

Cambridge International Diploma for Teachers and Trainers

PLANNING



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Dear colleague

We are very happy to welcome you to the University of Cambridge International Examinations (CIE) and to the Cambridge International Diploma for Teachers and Trainers.

CIE is the world's leading provider of international qualifications and assessments. We have a broad range of qualifications, created for an international audience, and recognised by universities, education providers and employers across the globe. As part of the University of Cambridge, CIE has a strong pedigree in development and research. We constantly review our provision and introduce new subject areas and qualifications. We also strive to improve the support we offer our network of registered Centres and utilise innovative technology for delivery, assessment and administration.

Since 2000 we have worked with colleagues in the world of education to develop a teaching and training Diploma which is as relevant, reliable and rewarding as possible. The Diploma for Teachers and Trainers is a practice-based qualification. It is based on the clear specification of global performance standards for the key stages in teaching: design, practice, assessment and evaluation. The assignments enable candidates to demonstrate, in the context of their professional work, that they can meet these standards. The Diploma certifies and celebrates their success.

The Diploma is going from strength to strength. Teachers and trainers are benefiting from quality professional development in Diploma Centres in many parts of the world. Our resources provide support to candidates and their trainers. It is very encouraging, and often inspiring to read Diploma assignments. Our candidates work in a wonderful range of contexts. They have come a long way in their thinking and their practice through their experience of the Diploma. They are developing rich insights into teaching and learning. They are excited about the future. They are becoming truly reflective practitioners.

We have produced this Planning booklet to help Programme Leaders and their colleagues design and manage successful Diploma programmes. 'Success' can be measured in many ways. For us, the most important measure is that the Diploma should really enrich the process and enhance the outcomes of teaching and learning.

Thank you for your interest in the Diploma. We do hope that you and your colleagues will enjoy and benefit from the Diploma and we look forward to helping you along the way.

Kind regards

The Professional Development Team

CIE

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Please note: to help you find the section you want easily:

This booklet is bookmarked. You can click on the Bookmarks tab on the left hand side of the document and this will bring up a list of all the important parts of the document. Then click on the part you would like to see, and you will move there instantly.

You can also move to a particular section simply by clicking on its title on the contents page.

You can easily move back to the contents page by clicking on the page number at the bottom of the page you're on.

We hope that these facilities will make the booklet as easy to use as possible.

SECTION 1

How the Diploma for Teachers and Trainers Works



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Functions of a Diploma Centre

Centres are responsible for

- Ensuring the quality of professional development experiences and programme(s) leading to the Diploma.

The Centre provides the Diploma programme – which may involve some support from external agencies e.g. a local teacher training institution. We encourage Centres to use the resources from CIE as much as possible.

- Providing the personnel who design and manage the Diploma programme, and who train candidates in the skills and knowledge required by the Diploma.

While the roles need to be clearly defined (e.g. the Programme Leader), we do not expect these to be full-time. Members of the team involved with running the Diploma can have more than one role to play, e.g. the same person may be involved as trainer and as performance observer.

- Giving appropriate support to candidates as they prepare the assignments for the Diploma.

Support needs to be both to the group and to individuals, making the most of the experience, expertise and interests of staff within the Centre and the opportunities in practice for learning from each other.

- Managing sufficient and appropriate facilities for the Diploma programme.

Given the size of the Diploma group in the Centre and mode of operation, these facilities need to meet the needs of candidates and trainers, e.g. a learning environment which accommodates active learning using a range of approaches.

- Following the administrative procedures given by CIE for the Diploma.

CIE gives clear instructions and the Centre needs to ensure that candidate entries and assignments are completed and submitted according to these guidelines.

Centre eligibility

The Diploma for Teachers and Trainers can only be run at Centres that have fulfilled CIE's requirements and received confirmation of their eligibility from CIE.

We expect Centres expressing interest in becoming Diploma Centres to have thoroughly read the information about the Diploma available on the CIE website, such as the FAQs and the documents on the Resources page e.g. the syllabus. Please check the appropriate pages linked to

<http://www.cie.org.uk/qualifications/teacher>

Once you have expressed your interest in offering CIE's Professional Development Qualifications, e.g. by completing and submitting the online enquiry form, you will be contacted by our Centre Support team with more details on how your Centre can become eligible. To summarise the process:

- A specific eligibility questionnaire will be sent to you by email asking for details on how you propose for the qualification programme to be run at your Centre.
- You should nominate one Programme Leader who will need to complete and submit the questionnaire to CIE.
- Based on the information provided in the questionnaire CIE will make a decision on your application to offer CIE's Professional Development Qualifications. You may be asked to provide further information at this point and revise and resubmit the eligibility questionnaire.
- You will be notified in writing that your Centre is granted provisional eligibility to offer CIE's Professional Development Qualifications. You will also be sent information on how the nominated Programme Leader should enrol on the Programme Leader Online Self-Study Course.
- On successful completion of the Programme Leader Online Self-Study Course, you will be notified in writing that full eligibility has been confirmed for your Centre to offer CIE's Professional Development Qualifications. Your Centre will then be able to make assessment entries and supporting resources will be made available on CIE Direct.

Institutions wishing to gain eligibility to become Diploma Centres need first to have completed their Centre registration. Please see

<http://www.cie.org.uk/aboutcie/centres>

The following diagram summarises the key steps in becoming a Centre for the Diploma.



Diploma Resources from CIE

CIE provides the following resources for the Diploma

<i>Resource</i>	<i>Purpose</i>
SYLLABUS	Sets out the performance standards and assessment guidelines
SAMPLES	The sample assignment extracts indicate the nature of the evidence for assessment
PLANNING	This booklet provides guidance on how to design and manage a Diploma programme
GUIDE	Provides learning materials for use in programmes and the Programme Leader should hand a copy in its entirety to candidates at the beginning of a programme
MANUAL	Sets out the administrative procedures to be followed
TOOLKIT	Contains assignment templates, entry sheet and forms to be used in administration

The documents are made available stage by stage, to coordinate with the process of Centre eligibility and programme leader training, as follows:

Stage 1 (Centre interest and application)

On CIE's public website, at

<http://www.cie.org.uk/qualifications/teacher/level2/diptt/index.html>

- You will find the *syllabus*, *samples*, *planning booklet* and *resource list*.

