

CONTENTS	PAGE
Section 1: Overview of the Diploma	3
Section 2: Assessment procedures	6
Section 3: Syllabus overview	9
Section 4: Module specification	12
Design: planning and preparation	12
Practice: teaching and learning in action	22
Assessment: assessing progress and achievement	30
Evaluation: improving teaching and learning	38
Section 5: Grading	45

SECTION 1: OVERVIEW OF THE DIPLOMA

1.0 Introduction

The Cambridge International Diploma for Teachers and Trainers is for everyone who needs to be competent in carrying out learning and development activities professionally and productively.

The Diploma provides clear up-to-date and valued performance standards. In today's world of flexible and lifelong learning, teaching can take place in many different ways. However the skills, knowledge and understanding involved in teaching are generic and transferable. The Diploma enables candidates to work in contexts which are most relevant to them, while addressing these generic performance standards. Thus the Diploma is accessible to teacher/trainers in all areas and all levels of education and training.

The Diploma recognises the range of effective teaching and learning methods, technologies and styles now available, and encourages candidates to be thoughtful and resourceful in their approach to particular learning needs.

1.1 Aims

The aim of the Diploma is to assess a candidate's competence in a range of learning and development activities.

The Diploma enables candidates to develop and demonstrate skills, knowledge and understanding in:

- Design - planning and preparing appropriate learning programmes and sessions
- Practice - facilitating active learning and learner involvement
- Assessment - assessing learners' progress and achievement
- Evaluation - improving teaching and learning.

Note on terminology

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

1.2 Target Group

The Diploma is intended for teacher/trainers 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 and vocational programmes), phase (from primary to higher education, or from basic to advanced training) and age of learners (from children to adults).

1.3 Diploma Structure

The Diploma is based on four Modules, which correspond to the key stages in the teaching and learning cycle. Each Module comprises a series of individual Units, which can form the basis for planning a professional development programme leading to the Diploma.

Module		Unit
1	Design: <i>planning and preparation</i>	1.1 Planning and preparing a learning programme
		1.2 Planning and preparing learning sessions
2	Practice: <i>teaching and learning in action</i>	2.1 Facilitating active learning
		2.2 Facilitating learner involvement
3	Assessment: <i>assessing progress and achievement</i>	3.1 Assessing learners' progress
		3.2 Assessing learners' achievements
4	Evaluation: <i>improving teaching and learning</i>	4.1 Evaluating and improving learning programmes
		4.2 Evaluating and improving own professional practice

1.4 Preparation for the Diploma

Candidates will wish to achieve the Diploma for a variety of reasons and will have different starting points based on their individual needs and level of experience and expertise.

For these reasons, the Performance Criteria within each Module should be regarded as outcomes to be achieved rather than as the requirements of a standard, prescribed or compulsory professional development programme. Candidates are encouraged to consider how much and what kind of professional development they may need in preparing for the Diploma. A range of possible professional development opportunities exists, from course attendance through to guided self-study. Centres are encouraged also to identify the needs of individual teacher/trainers and to identify appropriate staff who might act as mentors to guide and support candidates, and to set up appropriate communications between mentors and candidates.

In their preparation for the Diploma, candidates should have sufficient opportunities for appropriate background reading and discussion with other teachers/trainers, which will help them to develop relevant knowledge and understanding, and will enrich their reflective practice.

The Diploma has been designed to reflect good practice in teaching and much of the assignment evidence presented by candidates will be generated through naturally occurring teaching activities ie from real experience. Some evidence may also be generated through both formal and informal programmes of training and through accreditation of prior experience and learning.

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 60 hours of preparation. This is a rough guide only. Candidates should work at their own pace, appropriate to their needs and contexts.

1.5 Support

CIE provides further materials to support the Diploma, eg sample assignments. For further information please contact CIE Customer Services.

1.6 The International Dimension

The Diploma has been developed specifically for international education and training environments and is based on recognised good practice. The performance standards embodied in the Diploma are valued in countries around the world. The syllabus and assignments provide a framework through which candidates in any country can be reliably assessed. They are designed to enable candidates to demonstrate that they can apply the skills and knowledge described in the syllabus specification in the context in which they work or are preparing to work.

The syllabus and assessments are available in a range of languages. Please contact CIE Customer Services to check current language availability.

SECTION 2: ASSESSMENT PROCEDURES

2.0 Method of assessment

Assessment is by assignment, one for each key stage of the teaching cycle, ie one for each Module.

These assignments are practical, based on day-to-day professional work.

In each assignment, candidates use the appropriate CIE assignment template to gather, organise and present relevant evidence of their experience and performance.

The assignment template has two parts:

Part A	Structured activities specified by CIE
Part B	Reflective report on the experience of the stage (Module) as a whole

The assignment template provides the standard framework for assessment for the Diploma (it ensures a common format for 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 with which the teacher/trainer can plan, carry out and reflect on activities thoroughly and systematically. Candidates can use and complete Part A **as** they work progressively through the particular stage of the teaching cycle and learning programme, and Part B **after** they have completed the stage.

The evidence for Module 1 (Design) must include a programme plan and two session plans (for two contrasting sessions), using the layout provided by CIE in the template.

The evidence for Module 2 (Practice) must include observation of performance in the two sessions featured in Module 1, using the layout provided by CIE. Observation must be carried out by a competent person (e.g. an experienced senior teacher/trainer acting as mentor), who can confirm that performance observed meets the requirements of the syllabus. Evidence must also include feedback from learners.

The evidence for Module 3 (Assessment) must include a sample assessment task, marking scheme for this task, and three examples of assessed work using this task and marking scheme.

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 and their own professional development.

As they progress through the Diploma, candidates will find it useful to keep their own *personal development diary* in which they can record critical events and outcomes, and their ideas and reflections.

2.1 Sequence

A candidate will prepare for the Diploma and carry out the activities required in the assignments by application to real work settings, eg the practice of a particular learning programme. The assignments are intended both to contribute to and to be informed by teaching practice. It is anticipated that candidates for the full Diploma will typically complete assignments in the sequence of the Modules, phased over a period of time, related to the life-cycle of the learning programme which provides the context. Planning of and performance in an assignment can thus draw upon the outcomes and the evaluation of the one before.

