

# Candidate Guide

## Cambridge Professional Development Qualifications

**Certificate (Level 4)**

**Diploma (Level 5)**

Valid for examinations in 2018-2022

## Contents

Introduction.....	5
The Purpose of this Candidate Guide.....	5
Cambridge Assessment International Educations.....	5
Why choose Cambridge Professional Development Qualifications? .....	5
Section 1: Qualifications and Entry Requirements.....	6
1.1 Candidate entry requirements.....	6
The Certificate and Diploma in Teaching and Learning.....	6
The Certificate and Diploma in Teaching with Digital Technologies.....	6
The Certificate and Diploma in Teaching Bilingual Learners.....	6
The Certificate in Educational Leadership.....	6
1.2 Language requirements.....	6
1.3 Preparation learning hours.....	7
1.4 Learning outcomes.....	7
1.5 Key questions.....	7
Section 2: Syllabus Overview.....	8
2.1 The Certificate and Diploma in Teaching and Learning.....	8
2.1.1 Syllabus aims.....	8
2.1.2 Learning outcomes.....	9
Module 1.....	9
Modules 2 and 3.....	10
2.1.3 Assessment Structure.....	11
2.2 The Certificate and Diploma in Teaching with Digital Technologies.....	12
2.2.1 Syllabus aims.....	12
2.2.2 Learning outcomes.....	13
Module 1.....	13
Modules 2 and 3.....	14
2.2.3 Assessment Structure.....	15
2.3 The Certificate and Diploma in Teaching Bilingual Learners.....	16
2.3.1 Syllabus aims.....	16
2.3.2 Learning outcomes.....	17
Module 1.....	17
Modules 2 and 3.....	18
2.3.3 Assessment Structure.....	19
2.4 The Certificate and Diploma in Educational Leadership.....	20

2.4.1 Syllabus aims .....	20
2.4.2 Learning outcomes .....	21
Module 1 .....	21
Modules 2 and 3 .....	22
2.4.3 The assessment structure .....	23
Section 3: Roles and Responsibilities.....	24
.....	24
3.1 The role of your Programme Leader .....	24
3.2 Your role as a candidate .....	24
Section 4: Core Principles.....	25
4.1 Reflection.....	25
4.2 Observation .....	26
4.3 Learning from mentor .....	27
Section 5: Assessment	
.....	29
5.1 Assessment .....	29
5.2 Assessment Criteria .....	29
5.3 Grading .....	29
5.4 Award rules.....	30
5.5 Notification of results .....	30
Section 6: Your ePortfolio	
.....	31
6.1 Access to PDQ Connect.....	31
6.2 Using PDQ Connect .....	31
6.3 ePortfolio structure .....	31
6.4 Evidence Requirements .....	32
6.5 Preparing your written assignments .....	32
6.5.1 Standards .....	32
6.5.2 Word limits .....	32
6.5.3 Referencing and citation .....	32
6.5.4 Digital images .....	33
6.6 Exemplar ePortfolios .....	33
6.7 Submitting your ePortfolio .....	33
6.8 Plagiarism and Malpractice .....	33
Section 7: Support and Guidance	
.....	35
7.1 Resources .....	35

7.1.1 Cambridge materials .....	35
7.1.2 Reading lists .....	35
Appendices	
.....	36
Appendix 1: Assessment Criteria: Certificate Level 4 .....	36
Appendix 2: Assessment Criteria: Diploma Level 5 .....	37

# Introduction

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## The Purpose of this Candidate Guide

This Candidate Guide is designed to introduce you to the syllabus, and to help you organise and prepare for your professional development learning journey.

## Cambridge Assessment International Educations

Cambridge Assessment International Education is the world's largest provider of international education programmes and qualifications for 5 to 19 year olds. We are part of the University of Cambridge, one of the world's top universities and trusted for excellence in education.

Our qualifications are recognised by the world's universities and employers. More than 10,000 schools in over 160 countries are part of the Cambridge learning community. We continually invest in research and development to improve our programmes and qualifications.

## Why choose Cambridge Professional Development Qualifications?

Cambridge Professional Development Qualifications (PDQs) are a mark of excellence. The qualifications help to improve teachers' and school leaders' professional profile and are valued for further professional and career development. Successful achievement measures the teachers' and leaders' professional development against the international standards assessed and safeguarded by Cambridge.

Cambridge PDQs help teachers and school leaders to apply new ideas and approaches, and to become reflective practitioners. Learning draws on teachers' and leaders' own teaching and learning environment, making the qualifications immediately applicable and improving professional practice.

PDQs are internationally recognised as a mark of excellence for the individual teacher or leader. The qualifications help to improve teachers' and leaders' professional profile and are valued for further professional and career development.

Learn more at [www.cie.org.uk/recognition](http://www.cie.org.uk/recognition)

For further information about the FHEQ framework, please visit the following website:

[www.qaa.ac.uk](http://www.qaa.ac.uk)

# Section 1: Qualifications and Entry Requirements

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## 1.1 Candidate entry requirements

### The Certificate and Diploma in Teaching and Learning

### The Certificate and Diploma in Teaching with Digital Technologies

Candidates need to:

- be a full- or part-time teacher employed in an educational institution such as a school, college, university, or adult training centre
- teach in their current school over a full academic year, for a minimum of 24 weeks and a minimum of six hours per week
- have the regular support of a mentor who understands the essential principles that underpin this qualification, and can provide helpful advice and observations
- teach a group with a minimum of six learners
- be responsible for planning, teaching and formatively assessing groups of learners.

### The Certificate and Diploma in Teaching Bilingual Learners

In addition to the above Certificate entry requirements, candidates need to:

- be teaching a non-language curricular subject to bilingual learners, through a language that is an additional language for learners (i.e. a language that is not their first language, such as a foreign or a second/third language). Teachers who teach language-only subjects (such as English second language or Spanish first language) are not eligible to enter for these qualifications.

### The Certificate in Educational Leadership

The Cambridge International Certificate in Educational Leadership is for candidates with leadership roles in schools, or who are leaders in other parts of the educational system with direct responsibilities for teachers or leaders, and for aspiring leaders.

The Diploma in Educational Leadership

The Cambridge International Diploma in Educational Leadership is for candidates with a leadership role in schools, or who are leaders in other parts of the educational system with direct responsibilities for teachers or leaders

## 1.2 Language requirements

Candidates are required to have sufficient competence in English to participate in the qualification.

All candidates should have English language competence comparable to Level B2 in the Common European Framework of Reference for Languages (CEFR).

Further information may be obtained through the Council of Europe website:

<https://www.coe.int/en/web/common-european-framework-reference-languages/the-cefr-descriptors>

We recommend a minimum requirement of IELTS 5.5

### 1.3 Preparation learning hours

'Preparation learning hours' refers to the average time it would take a candidate to complete the qualification. It includes guided learning hours, directed study, practical and work-based learning and assessment preparation time.

'Guided learning hours' refers to the time in which you are directed in the presence of your Programme Leader. This can include workshops, seminars, tutorials and one to one sessions.

Module 1 involves approximately 150 hours of preparation.

Modules 2 and 3 involve approximately 300 learning hours of preparation. Your Programme Leader is expected to prepare a minimum of 50 guided learning hours per module.