Stage 2 (Provisional eligibility and Programme Leader training)

- On the online course for Programme Leaders, as well as working with this Planning booklet, you will be introduced to key points in the *Guide*, the *Manual* and the *Toolkit*.

Stage 3 (Confirmed Centre eligibility and Programme Leader accreditation)

- On CIE Direct, you will find all the current versions of the Diploma documents in the Support Materials folder for the Diploma.

The Guide provides advice and guidance on key points in the syllabus, readings, and case studies.

We have made sure the Guide corresponds to the syllabus and the assignment, and is easy-to-use and useful for candidates and trainers. We recommend you make as much use of the materials in the Guide as possible. The materials are generic in nature. You will adapt these materials where necessary for your context and for the needs of your candidates.

The Resource List recommends a small number of readings and websites, which we think are generally relevant. As an introductory programme, the Diploma should involve an appropriate, manageable amount of time for the candidate in reading, research and reflection.

We assume you will also yourselves develop and provide suitable professional development materials and activities, to blend with the CIE resources. You will already have your own resources to hand and can develop new resources as necessary. We encourage you to be creative in finding and developing your use of resources.

Please make sure you and your candidates are thoroughly familiar with the **syllabus** and the **assignment templates**. The syllabus is the prime resource for the Diploma. The syllabus and assignment templates are the universal constant reference points for everyone involved in the Diploma.

The Diploma route map

While each candidate's and Centre's journey to the Diploma is going to be in some way(s) special and unique, there are essential milestones for all to pass on their journey.

These are, in sequence:

1. Becoming thoroughly familiar with the Diploma syllabus and its requirements.
2. Planning and preparing the Diploma programme that is best for the Centre and its candidates.
3. Carrying out this programme, making the most appropriate use of the CIE resources and combining these with local activities and resources developed and provided by the Centre.
4. Completing, submitting and passing the Diploma assignments.
5. When all four modules have been completed successfully, CIE issues certificates, stating the grade achieved (Pass or Distinction).
6. But certification is not the end of the journey, either for the individual or the Centre. The next step in the reflective cycle is evaluation – of the individual experience of the Diploma, of the effectiveness of the Diploma programme as currently designed, and of the way in which it is managed.
7. Evaluation thus leads on to the next round of professional development – for the individual the most appropriate next step in continuing professional development and for the Centre the start of a new (and improved) Diploma programme.

The following diagram presents this route map for the Diploma journey.



Programme Leader – profile and role

Every Diploma Centre must have a **Programme Leader**. Through the online self-study course provided by CIE, s/he will receive training and be accredited as a programme leader for the Diploma. This is to help ensure that each and every Centre for the Diploma is upholding a consistent quality standard.

The Programme Leader in the Centre is pivotal to the success of the Diploma programme.

CIE will communicate directly with the nominated Programme Leader in the Centre about Diploma matters.

Profile

The Programme Leader should have:

- Minimum of 5 years' practice as a teacher or trainer, holding appropriate (national) qualification
- Minimum of 2 years' responsibility as a team leader for other teachers/trainers
- Current responsibility for organizing professional development activities for colleagues and/or teacher/trainers attending the Centre's programmes.

Role

The Programme Leader is required to:

- Design and manage the Diploma programme(s) in the Centre so that individual and institutional needs are fully met
- Communicate all CIE information about the Diploma to candidates and colleagues involved in their support, so that they fully understand the Diploma requirements
- Coordinate candidates' professional development and their preparation of assignments to meet the performance criteria and assignment guidelines
- Ensure that the work contained in every candidate's submission is complete and authentic
- Ensure that the entry documentation is complete and correct
- Manage the attendance and work of other trainers, mentors and visiting speakers as necessary.

As you can see, the Programme Leader is not alone in the Centre – s/he is very much a team leader. In a Centre which also runs the Certificate for Teachers and Trainers s/he may be the Programme Leader in charge of the Certificate programme – but this is not essential.

Only the Programme Leader is required to complete successfully the online self-study course, and should share the knowledge gained from the course with the rest of the programme team in the Centre.

Contacting CIE

CIE Customer Services is a team of staff dedicated to providing quick and accurate responses to customer enquiries. The team is able to receive enquiries from Centres submitted by telephone, email, fax or letter and aims to respond to all enquiries within 2 working days of receipt. Customer Services may be able to provide an answer to your enquiry immediately, e.g. if you want to know the current entry fee for the Diploma. Otherwise they will forward your enquiry to the appropriate manager in CIE, e.g. the Product Manager for the Diploma, and your enquiry will be given priority.

The Customer Services team can be contacted between 8.00a.m. and 5.00p.m. (UK time) Monday to Thursday and 8.00a.m. and 4.00p.m. on Fridays.

By telephone, CIE Customer Services should be contacted on +44 1223 553554. To help us to provide a response to your enquiry you will be asked for your Centre number, your name and the nature of your enquiry. For enquiries about the Diploma for Teachers and Trainers, please refer to the syllabus number: **8994**.

By email, Centres may send enquiries to international@cie.org.uk. In order to ensure that your queries are dealt with promptly it is essential that you include your Centre number in the Subject Title of the email. You should also include the following information in the text of your message:

- Centre name and number
- Name of member of staff sending the message.

Faxes should be sent to CIE Customer Services on +44 1223 553558. You will need to provide:

- Centre name and number
- Name of member of staff sending the message.

Letters from Centres to CIE should normally be signed by the Head of Centre or designated deputy and addressed to:

Customer Services
University of Cambridge International Examinations
1 Hills Road
Cambridge
CB1 2EU
United Kingdom

Candidate registration and assignment submission

One of the important aspects of the role of Programme Leader is to make sure that candidates are registered with CIE, and their assignments are submitted correctly according to the instructions given in the Manual and the Toolkit, e.g. assignments must be completed using the electronic assignment template provided in the Toolkit and submitted together with the candidate entry sheet via CIE Direct.

The diagram on page 19 presents an outline of the process.

Given that these and other essential operations are carried out using information and communications technology (ICT), Centres need to have the appropriate ICT facilities for staff and candidates, and the Programme Leader, the Diploma team, and candidates should be comfortable with using ICT (but do not have to be expert users).

Please note that CIE requires initial candidate registration. We need to know before any assignments are submitted the details of your candidates who are preparing for the Diploma. Centres are required to enter candidate details, and will be invoiced the full fee for the Diploma for each candidate (i.e. the current total fee for all 4 modules).