However the structure of the Diploma is flexible. If candidates wish to update their skills in a particular area rather than aim for the full Diploma, they can access one or more of the Modules as appropriate.

2.2 Presentation

It is a requirement of the Diploma that candidates prepare and submit their assignments in the specified format (as explained in Section 6 of this syllabus), using the templates in the Administration Resource Pack provided by CIE to Centres registered for the Diploma.

Candidates are required to complete Assignment Sheets as specified in the Assignment Guidelines. Assignment Sheets have been designed to help candidates in the production of appropriate evidence by:

- Acting as a checklist and thus ensuring that all requirements are addressed
- Indicating the amount of evidence and depth of treatment required by providing a template for candidates to complete
- Assisting candidates in the structuring of evidence.

The Assignment Cover Sheet includes a section in which candidates provide background information about their own contexts. This is an opportunity for candidates to 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, nor is a full curriculum vitae required. The CIE examiners find brief (word limit approx **200 words**) relevant information about the following aspects helpful in understanding the candidates' context:

- *personal experience* eg in teaching, within an industry, and/or as a trainer; subject(s) or area(s); length and range of experience
- *role and responsibilities* eg full-time or part-time; working as a team member or leader or on own; the programme(s) and function(s) for which he or she is responsible
- *institution* eg type; status; size; location/environment
- *learners* eg age; phase of education; background(s).

2.3 External assessment by CIE

Assignments must be submitted to CIE for external assessment.

Centres must ensure that each assignment submitted conforms to CIE requirements.

Assignments submitted to CIE are not returned to the centre, and centres and candidates are advised to keep a copy of each assignment.

CIE reserves the right to request further evidence, or to inspect centres, in cases where there is doubt as to the authenticity of submitted work.

2.4 Results and certification

Pass and Distinction grades will be awarded for successful performance in each Module 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, and certification, 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 of the Diploma.

SECTION 3: SYLLABUS OVERVIEW

3.0 Syllabus structure

Each Module has the following structure:

- **Performance Criteria** all of which candidates are required to demonstrate in order to achieve the Module.
- **Skills, Knowledge and Understanding** which relate to the performance criteria.
- **Assignment Guidelines** specify the form and depth of evidence that must be submitted.

Performance Criteria are listed in sequence (1.1.1, 1.1.2, 1.1.3 etc), with a summary statement in bold, and a statement in italics which defines the observable characteristics of performance. Skills, Knowledge and Understanding are listed below each Performance Criterion - this shaded section can be used as a guide to the points for activity in a professional development programme eg reading and reflection, discussion, and workshop exercises. For example:

1.1.2 Specify the learning objectives

Devise relevant and measurable objectives in a list that is coherent and concise

The relationship between a learning aim and a learning objective. How to write meaningful and useful aims and objectives.

Clarifying the purpose of the learning programme, and identifying the skills, knowledge and understanding to be developed, paying careful attention to coverage and balance. Taking learners' needs and learning requirements into account.

Attending to requirements of external agencies where appropriate eg curriculum and assessment requirements of government, industry or awarding body.

3.1 Summary of performance criteria

1	DESIGN: PLANNING AND PREPARATION
1.1	Planning and preparing a learning programme
1.1.1	Identify learners' needs
1.1.2	Specify the learning objectives
1.1.3	Plan content, methods and resources
1.1.4	Complete the programme plan
1.2	Planning and preparing learning sessions
1.2.1	Specify the requirements for each learning session
1.2.2	Complete session plans
1.2.3	Prepare learning materials
1.2.4	Prepare equipment and learning facilities
1.2.5	Plan for evaluation
1.2.6	Prepare the learning environment
2	PRACTICE: TEACHING AND LEARNING IN ACTION
2.1	Facilitating active learning
2.1.1	Present information
2.1.2	Give instruction and demonstration
2.1.3	Use visual aids
2.1.4	Supervise learning activities
2.1.5	Manage the flow of activities
2.1.6	Manage the learning environment
2.2	Facilitating learner involvement
2.2.1	Motivate learners
2.2.2	Encourage learners
2.2.3	Guide learners
2.2.4	Support learners

3	ASSESSMENT: ASSESSING PROGRESS AND ACHIEVEMENT
3.1	Assessing learners' progress
3.1.1	Prepare formative assessments
3.1.2	Use formative assessments
3.1.3	Analyse formative assessment data
3.1.4	Provide feedback about progress
3.1.5	Maintain records of learners' progress
3.2	Assessing learners' achievement
3.2.1	Prepare summative assessments
3.2.2	Use summative assessments
3.2.3	Analyse summative assessment data
3.2.4	Provide feedback about achievement
3.2.5	Maintain records of learners' achievement
4	EVALUATION: IMPROVING TEACHING AND LEARNING
4.1	Evaluating and improving learning programmes
4.1.1	Evaluate learning
4.1.2	Use evaluation to plan improvements
4.1.3	Make improvements and plan further evaluation
4.2	Evaluating and improving own professional practice
4.2.1	Evaluate own practice
4.2.2	Identify goals for improvement
4.2.3	Complete a professional development plan
4.2.4	Specify actions and evaluate outcomes

SECTION 4: MODULE SPECIFICATION**MODULE 1: DESIGN: PLANNING AND PREPARATION****Unit 1.1: Planning and preparing the learning programme**

The teacher/trainer needs first to identify the objectives of the learning programme and the needs of the learners involved. The learning objectives may be drawn from existing guidelines (eg from an international or national curriculum) and/or may be developed by the teacher/trainer (eg responding to particular local circumstances and initiatives). The teacher/trainer should always take care to identify the needs, aspirations and existing achievements of the learners as individuals and as a group.

With this information the teacher/trainer can construct a plan for the learning programme, making decisions about content, method(s), timings and resources. Such plans are often referred to as 'schemes of work'. They enable teacher/trainers and learners to navigate a successful and rewarding route through the demands of the learning programme.

1.1.1 Identify learners' needs

Consider the range of methods available to identify reliably the learning needs of learners 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 eg interview, use of diagnostic tests, questionnaires, induction events, analysis of current skills against those required to perform tasks to standards.