### 1.4 Learning outcomes

The learning outcomes in each syllabus specify what you are expected to know, understand and demonstrate.

The learning outcomes in each syllabus can help you to:

- guide your learning
- focus on what you would like to achieve in terms of knowledge, skills and competences
- monitor your progress.

In order to be able to effectively meet the requirements of each learning outcome, your Programme Leader will ensure that the supporting knowledge, understanding and skills for each learning outcome are fully addressed.

### 1.5 Key questions

The key questions in each syllabus are also intended to help focus your professional development journey.

You should use the key questions as a prompt to initiate enquiry, reflection and discussion during your programme and when completing your ePortfolio.

## Section 2: Syllabus Overview

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### 2.1 The Certificate and Diploma in Teaching and Learning

#### 2.1.1 Syllabus aims

In the Certificate, you will have the opportunity to:

- understand principles of learning and teaching and apply these principles to your own practice
- articulate your own personal theory of learning
- design coherent learning activities that focus on planning for active learning and teaching
- use approaches to teaching and learning appropriately to help students to learn more effectively
- develop your reflective practice skills to help you to evaluate and develop your own practice
- learn collaboratively, supported by your colleagues.

In the Diploma, you will have the opportunity to:

- understand principles of learning and teaching and relate these critically to your own practice
- critically engage with educational theory and research evidence to inform and develop your professional thinking
- design coherent lessons and schemes of learning that focus on planning for active learning and teaching
- use a variety of approaches to teaching and learning appropriately to help students to learn more effectively
- develop your personal reflective practice skills enriched by ideas and experience from external sources
- learn collaboratively, supporting and supported by your colleagues.



## 2.1.2 Learning outcomes

### Module 1

There are twelve learning outcomes in the Certificate (Module 1).

Unit 1	
A	Explain your understanding of the concept of learning and how people learn
B	Review teaching methods and learning activities you use in your practice that engage and motivate students to learn
C	Explain your understanding of the term 'assessment' and its purposes.
D	Identify and explain key features of what you think makes an effective lesson, and evaluate the impact any new learning will have on your future professional practice.

Unit 2	
E	Plan a lesson that has clear aims and objectives and a coherent structure
F	Teach a lesson using active learning approaches to engage and motivate students to learn
G	Teach a lesson in which students' learning is regularly checked at suitable stages using appropriate formative assessment methods.
H	Evaluate a lesson using feedback from your mentor and your own reflections to inform future practice.

Unit 3	
I	Plan a sequence of lessons that are coherent and have well-defined links to previous learning and the learning objectives.
J	Teach lessons that are effectively managed using active learning strategies and where learning is often differentiated.
K	Teach lessons using formative assessment methods to support and monitor the students' learning.
L	Evaluate lessons to identify strengths and areas for further development in classroom practice

## Modules 2 and 3

Candidates require a Pass or higher in Module 1 to progress on to the Diploma. There are twelve learning outcomes in the Diploma (Module 2 and Module 3).

In Module 2, you will develop your classroom practice, informed by relevant theories, concepts and principles of teaching and learning, so you can achieve the following learning outcomes.

Module 2	
M	Plan a coherent scheme of learning that meets both curriculum and student needs
N	Plan lessons that have a clear purpose, a coherent structure, clear links to previous learning and are inclusive
O	Teach lessons that are inclusive and aim for full participation of all students in your classroom.
P	Teach lessons that are well managed using a variety of strategies mainly based on active learning approaches.
Q	Teach lessons using formative assessment methods and feedback that progresses student learning
R	Evaluate lessons to determine the impact recent developments in teaching practice have had on the students' learning.

In Module 3, you will reflect on your learning and classroom practice systematically through a practitioner inquiry so that you can achieve the following learning outcomes.

Module 3	
S	Use reflective thinking skills to identify effective aspects of classroom practice and those that require further improvement.
T	Carry out a practitioner inquiry to change and improve your teaching practice.
U	Plan and teach a lesson specifically designed to improve an aspect of classroom practice.
V	Analyse and evaluate learning concepts, theories and research literature that inform understanding of actual classroom practice and how it can be improved
W	Analyse feedback and data collated from different sources to inform reflective practice
X	Critically evaluate what impact a change in classroom practice has had on your teaching practice and student outcomes as a result of practitioner inquiry

### 2.1.3 Assessment Structure

Certificate		Diploma	
Module 1	Module 2	Module 3	
Understanding Teaching and Learning	Teaching and Learning in Action	Developing Professional Practice	
Evidence Requirements			
<p>Unit 1 Evidence of practice:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Module 1: Unit 1 Observation Visit Form</li> <li><input type="checkbox"/> a copy of the lesson plan for the lesson you observed.</li> <li><input type="checkbox"/> Unit 1 Evidence of learning (800 words)</li> <li><input type="checkbox"/> Unit 1 Evidence of reflection (400 words)</li> </ul> <p>Unit 2 Evidence of practice:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Module 1: Unit 2 Lesson Plan</li> <li><input type="checkbox"/> Module 1: Unit 2 Observer Feedback Form.</li> <li><input type="checkbox"/> Unit 2 Evidence of learning (600 words)</li> <li><input type="checkbox"/> Unit 2 Evidence of reflection (600 words)</li> </ul> <p>Unit 3 Evidence of practice:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Module 1: Unit 3 Lesson Plan Module 1</li> <li><input type="checkbox"/> Unit 3 Observer Feedback Form</li> <li><input type="checkbox"/> Module 1: Unit 3 Teaching Activity Log.</li> <li><input type="checkbox"/> Unit 3 Evidence of learning (400 words)</li> <li><input type="checkbox"/> Unit 3 Evidence of reflection (800 words)</li> </ul>	<p>Module 2 Evidence of practice:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Scheme of Learning</li> <li><input type="checkbox"/> Module 2: Lesson Plan for each of the two observed lessons</li> <li><input type="checkbox"/> Module 2: Observer Feedback Form for each of the two observed lessons</li> <li><input type="checkbox"/> one actual example of a Module 2: Learning Activity</li> <li><input type="checkbox"/> one actual example of a Module 2: Formative Assessment</li> <li><input type="checkbox"/> Evidence of learning (1600 words)</li> <li><input type="checkbox"/> Evidence of reflection (2000 words)</li> </ul>	<p>Module 3 Evidence of practice:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Module 3: Lesson Activities Review</li> <li><input type="checkbox"/> Module 3: Observer Evaluation Form for the lesson</li> <li><input type="checkbox"/> Module 3: Student Feedback Form for the lesson</li> <li><input type="checkbox"/> a presentation</li> <li><input type="checkbox"/> Module 3: Professional Development Plan agreed with mentor</li> <li><input type="checkbox"/> Module 3: Summary of Collaborative Learning.</li> <li><input type="checkbox"/> Evidence of learning and reflection (3600 words)</li> </ul>	
<p>Candidates are assessed through an ePortfolio of evidence, submitted to a team of Cambridge International examiners using PDQ Connect. See Section 5 of this guide for more information on Assessment. See Section 6 of this guide for more information on creating your ePortfolio.</p>			

## 2.2 The Certificate and Diploma in Teaching with Digital Technologies

### 2.2.1 Syllabus aims

In the Certificate, you will have the opportunity to:

- understand principles, concepts and issues concerning the use of digital technologies to support learning, and apply these in your own practice
- consider how and why digital technologies may be used to support your students' learning and the challenges involved
- develop your ability to find and select appropriate digital technologies and related activities to support specific learning goals, and to engage and enthuse students
- improve your ability to plan, execute and evaluate teaching episodes that use digital technologies
- develop your reflective practice skills to help you evaluate and develop your own practice in using digital technologies
- learn collaboratively, supported by your colleagues.