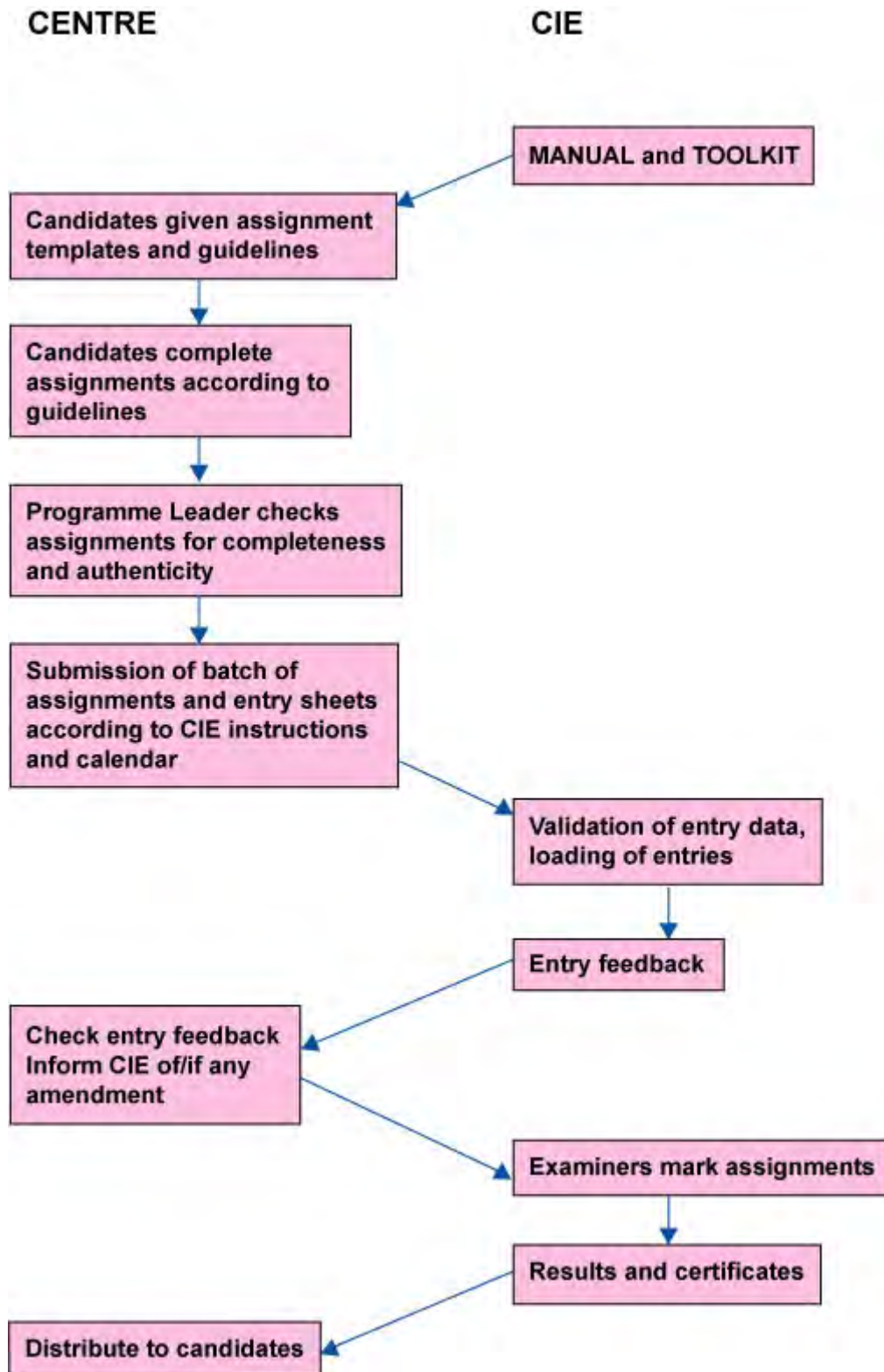
How the Diploma and the Certificate compare

If you are already a Certificate for Teachers and Trainers Centre, and a Programme Leader for the Certificate, you will recognise how the Diploma works very much like the Certificate.

If you are already a Certificate Centre, extending your eligibility to the Diploma is normally straightforward. We do need additional information, using the eligibility questionnaire, about your plans for the Diploma so that we can better understand your context, e.g. your candidates.

If you are already a Certificate Programme Leader, we will not require you complete a separate Programme Leader training for the Diploma. You will be able to carry across all the expertise and experience you have with the Certificate in designing and managing a Diploma programme.

If the Diploma is your and your Centre's first experience of CIE Professional Development Certification, we will require you to undergo Programme Leader training. A benefit is that you will then be able to apply for eligibility to run the Certificate, and have the advantage of already being experienced with the Diploma and being a Programme Leader.



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SECTION 2

How to design your Diploma programme



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Types of Diploma Centre

There are three kinds of Centre eligibility. For ease of reference, we have assigned geometric shapes to these, e.g. when we describe suggested standard programmes in Section 3.

1. In-house only – the Δ Centre

- Many of our Centres are located in an individual institution, e.g. a school, college, or company, which runs the Diploma programme only for its own staff.
- For ease of reference we refer to this Centre as a Δ ('triangle') Centre.
- A Programme Leader is nominated. The Programme Leader will be responsible for setting out, directing, arranging and administering the Diploma as indicated in this Planning booklet and as required by the Diploma syllabus.
- The Centre can design and manage its own Diploma programme for Diploma candidates perhaps based upon the sample programme in this Planning booklet.
- Arrangements for mentoring and pair/group work are often easier to set up in a Δ Centre as those involved often know and work with each other and share a common work location. There are still opportunities to break up the familiar groups (organized by subject, faculty, age or experience) and this provides different working and study relationships.
- Note, too, that there are plenty of possibilities for 'branching out'. Visits to other Centres, schools, colleges and university departments can be arranged for interested groups or individuals. There may also be great value in attending exhibitions, conferences and seminars and arranging joint working with other educational institutions.