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

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 range of possible methods eg whole group teaching, resource-based learning, self-directed learning. Consideration of available resources eg people, equipment, materials, finance, time and location

Prioritising and agreeing needs with learners and any other relevant persons. Learning plans specifying the skills and knowledge to be gained, how progress and achievement will be measured, achievable and realistic learning objectives, time scales for achievement and any entry criteria.

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

1.1.2 Specify the learning objectives

Devise relevant and measurable objectives in a list that is coherent and concise

The relationship between a learning aim and a learning objective. How to write meaningful and useful aims and objectives.

Clarifying the purpose of the learning programme, and identifying the skills, knowledge and understanding to be developed, paying careful attention to coverage and balance. Taking learners' needs and learning requirements into account.

Attending to requirements of external agencies where appropriate eg pre-determined curriculum and assessment requirements of government, industry or awarding body.

1.1.3 Plan content, methods and resources

Select the most appropriate content, methods and resources to satisfy learning requirements and to ensure that learners will achieve learning objectives.

Programme analysis to plan length, number and sequence of sessions, methods and content, required resources.

Advantages and disadvantages of possible modes of learning eg full-time and part-time attendance, open and distance learning, e-learning, in-house. Advantages and disadvantages of possible methods of learning eg lectures, presentations, instruction, demonstration, simulation, assignments, work-based projects, case studies, role-play, one-to-one coaching, self-directed study, team work, small learning or project groups, learner pairs. Resource implications of these modes and methods, separately and in combination.

Making the most of available resources.

Consider internal opportunities and constraints, eg size of group, varying learner motivation and attendance, growing enthusiasm for programme topics, time needed for practical work. Consider external opportunities and constraints, eg examination calendar, conferences and open days. Ensure that the programme design is flexible enough to cope with changing demands and opportunities.

Induction of learners. Types of information needed by learners, eg expectations of, and obligations to, learners including health and safety requirements; information about the institution/organisation, its facilities and range of support services; access to advice and guidance on personal support and opportunities for progression where relevant; the learner's responsibility for his or her own learning.

Consideration of a range of possible opportunities for learning (eg presentations, demonstration and instruction, simulation, project work, teamwork), and their advantages and disadvantages. Selecting a sufficient variety which seem to be most appropriate to the needs of the programme, and which learners will find stimulating.

Consideration of a range of possible methods of assessment (eg written and oral tests, projects and assignments, practical skills tests, observation of performance), and their advantages and disadvantages. Methods of monitoring and reviewing learner progress and achievement within different types of programme, with individuals and groups with different learning needs and circumstances, and groups of different sizes.

Consideration of different types of possible remedial action eg additional support, additional learning opportunities, mentoring and coaching on individual basis.

Issues of equality of opportunities and access to learning and assessment.

Ensuring that learning and assessment opportunities are integrated to create a coherent learning programme.

1.1.4 Complete the programme plan

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

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

Plan also to include practical and realistic methods of evaluating the effectiveness of the programme - its design, practice, and assessment. Identifying suitable points for evaluation during and after practice. Identifying and agreeing the purpose and scope of evaluation with appropriate people at the planning stage. Selection of suitable criteria, methods and procedures to use for collecting and evaluating information eg from learners, other teacher/trainers involved in the programme, parents, employers, other interested parties. Planning for evaluation also includes an outline of how analysis of information will be used to improve sessions and own skills.

MODULE 1: DESIGN: PLANNING AND PREPARATION**Unit 1.2: Planning and preparing learning sessions**

Taking into account the identified needs and capabilities of the learners, the teacher/trainer needs to design appropriate learning activities and make all other necessary preparations for single learning sessions within the programme. The teacher/trainer completes concise working plans for learning sessions, prepares materials as appropriate to meet identified learning needs, and ensures that learning requirements and objectives are met. Planning and preparation includes equipment and learning facilities.

1.2.1 Specify the requirements for each learning session

Ensure each planned session is coherent, and teacher/trainer and learners' roles are specified.

Designing aims and objectives for the session addressing the needs of the learners.

Identification and selection of the most appropriate learning activities. What will the teacher/trainer do eg instruction to group, presentation, demonstration, exercise and activities for individuals, pairs and groups, one-to-one coaching? What will the learners do eg practical tasks, small group work, simulation, role-play, assignments, case studies, business games, skills practice? What factors may impact on the effectiveness of methods and activities?

Planning of whole group activities and individual and small group activities, and teacher/trainer's role in guiding and supporting these.

Differentiation - planning to provide for learners with different needs and abilities.

Specification of the resources needed for effective practice, eg people, equipment, materials, finance, time and location, and how these can be used to best effect. Resources include range and selection of teaching aids such as flipcharts, overhead projectors and videos.

Specification of how learner progress and achievement is going to be measured and reviewed.

1.2.2 Complete session plans

Specify aims and objectives, length of session and timings for each activity, a clear breakdown of learning activities and assessment methods, and required resources and materials

Purpose, practice and benefits of session planning. The session plan enables the teacher/trainer to think systematically through all the essential requirements of the session and specify these requirements in a meaningful and economical manner, which is useful first and foremost to the teacher/trainer him or herself. As with programme plans, session plans need to acknowledge that experience does not always go according to plan - a degree of flexibility needs to be built in eg alternative activities.

The plan for each session plan should 'make sense' eg resources are appropriate and are at least sufficient to meet the stated aims and objectives.

Each session plan needs to be coherent, and the session plans as a whole need to form a logical and progressive sequence ie the learning programme.

1.2.3 Prepare learning materials

Specify and prepare the learning materials for particular sessions, to fulfil the learning objectives and to suit the needs of individual learners and the group

Functions of learning materials eg to provide information, to give examples, to arouse interest, to stimulate the exchange of ideas and opinions, to simulate real-life contexts. Types of learning materials eg audio-visual aids, handouts, exercises, case studies, interactive software, educational web sites and virtual investigations.

Principles of presenting information in a logical sequence and in a language which is appropriate for the needs of learners. Selection of media and methods suitable for subject matter, context and length of the session.

Learning materials should be accurate, legible, and in a style and format suitable for the needs and capabilities of learners and the requirements of each learning session. Consideration of language level, terminology, format and layout, ease of understanding, ease of use, visual impact.