In the Diploma, you will have the opportunity to:

- understand principles, concepts and issues concerning using digital technologies to support learning, and relate these critically to your own practice
- critically engage with educational theory and research evidence to inform and develop your professional thinking concerning digital technologies in education
- improve your ability to reflect on and evaluate the effectiveness of digital technologies in supporting learning, and to adapt your planning and teaching as appropriate
- develop your confidence to experiment and innovate with a growing range of opportunities offered by digital technologies
- develop your ability to reflect on your own experiences, and those of others, of using digital technologies, so that you can critically assess using such technologies in teaching and learning
- develop your confidence in sharing your practice with fellow teachers, and your ability to select, adapt and use ideas from the wider educational community, including your own students

## 2.2.2 Learning outcomes

### Module 1

There are twelve learning outcomes in the Certificate (Module 1).

Unit 1	
A	Analyse how a range of locally available digital technologies support existing, or allow new, learning activities.
B	With reference to relevant concepts, principles and theories, explore how and why digital technologies can be used within your own practice to support teaching and promote learning.
C	Within your own school context, investigate how learning activities using digital technologies allow students to develop twenty-first-century skills.
D	Evaluate digital technologies to support teaching and promote learning.

Unit 2	
E	Plan, prepare and teach a lesson that uses one or more digital technologies to promote learning.
F	Demonstrate how the use of digital technologies can promote active learning and an inclusive learning environment, and how it can engage and motivate students to learn.
G	Assess the effect of using digital technologies on students' learning by using appropriate formative assessment methods.
H	Evaluate the lesson, including the use of the digital technologies, using feedback from your mentor and your own reflections to develop future practice.

Unit 3	
I	Select appropriate digital technologies to design learning activities specific to developing different skills.
J	Use feedback from colleagues and students to identify strengths and areas for further development when designing learning activities using digital technologies.
K	Apply relevant concepts, principles and theories in reflecting on the benefits and challenges of using digital technologies for teaching and learning.
L	Create opportunities to collaborate with colleagues to design learning activities using digital technologies.

## Modules 2 and 3

Candidates require a Pass or higher in Module 1 to progress on to the Diploma. There are twelve learning outcomes in the Diploma (Module 2 and Module 3).

In Module 2, you will develop your classroom practice, informed by relevant theories, concepts and principles of teaching and learning, so you can achieve the following learning outcomes.

Module 2	
M	Plan a coherent scheme of learning that includes digital technologies to support teaching and promote learning.
N	Plan lessons that are coherent, supported by appropriate digital technologies and have clear links to prior learning.
O	Teach lessons that are inclusive, using digital technologies that are effectively managed and develop students' learning
P	Teach lessons in which the learning is often differentiated using a variety of strategies and digital technologies that support active learning.
Q	Teach lessons using Assessment for Learning (AfL) strategies to help students learn more effectively.
R	Evaluate lessons to determine the effectiveness of the students' learning and the use of digital technologies and your own practice using feedback from your mentor and reflection

In Module 3, you will reflect on teaching with digital technologies through a practitioner inquiry so that you can achieve the following learning outcomes.

Module 3	
S	Use reflective thinking skills to identify effective aspects of classroom practice and those that require further improvement
T	Carry out practitioner inquiry to improve own practice in using digital technologies for teaching and learning.
U	Plan and teach a lesson using digital technologies specifically designed to improve an aspect of classroom practice as well as meeting curriculum requirements
V	Analyse and evaluate learning concepts, theories and research literature that informs understanding of actual classroom practice and how it can be improved.
W	Analyse feedback and data collated from different sources to inform reflective practice
X	Critically evaluate what impact a change in classroom practice has had on own teaching practice and student outcomes as a result of practitioner inquiry.

## 2.2.3 Assessment Structure

Certificate		Diploma	
Module 1	Module 2	Module 3	
Exploring teaching and learning with digital technologies	Developing reflective practice in teaching with digital technologies	Reviewing the impact of digital technologies in education	
Evidence Requirements			
<p>Unit 1 Evidence of practice:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Unit 1 Review of locally available digital technologies</li> <li><input type="checkbox"/> Unit 1 Observation Visit Form</li> <li><input type="checkbox"/> a copy of the lesson plan for the lesson you observed.</li> <li><input type="checkbox"/> Unit 1 Evidence of learning (800 words)</li> <li><input type="checkbox"/> Unit 1 Evidence of reflection (400 words)</li> </ul> <p>Unit 2 Evidence of practice:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Unit 2 Lesson Plan</li> <li><input type="checkbox"/> Unit 2 Observer Feedback Form.</li> <li><input type="checkbox"/> samples of student work</li> <li><input type="checkbox"/> Unit 2 Evidence of learning (600 words)</li> <li><input type="checkbox"/> Unit 2 Evidence of reflection (600 words)</li> </ul> <p>Unit 3 Evidence of practice:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Unit 3 Activity Log</li> <li><input type="checkbox"/> Unit 3 Observer Feedback Form</li> <li><input type="checkbox"/> Unit 3 Collaboration with colleagues</li> <li><input type="checkbox"/> Unit 3 Evidence of learning (400 words)</li> <li><input type="checkbox"/> Unit 3 Evidence of reflection (800 words)</li> </ul>	<p>Module 2 Evidence of practice:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Scheme of Learning</li> <li><input type="checkbox"/> Module 2: Lesson Plan for each of the two observed lessons</li> <li><input type="checkbox"/> Module 2: Observer Feedback Form for each of the two observed lessons</li> <li><input type="checkbox"/> one actual example of a Module 2: Learning Activity</li> <li><input type="checkbox"/> one actual example of a Module 2: Formative Assessment</li> <li><input type="checkbox"/> Evidence of learning (1600 words)</li> <li><input type="checkbox"/> Evidence of reflection (2000 words)</li> </ul>	<p>Module 3 Evidence of practice:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Module 3: Lesson Activities Review</li> <li><input type="checkbox"/> Module 3: Observer Evaluation Form for the lesson</li> <li><input type="checkbox"/> Module 3: Student Feedback Form for the lesson</li> <li><input type="checkbox"/> a presentation</li> <li><input type="checkbox"/> Module 3: Professional Development Plan agreed with mentor</li> <li><input type="checkbox"/> Module 3: Summary of Collaborative Learning.</li> <li><input type="checkbox"/> Evidence of learning and reflection (3600 words)</li> </ul>	
<p>Candidates are assessed through an ePortfolio of evidence, submitted to a team of Cambridge International examiners using PDQ Connect. See Section 5 of this guide for more information on Assessment. See Section 6 of this guide for more information on creating your ePortfolio.</p>			

## 2.3 The Certificate and Diploma in Teaching Bilingual Learners

### 2.3.1 Syllabus aims

In the Certificate, you will have the opportunity to:

- understand the challenges of learning through an additional language
- understand the principles of teaching bilingual learners through an additional language through reading, observation and discussion; you will apply these principles to your own practice
- design, implement and evaluate individual lessons focused on content and language
- reflect on and evaluate your own practice in order to help students learn content through an additional language more effectively
- learn collaboratively, supported by your colleagues

In the Diploma, you will have the opportunity to:

- build on your understanding of the principles of teaching bilingual learners and relate these principles critically to your own practice
- critically engage with educational theory and research evidence to inform and develop your professional thinking
- design coherent lessons and schemes of learning that focus on planning for bilingual learning
- use a variety of approaches to teaching and learning to help learners to learn more effectively
- develop your personal reflective practice skills enriched by ideas and experience from external sources
- learn collaboratively, supporting and supported by your colleagues



## 2.3.2 Learning outcomes

### Module 1

There are twelve learning outcomes in the Certificate (Module 1).