2. The training provider – the \diamond Centre

- Many of our Centres run the Diploma as an external programme for teachers and trainers. These programmes may be general, so that groups are of mixed background and working context, or specialised, perhaps tailored to a particular phase of education (e.g. primary or secondary education) or industrial area (e.g. construction or health and social care).
- These programmes are commercial, the participants and/or their sponsors paying programme fees to the Centre.
- For ease of reference we refer to this type of Centre as a \diamond ('diamond') Centre.
- A Programme Leader is nominated. The Programme Leader will be responsible for setting out, directing, arranging and administering the Diploma as indicated in this Planning booklet and as required by the Diploma syllabus.
- The Centre can design and manage its own Diploma programme for Diploma candidates perhaps based upon the sample programme in this Planning booklet.

- The size of \diamond Centres ensures a rich diversity of Diploma candidates. This diversity almost guarantees lively responses to activities and the promise of many new friendships in the making!
- \diamond Centres can employ the full range of methods for programme implementation and may already act as storehouses of experience and expertise and valuable sources of encouragement and inspiration.
- \diamond Centres may well become pro-active in organising conferences, exhibitions and events based on and around Diploma work.

3. The education authority – the \star Centre

- As the Diploma is becoming established as a leading international qualification for continuing professional development, a number of education authorities are using the Diploma in official training projects for teachers/trainers in institutions under their authority.
- The planning and management of the Diploma, as a key part of these large-scale and long-term projects, is particular to each project.
- For ease of reference, we refer to this type of Centre as a \star ('star') Centre.
- Typically, CIE and \star Centres work in partnership on the detailed planning and delivery of the Diploma in each project.
- In the rest of this Planning booklet, we focus on \triangle and \diamond Centres.

Centre management – working as a team

- Even in smaller Centres it makes good sense for the Programme Leader to act as a team leader, however informal that team might seem to be.
- It is entirely up to you how you set up this working group, which roles you allocate to whom, and how often you meet.
- We are none of us indispensable and so it is a good idea to have someone to ‘shadow’ you who at least knows what is going on and can cover in an emergency, share some of the work and act as a source of help and advice.
- You can also identify and involve the following people/roles:

- **Trainers** with appropriate experience and skills who can lead and help with workshops and activities in the Diploma for Teachers and Trainers programme.

The most experienced teachers may not necessarily themselves be the most effective trainers. Open-mindedness, ability to communicate with a wide range of people, understanding of adult learners, and enthusiasm are just as important as ‘pedagogic knowledge’.

- **Observers** who can attend Learning Sessions as required by the Diploma syllabus.

These should be senior professionals, preferably those who have undertaken this kind of task before. They need to be supportive, objective and able to provide helpful feedback. We have included advice about Performance Observation on page 39 below and in the Guide.

- **Visiting speakers** who can make presentations, stimulate discussion and respond to questions.

Using visiting speakers is just one example of how Diploma programmes themselves should embody a wide range of teaching and learning approaches.

- There may be other roles which are relevant to your approach to the Diploma. For example, you may decide with your colleagues that each candidate is assigned a mentor. Such a mentor will be a more experienced colleague, already having the skills and knowledge defined in the Diploma, who can provide constructive advice and guidance along the way.
- In the early stages of introducing and establishing the programme you may find yourself tackling all or most of the above roles but it will enhance the quality of the programme offered by the Centre if you can attract others to help you with your work.
- The presence of a strong team will enable you to add diversity, quality and improvements to the programme(s) you offer.

Ten important programme planning considerations for any Diploma Centre

1. Access to resources

Check candidates' access to relevant professional development resources e.g. CIE resources, the Internet, PC (with Word), books and other reading matter.

2. Access to the programme

How easy/difficult will it be for candidates to participate in Centre-based Diploma activities? What kind of commitment will be required of them e.g. time, money, resources? Are any sources of funding available?

3. Times and venues

You will need to establish a time frame of training, study and activities based on your programme plan.

4. Travel and accommodation

Centres with candidates who are widely geographically spread will need to look at these issues. They may have a significant impact on the length and frequency of training sessions.

5. Supply of trainers

These may be selected, recommended or requested, volunteers or contractors but they must all be acquainted with the purpose and demands of the Diploma and the CIE standards involved.

6. The Diploma modules

Note that candidates may work at their own pace through the Diploma modules and may join your Centre at different times. So your training provision must be as flexible as possible.

7. Module requirements

Make sure you are thoroughly familiar with the overall requirements of the assignments as given in the assignment guidelines in the syllabus.

8. Links with CIE

Don't forget our website, and follow links provided! www.cie.org.uk

9. Programme plans

Use our standard programme plans below by all means but don't be afraid to build upon them to suit your needs and the needs of your candidates.

10. Build on any previous experience

You may have accumulated experience of good practice from other programme-building exercises – don't be afraid to use this in the Diploma!

Programme planning

You should follow the principles and practice of the Diploma when you are designing your Diploma for Teachers and Trainers programme! All the advice and guidance about programme design, practice, assessment and evaluation contained in the syllabus and the Guide is just as relevant to you when designing your Diploma programme!

Each of the four modules of the Diploma is divided up into a number of steps (performance criteria). Each of these steps requires candidates to demonstrate skills, knowledge and understanding. Structured activities will provide candidates with opportunities for putting their research into practice then to reflect upon its impact upon teaching and learning. You will find the clear framework of the Diploma syllabus and the assignments helps you to plan, manage, assess and evaluate. The specification of performance criteria correspond to the natural sequence of teaching. The assignments are based on this step-by-step sequence. You can safely plan the content and sequence of your programme using this step-by-step sequence, thus keeping pace with and making the most of your candidates' practice.

1. Identifying aims and objectives

We give a lot of advice about aims and objectives in the Diploma materials e.g. performance criterion 1.1.1 in the syllabus. Be disciplined in your approach. If you are vague about the purpose of your Diploma programme, then the programme itself is likely to be just as vague.

There can often be moments in a journey when you feel as if you are losing momentum – or even losing your way. It is really helpful to you, let alone your colleagues and candidates, to be able to refer back to your aims and objectives – to remind you where you are trying to go and for what reason(s), and how the activities in a particular part of your journey relate to the overall aims and objectives.

If you are a **Δ** Centre, your learners are going to be your colleagues. Of course you know them well! But do you have a clear and accurate picture of the **professional development needs** of **each** of your colleagues? Don't assume, find out properly, carefully and thoroughly. Use this information, together with the needs and objectives of your institution, to guide your plan.