Existing materials may be immediately useful and usable, or may need to be adapted eg to suit the needs of the session and the learning environment. Principles of using and adapting materials obtained from external sources eg publications - including copyright issues.

Importance of evaluating and if possible trialling materials before use.

Creating and preparing new materials, when necessary. Methods of designing and developing materials eg assignments which are sufficiently realistic to be credible to learners.

How materials will be distributed - those to be used by the teacher/trainer and those to be given to learners to use.

Use of external resources to enhance learning eg site visits, field measurement and guest speakers.

1.2.4 Prepare equipment and learning facilities

Specify and prepare appropriate equipment and facilities for particular sessions

Selection and use of appropriate types of equipment eg overhead projector, flipchart, blackboard/whiteboard, information and communications technology, projector, video and audio equipment, films, LCD.

Importance of evaluating and if possible trialling equipment and learning facilities before use.

Laboratory, workshops and studio environments should be researched for their capabilities, appropriateness, levels of equipment, technical support and health and safety.

1.2.5 Plan for evaluation

Specify how evaluation is going to be integrated into the teaching experience to enable reflective practice before, during and after the session

Principles and practice of reflective teaching.

Consideration of key questions eg What are the points to be evaluated? How is it intended to evaluate, how is evaluation going to be recorded and reported? What opportunities are to be given to the learners to gather their responses to the learning session? Are there formal requirements eg for accountability? What is the teacher/trainer's preferred style of reflecting on experience? How can the outcomes of such reflection be best kept in mind to guide future practice?

Opportunities for feedback during the session itself. Planning for reflection and evaluation as soon as the session is ended, and longer-term reflection.

1.2.6 Prepare the learning environment

Specify and prepare a learning environment for the programme and for each session, which is appropriate, encourages learning and is as free from disruption as possible

The teacher/trainer needs as far as possible to be able to control the learning environment for the programme as a whole and for each session, not only the initial set up but any necessary rearrangements during the session.

The environment in which learning takes place is both physical and social. The physical environment includes factors such as heating or ventilation, cleanliness and decoration, furniture type and layout, lighting, work surfaces. The social environment is connected to the physical eg how the group is located and moves around within the space, and the location and movement of the teacher/trainer during the session. The social includes factors such as communication styles, appearance, rules of conduct.

The importance of evaluating and if possible trialling the environment before use.

Possible sources of disruption to the physical and social environment for learning, and how to minimise these.

Assignment guidelines:**MODULE 1 DESIGN: PLANNING AND PREPARATION**

In order to achieve this module, candidates must:

- plan and prepare a learning programme, in the form of a logical sequence of learning sessions and other activities
- make all necessary preparations for these learning sessions
- plan for evaluation

The assignment is in two parts:

Part A

- comprises a series of steps with key questions corresponding to each performance criterion in Units 1.1 and 1.2
- evidence for these steps, in response to the key questions, should be based upon the candidate's own experience of programme and session design and preparation
- the **two** learning sessions selected should be contrasting eg in the type of learning activities involved
- **each** assignment step in Part A looks for a concise response - and advice about the word limit for each step is given (taking these word limits into account, Part A involves approximately **2600** words)
- candidates must use the appropriate assignment sheet for each step

Part B

- the reflective report enables candidates to broaden their explanations and perspectives while focusing exploration of ideas around three identified themes
- the Diploma aims to develop skills, knowledge and understanding through actual professional practice - the liveliest responses to Part B are most likely to be evidenced by candidates' reflections on their own experiences
- the report should be approximately **1000 words** in length

Taking the word limits into account, the whole assignment involves approximately **3600 words**.

Note on terminology:

In the following guidelines, the candidate is addressed as 'you'. Each step is broken down into a number of key questions.

Part A Structured activities

NB: Steps A to D refer to the learning programme

A Identifying learners' needs (250 words)

- how have you identified the needs of your learners at the start of the programme?
- why have you selected this approach?
- what are the significant learner needs you have identified?
- how different are the needs of individual learners in the group?

B Specifying the learning objectives (100)

- what are the programme requirements in terms of skills, knowledge and understanding?
- how have you identified these requirements?

C Planning content, methods and resources (350)

- why have you chosen particular method(s) of learning?
- what constraints and opportunities are likely to affect the programme?
- what are the main learning opportunities in the programme?
- how are you integrating assessment into the programme?
- how will you cater for different needs and abilities?
- how have you safeguarded equality of assess?

D Completing the programme plan (200)

Your plan should specify:

- aims
- learning objectives
- sequence of sessions
- types and content (subject matter) of learning activities
- method(s) of assessment
- resources
- opportunities for teacher/trainer and learner evaluation

*NB: Steps E to J refer to **two** clearly identified, distinct and contrasting **learning sessions** within the programme*

E Specifying the requirements for each learning session (100)

- what are the main learning activities?
- why have you selected these?
- what role(s) do you expect to play?
- what role(s) do you expect learners to play?

F Completing session plans (150)

Your plan for each session should specify:

- aims and objectives
- length of session
- timings of activities
- materials to be produced for use in supporting learning activities
- content to be covered
- resources (for example audio-visual resources) to be used
- how different learner needs and levels of ability will be catered for

G Preparing learning materials (150)

- What learning materials are you going to use?
- How far have you amended or created these materials for use?
- How are these materials going to be used in supporting specific learning activities?

H Preparing equipment and learning facilities (100)

- What equipment and learning facilities are you going to use?
- How have you ensured that these are ready?

I Planning for evaluation (150)

- How are you going to evaluate the session?
- How are you going to integrate evaluation into the planned session?
- How are you going to obtain learners' feedback?

J Preparing the learning environment (150)

- What steps have you taken to ensure that the learning sessions are undertaken in an appropriate physical environment (learning space)?
- What steps have you taken to create an encouraging social environment for learning?

