



**CAMBRIDGE**  
International Examinations

**Cambridge  
Professional  
Development**

# **Programme Leader Guide**

**Cambridge Professional Development  
Qualifications**

**Certificate (Level 4)**

**Diploma (Level 5)**

**Valid for examinations in 2018**

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# Introduction

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## The purpose of this guide

This *Programme Leader Guide* is designed to provide guidance about the essential educational requirements of PDQ programmes. Programme Leaders play a pivotal role in helping to ensure the consistent high quality of PDQ programmes around the world. The guide highlights key aspects of your role in designing and facilitating effective and enriching professional learning by your candidates in relation to the Cambridge PDQs.

The advice that follows draws together strands of good practice and is based on what we have all learned from experience of developing and implementing PDQ programmes. It is also about building the future – to achieve our aims and objectives, as set out in the new PDQ syllabuses. These aims and objectives are shared by staff in Cambridge and our Cambridge representatives around the world, Programme Leaders and their teams, school leaders, mentors and observers, and the candidates themselves who are taking the qualifications.

The syllabuses set out learning outcomes and their assessment but this is only part of the PDQ experience, which also depends on the learning programme as a process. Cambridge relies upon you to make the design intentions of the PDQs come to life.

We encourage you to share your ideas and experience with us and with your companion programme leaders in centres around the world, and we will do our best to support you. You are '*with* Cambridge' rather than '*doing* Cambridge'.

It is important that all of your colleagues involved in the delivery of the qualifications in your Centre understand the requirements laid down in this guide. Centres should therefore ensure that everyone involved in running the programme has access to this guide.

## Recognition

PDQs are internationally recognised as a mark of excellence for the individual teacher or leader. In the UK, the Certificate is accredited with 60 credits at FHEQ Level 4 and the Diploma is accredited with 60 credits at FHEQ Level 5. 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:  
<http://www.qaa.ac.uk>

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## Section 1: Entry requirements

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### 1.1 Candidate entry requirements

For entry to the Certificate candidates are required to have attained a Level 3 qualification or equivalent.

Specific entry requirements for each qualification are outlined in the relevant syllabus. It is your responsibility to ensure that your candidates meet these requirements.

The Certificate and Diploma are **not** appropriate for pre-service or initial teacher training.

### 1.2 Language requirements

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

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:

[http://www.coe.int/t/dg4/education/elp/elp-reg/cefr\\_grids\\_EN.asp](http://www.coe.int/t/dg4/education/elp/elp-reg/cefr_grids_EN.asp)

## Section 2: Syllabus overview

### 2.1 Qualification structure

The Cambridge PDQs are for practising teachers and educational leaders.

The Cambridge PDQ syllabuses are designed around four areas of focus. Each is available at both Certificate and Diploma level and candidates can progress from Certificate to Diploma on a clear professional development pathway.

Certificate		Diploma	
<b>Level 4</b>	Teaching and Learning	<b>Level 5</b>	Teaching and Learning
	Teaching Bilingual Learners		Teaching Bilingual Learners
	Teaching with Digital Technologies		Teaching with Digital Technologies
	Educational Leadership		Educational Leadership

### 2.2 Qualification overview

#### The Certificate:

- (i) introduces candidates to the Kolb experiential learning cycle that underpins the Cambridge PDQs. In the Certificate candidates are introduced to the four main parts of this (Do, Reflect, Theorise, Plan).
- (ii) provides an opportunity for candidates to externalise their own personal theories about teaching and learning, learning with digital technologies, teaching bilingual learners, and educational leadership gained from their previous experience.
- (iii) introduce candidates to a (limited and well-chosen) range of public models and theories of teaching and learning, etc.

#### The Diploma:

- (i) builds on the candidates' experience of using the Kolb Learning cycle by extending their ability to reflect on experience, use their own and others' theories and models to inform these reflections, and to plan a series of new learning experiences based on these reflections.
- (ii) challenges teachers to make more use of public theories (both those introduced during the Certificate and new ones) to inform their reflections.
- (iii) prompts teachers to take a step back and apply their experience and learning in a wider context, and to critically assess models and theories in light of reflection enriched by their critical engagement with new and different ideas and approaches.