If you are a **◇** Centre, your learners are going to be the kind(s) of teachers and/or trainers that you are planning to attract. Your Centre may be planning to cater for a specific niche e.g. primary or secondary school teachers, or trainers in a particular industrial sector, or you may be planning for a more general and mixed enrolment. But always make sure you have done your research properly into the characteristics of the kind of group(s) you are going to reach out to. Don't work on assumptions, find out the realities. Use this information, together with the needs and objectives of your institution, to guide your plan.

NB you should identify needs in a systematic and thorough manner not only at the design stage, but also at the start and during the programme itself. You will need to get to know your learners (better), identify their backgrounds and their learning needs.

- To help you with this we have included on page 28 a *candidate information form* which you might like to use with your Diploma candidates as they enrol on the programme. It may be used with or without an initial talk/chat/interview. You can modify or rephrase the form as suits your local needs and preferences.

Cambridge International Diploma for Teachers and Trainers

CANDIDATE INFORMATION FORM

Your full name:
Mailing address:
Tel:
E-mail:
Your current employer:
Mailing address
Your professional qualifications
Your professional experience
How did you hear about the Diploma? <input type="checkbox"/> Colleagues <input type="checkbox"/> Friends <input type="checkbox"/> Internet <input type="checkbox"/> Other: <input type="checkbox"/> Professional Association <input type="checkbox"/> Exhibition/conference <input type="checkbox"/> British Council
What are you hoping to gain from doing the Diploma?

- It is quite normal for any Diploma Centre to have candidates from a wide range of educational and professional backgrounds. In addition to the personal details which will appear on your candidate information you should ask your candidates about:
 - their current role and responsibilities
 - the nature of the institution/company in which they work
 - their learners' age, phase of education, background(s).
- At the earliest stage possible you should check three essentials before the candidate proceeds. The candidates
 - must be currently teaching and/or training
 - must be able to submit assignments which are authentic and practice-based
 - should be informed that they have up to 3 years from the submission of their first assignment to complete the four modules of the Diploma.
- There are many reasons why practising teachers and trainers might choose to undertake the Diploma for Teachers and Trainers. For example, to
 - enhance and update their own professional teaching and/or training skills
 - enrich and expand their own professional understanding and knowledge
 - experiment with new and proven teaching and learning techniques
 - test themselves against global performance standards
 - take new opportunities to meet other professionals and trainers
 - expand their own professional development and career horizons.
- The candidates will use your Centre as a source of information, guidance and motivation.

3. Planning content, methods and resources

You will find the clear framework of the Diploma syllabus and the assignments helps you to plan. The specification of performance criteria correspond to the natural sequence of teaching. The assignments are based on this step-by-step sequence.

You can safely plan the content and sequence of your programme using this step-by-step sequence, thus keeping pace with and making the most of your candidates' practice.

Content and methods

There are two watchwords when planning content and methods for your programme – *balance* and *variety*.

Balance

Bearing in mind the varied learning needs of your candidates, make sure you achieve an appropriate balance - between

- different training approaches e.g. group workshops, one-to-one tutorials, self-study
- professional development activities and teaching/training practice
- elements in your programme, e.g. principles and practice of differentiation.

Variety

Make the most appropriate use of the range of techniques available.

For example, you can consider using:

- Presentations and follow-up exercises
- Visiting speakers
- Video work
- 'Expert' panel Q&A
- Visit to a local college of education
- Seminars
- Role play, e.g. micro-teaching, classroom scenarios, critical events
- Group study and (optional presentations)
- Visit to another Centre
- Group and/or pair work.

The essential point is that the way you design and manage the Diploma programme should conform to the principles and practice embodied in the Diploma itself.

For example, we know that individual learners have different preferred learning styles. So you should design your Diploma programme with this in mind. Teachers and trainers following the Diploma programme are themselves learners.

Variety does not mean complexity. Rather than planning for each session in the programme to include as many types of trainer-learner interaction as possible in the time available, instead consider carefully the learning objective(s) for each session, and with this focus select the most appropriate activities that will enable your candidates to relate to their own teaching and learning expectations. Keep it simple! Over the programme as a whole you will achieve a rich blend of activities, with sessions which are themselves coherent and form a sequence with a clear continuing thread.

Resources

Concerning resources, the watchwords are *sufficiency* and *appropriateness*.

- *sufficiency*

Given the number of candidates, have you a big enough team of trainer(s), and physical space, equipment, and materials?

- *appropriateness*

Given the way you are deciding to approach the Diploma, are your resources appropriate? For example if you are going to use group workshops as essential and pivotal events in your programme, is the venue not only big enough but the right kind of space for the kinds of activities you are planning?

- Resources include providing a library of relevant books, journals and articles, and arranging access to electronic resources (e.g. on CD-ROM and the Internet). Use our Resources list as a starting point. Clearly the resources need to meet your candidates' needs. But they also need to be accessible.
- You also need to decide how to distribute the Guide material to your candidates, so that each and every candidate has the same opportunity. Do you use an intranet? Do your candidates have PCs they can use – at work and/or at home – so can you make copies to give them?
- You are in charge. You are responsible for selecting, organizing and setting out the resources. They need to correspond to the learning needs of your candidates, the learning objectives of your programme and the time you have allowed.
- The best resources are those which encourage your candidates to go further – to use their initiative and independence in following lines of inquiry and interest. However these resources have to be carefully balanced against their own knowledge, skills and competence.

Assessment

Consider the following points:

- While the Diploma assignments form the summative assessment of achievement on the programme, you should consider the kinds of formative assessment which are going to help your candidates' progress. These formative assessments will also guide you during the programme in preparing the next stage in the programme, in order to meet specific needs which are emerging and to enable your candidates to develop.
- Remember you are dealing with adults who are themselves teachers or trainers so be sensitive in your approach.
- In the Diploma we recommend that you consider a range of possible methods of assessment, and their advantages and disadvantages. Do the same as you design your Diploma for Teachers and Trainers programme.
- It is important to be sure that your candidates have properly understood key underpinning points of principle and pedagogy. But this does not mean setting formal tests of knowledge. For example you could set a workshop task which involves individual presentations on the application of a particular theory either in an element of the individual's actual teaching or in the context of a given case study or scenario e.g. a fictional critical incident in a class.
- The Diploma for Teachers and Trainers is practice-based. The way you assess is in itself a demonstration to your candidates of the way they can assess. In other words your Diploma programme should open their minds to the range of assessment approaches which are possible, and should encourage them when possible and appropriate to try new and different approaches, and to learn from these experiences.

