



Syllabus

Cambridge International Diploma

Teaching and Learning 5882

For examination in 2025 to 2030



Why choose Cambridge?

Cambridge Professional Development Qualifications (PDQs) provide a strong framework to support the effective continuing professional development of candidates (teachers).

They help candidates to:

- engage critically with relevant concepts, principles, theories and best practices from around the world
- apply new ideas and approaches in reflective practice in their own teaching and learning context
- formatively evaluate experiences to plan further development
- transform the quality of teaching and school leadership to improve the outcomes of learners.

Cambridge PDQs are designed to be integrated into schools' professional development planning, activities and culture. They help schools to improve through cost-effective, sustainable programmes that benefit teachers and their learners. They demonstrate to parents, the school community and stakeholders that the school values and nurtures staff development.

The Cambridge International Diploma in Teaching and Learning is for candidates who want to:

- critically engage with the principles and concepts of teaching and learning to improve their effectiveness as teachers
- gain further knowledge, skills and understanding to develop inclusive approaches to teaching and learning
- use opportunities to adopt different approaches to teaching and learning to improve their own practice and their learners' learning
- collaborate with colleagues to improve professional knowledge and practice
- develop their reflective practice skills to evaluate and improve their classroom practice
- improve their classroom practice using the process of practitioner inquiry
- progress their teaching career.

Research indicates that effective teacher professional development:

- is integrated into the everyday life of the school and the teacher
- considers teachers' prior knowledge and experience
- offers opportunities for reflection and learning from experience
- encourages and supports innovation and collaboration
- helps teachers to develop their existing knowledge, skills and understanding of teaching and learning
- enriches teachers' learning through critical engagement with the theories of others
- is sustained over time and supported by people with expertise.

The Diploma is designed to provide for such professional development.

School feedback: 'Through the PDQ courses, our staff has grown more confident, resilient, and innovative. They have deepened their knowledge and skills and apply their new learning to their environment. Through continuous reflection, our candidates have been able to evaluate the impact their learning has had on their teaching practice and learners' learning, identifying their strengths and the areas that they can develop further. With the help of the learning community and their mentors, they actively seek opportunities to continue to improve.'

Feedback from: Melissa Alberts, Professional Development Officer, GenEx Institute, Cape Town, South Africa

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1 Introduction

Purpose of this document

This syllabus sets out the details of the Diploma in Teaching and Learning. This is a Cambridge Professional Development Qualification (PDQ) offered by Cambridge International Education.

The syllabus focuses on the learning outcomes and related scheme of assessment. For further guidance on the design principles and features of programmes leading to these qualifications please see the resources for Cambridge Professional Development Centres.

These are available at www.cambridgeinternational.org/pdq

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Quality

Cambridge PDQs are benchmarked to the Framework for Higher Educational Qualifications (FHEQ) for England, Wales and Northern Ireland. Cambridge PDQ Certificates are benchmarked to FHEQ Level 4 and Diplomas to FHEQ Level 5.

This means that teachers and leaders achieving a Cambridge PDQ are well prepared for their next step in the professional development pathway and their Cambridge PDQ has value as they progress to relevant Level 6 and 7 programmes.

School feedback: ‘We have utilized the Cambridge PDQ program to foster a rich, collaborative, Community of Practice that has helped to knit our school together with learners, teachers, and administrators identifying as being part of a supportive Learning Organization in which everyone models a love of learning and support for others.’

Feedback from: Dr. Russell Hazard, Director of Teaching, Learning, and innovation – NIT Education Group

2 The Cambridge teacher

Cambridge International programmes and qualifications develop not only subject knowledge and skills but also attitudes, ways of thinking and behaviours.

There are five Cambridge teacher attributes. Cambridge teachers are:

- **confident** in teaching their subject and engaging each learner in learning
- **responsible** for themselves, responsive to and respectful of others
- **reflective** as learners themselves, developing their practice
- **innovative** and equipped for new and future challenges
- **engaged** intellectually, professionally and socially, ready to make a difference.

More information about teaching Cambridge at your school can be found at:

www.cambridgeinternational.org/support-and-training-for-schools/leading-learning-and-teaching-with-cambridge

Research indicates that effective teaching is the most significant positive factor contributing to learners' development. The quality of a school or school system depends on the quality of its teachers and their teaching.

The characteristics of effective teachers include:

- knowing their curriculum area well
- understanding their learners and meeting their needs as individuals
- encouraging learners to engage actively in their own learning
- ensuring formative assessment is embedded in classroom practice
- making connections, for example, to learners' experiences, the real world, and wider contexts
- using a variety of teaching strategies and activities appropriately
- being reflective and creative practitioners engaged in continuous professional learning
- being collaborative and supporting colleagues, school and community.

Cambridge School Leader and Teacher Standards

Our Cambridge Teacher and School Leader Standards define what we believe to be key characteristics of effective teaching and leadership. They focus on supporting teachers and leaders, and they offer an opportunity for self evaluation which helps them to understand their professional learning and development needs.