Part B Reflective report

You must produce a report (approximately **1000** words in length) in which you reflect upon your overall experience of planning and preparing the learning programme and learning sessions. Among your reflections on this stage of the teaching and learning cycle, you should include the following themes:

- your experience of planning for learners with different needs
- the highlights of your planned programme and sessions which you think will particularly facilitate active learning, and motivate and encourage learners
- the aspects which have particularly informed your own practice for the future and which you think would be of particular interest to your colleagues and fellow professionals elsewhere

MODULE 2: PRACTICE: TEACHING AND LEARNING IN ACTION

Unit 2.1: Facilitating active learning

'Practice' is a complex, not a mechanical or routine process. Each learning session is to some extent a unique experience. The teacher/trainer uses a variety of methods to facilitate learning, eg providing information, instructing, demonstrating, supervising exercises and activities. Among the many challenges facing the teacher/trainer is knowing and deciding which approach or combination of approaches to use at any particular moment to enable learning to be as active and effective as possible. He or she 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 Present information

Communicate subject content and session structure with clarity, enthusiasm and interest, taking into account the size of the group, the learning outcomes to be achieved and the level of experience of the learners

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

Types of information which can be provided through presentations eg facts, principles, ideas. Methods of presentation eg slides, handouts, video. Ways of communicating factual information and encouraging the understanding of principles and ideas. Types of additional information eg 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.

2.1.2 Give instruction and demonstration

Organise skills and tasks in logical sequence, ensure that instruction and demonstration reflect real life practice, and enable learners to practise what has been demonstrated, using realistic and practical activities and allocating sufficient time

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

Methods of and techniques for imparting skills to individuals and groups, eg 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.

Teacher/trainer'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.

Linking instruction and demonstration effectively to follow-up learning activities.

2.1.3 Use visual aids

Consider the range of visual aids available. Select and use appropriately suitable aids to promote learning and aid understanding

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

When and how to use each type of visual aid to support teaching and learning to best effect.

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

2.1.4 Supervise learning activities

Monitor activity and provide appropriate guidance and support to learners during the learning session on an individual and group basis

Exercises and activities in practice are based on accurate identification of learners' differing needs and abilities and are structured to maximise learning opportunities and to encourage learners to participate fully.

Awareness of the range of opportunities available. For example, discussions led by learners, presentations given by learners, role-play and involvement in simulation exercises. Selection of most appropriate technique for session material and learning aims.

Setting up and introducing practical work eg experiments, investigations, debates. Time and activity management. Conclusion and recap.

Methods of regularly checking learners' understanding and progress when practising new skills. Modification of instructions and demonstrations where necessary to ensure full understanding.

Ways of monitoring cues and signals of learner behaviour. Balancing attention to the individual and to the group.

When to intervene to support learners when practising skills and when to allow them to continue.

Providing encouragement and constructive criticism at appropriate points in skills practice.

Management of activities outside the formal learning environment, eg fieldwork, work experience, homework.

2.1.5 Manage the flow of activities

Ensure the session as a whole is coherent and balanced, and leads to positive and productive outcomes

Establishing attention at 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 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 eg 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.

2.1.6 Manage the learning environment

Manage the social, physical, and logistical aspects of the environment for learning to ensure co-operative and active learning

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

Factors affecting interaction and communication between teacher/trainer and learners, and between learners eg 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/trainer 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 eg in relation to race, gender, age. How to guard against these and deal with them, if they occur.

MODULE 2: PRACTICE: TEACHING AND LEARNING IN ACTION

Unit 2.2: Facilitating learner involvement

The relationship between the teacher/trainer and the learner, motivating and encouraging active learning, is at the heart of teaching and learning. The teacher/trainer needs fully to understand the dynamics of this interaction and to apply this understanding in a resourceful and responsive manner.

2.2.1 Motivate learners

Enable all learners to participate fully by setting up and supporting formal activities

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

Types of information to be provided to learners eg purpose of activities, roles, responsibilities, activities to be undertaken, time scales for completion, expected outcomes to be achieved, 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/trainer and learners, and how this can best be developed and sustained.

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 eg written work or quiet reading.

2.2.2 Encourage learners

Enable all learners to participate fully by making the most of informal activities as they arise

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

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.

2.2.3 Guide learners

Make the most of appropriate opportunities for individual teacher/trainer-learner interaction

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

Addressing the individual requirements of the learner eg 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 advice feedback to individual learners one-to-one.

2.2.4 Support learners

Give appropriate additional support when necessary to individual learners to help them achieve

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

The teacher/trainer'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 be necessary. Limits of support for learners arising from teacher/trainer's own expertise, need for specialist help, resource constraints.

Assignment guidelines:**MODULE 2 PRACTICE: TEACHING AND LEARNING IN ACTION**

In order to achieve this module, candidates must:

- deliver planned activities effectively in accordance with realistic and achievable session plans
- implement activities which encourage various types of learner involvement
- evaluate critically whether or not sessions and materials worked as planned so that learning objectives were met
- 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

- comprises a series of steps with key questions corresponding to each performance criterion in Units 2.1 and 2.2
- evidence for these steps, in response to the key questions, should be based on the candidate's own experience of facilitating learning and the involvement of learners
- **each** assignment step involving self-appraisal in Part A looks for a concise response - and advice about the word limit for each step is given (taking these word limits into account, Part A involves approximately **2600** words)
- the assignment also involves evidence based on observation of performance by a competent person, using the layout provided
- the **two** sessions reported on should be the **same as** those featured in Assignment 1
- the assignment also involves summary of feedback from learners
- candidates must use the appropriate assignment sheet for each step

Part B

- the reflective report enables candidates to broaden their explanations and perspectives while focusing exploration of ideas around three identified themes
- the Diploma aims to develop skills, knowledge and understanding through actual professional practice - the liveliest responses to Part B are most likely to be evidenced by candidates' reflections on their own experiences
- the report should be approximately **1000 words** in length

Taking the word limits into account, the whole assignment involves approximately **3600 words**.

Part A Structured activities

*NB: Steps A to F refer to the **teaching and learning activities**. You need to complete these for each of the two sessions.*

A Presenting information (100 words)

How did you make sure that the information you presented was appropriate to:

- the size of the group?
- the learning outcomes to be achieved?
- the level of experience and abilities of the learners?

B Giving instruction and demonstration (100)

How did you achieve appropriate:

- pace in instruction?
- time for discussion?
- opportunity for reinforcement of content?

C Using visual aids (100)

- which visual aids did you use?
- how did they affect the quality of teaching and learning in practice?

D Supervising learning activities (150)

- what opportunities occurred to support the learning of individuals?
- what implications did these have for the balance and structure of the session as a whole?