## 2.3 Syllabus aims

### The Certificate and Diploma in Teaching and Learning

These programmes enable teachers to:

- improve their teaching to enhance the quality of their students' learning
- develop critical engagement with key education theories and concepts
- focus on effective and reflective practice to promote active learning

### The Certificate and Diploma in Teaching Bilingual Learners

These programmes enable teachers to:

- critically engage with key theories, concepts, principles and challenges in bilingual education
- develop effective and reflective practice in leading learning in curricular subjects through an additional language
- focus on helping bilingual learners to achieve both content and language learning objectives.

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

These programmes enable teachers to:

- Critically engage with key theories, concepts, principles and issues in using digital technologies to support teaching and learning
- Develop effective and reflective practice in leading learning using digital technologies
- Focus on understanding the potential and use of digital technologies for best impact in teaching and learning

### The Certificate and Diploma Educational Leadership

These programmes enable leaders to:

- improve their leadership of the quality of learning and teaching and the development of their schools
- develop critical engagement with key leadership theories, concepts and challenges
- focus on effective and reflective leadership practice

## 2.4 The assessment structure

	CERTIFICATE Level 4	DIPLOMA Level 5	
Structure	Module 1	Module 2	Module 3
Evidence length	3600 words (plus evidence of practice)	3600 words (plus evidence of practice)	2400 words (plus evidence of practice)
Preparation learning hours	120 hours	120 hours	120 hours
Recommended programme duration	4 months	4 months	4 months
Assessment	Portfolio of evidence of practice, learning and reflection		

## 2.5 Learning outcomes

The *learning outcomes* in each syllabus should act as a framework and specify what your candidates are expected to know, understand and demonstrate. Although learning outcomes represent the results of the learning rather than the learning process itself, they should still be used as a common reference for teaching and learning throughout your programme.

The learning outcomes in each syllabus can help you to:

- guide candidates in their learning;
- focus on what you would like your candidates to achieve in terms of knowledge, skills and competences;
- choose appropriate learning and teaching strategies;
- monitor the progress of your candidates.

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

## 2.6 Key questions

The *key questions* in each syllabus are also intended to help focus your professional development programme. Candidates are not required to provide formal responses to the key questions but should use the key questions as a prompt to initiative enquiry, reflection and discussion.



## 2.5 Preparation learning hours

Preparation learning hours refer to the average time it would normally 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 hours in which you are expected to have direct contact with candidates.

Module 1 involves approximately 120 hours of preparation. Modules 2 and 3 involve approximately 240 learning hours of preparation.

You are expected to provide a programme for candidates with a minimum of 40 hours of guided learning for **each module**. The programme plan submitted at the end of the Programme Leader Induction course should accurately reflect your programme and indicate the guided learning hours provided by the Centre.

Planning your time	
<b>Module 1</b>	When planning the programme you may find that the hours of guided learning may be weighted towards the beginning of the programme. Therefore Unit 1 may involve greater hours than Unit 3, as candidates will require more independent time on exploration and application in practice in the later units in Module 1.
<b>Module 2 &amp; Module 3</b>	As Module 2 is focused on reflective practice and Module 3 on wider engagement, you may decide to organise the guided learning hours differently to Module 1. You will need to consider when and how to introduce and review particular ideas and approaches within the 80 hours required for these two modules.

It is important to maintain a realistic timeframe for your programme. The qualifications are not designed to be run as intensive courses over a short period of time. You should plan for a realistic deadline with achievable milestones, e.g. module submissions and your timeframe should take into account the educational calendar relevant to your candidates.

You are able to access further guidance on designing your programme on the Programme Leader Online Community area.

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## Section 3: Roles and responsibilities

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### 3.1 Your role as a Programme Leader

As a Programme Leader you are responsible for designing and managing the programme(s) at the Centre.

Programme Leaders are expected to:

- design and manage the programme(s) in your Centre so that 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 candidates throughout the programme
- co-ordinate your professional development and your assessment activities to meet the evidence requirements in the syllabus
- guide candidates so they avoid plagiarism and other forms of malpractice
- ensure that every assessment submission comprises complete and authentic evidence
- communicate and explain information and examiner feedback received from Cambridge about the qualification to your candidates.

### 3.2 The role of your trainers

As a Programme Leader you may be working with a programme team which includes trainer(s) for the programme.