The Standards are based on the latest international research into effective teaching and school leadership, taking into account a wide range of international practices and advice from education experts around the world.

Cambridge Teacher Standards

The Cambridge Teacher Standards can be used to:

- evaluate current teaching practice
- help identify, prioritise and plan areas for professional development
- understand the teaching requirements for Cambridge programmes in order to achieve the desired student outcomes.

How to use the Standards

The Standards can be used to evaluate teaching or school leadership by asking key questions and looking for examples from practice. By using our self-reflection surveys teachers can identify where they are now and which areas they need to improve. This would be a really useful exercise to undertake while planning a PDQ programme. It could also be used again to evaluate the programme's impact.

You can download the Standards, self-reflection surveys and online guide from:

www.cambridgeinternational.org/support-and-training-for-schools/professional-development/professional-development-qualifications/school-leader-teacher-standards

3 Syllabus overview

The PDQ Programme Leader

Every Cambridge PDQ Centre appoints a Programme Leader who is responsible for designing and managing the programme. The Programme Leader is pivotal to the quality and success of the Cambridge PDQ programme. The role is wide-ranging, from designing and developing the programme to liaising with mentors, school leadership and Cambridge International. Being an effective Programme Leader is about shaping and supporting professional learning to have an impact on the quality of teaching and leadership in schools.

Programme Leaders evaluate their professional development learning programme as part of their commitment to professional development. Due to the level of support they are required to give candidates during the programme, Programme Leaders are not permitted to compile their own portfolio of evidence and submit it to Cambridge International as part of their own PDQ Programme.

The Diploma syllabus

The revised Diploma syllabus has been designed to help teachers (candidates) develop their professional thinking and practice, and enhance the quality of teaching and learning. It is for practising teachers, focusing on the development of knowledge, skills and understanding in the key aspects of teaching and learning. It is inclusive and relevant to all teaching and learning contexts: from primary and secondary general education, to vocational education and training, and to further, adult and higher education. It helps candidates to explore and apply new ideas in their own context, integrate new approaches in their own practice, and demonstrate their professional development as reflective practitioners.

Two essential principles underpin the design of the qualification: effective teaching and effective professional development. The programme involves a spiral of professional learning, each stage being a cycle of experiential learning and reflective practice following on from the previous cycle and leading on to the next. Areas of learning are revisited systematically within the programme so that the candidate can engage with these in more depth and detail, and acquire related knowledge and skills.

The spiral of professional learning in a Cambridge PDQ programme depends particularly on three processes:

- observation
- reflection
- learning with and from mentors.

These processes work together. It is crucial that candidates receive feedback to inform their continuous reflection on their learning experiences. Observation and reflection are much more effective with the support of a mentor.

The mentor develops a learning relationship with the candidate, supporting them during their work-based learning to make the most of the learning experience and to achieve the Cambridge qualification. The mentor understands the essential principles of the Cambridge PDQ, and provides helpful advice to their candidate, sharing their own experiences and knowledge.

Eligibility

Candidates **must**:

- 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 institution over a full academic year, for a minimum of 24 weeks and a minimum of six hours per week
- teach a group with a minimum of six learners
- have achieved **one** of the following:

The Cambridge International Certificate in Teaching and Learning (CICTL 4164 or 5881)

Or

The Cambridge International Award in Teaching and Learning (CIATL 4163 or 5880) **and** 1 years teaching experience

Or

The Cambridge International Certificate in Teaching with Digital Technologies (4167 or 5885) or The Cambridge International Certificate in Teaching Bilingual Learners (4193 or 5887)

Or

Two years teaching experience,

and

one of these qualifications or equivalent:

B.Ed, Qualified Teacher Status (QTS) in the country where qualified, Post Graduate Certificate in Education (PGCE), Qualified Teacher Learning and Skills (QTLS), Diploma in Education and Training (DET)

Or

Five years teaching experience,

and

successful completion of any additional entry assessments as required by the Cambridge PDQ centre.

- have the regular support of a mentor who understands the essential principles that underpin this qualification, and can provide helpful advice and observations
- be responsible for planning, teaching and formatively assessing groups of learners.

Candidates who do not meet the above criteria cannot make an entry for this syllabus. Those candidates may meet the criteria for syllabus 5880 or 5881.

School feedback: ‘The PDQ is an excellent way to encourage collaboration among teachers. From the sharing of experiences in the weekly sessions, to peer observations with colleagues and mentors, teachers talk to and support each other much more often. The natural outcome of this is a significant increase in personal reflection of day-to-day teaching practice.’