Unit 1	
A	Explain your understanding of the challenges for your learners of learning a curricular subject through an additional language in your own teaching context.
B	Review teaching methods and learning activities you think help the learning of both content and language in your own teaching context
C	Explain your understanding of the term “assessment” and its purposes in supporting bilingual learners to progress in content and language
D	Identify and explain key features of what you think makes an effective lesson focused on content and language, and evaluate the impact any new learning will have on your future professional practice

Unit 2	
E	Plan a lesson that has a coherent structure and identifies appropriate teaching methods, learning activities and resources (adapted where necessary) to meet clear content and language learning objectives.
F	Teach a lesson that builds on students’ existing learning to develop new learning using classroom language, teaching methods, learning activities and resources that engage and motivate students to learn
G	Teach a lesson in which the students’ learning, including understanding of content and language, is regularly checked at appropriate stages using appropriate formative assessment methods.
H	Evaluate a lesson using feedback from your mentor and your own reflections to develop future practice.

Unit 3	
I	Plan a sequence of lessons that are coherent and focused on content and language to stimulate students’ active participation in the lesson and to develop productive language skills.
J	Teach lessons using learning activities that are based on well-managed active learning approaches, and ensure learning includes differentiation
K	Teach lessons using a variety of formative assessment and feedback methods to activate participation and productive language skills.
L	Evaluate lessons to identify strengths and areas for further development in your professional practice using feedback from various sources

## Modules 2 and 3

Candidates require a Pass or higher in Module 1 to progress on to the Diploma. There are twelve learning outcomes in the Diploma (Module 2 and Module 3).

In this module you will explore your teaching and learning practice more deeply and critically, and further analyse the language demands of your curricular subject.

You will engage with a model of integrating content and language learning.

You will also apply your developing knowledge and skills in designing and managing a sequence of learning (over a number of lessons) for bilingual learners so that you can achieve the following learning outcomes.

Module 2	
M	Plan a coherent scheme of learning that uses a suitable model of integrating content and language learning and meets both curriculum and student needs.
N	Make visible to students the content and language learning objectives, including subject-specific language, structures and metacognitive strategies.
O	Plan and teach lessons that are inclusive and that are effectively managed using individual, pair and group work activities.
P	Teach lessons in which the learning is often differentiated using a variety of strategies that are based on active learning
Q	Teach lessons using Assessment for Learning (AfL) strategies to help students learn more effectively.
R	Evaluate lessons to determine the effectiveness of the students' learning and own practice using feedback from your mentor and reflection.

In Module 3, you will reflect on your learning and classroom practice systematically through a practitioner inquiry so that you can achieve the following learning outcomes.

Module 3	
S	Use reflective thinking skills to identify effective aspects of classroom practice and those that require further improvement.
T	Carry out a practitioner inquiry to change and improve own teaching practice.
U	Plan and teach a lesson specifically designed to improve an aspect of classroom practice.
V	Analyse and evaluate learning concepts, theories and research literature that inform understanding of actual classroom practice and how it can be improved.
W	Analyse feedback and data collated from different sources to inform reflective practice
X	Critically evaluate what impact a change in classroom practice has had on own teaching practice and student outcomes as a result of practitioner inquiry.

## 2.3.3 Assessment Structure

Certificate		Diploma	
Module 1	Module 2	Module 3	
Exploring teaching bilingual learners through an additional language	Developing reflective practice in teaching bilingual learners	Evaluating theory and practice in teaching bilingual learners	
Evidence Requirements			
<p>Unit 1 Evidence of practice:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Module 1: Unit 1 Observation Visit Form</li> <li><input type="checkbox"/> a copy of the lesson plan for the lesson you observed.</li> <li><input type="checkbox"/> Unit 1 Evidence of learning (800 words)</li> <li><input type="checkbox"/> Unit 1 Evidence of reflection (400 words)</li> </ul> <p>Unit 2 Evidence of practice:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Module 1: Unit 2 Lesson Plan and teaching materials</li> <li><input type="checkbox"/> Module 1: Unit 2 Observer Feedback Form.</li> <li><input type="checkbox"/> Unit 2 Evidence of learning (600 words)</li> <li><input type="checkbox"/> Unit 2 Evidence of reflection (600 words)</li> </ul> <p>Unit 3 Evidence of practice:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Module 1: Unit 3 Lesson Plan and teaching materials</li> <li><input type="checkbox"/> Unit 3 Observer Feedback Form</li> <li><input type="checkbox"/> Module 1: Unit 3 Teaching Activity Log.</li> <li><input type="checkbox"/> Unit 3 Evidence of learning (400 words)</li> <li><input type="checkbox"/> Unit 3 Evidence of reflection (800 words)</li> </ul>	<p>Module 2 Evidence of practice:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Scheme of Learning</li> <li><input type="checkbox"/> Module 2: Lesson Plan for each of the two observed lessons</li> <li><input type="checkbox"/> Module 2: Observer Feedback Form for each of the two observed lessons</li> <li><input type="checkbox"/> one actual example of a Module 2: Learning Activity</li> <li><input type="checkbox"/> one actual example of a Module 2: Formative Assessment</li> <li><input type="checkbox"/> Evidence of learning (1600 words)</li> <li><input type="checkbox"/> Evidence of reflection (2000 words)</li> </ul>	<p>Module 3 Evidence of practice:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Module 3: Lesson Activities Review</li> <li><input type="checkbox"/> Module 3: Observer Evaluation Form for the lesson</li> <li><input type="checkbox"/> Module 3: Student Feedback Form for the lesson</li> <li><input type="checkbox"/> a presentation</li> <li><input type="checkbox"/> Module 3: Professional Development Plan agreed with mentor</li> <li><input type="checkbox"/> Module 3: Summary of Collaborative Learning.</li> <li><input type="checkbox"/> Evidence of learning and reflection (3600 words)</li> </ul>	
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## 2.4 The Certificate and Diploma in Educational Leadership

### 2.4.1 Syllabus aims

In the Certificate, you will have the opportunity to:

- understand key leadership theories and ideas, from inside and outside of education, and apply these to thinking about your own practice
- draw on evidence from research and practice to develop knowledge with an understanding of what is known about effective leadership
- relate these to your own leadership context in planning actions
- develop your reflective practice skills to help you to evaluate and improve your own leadership practice
- learn collaboratively, supported by a mentor, to share insights, and develop knowledge and skills

In the Diploma, you will have the opportunity to:

- understand key leadership theories and ideas, from inside and outside of education, and apply these critically in your own thinking and practice
- critically engage with evidence from research and practice to develop knowledge with understanding of what is known about:
  - successful leadership of change
  - school improvement
  - teaching and learning
  - staff development
- relate these to your own and other comparable leadership contexts, and carry out practice-based initiatives to help you evaluate and improve your own leadership practice
- develop your reflective practice skills, enriched by ideas and experience from external sources
- learn collaboratively, supporting and supported by your colleagues to develop insights, knowledge and skills

## 2.4.2 Learning outcomes

### Module 1

There are twelve learning outcomes in the Certificate (Module 1).