Trainers are expected to:

- design and manage learning activities for particular sessions/aspects of the programme, following the design of the programme plan and the lead from the Programme Leader
- prepare the learning environment and resources for the sessions/activities for which they are responsible
- co-operate with colleagues in the training team
- monitor progress and support the learning of particular candidates
- guide candidates so they avoid plagiarism and other forms of malpractice
- liaise with the Programme Leader to advise on the ongoing evaluation of the programme.

A programme team will enable you not only share to the workload but to also strengthen your programme. The shape of your team should be appropriate to your context. It is your decision on how to form the team, which roles are allocated, how often you meet etc.

### 3.3 The role of your candidates

Your candidates are expected to:

- participate fully in a structured learning programme by attending the learning sessions at the Centre
- engage in adequate reading and preparation throughout the programme
- reflect critically upon their own and others' practice, assumptions and theories
- actively contribute to the teaching and learning opportunities on the programme
- submit authentic evidence in their portfolio that conforms with Cambridge regulations
- be punctual in handing in their portfolio and to meeting other programme deadlines set by the Programme Leader.

### 3.4 Key support

As a Programme Leader you are also required to provide guidance to colleagues directly involved in supporting a candidate's professional development journey.

**You will need to identify, brief and involve:**

**trainer(s)** with appropriate experience and skills who can lead and help with workshops and activities. An ability to communicate with a wide range of people, an understanding of adult learners and learning, and enthusiasm are equally as important as pedagogic knowledge.

**mentor(s)** in the candidate's school who will support the candidate as required by the syllabus, e.g. in formative observation. Preferably they should have prior experience of providing this type of support. They need to be reliable, constructive and able to provide helpful and honest feedback. They need to understand the qualification and their own role in supporting the candidate's professional development journey.

### 3.5 Your programme

As you design and manage your programme, it is important to remember the following:

- Be aware of and adapt to your candidates' previous experience and learning and their current level of knowledge and skills. Shape your initial activities to ensure that your candidates are engaged and confident that the programme is going to be relevant to their needs.
- Gather feedback from your candidates at each stage of your programme to inform your programme plan and to ensure that they are making progress. Evaluating your professional development learning programme is an important part of your commitment to professional development.
- Provide opportunities within your programme for your candidates to identify and pursue particular lines of enquiry and interest. Consider the balance between structure and process that best suits your group and each individual within the group.
- Model the type of instruction you would like candidates to use. This includes ensuring that your sessions engage candidates in discussion, problem solving, reading, group and collaborative work etc.

## 3.6 Maintaining an overview

Your role as a Programme Leader is not confined to the formal elements of your programme and you are expected to maintain an overview of each component. For example, if you are running a programme for candidates outside your institution you are required to guide and monitor the support from the school leaders and experienced colleagues that the candidate has contact with within their school context. Similarly, you need to ensure that your Centre provides candidates with sufficient support and appropriate resources which enable them to develop and progress through the qualification.

## Section 4: Core principles

### 4.1 The Cambridge teacher

As an integral part of the Cambridge Professional Development Framework, the PDQ syllabuses promote the values of the *Cambridge Teacher*.

#### A Cambridge Teacher is:

##### **Confident in teaching their subject and engaging each student in learning**

- Cambridge teachers know their subject well and know how to teach it. They seek to understand their students and their educational needs. They strive to communicate a love of learning and to encourage students to engage actively in their own learning.

##### **Responsible for themselves, responsive to and respectful of others**

*Cambridge teachers are highly professional in their approach to teaching and they are collaborative and supportive. They understand their actions will help shape future generations and they are concerned about the holistic development of every individual they teach.*

##### **Reflective as learners themselves, developing their practice**

*Cambridge teachers are themselves learners, seeking to build on and develop their knowledge and skills through a virtuous circle of reflection on practice – involving research, evaluation and adaptation. They support students to become independent and reflective learners.*

##### **Innovative and equipped for new and future challenges**

*Cambridge teachers are creative, experimenting with new ideas and pursuing an enquiring approach in their teaching. They are open to new challenges, being resourceful, imaginative, and flexible. They are always ready to learn and apply new skills and techniques.*