Feedback from: Erica Davis, Deputy Principal & Programme Leader for the Certificate in Teaching and Learning
Wuhan ULink College of China Optics Valley

Language requirements

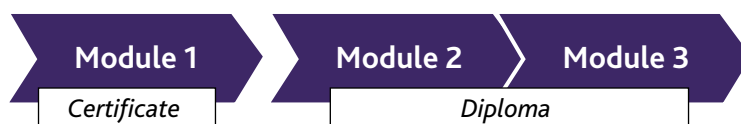
To take part in the Diploma programme candidates are required to have sufficient competence in English. All candidates should have English language competence comparable to **Level B2** in the **Common European Framework of Reference for Languages (CEFR)**. This framework is provided by the Council for Europe. Further details can be found on the Council's website at [http://coe.int/t/dg4/education/elp-reg/cefr grids EN.asp](http://coe.int/t/dg4/education/elp-reg/cefr%20grids%20EN.asp)

We recommend a minimum requirement of 5.5 on the International English Language Testing System. See www.ielts.org/ for more details.

What is the qualification structure?

Module 1 can be taken on its own as the Certificate. Candidates can then progress to Modules 2 and 3 to complete the Diploma.

The Diploma can also be taken as a standalone qualification.

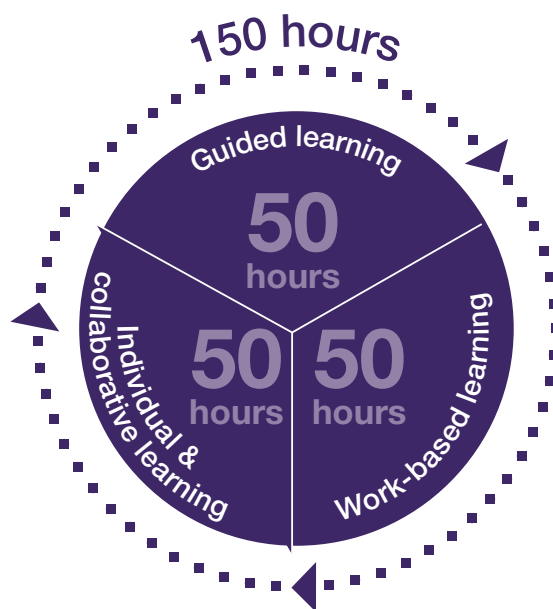


The table below shows what is involved in each module.

Learning hours in preparation	150
Recommended programme duration	4 months per module
Assessment	Portfolio of evidence of practice, learning and reflection
Evidence length	3600 words with work-based records

What does the Diploma involve?

A typical Diploma programme run by a Cambridge Professional Development Centre consists of a broad balance of activities, appropriate to the needs and circumstances of teachers and their schools. The programme is planned by the centre's programme leader and team as a coherent sequence of learning over time, with a variety of elements.



Centres must provide at least 50 hours of guided learning for each module. Candidates should integrate as much preparation time as possible into their day-to-day practice. They should allow time for background reading and discussion with their colleagues, to enrich their reflective practice.

During each stage of the programme, candidates explore a number of key questions and engage in a series of activities closely related to their everyday professional work. These activities and related reflections produce evidence for assessment.

In each module, candidates engage with the required learning outcomes through a series of activities closely related to their everyday professional work. The activities and related reflections produce evidence for assessment.

The mentor plays a vital role in supporting a candidate. Through discussion and questioning, mentors encourage candidates to reflect on their learning and on what it means for their approaches to teaching. They also help candidates to demonstrate through examples and accounts of practice that they are:

- acquiring new skills
- learning how to use their new skills and knowledge
- linking changes in classroom practice to improvements in learner outcomes.

How is the Diploma assessed?

Candidates are assessed through a portfolio of evidence which is submitted to a team of Cambridge International examiners. In their portfolio, candidates demonstrate their knowledge, skills and understanding in the context of their own work.

School feedback: ‘The PDQ programme has helped to raise the bar for all our teaching staff. When we have whole-school Teaching and Learning sessions, those who have participated in the PDQ bring enthusiasm, expertise and energy that is contagious. Students have also commented on the difference it makes to their lessons, in terms of their engagement and learning, when a teacher has been part of the PDQ programme. The impact of the PDQ has rippled out across the school and I see it as the key component of our ongoing professional development programme.’

Feedback from: Timothy Wright, Principal, Hebron School, Tamil Nadu, South India

Evidence requirements

In their portfolio, candidates will use the relevant Cambridge International templates to gather, organise and present their evidence to satisfy the assessment criteria.

In the introduction to the portfolio, candidates provide background information about their professional experience and role, and the context in which they teach. This is their opportunity to indicate significant influences on their work and professional development. Although the introduction is not formally assessed or judged, it does help the examiner to understand the teaching context and interpret the subsequent assessment evidence. Please note, however, that a curriculum vitae is not required.

With written evidence, candidates should keep to the word limits and respond to the prompts in templates succinctly. The prompts indicate how to focus and shape explanations, reflections and other evidence. Candidates must also follow Cambridge International’s rules for the format and size of digital evidence, such as images and video.

In their evidence of learning and reflection, a candidate’s views, ideas or opinions must be supported with relevant references to established concepts and theories of learning and teaching, whether these are in the form of academic publications or posts to online discussion forums or blogs. All sources must be referenced.