- In your approach to formative assessment of your Diploma candidates, try also to include some 'warm up' preparation for the requirements of the Diploma assignments themselves. For example, when working on methods of specifying learning aims and objectives, you can use the pro-formas supplied by CIE within the assignment template for Module 1, so that candidates become familiar with them, and can see that these are not only useful in their professional development activities, and are required by CIE in the assignments, but also beneficial to their continuing practice.
- Similarly ask your candidates to practise writing brief reflective reports using the same themes as given in the assignment guidelines – e.g. to write a brief report on a lesson or session which candidates have just taught, reflecting on critical events/incidents which have occurred. You can then ensure that your candidates become confident and comfortable in using their own voice to analyse their own experience.

Evaluation

How are you going to plan for evaluation – of your own practice as the Programme Leader and of the Diploma programme itself? The following points will help you to develop your programme evaluation:

- Again let's apply the approach in the Diploma to your programme. In *1.2.1 Planning the learning programme*, the syllabus specifies:

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.

- We recommend that you keep your own diary/log of the programme in which you can record critical events and outcomes, your ideas and reflections.
- We also recommend that you regularly ask for feedback from your colleagues and candidates. Very few, if any, teacher trainers have encyclopaedic knowledge of pedagogy and all-round mastery of every aspect of the teaching role. So in planning, preparing, and delivering the Diploma programme you are likely to research new ideas and areas and try new approaches in training. Asking your candidates for learner feedback not only demonstrates good practice in evaluation but also helps you to improve the programme.
- Aim to achieve an all-round evaluation of the programme, by using evaluation methods which can be sustained and are comfortable, manageable and effective for everyone.

4. Complete the programme plan

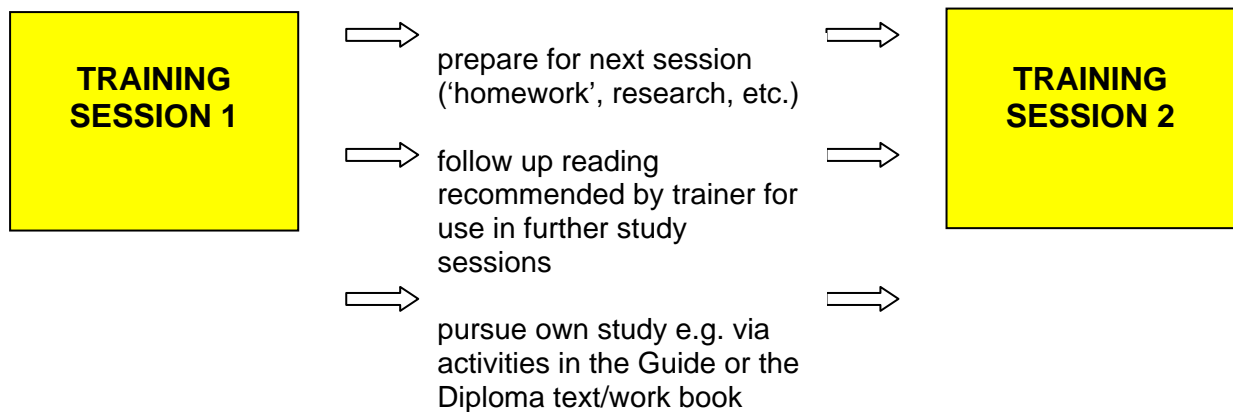
Use the same format for programme and session planning as required in the Diploma assignment templates. You will find it helpful to be consistent and to become familiar with the workings of the Diploma itself.

We have reproduced the pro-formas for programme and session planning on pages 35 and 37.

When you have drafted your Programme Plan, look at it critically. Think about these questions:

- Does your plan give opportunities for delivering the programme in a number of ways?
- Does your plan make sufficient use of available resources?
- Does your plan reflect the needs, skills and knowledge base of your candidates?
- Are there sufficient opportunities for active learning?
- Are there sufficient opportunities for learning from experience?
- Is the balance and range of the programme appropriate to the needs of your candidates and Centre?
- Does your plan present any barriers to candidates in being able to make progress at their own rate?
- Does your plan have sufficient formative assessment points built into it?
- Does your plan include preparing your candidates in how to submit assignments and the additional evidence required in each module?

The programme plan focuses on regular sessions. However, to ensure continuity and an appropriate pace of preparation, you must consider what candidates should do between training sessions, as in the diagram below:



The key to the Diploma programme plan is the way in which you organize:

- training sessions e.g. workshops, discussions, tutorials
- personal study e.g. research, reading, reflection
- practice e.g. experimental lessons

so that the programme as a whole and the elements within it correspond to the reflective cycle of professional development which underpins the Diploma.

PROGRAMME PLAN

Programme title

Aims

Learning objectives

Plan

Session	Date/time	Learning activities	Assessment	Resources	Evaluation

Use as many rows in the table as applicable - add rows if necessary

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SESSION PLAN

Session title	
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Aim	
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Learning objectives	
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Plan

Time	Activity	Content	Materials	Resources	Differentiation

Use as many rows in the table as applicable - add rows if necessary

NOTES

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Performance observation

Performance observation is a vital part of the Diploma programme, and it is a formal requirement of the assignment evidence in Module 2 (Practice). The Centre needs to make the most effective arrangements for performance observation, which as supportive as possible to the candidates.

The primary purpose of performance observation is to give guidance and feedback to the teacher or trainer on her or his developing professional practice. There is further advice about Performance Observation in the Guide, and we encourage each candidate to interact with her or his observer accordingly.

We need you to be involved in and to monitor decisions about who is going to carry out observations. As the Guide explains, a performance observer should be

- **competent**

Have experience of observation, be familiar with the candidate's own teaching/training area/subject and/or have experience of teaching a similar group of learners.

- **comfortable**

Be someone to whom the candidate relates well and who will put the candidate at ease so that he/she can be observed performing well.

- **clear about the role of observer**

Recognise that this is a **mentoring** role, and **not** an examining one.

- **impartial**

Approach observation objectively - to be able to give the candidate useful feedback about his/her professional practice.

In a **▲** Centre, performance observers are often members of the senior staff in the Centre. In a Centre which is one of a group of institutions, performance observation can be organized on a peer-to-peer basis, to mutual benefit.

