

The 213 assignments in 2009/2010 were submitted from 18 different Centres. Assignment pass rates indicate that the majority of Centres are providing appropriate learning programmes and levels of support to enable candidates to develop their professional practice and achieve the Certificate. This also indicates that most Centre programmes consist of a balanced range of professional development activities designed to meet the needs of their candidates and their institution (s).

To help improve candidates' learning and the number of pass and distinction grades awarded Centres should:

- encourage candidates to try out new approaches, activities and experiences from the menu choices for each Unit

- provide an appropriate learning programme to enable candidates to experiment with new teaching and learning strategies
- encourage candidates to carry out appropriate background reading and discussion with colleagues and/or mentors to help enrich their practice
- encourage candidates to submit complete assignments including the required evidence of 3 observation reports, one for each Unit
- advise candidates not to use too many bullet points when responding to questions designed to encourage reflection and evaluation as this can inhibit analytical and creative thinking
- encourage the use of Reflective Journals amongst candidates to enable them to evaluate their practice and continue their professional development
- ensure that the observation reports are detailed enough to provide candidates with enough information to support their professional development (indicating the highlights of the approach, activity and experience and providing guidance on areas for development)

## Examiners advice to candidates

Examiners provide feedback on assignments to Centres and to individual candidates, and the following general points drawn from this feedback are worth noting, before, during and when finalising assignments:

- Make sure you have completed the information on your assignment cover sheet fully and correctly. For example, your Unique Candidate Identifier is essential in order that CIE can accept your entry.
- Present your own ideas, views, reflections and evaluations – your assignment is based on your practice and development. The Examiners do not wish to read a general or theoretical ‘essay’.
- Make sure that for each Unit you have chosen from the relevant menu choices as stated on pages 12, 20 and 27.
- You must be careful about making the best use of word limits. If you fall significantly short of the word limit, you are likely to have problems communicating enough range, depth and quality of evidence. If you significantly exceed the word limit, you are probably not going to be adding to the value of the evidence you have already provided, and the Examiner is not necessarily going to read the extra information.
- If you are unsure about the meaning of specific terms in the syllabus, e.g. *evaluation*, make sure you clarify these with your programme leader, trainers, tutor or mentor. Some words may appear to be similar in everyday life but in the educational context are very specific in their meaning.
- Examiners do NOT mark the quality of your written language. You need to be fluent enough to express your ideas in ways which can be understood. If necessary, you can ask a colleague or your trainer/mentor to check a particular sentence or phrase to ensure that the meaning is clear enough.
- Make sure you proof read your assignment before submission – e.g. checking for any formatting problems.