The Programme Leader can provide further guidance on academic honesty.

Reflective journal

Candidates will maintain a reflective journal throughout their programme of learning. By keeping a journal, candidates will more effectively evaluate their practice and develop reflective skills which will underpin their professional development.

For further support on reflective practice see:

www.cambridgeinternational.org/teaching-and-learning/getting-started-with/

School feedback: ‘Reflection has become my second nature as a teacher. I am able to design this year’s lessons with more insight and foresight and what I am witnessing is happy and more confident students. Thanks to PDQ!’

Feedback from: Jyothsna D’Silva, Geography teacher, Hebron School, Tamil Nadu, South India PDQ Diploma in T & L (Distinction)

School feedback: ‘It has been a privilege to witness the professional curiosity and creativity that has been awakened through the study of the T & L PDQ and to hear candidates reflect on the effect their newly learned approaches are having on the learning of their students: increased engagement, stronger results, higher levels of confidence are all benefits that have been noted. However, the most gratifying thing is that no one stops when they see improvement; teachers now recognise that improvements are meant to be reflected on and taken further.’

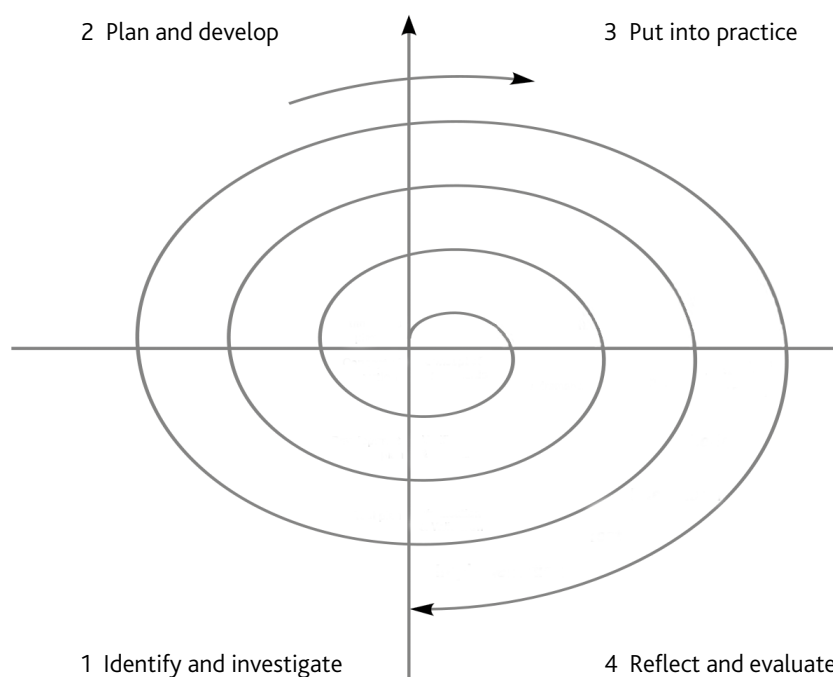
Feedback from: T.L. Orr, Head of Professional Development, Beijing Luhe International Academy

4 Diploma in Teaching and Learning

Introduction to the Diploma

Aims

The Cambridge International Diploma in Teaching and Learning is built on a spiral of learning and development. By reflecting on and evaluating the experiences in each module, further areas for development are identified, and the cycle begins again, this time incorporating new understanding and capabilities. Conscious engagement with this spiral of development results in higher-quality teaching.



In the Diploma, candidates will have the opportunity to:

- understand principles of learning and teaching, and relate these critically to their own practice
- critically engage with educational theory and research evidence to inform and develop their 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 learners to learn more effectively
- develop their personal reflective practice skills, enriched by ideas and experience from external sources
- learn collaboratively, supporting and supported by their colleagues.

Candidates can work towards the Diploma at their own pace, depending on their priorities and circumstances. Certification provides an international quality mark, enhancing their professional profile, and opening pathways for further professional and career development.

Structure

The Diploma comprises two Modules:

Module 2	Teaching and learning in action
Module 3	Developing professional practice

Each module is set out in terms of its learning outcomes, key questions, assessment approach and evidence requirements. Assessment criteria appear at the end of this section.

- Each **learning outcome** specifies what a candidate must know, understand and be able to demonstrate after completing the associated professional learning.
- The **key questions** indicate the professional learning related to each learning outcome. These questions will support the candidate as they explore the knowledge, skills and understanding required to achieve the learning outcome.
- The **assessment approach and evidence requirements** explain what candidates must do to demonstrate how they have achieved the learning outcomes.
- The **assessment criteria** specify the standard required to achieve the learning outcomes and are used by examiners to judge the quality of the evidence presented.

Module 2 Teaching and learning in action

In Module 2 candidates will develop their classroom practice, informed by relevant theories, concepts and principles of teaching and learning, to achieve the following learning outcomes.