Unit 1	
A	Explain your understanding of key concepts and theories of leadership.
B	Critically apply a new concept or theory of leadership to your own context
C	Demonstrate an awareness of the contextual nature of leadership and the ways in which context affects leadership action.
D	Use a selection of the concepts and theories to reflect upon your own leadership role and context

Unit 2	
E	Articulate your new knowledge and understanding of theories, definitions and research findings about successful leadership internationally and apply it to your own context and leadership roles
F	Evaluate key features and practices of successful leadership and the impact of these features, identifying the implications of what successful leaders do for your own leadership role
G	Apply your understanding of successful leadership to a research interview with an experienced leader in your own local context.
H	Evaluate your own leadership in the light of what you have learned about specific leadership features and practices, and identify areas for development

Unit 3	
I	Articulate your knowledge and understanding of the strategies used by successful leaders at different levels and the skills required to implement them
J	Apply your understanding of the features, strategies and skills of successful leadership to an analysis of your own role and identify key priorities for development.
K	Develop and present to different audiences an evaluation of your leadership role, including a strategy for development that focuses on selected practices of successful leadership.
L	Evaluate the outcomes of the presentation to produce a short-term development plan for developing your role in order to improve specific outcomes in your area of leadership

## Modules 2 and 3

Candidates require a Pass or higher in Module 1 to progress on to the Diploma. There are twelve learning outcomes in the Diploma (Module 2 and Module 3).

In module 2, you will explore the practice of leadership and teaching and learning so that you can achieve the following learning outcomes.

Module 2	
M	Demonstrate understanding of the features of educational leadership that have an impact on the improvement of teaching and learning.
N	Analyse how leaders in different contexts and at different levels of leadership apply these findings and insights.
O	Evaluate the strategies and skills required to develop the quality of teaching and learning in your context and role.
P	Plan and implement an initiative to improve the quality of teaching and learning in your area of leadership responsibility.
Q	Evaluate the impact of the initiative on teaching and learning and on development of your own leadership practice
R	Review and revise your Personal Leadership Development Plan in light of what you have learned in this module

In Module 3, you will reflect on your practice of leading teaching and learning using a cycle of practitioner inquiry so that you can achieve the following learning outcomes.

Module 3	
S	Understand the knowledge base and key theories about change processes.
T	Demonstrate critical understanding of the literature on leading and managing change.
U	Critically review and evaluate the implications from the literature on change and school improvement for leaders and their development.
V	Understand the importance of staff development in relation to improving the quality of teaching and learning, school improvement and change processes
W	Know which forms of staff development are the most effective and have an impact on learning
X	Know how to develop staff in schools and other educational settings

### 2.4.3 The assessment structure

Certificate		Diploma	
Module 1	Module 2	Module 3	
Exploring Leadership	Leading and improving teaching and learning	Leading change for improvement and developing staff	
Evidence Requirements			
<p>Unit 1 Evidence of practice:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Annotated reading list</li> <li><input type="checkbox"/> Unit 1 Job Description Evaluation</li> <li><input type="checkbox"/> Leadership discussion with mentor</li> <li><input type="checkbox"/> Unit 1 Evidence of learning (800 words)</li> <li><input type="checkbox"/> Unit 1 Evidence of reflection (400 words)</li> </ul> <p>Unit 2 Evidence of practice:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Unit 2 Interview Plan</li> <li><input type="checkbox"/> Unit 2 Interview Outcomes</li> <li><input type="checkbox"/> Post Interview Discussion</li> <li><input type="checkbox"/> Unit 2 Evidence of learning (600 words)</li> <li><input type="checkbox"/> Unit 2 Evidence of reflection (600 words)</li> </ul> <p>Unit 3 Evidence of practice:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Copy of Presentation</li> <li><input type="checkbox"/> 2 x Presentation Review form</li> <li><input type="checkbox"/> Revised Presentation</li> <li><input type="checkbox"/> 2 x Revised Presentation Review form</li> <li><input type="checkbox"/> Personal Leadership Development Plan</li> <li><input type="checkbox"/> Unit 3 Evidence of learning (400 words)</li> <li><input type="checkbox"/> Unit 3 Evidence of reflection (800 words)</li> </ul>	<p>Module 2 Evidence of practice:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Detailed Plan</li> <li><input type="checkbox"/> Module 2: Initiative Discussion</li> <li><input type="checkbox"/> Module 2: Initiative Evaluation</li> <li><input type="checkbox"/> Personal Leadership Development Plan</li> <li><input type="checkbox"/> Evidence of learning (1600 words)</li> <li><input type="checkbox"/> Evidence of reflection (2000 words)</li> </ul>	<p>Module 3 Evidence of practice:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Module 3: Professional Discussion – area of interest</li> <li><input type="checkbox"/> Module 3: Annotated Reading List</li> <li><input type="checkbox"/> Module 3: Presentation on one area of change</li> <li><input type="checkbox"/> Module 3: Debate Evaluation</li> <li><input type="checkbox"/> Module 3: Revised Personal Leadership Development Plan</li> <li><input type="checkbox"/> Evidence of learning and reflection (3600 words)</li> </ul>	
<p>Candidates are assessed through an ePortfolio of evidence, submitted to a team of Cambridge International examiners using PDQ Connect. See Section 5 of this guide for more information on Assessment. See Section 6 of this guide for more information on creating your ePortfolio.</p>			

## Section 3: Roles and Responsibilities

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### 3.1 The role of your Programme Leader

During the professional development programme you will be guided by a Programme Leader. The Programme Leader is responsible for planning the programme as a coherent sequence of learning over time.

This will involve activities such as: group and one-to-one sessions (workshops, seminars and tutorials); individual study and group interaction (reading, research and discussion); work-based learning supported by your school (applying new ideas and approaches in practice and gaining feedback from colleagues).

Your Programme Leader is expected to:

- design and manage the programme in your centre so that you and your school's needs, and the requirements of the syllabus are fully met
- organise the programme learning environment and resources and coordinate the people involved in the programme as appropriate, e.g. trainers, mentors, visiting speakers, observers
- monitor progress and provide regular feedback to you to help you throughout the programme
- coordinate your professional development and your assessment activities to meet the evidence requirements in the syllabus
- ensure that your assessment submission comprises complete and authentic evidence
- communicate and explain to you information received from Cambridge about the qualification including examiner feedback

### 3.2 Your role as a candidate

As a candidate you are expected to:

- commit to a structured learning programme by attending the sessions conducted and organised by your Programme Leader
- engage in appropriate reading and preparation throughout the programme
- reflect critically upon your own practice and relevant theories
- actively contribute to the teaching and learning opportunities on the programme
- submit authentic evidence in your ePortfolio that conforms with Cambridge regulations
- be punctual in handing in your assignments and to meeting other programme deadlines set by your Programme Leader.