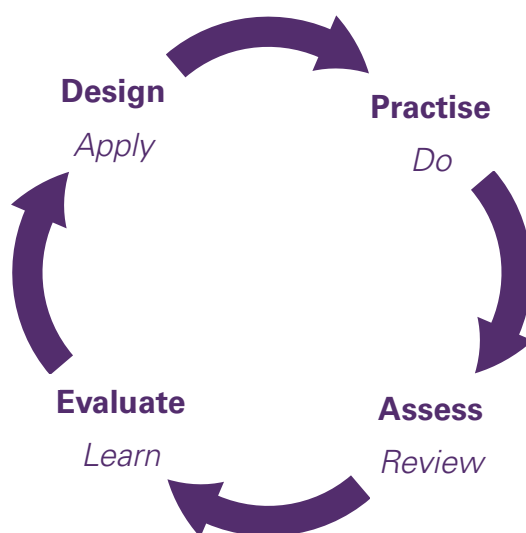
##### **Engaged intellectually, professionally and socially, ready to make a difference**

*Cambridge teachers are passionate about learning within and beyond the classroom, sharing their knowledge and skills with teachers in the wider educational community.*

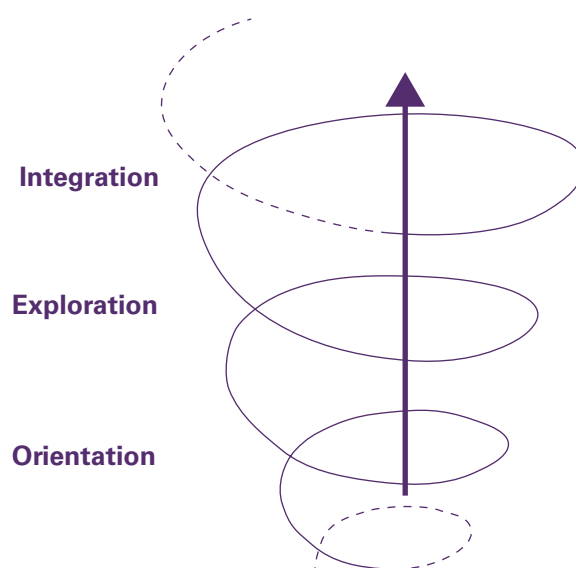
## 4.2 The learning process

Teachers and school leaders help their learners to construct their own meaning when learning new knowledge and skills in order to be able to develop deeper learning and to be able to apply their learning beyond the immediate task. This means your candidates must understand that each learner approaches learning in a unique way and they must create a suitable environment for this to happen; so all learners learn effectively and fulfil their potential.

Kolb's learning cycle illustrates how active learning and reflective practice are integral to this process (Kolb, D.A. (1984) 'Experiential Learning experience as a source of learning and development', New Jersey: Prentice Hall).



Your candidates should view themselves as lifelong learners who learn by constructing meaningful understanding and productive skills. In Module 1 of the syllabus candidates gain an orientation about key principles; in Module 2 they explore their practice and develop their understanding and skills; and in Module 3 they synthesise and integrate ideas and approaches they have learned into their own practice. In this way, each stage of the spiral is a cycle of experiential learning and reflective practice following on from the previous cycle and leading on to the next.



The above model simplifies what is in reality a more subtle, varied and complex process. The syllabuses provide opportunities within each module for orientation-exploration-integration to be experienced. However the model does help to remind you that the PDQs are based on a spiral of experiential learning and reflective practice.

## 4.3 Core principles

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.

### 4.3.1 Reflection

Reflection is an important process in the professional learning journey. Balancing the formal parts of your programme with time and space for candidates to go through numerous cycles of reflective practice, and providing opportunities for candidates to share their ideas and experiences with colleagues, is essential.

Candidates are required to show evidence of their engagement with the reflective process in each module. Throughout your programme you should guide and support your candidates through this process and provide them with models on how to effectively evidence this process in their portfolio. An essential aspect of engaging in reflective practice and evidencing this process is that your candidates demonstrate a *changed* conceptual perspective.

As a Programme Leader you should model the benefits of being a reflective practitioner by demonstrating the ability to adapt your programme to the needs of your learners. Your own reflection will lead you to form and redesign aspects of your programme, including feedback from your candidates.

### 4.3.2 Observation

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

It is important that you create a culture in which observing and being observed is a fundamental part of the professional learning process.

### 4.3.3 Learning from experienced colleagues

A core feature of the syllabuses is the expectation that candidates 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. The Cambridge PDQs 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 has a range of benefits for professional learning and can enable your candidates to take control of their own development. Through discussion and questioning, experienced colleagues can encourage your candidates to reflect on their learning and consider what it means for their own practice.