Learning outcomes

- M:** Plan coherent schemes of learning
- N:** Plan well-structured lessons that are inclusive
- O:** Teach inclusive lessons
- P:** Teach effectively managed lessons
- Q:** Use formative assessment and feedback to progress learner learning
- R:** Evaluate lessons to judge the impact improvements in teaching practice have had on learner learning and professional practice

Learning outcomes and key questions

Learning outcome M: Plan coherent schemes of learning.

- Why do teachers plan schemes of learning?
- How do teachers identify learners' needs?
- Why must a teacher have a good understanding of a syllabus to plan a coherent scheme of learning?
- What are the key features of a coherent scheme of learning?
- How does an understanding of backward design help to plan coherent schemes of learning?

Learning outcome N: Plan well-structured lessons that are inclusive.

- How is the purpose of a lesson made clear?
- How are lessons structured to make them coherent?
- Why should new learning be built upon the learners' existing learning?
- What factors should teachers consider when planning and preparing lessons to make them inclusive?
- How do teachers plan lessons to develop learners' metacognition skills?

Learning outcome O: Teach inclusive lessons.

- What is your understanding of the concept of inclusive learning?
- How do teachers make their classroom practice inclusive?
- Why should teachers make sure learners participate in a mixture of individual, pair and small group work?
- Why must teachers know when and how to differentiate learning?
- What teaching and learning strategies best lend themselves to the differentiation of learning?

Learning outcome P: Teach effectively managed lessons.

- What strategies do teachers use to manage lessons effectively?
 - What teaching and learning strategies best lend themselves to active learning?
 - What teaching and learning strategies does research indicate have the greatest impact on learning and achievement?
 - Why should teachers use direct instruction methods and know when to use them?
 - Why should teachers provide learners with multiple opportunities to engage with, elaborate on, and apply their new knowledge and skills?
-

Learning outcome Q: Use formative assessment methods and feedback to progress learner learning.

- What are the advantages and limitations of the formative assessment methods teachers use in their classroom practice?
 - How do teachers embed the concept of Assessment for Learning effectively in their classroom practice?
 - Why should formative feedback be focused on learning aims and objectives or learning intentions and success criteria?
 - What formative feedback strategies do teachers use to progress learner learning successfully?
 - How do teachers use formative assessment and feedback to guide their classroom practice?
-

Learning outcome R: Evaluate lessons to judge the impact improvements in teaching practice have had on learner learning and professional practice.

- What have been the significant changes in your teaching practice as a result of participating in this professional development programme?
 - What impact have the changes in your teaching practice had on your learners' learning, and how do you know this?
 - Why is it important for teachers to critically engage with learning theories and concepts as part of their professional practice?
 - What new learning have you recently acquired from reading or discussions with colleagues during the individual study and work-based elements of the Module 2 programme?
 - How will you prepare for Module 3, which requires engagement with a practitioner inquiry?
-

The role of the mentor in Module 2

In Module 2 the mentor will observe the candidate teach two lessons. Both lessons must be part of the candidate's scheme of learning.

In a pre-observation meeting for each lesson, the mentor will discuss the aspects of classroom practice that the candidate wants to develop as a result of teaching the lesson. The mentor will then observe the lesson. In a post-observation meeting, the mentor and candidate will discuss what went well and what aspects of classroom practice still require further development. The focus of the post-observation discussion must be on the candidate's personal learning outcomes which are based on syllabus Learning Outcomes N, O, P and Q.

Assessment

A candidate must demonstrate developing classroom practice supported by a well-informed understanding of key teaching and learning theories and concepts.

Initially a candidate must design a scheme of learning relevant to their teaching context. They will then plan, teach and evaluate two lessons from the scheme of learning. Their mentor will observe both lessons. There must be sufficient time between the lessons for a candidate to reflect on their mentor's feedback so they can learn and improve future classroom practice. In both lessons a candidate should be seen to be trying something new in their classroom practice.

A candidate must:

- plan a scheme of learning that:
 - contains a minimum of 10 hours contact time
 - consists of a minimum of five consecutive lessons, each of 40–120 minutes duration
 - is with the same group of learners, with a minimum of six learners in the group.
- plan two lessons from the scheme of learning
- teach the two lessons
- obtain feedback from their mentor for each lesson.

In the portfolio a candidate must submit the following evidence:

Evidence of practice – This includes:

- 1 *Module 2: Scheme of Learning Form*
- 2 *Module 2: Lesson Plan Form – 1st Observed Lesson*
- 3 *Module 2: Observer Feedback Form – 1st Observed Lesson*
- 4 *Module 2: Lesson Plan Form – 2nd Observed Lesson*
- 5 *Module 2: Observer Feedback Form – 2nd Observed Lesson*
- 6 *Module 2: Learning Activity Form*
- 7 *Module 2: Formative Assessment Activity Form*

Evidence of learning (1600 words)

- 1 Explain how teachers make their classroom practice and learner learning inclusive.
- 2 Explain how teachers manage lessons effectively.
- 3 Explain how formative assessment methods and feedback are used to progress learner learning.