## Section 4: Core Principles

The Cambridge Professional Development qualifications are designed to involve a spiral of professional learning. This encourages teachers to view each stage as a cycle of experiential learning and reflective practice, following on from the previous cycle and leading on to the next.

The spiral of professional learning is underpinned by three core principles:

- reflection
- observation
- learning from experienced colleagues

These core principles are integrated within the qualifications and each principle is interconnected.

### 4.1 Reflection

Reflection is an important process in your professional learning journey. Reflection is a process in which you become aware, or are supported to become aware, of the theory and motives behind your work practice. You reflect on this and take some purposeful steps to develop. The goal of reflective practice is to create deeper understanding and insight. This forms the basis for not only considering alternatives, but also for taking action to continually improve your practice.

Becoming a reflective practitioner means continually growing and expanding, opening up to a greater range of possible choices and responses to varying situations. Reflective practitioners therefore operate in a continuous learning spiral in which dilemmas surface, which initiate new cycles of planning, acting, observing, reflecting, and adapting.

A key distinction between reflective and non-reflective practitioners is that reflective practitioners take an inquiry stance. An inquiry stance requires you to move from certainty to curiosity, from defending your position to exploring other positions.

Reflective Teachers:	
Reflect on and learn from experience	Engage in ongoing inquiry
Ask for feedback	Remain open to alternative viewpoints
Assume responsibility for own learning	Take action to align with new knowledge and understandings
Observe self in the process of thinking	Are committed to continuous improvement in practice

Strive to align behaviours with current values and beliefs

Seek to discover what is true

Deeply embedded within the assessment requirements of the syllabuses is the requirement for you to show evidence of your engagement with the reflective process.

As a core principle, it is important that you know how to effectively evidence this process in your ePortfolio. Learning through reflection is more powerful if frameworks are used to guide your act of reflection and they may be helpful when producing evidence of this in your ePortfolio.

It is also important that you do not simply engage in descriptive reflection but are encouraged to evidence dialogic and critical reflection. To help develop reflection from dialogic to critical the concept of guided reflection can be used. This involves engaging with a series of questions to reconsider the motivation or rationale for your actions.

An essential aspect of engaging in reflective practice and evidencing this process is that you demonstrate a changed conceptual perspective. Your Programme Leader will help guide you through this process.

## 4.2 Observation

An essential principle of the qualification is that it is focused on your practice. The qualification provides opportunities for you to observe experienced practitioners and for you to be observed. Knowing how to provide and receive observational feedback is vital. When used effectively it enables you to develop greater awareness of your own strengths and areas for development and provides a stimulus for professional dialogue.

A culture in which observing and being observed is a fundamental part of the Cambridge professional development learning process.

The process of observation is split into three distinct parts:

1	1. Pre-observation discussion
2	2. Observation
3	3. Post-observation discussion

### 1. Pre-observation discussion

In order for observation to be effective, it is necessary to have a pre-observation meeting prior to the observation so that both you and your observer has input into the observation process. The discussion can provide an opportunity for you to place the observed activity into context. The pre-observation discussion allows you and the observer to build up a positive relationship of trust and respect while discussing some observational protocols. The pre-observation discussion is an opportunity to discuss:

- the time and place of the observation
- the aims of the observation

- the focus of the observation
- observation criteria
- ground rules for confidentiality and feedback
- potential difficulties or areas of concern.

Having a structured and focused observation allows your observer to focus on particular behaviours or features of the practice, once these have been identified.

## **2. Observation**

Observations should support and guide you to develop your professional practice and identify highlights of innovative practice and areas that need improving to make learning more effective next time.

## **3. Post-observation discussion**

Feedback should take place soon after the observation and the discussion needs to be honest and developmental. The aim is to encourage you to reflect upon and evaluate your practice and engage in the process of action planning. This is an opportunity to collectively discuss and share feedback and reflections and to establish some specific actions for improvement. Even if an observation has been unsatisfactory, the feedback you receive should be constructive and viewed as a learning experience.

## **4.3 Learning from mentor**

The qualifications are based on the belief that the development of professional practice is most effective and beneficial when it involves collaboration with expert practitioners. Liaising with experienced colleagues can be a strong dimension of your professional learning in school and can help you take control of your own professional development.

A core feature of the syllabuses is the expectation that you will have the regular support of a mentor who understands the essential principles that underpin the qualification and who can provide helpful advice and assist with observations. It is therefore important that you identify a mentor who can help support you through your professional learning journey.

The professional relationship should be a supportive one, with the mentor acting as a role model, facilitator, coach and advisor by sharing their experiences and knowledge with you. Using a mentor should help you to review and refine current practice, encourages experimentation and risk taking and develops an open learning culture. The aim is to establish a continuing forum for discussion which encourages reflection and self-evaluation, leading to the development of the skills and standards expected.

Mentors play an important role in helping you to reflect on practice and engage in enquiry as you progress through the qualification. It is therefore important that you are aware of your role and responsibilities during this process.

Your mentor should:	You should:
<ul style="list-style-type: none"> <li>• have a genuine desire to be personally involved with you to help your professional development</li> <li>• have the ability to communicate with you in an open, non-judgemental way</li> <li>• empower you by responding to your agenda and developmental needs rather than imposing their own</li> <li>• provide levels of safety and challenge appropriate to your needs</li> </ul>	<ul style="list-style-type: none"> <li>• recognise and respect the valuable time the mentor is giving to the process</li> <li>• be committed to the relationship and be enthusiastic about the opportunities it presents</li> <li>• set the agenda for meetings and be in charge of the learning and development</li> <li>• prepare for each meeting, drawing on notes made and agreements reached at previous meetings</li> </ul>

Mentors can observe your practice and help to engage you in a critical dialogue. They can also encourage reflection before, during and after practice, with a view to trying something new and being supported in risk-taking. The support provided through meetings and discussions allows for reflection and planning of next steps.

In order to establish a professional relationship with a colleague you will need to take the following steps:

- identify and locate a suitable mentor
- secure the potential mentor's agreement
- set up and prepare a first meeting
- hold further meetings and develop the relationship.

There are various stages through which this professional relationship should progress and it is important that you and your mentor are aware of how the professional relationship will evolve.

There are many challenges which both you and your mentor may encounter during the process. Lack of time, conflicting role, professional expertise/personality mismatch and unrealistic expectations are some of the issues which may arise. It is important that you inform your Programme Leaders about any concerns regarding this professional relationship so that they can help you address any issues you may have

## Section 5: Assessment

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### 5.1 Assessment

Assessment of the Certificate and Diploma qualifications is through an ePortfolio of evidence, examined by Cambridge.

You will use the Cambridge ePortfolio platform, PDQ Connect, to create your ePortfolio. Your Programme Leader will give you access to this platform, and some training and guidance on how to use it. There is further support in this guide, and help and support pages on the platform.

In your ePortfolio you are required to demonstrate your knowledge, skills and understanding in the context of your own work from a variety of sources. Your Programme Leader will provide you with regular support and feedback to help you prepare your ePortfolio to ensure it meets the assessment criteria.