It is therefore important that you help your candidates to identify a trusted colleague who can help support them through their professional learning journey.

## Section 5: Assessment

### 5.1 Assessment

Assessment is through a portfolio of evidence of learning and reflection, examined by Cambridge. Candidates are required to demonstrate their knowledge, skills and understanding in the context of their own work, from a variety of sources, as demonstrated by the examples below.

Teacher portfolio of evidence	Leader portfolio of evidence
<ul style="list-style-type: none"> <li>classroom observations</li> <li>materials that arise naturally out of the teaching process</li> <li>feedback from colleagues, learners and others</li> <li>teachers' own reflections on their practice</li> <li>reflection on own practice</li> <li>a professional development plan of what they intend to do in the next 12 months.</li> </ul>	<ul style="list-style-type: none"> <li>reflections on key concepts and leadership theories</li> <li>reports of agreed tasks</li> <li>reflection on own leadership practice</li> <li>interviews with other leaders and feedback from them</li> <li>analysis of learning and examples of areas where their leadership has developed</li> <li>a professional development plan of what they intend to do as leaders in the next 12 months.</li> </ul>

As a Programme Leader you should provide regular support and feedback to help your candidates prepare their portfolio and to ensure it meets the assessment criteria.

### 5.2 Assessment criteria

The assessment criteria are based on the intended learning outcomes and make explicit the knowledge, understanding and skills Cambridge examiners expect your candidates to demonstrate in their portfolio. It is important that you have a firm understanding of the skills and knowledge which candidates are required to evidence in their portfolio. The assessment criteria for each qualification can be found in Appendix 1 and 2.

### 5.3 Grading

Candidates will be awarded one of the following grades for each module according to the assessment criteria:

Grading	Distinction
	Pass
	Fail

To achieve a Distinction in the Diploma overall, candidates must achieve at least two module Distinctions. Candidates can make a maximum of three submissions to achieve a Pass grade. If candidates achieve a Pass they cannot retake that module to improve their grade. Candidates have a period of three years, from the date of their first module entry, to achieve the required number of module passes for a complete qualification.



## 5.4 Formative and summative assessment

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

The formative assessment and support of the candidates in your programme is your and your Centre's responsibility. Whilst you are expected to encourage and help candidates focus their thinking and practice in framing their evidence, you are advised to refrain from guiding or shaping your candidates' evidence directly. It is essential that the candidates' portfolio is all of their own work.

## 5.5 Notification of results

Cambridge provides module results directly to Centres in the form of a statement of results. Full award certificates are automatically issued to candidates who achieve a Pass or Distinction in all of the required modules.

Cambridge also provides examiner feedback to Programme Leaders after each month's grading. This feedback helps Programme Leaders to adapt and strengthen their programme. Cambridge will provide you with a summary of feedback, detailing the strengths and areas for improvement in the batch of portfolios your Centre has submitted.

This feedback is intended, for you and your team, as guidance to way(s) in which you can enhance your programme design and delivery. If any candidate has not reached Pass standard, the feedback will explain where the underperformance lies, enabling candidates to improve their portfolio for resubmission.

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## Section 6: The portfolio

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### 6.1 Evidence requirements

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

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

It is essential that candidates are aware of the evidence required for each module and that it is appropriately included and referenced in their portfolio. As a Programme Leader you are expected to perform checks (prior to submission) to confirm each portfolio contains all of the required documents. Missing documents will result in a Fail grade being issued.

Providing opportunities to discuss what good evidence is and demonstrating how candidates can amend their evidence to achieve this would be beneficial.

The practice based nature of the qualifications has pedagogic as well as practical value. Candidates need to show examiners that they have made connections between their own practice and the concepts and principles they have gained from engagement with learners, experienced colleagues and critical theory.

### 6.2 Key documents

In the *evidence of practice* section of each module, candidates are required to submit documents of evidence in support of their portfolio. When collecting their evidence candidates must use the Cambridge templates provided. Portfolios which do not use the prescribed templates will not be accepted.

### 6.3 Preparation of written assignments

The presentation of the portfolio is important and there are general standards which written work is expected to meet. These are noted below.

#### 6.3.1 Style

Written assignments must be typed or word-processed. Candidates are recommended to use 11 or 12 point font. Written assignments must also be proof-read for grammatical, punctuation and spelling errors.