Evidence of reflection (2000 words)

- 1 Evaluate how effectively learning was made inclusive in the two observed lessons, and explain how it can be improved in future classroom practice.
- 2 Evaluate how effectively you managed the two observed lessons, and explain how lessons can be better managed in future classroom practice.
- 3 Evaluate how effectively you used formative assessment methods and feedback in the two observed lessons to progress learner learning and explain how future assessment practice can be improved.
- 4 Evaluate the impact improvements in your recent teaching practice have had on learner's learning and your professional practice.

Module 3 Developing professional practice

In Module 3 candidates will reflect on their learning and classroom practice by carrying out a practitioner inquiry to achieve the following learning outcomes.

Learning outcomes

- S:** Justify why teachers should develop their reflective thinking skills.
- T:** Carry out a practitioner inquiry to improve professional practice.
- U:** Plan and teach a lesson as part of a practitioner inquiry.
- V:** Critically analyse and evaluate learning concepts, theories and educational literature.
- W:** Critically analyse and evaluate practitioner inquiry feedback and data to inform practitioner inquiry outcomes.
- X:** Critically analyse and evaluate the impact carrying out a practitioner inquiry has had on professional practice and learner learning.

Learning outcomes and key questions

Learning outcome S: Justify why teachers should develop their reflective thinking skills.

- What is your understanding of the concept of reflective thinking?
 - What 'models' of reflective thinking can be used to help understand the concept?
 - Why do teachers need to develop their reflective thinking skills?
 - What strategies do teachers use to develop reflective thinking skills and how are they used in practice?
 - Why is mentor support important when teachers use their reflective thinking skills to identify aspects of classroom practice requiring further improvement?
-

Learning outcome T: Carry out a practitioner inquiry to improve professional practice.

- Why do teachers carry out practitioner inquiry to improve professional practice?
 - How is a practitioner inquiry used to improve a specific aspect of a teacher's practice?
 - Why must teachers engage with educational and research literature when carrying out a practitioner inquiry?
 - What barriers or constraints is a teacher likely to face when carrying out a practitioner inquiry?
 - What are the advantages and limitations of using a practitioner inquiry to improve professional practice?
-

Learning outcome U: Plan and teach a lesson as part of a practitioner inquiry.

- What are the knowledge, skills and attributes associated with effective teachers and teaching?
 - What is the purpose of planning and teaching a lesson that is part of a practitioner inquiry?
 - What factors must be considered when planning a lesson that is part of a practitioner inquiry?
 - What is the focus of mentor feedback when observing a lesson that is part of a practitioner inquiry?
 - What methods are used to obtain rigorous feedback from learners when teaching a lesson that is part of a practitioner inquiry?
-

Learning outcome V: Critically analyse and evaluate learning concepts, theories and educational literature.

- What are the differences between critical thinking, critical analysis and critical evaluation?
 - Why is it important teachers can articulate the principles of teaching and learning that underpin their professional practice?
 - Why should teachers critically analyse and evaluate teaching and learning concepts, theories and educational literature?
 - How does a teacher critically analyse and evaluate a learning concept, theory or educational literature?
 - What impact has your existing knowledge and understanding of the concepts, theories and principles of teaching and learning had on your teaching practice and your learners' learning?
-

Learning outcome W: Critically analyse and evaluate practitioner inquiry feedback and data to inform practitioner outcomes.

- What sources of feedback and data must be obtained when carrying out a practitioner inquiry, and what other sources might be used to inform final outcomes?
 - Why is a wide range of sources used to obtain practitioner inquiry feedback and data?
 - How can practitioner inquiry feedback and data be analysed and evaluated to establish some initial key findings?
 - How should the initial key findings from a practitioner inquiry be presented to make them more understandable and communicable to a wider audience?
 - Why do teachers critically analyse and evaluate the impact recent developments in their teaching practice have had on their learners' learning?
-

Learning outcome X: Critically analyse and evaluate the impact carrying out a practitioner inquiry has had on professional practice and learner learning.

- What is your understanding of the concepts of critical analysis, critical evaluation and impact?
 - How can learners' progress in learning be monitored and measured?
 - What is the concept of triangulation, and why is it used in a practitioner inquiry?
 - What impact has the change in your classroom practice by participating in a practitioner inquiry had on your learners' learning?
 - How can the outcomes from practitioner inquiry be used to inform the next steps in your professional development?
-

The role of the mentor in Module 3

Once the candidate and mentor have agreed the area of interest, the mentor will carry out a discussion with the candidate regarding their reason for choosing the area of interest they would like to explore. The mentor will then observe the presentation and take part in the debate that follows the candidate's presentation of their findings to their peers. The mentor will observe the candidate in their practice and support them in developing their professional development plan.