In a **◇** Centre, the Programme Leader or colleagues may decide to go out to candidates' workplaces to carry out performance observations for Module 2 (Practice), but this may be difficult to carry out given numbers and distance. Instead, make sure that your candidates fully understand the purpose and conditions of performance observation, and encourage them to identify a suitable performance observer. S/he might be a member of the senior staff in the workplace, and this can be very helpful in engaging interest not only in the individual's development but also in the Diploma as a programme.

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SECTION 3

Programme plans



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Using the programme plans

- Our programme plans are set out module by module for easy reference.
- On the left hand page is the **standard programme** which can be used by **▲ Centres**. On the right hand page are enhancements which **◇ Centres** will need to consider.

(NB however that ▲ Centres might feel able to borrow from ◇ ideas and there is no problem with ◇ Centres simply offering the standard programme.)

- In each plan, you will find content (topics/themes) in the left-hand column, and activities and timing in the right-hand (shaded) column. Activities and timing can be varied to suit trainer skills and preferences and learner needs.
- Using the programme plan pro-formas in Section 2, you can copy the information given about content, activity and timing. You can then complete the Resources, Assessment and Evaluation columns in the way that suits you and your candidates best.
- Please note that the standard programmes below are a full and useful framework for training. Centres may wish to modify programmes, and restructure or augment them with other topics. Just a word of caution here. It is much more rewarding to begin with something that is well-proven and build upon its success than produce an over-ambitious programme which may lose its way and produce frustration and difficulties for you and your candidates. Useful additions to and imaginative variations of the programme are more than welcome but please note that they must be:
 - appropriate to the learner's (candidates') needs
 - relevant to the Diploma syllabus
 - accessible to as many Diploma candidates as possible.
- It is difficult to be specific about timings/durations as local demands and conditions vary considerably. Regular training, however, helps motivation and concentration. Professional training also benefits from momentum, shared learning and, most of all, enthusiasm. These can all be lost if the programme is too lengthy.
- The balance and sequencing of training events and other contact between the Diploma team (trainers, mentors) and candidates, and the individual study and reflective practice and assignment preparation by the candidate is a crucial factor to consider in your programme design.
- Back-up plans are essential. What happens if a trainer is ill, the Centre is put out of action or a transport system fails?
- Certain abbreviations are used in the programme plans. These are:

PL	Programme Leader	Q&A	Question and Answer
HOD	Head of Department	LF	Learner feedback
VP	Vice Principal	ICT	Information and Communications Technology

Δ Centres

Module 1 : DESIGN

1. Introduction to all four modules	Introductory talk	1 hour
Programme elements and assignment requirements Role of Programme Leader, mentors and trainers Programme of Centre training Self-study based on CIE online course Key questions to answer	Talk by Programme Leader and team Q&A and discussion Informal, with refreshments Homework for candidates: - which learning programme and which group of learners will feature in their Diploma assignments?	
2. Identifying learner needs and learning objectives	Workshop	2 hours
Methods of identifying learner needs Identifying/designing learning objectives	Presentation Discussions Practical exercises	
3. Teaching – learning methods	Workshop	2 hours
Review of available methods Experimenting with teaching – learning methods	Presentation perhaps by Programme Leader Groups or pair work Role play	
4. Programme planning	Workshop	2 hours
Definition and layout of programme Constraints on programme plan design Planning flexibility into programmes	Speaker (could be HOD or VP) Group work Advice from speaker and senior colleagues	
5. Lesson Plans	Workshop	2 hours
Aims and objectives Building activities to achieve objectives Methods of learner involvement	e.g. groups of three review three different types of session Practical work (e.g. Science) Structuring discussion work (e.g. Humanities) Group work (e.g. primary class)	
6. Learner feedback	Workshop	2 hours
What to ask learners How to design for learner feedback	Group work and presentations Presentation	
7. Performance observation	Workshop	2 hours
Objectives of performance observation Need for observation Preparation for observation Use of dialogue with observer after observation	Talk from a performance observer Group work e.g. role play	

◇ Centres

Module 1 : DESIGN

◇ **Centres** can enhance the standard programme by adding more specialist sessions.

For example:

A. Planning techniques and guidance	Lecture and discussion	1 to 2 hours
For assessment For visits/fieldwork For creating displays/exhibitions	Visiting speaker(s) Group discussion	
B. Audio-visual design workshop	Workshop	2 hours
Preparing overhead transparencies Using hardware models Designing Powerpoint presentations	'Hands-on' workshop sessions	
C. Using Powerpoint effectively	Workshop	2 hours
Powerpoint – how it can be used in teaching and learning Design techniques Strengths and limitations	Practical session with expert(s)	

◇ Centres can group sessions together to form day or longer residential programmes.

For example each of the following would make a good day's programme:

- sessions 1 + 2 + 3 + A
- sessions 4 + 5 + 6.

Try this

or the Centre could mix and match sessions and themes to develop an entirely 'hands on' design day featuring:

Designing and induction day Observation and design AV design workshop Good plan, bad plan	Role play exercise How to set up observation Practical work Looking at some sample plans
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Δ Centres

Module 2 : PRACTICE

1. Introduction to Module 2	Introductory talk	½ hour
Need for practical organisation of equipment, rooms, observation Learner feedback	Talk with short Q&A Q&A and discussion	
2. Presentation	Workshop	2 hours
Available presentation techniques AV aids and their use Involving learners in presentation	Demonstrations and role play Discussion and group work Presentation of methods	
3. Teaching skills	Workshop	2 hours
Use of voice and body language Preparing and using the teaching/learning environment Managing learning activities	Demonstrations and role play Discussion using CIE training materials in the Guide Guidance on putting individual session plans into practice	
4. Learner involvement	Workshop	2 hours
Formal learner involvement Informal learner involvement Handling Q&A sessions	Presentation on types of formal involvement Group work Role play	
5. Learner feedback	Workshop	2 hours
How to manage this in practice How to process the results How LF can be used in future sessions	Presentation Presentations Group work	
6. Self-evaluation	Workshop	1 hour
Making notes of reflections on learning sessions Notes on one's own professional practice (these regular notes will be used in Module 4, and should be part of the candidate's ongoing personal development diary)	Presentation Q&A	

◇ Centres

Module 2 : PRACTICE

◇ **Centres** can enhance the standard programme by adding more specialist sessions.