See Section 6 of this guide for more information and help with creating your ePortfolio.

### 5.2 Assessment Criteria

The assessment criteria are based on the intended learning outcomes, and make explicit the knowledge, understanding and skills our examiners expect you to display in your ePortfolio.

It is important that you have a firm understanding of the skills and knowledge which need to be evidenced in your ePortfolio. The assessment criteria can be found in Appendix 1 and 2.

### 5.3 Grading

Cambridge is the summative assessment body for the PDQs and Cambridge examiners are external to you and your programme. Our examiners apply the qualification standards to the evidence you submit objectively, fairly, and reliably.

You will be awarded a grade for each module according to the assessment criteria.

Grading	Distinction
	Pass
	Fail

To achieve a Distinction in the Diploma overall, you must achieve at least two module Distinctions. Candidates who fail a module may resubmit an ePortfolio for assessment within a year of their first submission in order to achieve a Pass or Distinction.

Candidate can make a maximum of three submissions to achieve a Pass grade. If you achieve a Pass grade you cannot retake that module to improve your grade.

## 5.4 Award rules

- You must have achieved a Pass or Distinction grade in Module 1, before you can submit your Module 2 assignment to Cambridge for assessment
- You must have achieved a Pass or Distinction grade in Module 2, before you can submit your Module 3 assignment to Cambridge for assessment
- You must submit your assignments for Modules 2 and 3 within three years of submitting your assignment for Module 1 (the Certificate).
- The Module 2 entry and your ePortfolio must be submitted within three years of you successfully completing Module 1.
- The Module 3 entry and your ePortfolio must be submitted within one year of you successfully completing Module 2.

## 5.5 Notification of results

Cambridge provides module results to your centre following the key dates in the PDQ Administrative Guide, which your Programme Leader will have a copy of.

On successful completion of Module 1 you will be awarded the Cambridge International Certificate in the syllabus you have followed. The certificate will be issued to your school or organisation.

On successful completion of Modules 1, 2 and 3 you will be awarded the Cambridge International Diploma in the syllabus you have followed. The certificate will be issued to your school or organisation.

All enquiries relating to your PDQ must go through your Programme Leader and your centre.

## Section 6: Your ePortfolio

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### 6.1 Access to PDQ Connect

Your Programme Leader will give you access to PDQ Connect, and tell you when you can access your account.

When you are logged in, to return to your PDQ Connect Dashboard at any time, click the Cambridge Assessment International Education logo, on the top left hand corner of the screen. To return to the Cambridge Online Learning Dashboard click 'Online Learning Dashboard' in the black line at the top of your screen.

### 6.2 Using PDQ Connect

From the dashboard, click on the "help" button.

You will see there is a box with "Guidance for Candidates" and a link to "getting started". There are a number of helpful video guides and instructions on setting up your ePortfolio.

The platform is upgraded every year, and consequently, sometimes the videos will show older versions of the site. The instructions remain current and should be followed.

### 6.3 ePortfolio structure

In each module of the qualifications there are three core elements which need to be evidenced in your ePortfolio.

- evidence of practice
- evidence of learning
- evidence of reflection

It is important that you are aware of the evidence required for each module and that it is appropriately included and referenced in your ePortfolio. There is a summary of the requirements in Section 2 of this guide, for each syllabus.

It is your responsibility to ensure that you have included all of the required evidence within your ePortfolio.

Your Programme Leader will also perform checks (prior to submission) to ensure your ePortfolio contains all of the required documents. Missing or illegible documents will result in a Fail grade being issued.

Your final submitted ePortfolio MUST follow the structure provided by Cambridge. Cambridge has created an ePortfolio template for you to use, for each qualification and module of the Cambridge PDQs.

When your user account is created, you are automatically given access to the relevant templates for your qualification and module. If you can't see the templates you should contact your Programme Leader.

You must copy the correct template following the guidance given in the “getting started” link.

## 6.4 Evidence Requirements

You must submit the correct evidence for your qualification in the correct format to Cambridge. Your Programme Leader will guide you, and there is help and support available on the PDQ Connect platform.

The full evidence requirements for each qualification can be found in the syllabus, and also on the PDQ Connect platform by clicking the “help” button from your dashboard, and then clicking on “evidence requirements”. Select your qualification from the menu on the left hand side, to access the page containing full details of the requirements for each qualification, and the word document templates that you will need to build your ePortfolio correctly.

In the evidence of practice section of each module, you are required to submit documents of evidence in support of your ePortfolio. When collecting your evidence you must use the Cambridge word document templates provided on the PDQ Connect Platform.

ePortfolios which do not use the prescribed templates will not be accepted as valid PDQ entries.

There are checklists provided within the “evidence requirements” section of the platform to help you make sure you have included everything.

## 6.5 Preparing your written assignments

The way you present the work within your ePortfolio is important and there are general standards which your written work is expected to meet. These are noted below.

### 6.5.1 Standards

Your written work is expected to meet the Frameworks for Higher Education Qualifications (FHEQ) Level 4 standard for the Certificate, and FHEQ level 5 for the Diploma. You should proof-read the assignment for grammatical, punctuation and spelling errors.

<https://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf>

### 6.5.2 Word limits

The word limits stated in each module reflect the level of detail required and you are advised to keep to these limits. If you provide significantly fewer words than specified, it is unlikely that you will provide sufficient depth to meet the learning objectives. If you significantly exceed the word limits, it is likely you will lose focus. It is generally acceptable for your ePortfolio to be approximately 10% above or below the suggested limit.

### 6.5.3 Referencing and citation

In your ePortfolio you must appropriately reference and acknowledge any work taken from another source. Referencing external sources shows the examiner that you can effectively



locate and integrate relevant theories and ideas into your ePortfolio. You are required to acknowledge external sources using a common referencing system, e.g. the Harvard referencing system. Any referencing system adopted must be used consistently throughout the ePortfolio.

#### 6.5.4 Digital images

Digital images can be included in your ePortfolio to support your evidence. You may also wish to include short videos or other evidence. These are known as “artifacts”. You can find more guidance on how to check that what you have included is appropriate by using the ePortfolio rubric – go to “help” from the dashboard, then click “getting started”, then click “ePortfolio rubric.”

### 6.6 Exemplar ePortfolios

Cambridge have produced a number of exemplar ePortfolios to help support you with the creation of your own original ePortfolio. They contain commentaries from the Principal Examiners on the evidence and content. You can find them on the PDQ Connect platform by clicking on the “help” button on the dashboard and then selecting the link to “exemplar ePortfolios”.

### 6.7 Submitting your ePortfolio

Your ePortfolio will be submitted electronically to Cambridge by your school or organisation.

Your Programme Leader will guide you with the process you must follow when you are ready to make the final submission to Cambridge.

ePortfolio submissions are processed throughout the year according to the key dates in the PDQ Administrative Guide. Please refer to your Programme Leader for further information regarding submission dates as well as Results Release dates.

### 6.8 Plagiarism and Malpractice

Before submission, you must authenticate the evidence that you have provided for assessment by signing a declaration on the assignment template stating that your ePortfolio is your own work or is appropriately referenced. You should do this prior to submitting it to your Programme Leader.