E Managing the flow of activities (100)

- what adjustments, if any, did you make to your planned activities to make the session more effective?
- what effect(s) did these adjustments have upon the timing and content of your session plan?

F Managing the learning environment (150)

- how did you use the physical environment to facilitate learning?
- how did you achieve a positive social environment for learning?

*NB: Steps G to J refer to **learners' involvement**. You need to complete these for each of the two sessions.*

G Motivating learners (150)

- how did you provide opportunities for formal involvement?
- what were the outcomes?

H Encouraging learners (150)

- how did you provide opportunities for informal involvement?
- what were the outcomes?

I Guiding learners (150)

- what opportunities did you explore to develop one-to-one learning situations?
- how did the particular learner(s) respond to this individual attention?
- how did you provide for these while keeping others involved in the session as a whole?

J Supporting learners (150)

- what additional support was needed, if any, during or after the session?
- how did you provide for this?

Part B Reflective report

You must produce a report (approximately **1000** words in length) in which you reflect upon your overall experience of facilitating learning and learners' involvement. Among your reflections on this stage of the teaching and learning cycle, you should include the following themes:

- critical moments/events which occurred in the practice of any session(s) in the programme which for you particularly highlight key principles in teaching and learning
- changes of direction and unexpected events which have offered opportunities for enrichment
- the aspects which have particularly informed your own practice for the future and which you think would be of particular interest to your colleagues and fellow professionals elsewhere

MODULE 3: ASSESSMENT: ASSESSING PROGRESS AND ACHIEVEMENT

Unit 3.1: Assessing learners' progress

The teacher/trainer needs to be clear about essential questions when considering assessment - why we assess, what we assess, how we assess it, and how and to whom we report the outcomes of assessment.

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

3.1.1 Prepare formative assessments

Review and select appropriate assessment(s) from a range of possible methods, and make proper arrangements to ensure efficient, reliable and accurate use.

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

Clarity about purpose eg to provide feedback to teacher/trainer, feedback to learner, motivation. Realistic, fair and relevant assessment activities which encourage learning. Balancing different purposes if necessary at the same time with the same assessment. How to encourage learners to adopt styles of learning that will enable them to reach required outcomes, progress to the best of their abilities and 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, eg records of assessment and testing, information from other people involved in the learning programme, discussions with learners, observation of performance, learners' self assessments.

Qualitative and quantitative measures. Repertoire 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/trainer and undertaken in class time, teacher/trainer-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 eg written compared with computer-based.

3.1.2 Use formative assessments

Manage assessment to ensure fairness and to facilitate performance

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

Explaining clearly the purpose, conditions, and outcomes of assessment to learners before assessment takes place. Clear and accurate information to learners on agreed learning outcomes and methods which will be used to make judgements about 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 eg paper-based compared with computer-based.

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

3.1.3 Analyse formative assessment data

Analyse data produced by formative assessment with care concerning the reliable information it conveys

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

Data may be qualitative or quantitative or both. Attention may be drawn to variations in performance, results of outstanding merit, assessments which show performance below the level required.

Use of comparative statistics, percentages and percentiles, variations from mean. 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.

3.1.4 Provide feedback about progress

Give learners and other interested people as much constructive feedback as possible, based upon the outcomes of formative assessment

Return of marked/assessed work. Use of written comments and annotations on written work. Oral follow-up of such comments on returned work. De-briefing following observation of performance, simulations or role-play sessions. Use of conferencing sessions to examine progress and use assessment material to highlight areas for future development and improvement.

Importance of timing - when and how promptly to provide feedback after formative assessment.

Techniques for giving effective feedback to learners on progress to inform and encourage future learning and achievement of agreed outcomes of the learning programme.

Methods of updating parents, employers and other interested parties on learners' progress economically and effectively.

Preparing for further questions from learners and/or interested parties on the feedback given eg clarification of marking. Basing judgements and comments on evidence and sound practice.

Devising support and advice system for learners and make constructive use of their response to assessment outcomes.

The importance of allowing learners 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 process.

The importance of regular review of progress to collect information on learners' progress and the effectiveness of the learning process.

Assessments of any kind cannot be left as mere facts. They vary in importance as milestones in learner progress but they perform at their best when they are reviewed on an individual or group basis. Formative assessments can be used as reassurance, calibration of success and pointers towards further development of skills, knowledge and techniques of understanding.

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

3.1.5 Maintain records of learners' progress

Devise and maintain systematic, useful and usable records of learners' progress.

Considering what and how much information needs to be maintained, and methods of record keeping, storage and security.

Manage purposes and frequency of assessment. Be aware of confidentiality and other issues affecting record keeping and storage. Address the importance of informing all relevant persons of learners' progress in the correct format to provide clear and accurate information.

Devising and maintaining frequent, appropriate and well-evidenced records of learners' progress. To be made available to learners, parents, sponsors, other members of staff and any other authorised party.

MODULE 3: ASSESSMENT: ASSESSING PROGRESS AND ACHIEVEMENT

Unit 3.2: Assessing learners' achievement

Following on from assessing learners' progress, the teacher/trainer is responsible for assessing learners' achievement of agreed learning outcomes for the whole learning programme, 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.

3.2.1 Prepare summative assessments

Review and select appropriate assessment(s) from a range of possible methods, and make proper arrangements to ensure efficient, reliable and accurate use.

Clarity about purpose. Ensuring that summative and formative assessments for the learning programme 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/trainer 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 preparation of learners before assessment eg guidance about performance standards, examiners' reports, sample assessments.

Where possible it is useful to be able to design summative assessment material. Opportunities for this may arise at the end of a module or a semester or other significant sequence of study.

Methods include oral and written examinations, practicals, performance and skills assessments, artefacts, portfolios of evidence, assignments, projects and all may have both qualitative and quantitative elements.

Criterion and norm-referencing.

Criteria for selection include authenticity, relevance, 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.

3.2.2 Use summative assessments

Manage assessment to ensure fairness and to facilitate achievement

Design of assessment tasks, and marking schemes. Instructions to learners. Management of assessment sessions eg room availability and quality, security of assessments, invigilation.

Assessment of product and assessment of process.