Assessment

Assessment in Module 3 requires a candidate to evidence their developing professional practice by carrying out a practitioner inquiry. They will collaborate with their mentor and select **one** aspect of their professional practice they want to improve from the list shown below.

- | | |
|--|---|
| 1 Classroom questioning skills | 6 Developing learners' critical thinking skills |
| 2 Managing individual, pair and group work | 7 Developing learners' metacognition skills |
| 3 Using active learning approaches | 8 Embedding formative assessment and feedback methods into classroom practice |
| 4 Differentiating learning | 9 Developing learners' independent learning skills |
| 5 Making learning inclusive | 10 Managing lessons and learner behaviour effectively |

A practitioner inquiry is based on a cycle of planning, teaching, reviewing and reflection. A candidate will need to work through each of the four stages in an organised manner, as shown in the following table.

Stage	What?	Who?	How?
Plan	<ul style="list-style-type: none"> What aspect of professional practice do I want to improve? What question can I pose to keep a focus on the aspect of practice I want to improve? How will I plan the lesson to develop the aspect of practice I want to improve and progress the learners' learning so their needs and curriculum requirements are met? How will I plan for the lesson to be observed by my mentor and obtain focused feedback? How will I obtain rigorous feedback from the learners that focus on the aspect of practice being improved? What concepts, theories and educational literature do I need to engage with to develop new knowledge and understanding? 	<p>Candidate</p> <p>Mentor</p> <p>Colleagues</p>	<p><i>Module 3: Lesson Plan Form</i></p> <p><i>Module 3: Summary of Collaborative Learning Form – must be started when initially engaging with the practitioner inquiry and then maintained throughout the whole process.</i></p>

Stage	What?	Who?	How?
Teach	<ul style="list-style-type: none"> How successful are the activities used in the lesson to improve required professional practice and progress the learners' learning? How analytical is mentor feedback and does it focus on the aspect of practice being improved and the progress in learner learning? How successful is the method used to obtain rigorous learner feedback, is it focused on the aspect of practice being improved? 	Candidate Mentor Learners	<i>Module 3 – Lesson Activity Review Form</i> <i>Module 3: Observer Feedback Form</i> <i>Module 3: Learner Feedback Form</i>
Review	<ul style="list-style-type: none"> What are my reflections immediately after teaching the lesson? How will I organise the practitioner inquiry feedback and data so it can be critically analysed and evaluated to identify initial practitioner inquiry findings? How will I present and share my initial practitioner inquiry findings with my mentor, colleagues and other interested parties? How will I obtain feedback from my mentor, colleagues and other interested parties so it can be used at the reflect stage of the process to inform practitioner inquiry outcomes? 	Candidate Mentor Colleagues and other Interested parties	Module 3: Presentation of Initial Findings Form
Reflect	<ul style="list-style-type: none"> How will I use my recent experiences and learning from educational research to evaluate the impact the practitioner inquiry process has had on my learners' learning and my own professional practice? How do I know the judgments made are valid and reliable? How will I embed practitioner inquiry findings into my future classroom practice? What other professional development will I carry out in the future to improve my practice? 	Candidate Mentor	<i>Module 3: Summary of Collaborative Learning Form – completed at this stage of the process</i> <i>Module 3: Professional Development Plan Form</i>

In the Portfolio a candidate must submit the following evidence:

Evidence of practice

- 1 *Module 3: Lesson Plan Form*
- 2 *Module 3: Lesson Activity Review Form*
- 3 *Module 3: Observer Feedback Form*
- 4 *Module 3: Learner Feedback Form*
- 5 *Module 3: Presentation of Initial Findings Form*
- 6 *Module 3: Summary of Collaborative Learning Form*
- 7 *Module 3: Professional Development Plan Form*

Evidence of learning and reflection (3600 words)

- 1 Justify why teachers should develop their reflective thinking skills.
- 2 Explain how you carried out a practitioner inquiry to improve your professional practice.
- 3 Critically evaluate the lesson that was taught and observed as part of your practitioner inquiry.
- 4 Critically analyse and evaluate the learning concepts, theories and educational literature you engaged with during the practitioner inquiry.
- 5 Critically analyse and evaluate the feedback and data obtained from your practitioner inquiry and explain how it was used to inform the outcomes from the process.
- 6 Critically evaluate the impact carrying out a practitioner inquiry has had on your professional practice and the learners' learning.

Assessment criteria

Candidates will be graded for each module according to the following criteria, applied to the portfolio of evidence as a whole:

- 1 Understanding teaching and learning.
- 2 Developing thinking and practice.
- 3 Analysis and discussion.
- 4 Communication and presentation.

DISTINCTION	
Understanding teaching and learning	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.
Developing thinking and practice	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.
Analysis and discussion	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.
Communication and presentation	Presents ideas, arguments and information in a well-structured, consistent and clearly expressed manner. Presentation of work is 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	
Understanding teaching and learning	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 others' practice.
Developing thinking and practice	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.
Analysis and discussion	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.
Communication and presentation	Presents ideas, arguments and information 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	
Understanding teaching and learning	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' practices may be absent.
Developing thinking and practice	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.
Analysis and discussion	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.
Communication and presentation	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.