For example:

A. Differentiation	Seminar	2 hours
Identifying learners' needs and skills Differentiation in practice Differentiation issues	Visiting speaker(s) Q&A Group discussion	
B. Motivation	Seminar	2 hours
Variations in motivation Motivational strategies and exercises Development of self-motivation	Visiting speakers to act as an 'expert panel' for Q&A	
C. Guidance	Workshop	2 hours
Development of individual skills Remedial work Dealing with the effects of learner absence	Presentation Group work	

◇ Centres can group sessions together to form day programmes. Combinations can be varied to suit local needs but

- sessions 2 + 3 + C would be a practical 'hands on' day
- sessions 4 + 5 + A or B would be a day focusing on underlying pedagogy

Try this

A session based on the principles and practice of **Observation of Performance**:

When are our performances observed? How can observation of performance be used in class? What learning objectives might it address? How might we assess observation of performance?	Videos Group work Plenary feedback
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Δ Centres

Module 3 : ASSESSMENT

1. Introduction to Module 3	Presentation and discussion	1 hour
Traditional assessment regimes geared for formal syllabus requirements, rote learning etc	Using relevant and suitable examples	
Modern assessment regimes geared to learning	Using relevant and suitable examples	
Internal and external assessment	Using relevant and suitable examples	
2. Formative assessment	Workshop	2 hours
Review of available methods	Presentation and discussion	
Advantages and disadvantages of these	Based on experience of candidates	
Applicability of methods to different types	Individuals or pair work	
3. Summative assessment	Workshop	2 hours
Design of summative assessment including mark schemes	A look at available schemes e.g. from CIE	
Introducing summative assessment to learners including revision	How to get learners to welcome assessment	
Marking and processing of marks	Presentation	
4. Feedback to learners	Workshop	2 hours
The need for sensitivity, accuracy and constructive criticism	Introductory presentation	
Methods of managing feedback for formative and summative assessment	Group work tackling defined issues	
	Discussions	
5. Keeping records	Workshop	2 hours
Methods of keeping records including electronic storage	Talk from ICT specialist	
Security issues	Discussion	
Use of records	Group work	
6. Using assessment information	Workshop	2 hours
With parents	Introduction and discussion	
With colleagues	Group work	
With external stakeholders	Presentation from Principal or VIP	

◇ Centres

Module 3 : ASSESSMENT

◇ **Centres** can enhance the standard programme by adding more specialist sessions.

For example:

A. Conferencing as formative assessment	Workshop	2 hours
Advantages and disadvantages of this technique Question of formal and informal conferencing	Workshop led by a conferencing practitioner	
B. Analysis of summative assessment data	Workshop	2 hours
Quantitative and qualitative techniques Internal moderation On-going use of analysed results	HOD or an Examiner takes a 'hands on' workshop	
C. Assessment close-up	Workshop	2 hours
Looking at samples of unmarked work Writing reports based on formative and summative information Rewards and encouragement in assessment	Using samples brought in by PL and candidates	

◇ Centres can group sessions together to form day programmes. Combinations can be varied to suit local needs but

- sessions 1 + 4 + C would form a valuable 'assessment in action' day
- sessions 3 + 4 + B or C would focus on examinations

Try this

A session based on the principles and practice of **the assessment of skills**:

What kind of skills might candidates wish to assess? How might these be assessed? Criterion-referencing Objectivity and reliability of assessment	Pair/group work step-by-step through process of: Identification of desirable performance Specification of performance criteria Design of assessment Trial of assessment
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Δ Centres

Module 4 : EVALUATION

1. Introduction to Module 4	Presentation and discussion	1 hour
Need to generate feedback material from other professionals Collation and processing of Learner Feedback Sources and collation of self-evaluation	Presentation of methods Discussion of methods in practice Discussion of analysis of evaluation data	
2. Evaluating learning programmes	Workshop	2 hours
Self evaluation and its benefits Use of external evaluators' views and comments Using learner feedback as evaluation	Report back from candidates Presentation Group discussion	
3. Evaluating professional practice	Workshop	2 hours
Self evaluation and its benefits Use of external evaluator's views and comments Using learner feedback as evaluation	Report back from candidates Presentation Group discussion	
4. Goal setting	Workshop	2 hours
Goal setting as a useful step in focusing professional development Identifying professional and personal development goals	Presentation from visiting speaker Individual or pair work	
5. Developing a professional development plan	Workshop	2 hours
Bringing goals into a professional development plan Professional development plan design Using and updating a professional development plan	Discussion Presentation Group work	
6. Using evaluation information	Workshop	2 hours
Using feedback from evaluation to improve and develop learning programme and sessions Ongoing implementation of outcomes of Professional Development Plan	Presentation Group discussions	

◇ Centres

Module 4 : EVALUATION

◇ **Centres** can enhance the standard programme by adding more specialist sessions.

For example:

A. Feedback to freshen design	Workshop	2 hours
Improvement of programme plans Learning from experience Ambition and constraints	Panel of experts from education, training and business Q&A	
B. Appraisal and self-appraisal	Workshop	2 hours
Evaluation as a basis for appraisal Benefits and difficulties of self-appraisal	Presentation Group work	
C. Professional development	Workshop	2 hours
Use of professional and career goals Information sources and current development Ambition and constraints	Presentation Pair work Plenary discussion	

◇ Centres can group sessions together to form day programmes. Combinations can be varied to suit local needs but

- sessions 2 + 6 + A focuses on programme and session evaluation
- sessions 3 + 5 + C focuses on professional development (career and practice).

Try this

A session based on the principles and practice of **reflective practice**:

How can ongoing reflection benefit professional practice? How to use reflections in evaluation? How to share reflections in a community of practice	Discussion led by senior teachers and trainers
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UNIVERSITY *of* CAMBRIDGE
International Examinations

Dear colleague

We hope you have found, and will continue to find this Planning booklet helpful.

Please let CIE know if there are questions which you still have about designing your Diploma programme. Also do let us know of any suggestions you may have for improving this Planning booklet.

Design is the first stage in the teaching cycle. Once you have started your Diploma programme, and are putting it into practice, we are sure you will have questions to ask of CIE and points to make to us! We are always happy to hear from our Diploma Centres, and will be looking for opportunities to enhance the Diploma.

We look forward to hearing from you.

Wishing you great success with your Diploma programme

Kind regards

The Professional Development Team

CIE

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