3.2.3 Analyse summative assessment data

Analyse data produced by summative assessment with care concerning the reliable information it conveys

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

Processing of assessment data follows from the marking and may be quantitative, qualitative or both. Simple statistical processing of quantitative data may be appropriate to larger learner groups. Annotations and short reports may be formalised into more extended summative reports.

3.2.4 Provide feedback about achievement

Give learners and other interested people as much constructive feedback as possible, based upon the outcomes of summative assessment

Results of summative assessment should be made known to learners, and, where possible, some form of feedback given. Results should be distributed to other users of summative assessment.

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 upon them.

Care must be taken to distribute these and internally generated summative assessment results to users promptly and in the correct format accompanied by teacher/trainer comments as appropriate.

Arrangements for dealing with further questions eg queries about marks/grades.

3.2.5 Maintain records of learners' achievement

Devise and maintain systematic, useful and usable records of learners' achievement

Matters of storage, access and security are important and need careful consideration.

Consider format of records eg hard copy, disk storage. Distribution of assessed material needs to be as speedy and as complete as possible but care should be taken to ensure that any assessed material unclaimed through absence should be stored for an appropriate time. Location of record storage access to records and matters of security need careful consideration. Companies, institutions, colleges and departments may have their own policies for these.

Assignment guidelines:**MODULE 3 ASSESSMENT: ASSESSING PROGRESS AND ACHIEVEMENT**

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

- comprises a series of steps with key questions corresponding to each performance criterion in Units 3.1 and 3.2
- evidence for these steps, in response to the key questions, should be based on the candidate's own experience of assessing learners' progress and achievement.
- the assignment also involves submitting a sample assessment task devised by the candidate, marking scheme for this task, and three examples of assessed work and feedback using this task and marking scheme (one example each of high, mid and low attainment/performance)
- each assignment step in Part A looks for a concise response - and advice about the word limit for each step is given (taking these word limits into account, Part A involves approximately **2600** words)
- candidates must use the appropriate assignment sheet for each step

Part B

- the reflective report enables candidates to broaden their explanations and perspectives while focusing exploration of ideas around three identified themes
- the Diploma aims to develop skills, knowledge and understanding through actual professional practice - the liveliest responses to Part B are most likely to be evidenced by candidates' reflections on their own experiences
- the report should be approximately **1000 words** in length

Taking the word limits into account, the whole assignment involves approximately **3600 words**.

Part A Structured activities

*NB: Steps A to E refer to **formative** assessment*

A Preparing formative assessments (200 words)

- For your learning programme as a whole, which types of formative assessment have you used?
- Why have you selected these?
- What content, skills and learning activities do they relate to?

B Using formative assessments (300)

- For one qualitative method of assessment, how have you used it to indicate performance and review progress?
- For one quantitative method of assessment, how have you used it to indicate performance and review progress?

C Analysing formative assessment data (250)

- How have you analysed the data?
- What issues of interpretation have you encountered?

D Providing feedback about progress (300)

Using examples from your learning programme

- how have you communicated results to individual learners in oral form eg conversation, conferencing?
- how have you communicated results to individual learners in written form eg annotations on written work, comment sheets?
- what steps have you taken to arrange for review(s) of learner progress inside and outside learning sessions?
- what kind of content do you identify as being important to such review sessions?
- how do you agree with the learners the outcomes of such review sessions?

E Maintaining records of learners' progress (250)

- What records do you keep?
- How do you ensure security and protection of data?
- Who do you make these records available to, and why?
- How do you make these records available?

NB: Steps F to J refer to summative assessment**F Preparing summative assessments (200)**

- Which methods of summative assessment have you used?
- For one of these methods, how was the assessment material linked to the content of the learning programme?

G Using summative assessments (300)

- For one summative assessment you have devised and used, how have you designed the tasks and marking scheme?
- How have you ensured that the tasks are valid, realistic and workable?

H Analysing summative assessment data (300)

- What issues of interpretation have you experienced in applying the mark scheme?
- How have you analysed the data?
- How have you ensured accuracy and consistency?

I Providing feedback about achievement (250)

- How have you provided feedback about the results to the learners?
- Have you communicated the results to others?
- What issues did you experience in communicating the summative information?

J Maintaining records (250)

- How have you stored summative assessment records?
- How may these records be used in the development of future learning programmes?

Part B Reflective report

You must produce a report (approximately **1000** words in length) in which you reflect upon your overall experience of assessing learners' progress and achievement. Among your reflections on this stage of the teaching and learning cycle, you should include the following themes:

- your own views on selection of assessment methods to meet different types of assessment needs
- the issues which individual learners may encounter with specific assessment methods
- the aspects which have particularly informed your own practice for the future and which you think would be of particular interest to your colleagues and fellow professionals elsewhere

MODULE 4: EVALUATION: IMPROVING TEACHING AND LEARNING

Unit 4.1: Evaluating and improving learning programmes

The teacher/trainer gathers, analyses and makes 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.

4.1.1 Evaluate learning

Plan and carry out evaluation using a variety of sources, suitable criteria, methods and procedures

Clear specification of the criteria to be used for evaluation of the learning programme eg 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 be gathered and how information will be analysed and used. Methods include discussion, planned oral feedback during and after sessions, written feedback, spontaneous feedback. These will involve a range of people, eg learners themselves, colleagues, parents, employers, external agencies. Information to be collected 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.

This information can be gathered 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. This analysis can be used 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).

4.1.2 Use evaluation to plan improvements

Identify realistic and feasible improvements to aspects of the learning programme based upon the results of evaluation

The importance of analysing information to identify potential improvements eg changes to learning methods, more effective organisation, more effective use of resources, changes to content, better methods of satisfying outcomes to be achieved.

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

Planning for implementation needs to be based on results of evaluation and 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.

4.1.3 Make improvements and plan further evaluation

Put planned improvements into practice effectively and plan for evaluation of the results of the improvements

This stage of the teaching and learning cycle involves putting the outcomes of evaluation into practice, into the next round of design, practice and assessment.

Changes often require consultation with a range of people including colleagues and managers. They should be made in the light of any new requirements made by the institution in which the teacher/trainer is working and/or by external agencies eg awarding bodies.