#### 6.3.2 Word limits

The word limits stated in each module reflect the level of detail required and candidates are advised to keep to these limits. If candidates provide significantly fewer words than specified, it is unlikely that they will not provide sufficient depth. If candidates significantly exceed the word limits, it is likely they will lose focus. It is generally acceptable if a portfolio is up to approximately 10% above or below this limit.

### 6.3.3 Referencing and citation

Candidates must appropriately reference and acknowledge any work taken from another source. Referencing external sources demonstrates that candidates can effectively locate and integrate relevant theories and ideas into their portfolio. Candidates 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 portfolio.

### 6.3.4 Digital images

Candidates may wish to include digital images in support of their evidence. A maximum of six digital images per portfolio is acceptable.

## 6.4 Submitting the portfolio

Candidate portfolios are to be submitted electronically to Cambridge following the guidelines in the *Cambridge PDQ Administrative Guide* for the relevant year. Portfolio submissions are processed each month throughout the year according to the key dates in the *Cambridge PDQ Administrative Guide*.

## 6.5 Plagiarism

You need to take appropriate measures to ensure the authenticity of candidate portfolios. For example, you can carry out random sampling to compare evidence from different candidates, and the consistency of an individual portfolio in style and content. Cambridge examiners conduct extensive checks to identify common content between candidates and inconsistencies in individual work.

Before submission, each portfolio must be authenticated by the candidate and by the Programme Leader. It is important that candidates are reminded that all work undertaken as part of the Certificate or Diploma must be expressed in their own words and must incorporate their own ideas and judgements.

If plagiarism is suspected, it will be referred to the regulations officer in charge of malpractice.

## Section 7: Support and guidance

### 7.1 Resources

#### 7.1.1 Syllabus and core resources

Cambridge has developed a range of resources to help guide and support you and your candidates through the qualifications. The resources aim to provide Programme Leaders with both theoretical and practical support in addressing *some* of the learning outcomes in each syllabus and can be used to initiative enquiry, reflection and discussion.

Please note that these resources have not been designed to provide comprehensive support for each module and learning outcome but have been developed to complement and enhance your own range of teaching materials and resources. You must ensure you have appropriate learning resources available for your programme.

There are two types of resources available for your qualification: *syllabus* and *core*.

Syllabus resources	Core resources
Syllabus resources provide Programme Leaders with support and guidance on specific learning outcomes within each module. The focus may be on one particular learning outcome or several.*	Core resources introduce you to the key principles which underpin all of the professional development qualifications: <i>reflection, observation</i> and <i>learning from experienced colleagues</i> .
Each resource has been aligned to a specific module.	The resources are not aligned to a specific module and as core principles should be revisited and repeatedly referred to throughout your programme.

\* All learning outcomes within the syllabuses are equally significant. The learning outcomes explored in the syllabus resources should therefore not be interpreted as being more relevant or important to the qualification.

Please see section 7.1.3 below for further information on where you can gain access to these resources.

#### 7.1.2 Reading lists and further links

Reading is an important part of the professional learning process and reading lists form an essential part of this. Recommended reading lists and links to relevant websites are provided in each syllabus resource and core resource. The list is not exhaustive and Programme Leaders should provide candidates with their own recommended texts.

#### 7.1.3 Programme Leader online Community

Cambridge has developed a Virtual Learning Environment (VLE) for professional development. The VLE is an online area where Programme Leaders can interact with each other, access syllabus resources, participate in discussions and share resources. Access to this platform will be made available to Programme Leaders after they have received accreditation for their programme

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## Appendices

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## Appendix 1: Assessment Criteria: Certificate Level 4

Distinction	
<b>Understanding Teaching and Learning</b>	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.
<b>Developing Thinking and Practice</b>	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.
<b>Analysis and Discussion</b>	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
<b>Communication and Presentation</b>	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	
<b>Understanding Teaching and Learning</b>	Demonstrates a broad understanding of relevant concepts and principles and is able to apply these in a meaningful way to own practice.
<b>Developing Thinking and Practice</b>	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.
<b>Analysis and Discussion</b>	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.

Fail	
<b>Understanding Teaching and Learning</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

Distinction	
<b>Understanding Teaching and Learning</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.

Pass	
<b>Understanding Teaching and Learning</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.



Fail	
<b>Understanding Teaching and Learning</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 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.
<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.