Your Programme Leader is also required to authenticate your ePortfolio before submitting it to Cambridge for external examination. You are reminded that all work undertaken as part of the Certificate and Diploma must be expressed in your own words and incorporate your own ideas and judgements.

Examples of malpractice include:

- Copying from another candidate
- Plagiarising by not acknowledging sources properly and/or submitting another person’s work as your own
- Stealing another person’s work

- Pretending to be someone else or arranging for someone else to complete your assignment for you

Please consult your Programme Leader if you are in doubt about what is permissible.

If plagiarism or malpractice is suspected it will be referred to either the Cambridge regulations officer or manager in charge of malpractice or the Cambridge Malpractice Committee to decide what action should be taken.

## Section 7: Support and Guidance

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### 7.1 Resources

#### 7.1.1 Cambridge materials

Cambridge has developed a range of support materials and resources to help support Programme Leaders to deliver the qualifications. The resources aim to provide both theoretical and practical support in addressing the learning outcomes in the syllabuses. Cambridge materials are provided directly to Programme Leaders who will share these resources with you.

As experienced professionals, your Programme Leader will also provide you with a range of resources throughout the professional development programme for the qualification.

#### 7.1.2 Reading lists

Reading is an important part of the professional learning process. The reading list collated by Cambridge aims to provide you with background reading as well as relevant literature to inform your practice and your assignments. The list is not exhaustive and your Programme Leader may also provide some further recommendations. You are not expected to read all of the items on the reading list; you will need to select what is useful to your own needs.

## Appendices

### Appendix 1: Assessment Criteria: Certificate Level 4

DISTINCTION	
Understanding	Demonstrates a well-focused understanding of relevant concepts and principles with evidence of analysis of strengths and weaknesses. Applies relevant concepts and principles to own practice with evidence of critical evaluation and limitations.
Developing Thinking and Practice	Evidences effective practice with a well-focused understanding of relevant theories and principles underlying practice in teaching and applied to own practice. Evidence of reflective evaluation of own practice and identification of learning from experience.
Analysis and Discussion	Analyses questions and issues arising from study, enquiry, discussion and experience, in a well-focused manner, supported by relevant and useful examples drawn from valid and reliable evidence. Evidence of a range of information sources to inform the analysis and discussion. Well-structured work.
Communication and Presentation	Presents ideas, arguments and information in a well-structured and consistent manner. Professional approach to presentation of work with opinions only given when justified and/or backed up by evidence. Academic conventions followed with appropriate referencing to published work or other accepted sources of evidence.

PASS	
Understanding	Demonstrates a broad understanding of relevant concepts and principles and is able to apply these in a meaningful way to own practice.
Developing Thinking and Practice	Evidences effective practice with a sound and largely accurate understanding of relevant theories and principles underlying practice in teaching. Some evidence of application of theories and principles to own practice. Some evidence of reflective evaluation.
Analysis and Discussion	Analyses questions and issues arising from study, enquiry and experience in a sound and largely appropriate manner. Some use of relevant examples drawn from sound evidence. Use of

	some different information sources to inform discussion and analysis. Structured approach to analysis and discussion.
<b>Communication and Presentation</b>	Presents ideas, arguments and discussions in an orderly and generally consistent manner. Professional approach to presentation of work, opinions may be expressed at times without evidential or other accepted support. Academic conventions mostly followed with attempt to reference appropriately.

<b>FAIL</b>	
<b>Understanding</b>	Demonstrates inadequate or poor understanding of relevant concepts and principles. Application to own practice may be very limited, inadequate or inappropriately applied.
<b>Developing Thinking and Practice</b>	Little or poor evidence of linking effective practice with theories and principles. Limited or inaccurate understanding of relevant theories and practice. Little evidence of application of theories and principles to own practice.
<b>Analysis and Discussion</b>	Descriptive accounts with inaccuracies and misunderstandings in places. Opinions and views expressed but without links to evidence and/or relevant examples. Work likely to be poorly organised and structured.
<b>Communication and Presentation</b>	Descriptive approach with some inaccuracies and misunderstandings in places. Opinions and views expressed but poor or inappropriate links to evidence and/or relevant examples. Work likely to be poorly organised and structured.

## Appendix 2: Assessment Criteria: Diploma Level 5

<b>DISTINCTION</b>	
<b>Understanding</b>	Demonstrates a detailed, accurate and well-informed understanding of key concepts and principles with some evaluation of different ideas or approaches. Evidence of some sustained critical analysis and evaluation in their application to both their own and others' practice.
<b>Developing Thinking and Practice</b>	Evidences effective practice in detail and with insight, and with awareness and appropriate analysis of how different theories and principles apply to practice. Well-developed application of a number of theories and principles to own practice. Well-

	developed reflective evaluation of own practice and specific ways of learning from experience.
<b>Analysis and Discussion</b>	Analyses with insight and in detail questions and issues drawn from relevant and topical studies, enquiries and experience. Relevant and appropriately depicted examples drawn from well-established evidence. Range of different and relevant information sources to inform analysis and discussion. Well-structured approach.
<b>Communication and Presentation</b>	Presents ideas, arguments and information in a well-structured, consistent and clearly expressed manner. Presentation of work highly professional and views/opinions supported by external reference to relevant sources. Academic conventions followed consistently throughout the work with referencing to published or other accepted sources of evidence that are current.

<b>PASS</b>	
<b>Understanding</b>	Demonstrates a sound and informed understanding of key concepts and principles with an awareness of different ideas or approaches. Analyses and evaluates application of key concepts and principles to both their own and other's practice
<b>Developing Thinking and Practice</b>	Evidences effective practice with detail in some areas. Thorough and informed understanding of how different theories and principles apply to practice. Sound application of theories and principles to practice. Evidence of reflective evaluation of own practice and some insight into learning from experience.
<b>Analysis and Discussion</b>	Analyses questions and issues arising from appropriate studies, enquiries and experience appropriately and with relevance. Evidence of use of different information sources to support discussion and analysis. Structured approach to analysis and discussion.
<b>Communication and Presentation</b>	Presents ideas, arguments and information presented in a well-ordered manner with sound levels of consistency and expression. Professional presentation of work with use of external sources of evidence. Academic conventions followed with use of accepted referencing conventions.

<b>FAIL</b>	
<b>Understanding</b>	Demonstrates inadequate or poor understanding of relevant concepts and principles. Application to own and others' practice

	may be limited, inadequate or inappropriately applied. Application to others' practice may be absent.
<b>Developing Thinking and Practice</b>	Little or poor evidence of linking effective practice with theories and principles. Limited or inaccurate understanding of relevant theories and practice. Little evidence of application of theories and principles to own practice.
<b>Analysis and Discussion</b>	Descriptive accounts with inaccuracies and misunderstandings in places. Opinions and views expressed but without links to evidence and/or relevant examples. Work likely to be poorly organised and structured.
<b>Communication and Presentation</b>	Work demonstrates weaknesses in presentation and may be poorly structured and not presented in a professional manner. Opinions may be given without any attempt to provide support from other accepted external sources.

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Cambridge Assessment International Education  
 Cambridge Assessment, The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA  
 Tel: +44 (0)1223 553554 Fax: +44 (0)1223 553558  
 Email: [info@cambridgeinternational.org](mailto:info@cambridgeinternational.org) [www.cambridgeinternational.org](http://www.cambridgeinternational.org)

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