Evaluation features in the revised programme (plan) - evaluation itself can be improved so as to be as streamlined and effective as possible.

MODULE 4: EVALUATION: IMPROVING TEACHING AND LEARNING

Unit 4.2: Evaluating and improving own professional practice

The teacher/trainer reflects on the impact of his or her own skills and current level of practice on learners, identifying development needs and setting clear goals for his or her own development. These goals form the focus for a professional development plan, which should be followed by an outline of the way these goals can be realised and evaluated.

4.2.1 Evaluate own practice

Base evaluation on relevant information from a variety of 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 and may include self-assessment against set criteria, work results, results of observed practice, results of own evaluations, results of assessments/appraisals by others, on-going feedback from others.

Criteria can include agreed performance indicators, measurable objectives, organisational standards. These can be quantitative and/or qualitative.

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

Methods of analysing the impact of own level of skills and competence on learners and their learning outcomes. Sources of advice and guidance within own institution and external sources eg networks and associations. Discussion and interpretation with other relevant persons.

4.2.2 Identify goals for improvement

Identify and record personal goals for improving professional skills and practice

Using the evaluation experience in 4.2.1, reflection on the kind of progress one would like to achieve over the next few teaching-learning cycles. Identify goals for improving own professional skills and practice. 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 can then be turned into goals.

Goals need to be carefully worded and must be SMART, ie Specific, Measurable, Achievable, Realistic, Time Scaled.

4.2.3 Complete a professional development plan

Draw up a development plan to identify and prioritise own development needs to realise skills and goals

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, e-learning, self-study and discussions with others.

Consult publications, internet and professional associations. Note particularly any impending changes to subject teaching being brought about by changing government policy, technological change or developments in (inter)national standards, curriculum developments and syllabus developments.

4.2.4 Specify actions and evaluate outcomes

Outline the ways in which the main points of the plan can be put into action and then evaluated

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. Types of action that could be taken to ensure goals are being met.

Ways in which improvements in own skills and competence can influence the learning environment and learning practice, and methods of influencing the learning environment and learning practice to implement new ideas and practice.

Assignment guidelines:**MODULE 4 EVALUATION: IMPROVING TEACHING AND LEARNING**

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 of their skills using evaluations completed in this and earlier assignments
- develop their goals and plans for implementing future developments of learning programmes and own professional practice.

The assignment is in two parts:

Part A

- comprises a series of steps with key questions corresponding to each performance criterion in Units 4.1 and 4.2
- evidence for these steps, in response to the key questions, should be based on the candidate's own evaluation activities.
- the assignment also involves submitting a sample of evaluation method (eg question from questionnaire), a sample of data (eg a typical response) and summary of findings of the evaluation as a whole
- goals for improvement and a professional development plan should be submitted using the layout provided by CIE
- the assignment steps in Part A looks for a concise response - and advice about the word limit for each step is given (taking these word limits into account, Part A involves approximately **2600** words)
- candidates must use the appropriate assignment sheet for each step

Part B

- the reflective report enables candidates to broaden their explanations and perspectives while focusing exploration of ideas around three identified themes
- the Diploma aims to develop skills, knowledge and understanding through actual professional practice. This applies to evaluation as much as design, practice and assessment. The liveliest responses to Part B are most likely to be evidenced by candidates' reflections on their own experiences
- the report should be between approximately **1000** words in length

Taking the word limits into account, the whole assignment involves approximately **3600 words**.

Part A Structured activities

NB: Steps A to C refer to evaluation of the learning programme

A Evaluating learning (300 words)

- Which sources have you used?
- Why have you chosen these?
- What questions have you asked?
- How have you ensured that feedback is reliable?

B Using evaluation to plan improvements (500)

- How have you analysed the information?
- What are the main findings concerning programme structure, balance and flexibility; content of programme in terms of skills, knowledge and learner involvement; effectiveness of programme?
- What possibilities for improvement have you identified for the next programme?

C Making improvements and planning further evaluation (400)

- How are you going to put these improvements into practice in the next programme?
- How are you going to evaluate how the improvements work in practice?

NB: Steps D to G refer to evaluation of your own practice

D Evaluating own practice (500)

- Which sources have you used?
- Why have you chosen these?
- What questions have you asked?
- What have you found out about your professional skills, application of knowledge, professional practice?

E Identifying goals (400)

- From your self-evaluation and the evaluative responses of others, what ideas for improvement have you identified?
- What are your goals for improvement?

F Completing a professional development plan (200)

- Based on these goals, what is your plan for your professional development in the coming year?

G Specifying actions (300)

- How are you going to achieve this plan?
- What milestones are you setting for yourself?

Part B Reflective report

You must produce a report (approximately **1000** words in length) in which you reflect upon your overall experience of evaluating the learning programme and your own practice as teacher/trainer. Among your reflections on this stage of the teaching and learning cycle, you should include the following themes:

- the critical issues you have encountered in carrying out on-going evaluation of learning
- the critical issues you have encountered in evaluating your own practice
- the aspects which have particularly informed your own practice for the future and which you think would be of particular interest to your colleagues and fellow professional elsewhere

SECTION 5: GRADING

5.0 Grading Themes

The following Grading Themes apply to all assignments for the Diploma.

These grading themes correspond to two essential factors - understanding learning eg how learners learn, and understanding teaching eg how style can be varied to suit each learning context. These two factors are constantly interacting in practice and the teacher/trainer facilitates effective learning by achieving the right balance between them. He or she is continuously thinking about these and looking for improvements in both, eg in planning learning sessions, finding resources, identifying specific needs, managing time, selecting and using assessments, and making evaluations)

Theme 1: **Understanding learning**

Theme 2: **Understanding teaching**

The Grading Criteria for each of these Grading Themes are as follows:

<i>Criteria for PASS</i>	<i>Criteria for DISTINCTION</i>
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 shown confidence to innovate in a realistic and resourceful manner.
Understanding teaching	
The candidate has analysed and reflected on his/her current and future practice with insight	The candidate has analysed and reflected on his/her current and future practice with insight, and discussed ways in which his/her own thinking has been challenged and extended.

Candidates who satisfy the module performance criteria and the assignment requirements achieve at least a Pass. Distinction is awarded on the basis of performance in Part B of the assignment (the Reflective Report).