5 Support and resources for PDQ programmes

We provide a wide range of practical resources, detailed guidance and innovative support so that Programme Leaders can give their candidates the best possible preparation for Cambridge PDQs.

Support and resources

Programme planning and delivery

Syllabus

The Cambridge International Professional Development Qualification (PDQ) syllabus

Syllabus Support Guides

Exemplify the Learning Outcome and Assessment Criteria requirements for each PDQ syllabus

PDQ Programme Leader Community

An online community for Programme Leaders to share and collaborate

Portfolio creation and development

Sample Evidence

Examples of completed evidence with a commentary from the Principal Examiner

Getting started with...

Interactive resources which introduce and develop key areas of teaching and learning practice

Principal Examiner Reports

Annual reports completed by the Principal Examiner for each syllabus

Webinars

Recorded sessions looking at different aspects of the PDQ Assessment requirements

Training

PDQ Programme Leader Course

Training provided by Cambridge for aspiring PDQ Programme Leaders

Online Training

Introductory, Extension, Enrichment and Assessment courses, available online here:

www.cambridgeinternational.org/support-and-training-for-schools/professional-development

Support for Mentors

www.cambridgeinternational.org/Images/304230-a-guide-for-mentors.pdf

'Getting started with mentoring' is also available as an online enrichment course:

www.cambridgeinternational.org/support-and-training-for-schools/professional-development/enrichment-courses/online-enrichment

Continuing professional development

Education briefs

www.cambridgeinternational.org/support-and-training-for-schools/teaching-cambridge-at-your-school/education-briefs

Further study towards PGCE, MA or MBA

www.cambridgeinternational.org/support-and-training-for-schools/professional-development/professional-development-qualifications/teacher-development-journey

Note: Cambridge has secured this route into Higher Education study for all those that hold a PDQ Diploma. Cambridge Programme Leaders cannot claim credits towards this themselves, unless they also hold a PDQ Diploma, but the journey may still be of interest to them.

What is PDQ Connect?

PDQ Connect is the platform used by Cambridge International to support the delivery of PDQ Programmes, and where Programme Leaders can find resources, templates and forms. Use of the platform allows Programme Leaders to support candidates to collate, develop and enhance their portfolio evidence prior to final submission.

Final submission of the completed PDQ portfolio of evidence to Cambridge International must be made using the correct PDQ templates (*Forms*) as specified in each syllabus, and in accordance with the current submission guidance and series deadlines as laid out in the *Administrative Guide*. The *Administrative Guide* is for exams officers who are making the final submission of the portfolio to Cambridge for grading.

Cambridge International is committed to ensuring that all assessments are ‘fair, have sound ethical underpinning, and operate according to the highest technical standards’ (The Cambridge Approach 2009). Cambridge International expects technology to be used to enhance the assessment process in terms of reliability, validity, accessibility as well as efficiency, and not to dilute its quality (Craven 2009).

- **Validity:** Assessment should measure what it claims to measure and what it is important to measure; there must be a close fit between the assessment methods and the learning outcomes.
- **Authenticity:** All assessment practices must have processes in place to ensure that the evidence for assessment is the learner’s work.
- **Reliability and consistency:** Assessment should be capable of generating sufficient evidence for the target level.

6 Glossary

The following definitions apply throughout this syllabus.

Word or phrase	What it means
Achievement	measures the improvement in a learner's performance over a period of time as the result of a process of learning; this is reflected in their grades
Acquisition model of learning	learning is seen mainly as acquiring knowledge and skills through direct instruction
Active learning	based on the theory of constructivism where learners participate in a variety of activities that promote engagement with learning resources, ideas and other people; it then requires them to think hard in order to make sense of their new learning by linking it to their existing learning
Advance organisers	strategies that connect new learning to existing learning
Aim	a broad statement of intent indicating what the teacher must teach and the learners must learn during a process of learning
Analysis	process of studying or examining something carefully and in detail to learn more about it
Assessment	any activity in which evidence of learning is collected in a planned and systematic way and then used to make a judgement about what learners know, understand and are able to do
Assessment criteria	freestanding statements that specify the standard required to achieve a learning outcome or objective.
Assessment for learning	based on the concept of teachers embedding the strategies of questioning, formative feedback, peer and self-assessment, and the formative use of summative assessments in their classroom practice. Assessment information is then used by teachers to adjust their teaching strategies and by learners to adjust their learning strategies
Assessment of learning	an alternative term for summative assessment
Attainment	the level or standard reached by a learner at the end of a learning sequence or learning programme that is evidenced by test or examination results
Behaviourism	theory of learning based on the concept that all behaviours are learned through interaction with the environment to the near exclusion of innate or inherited factors
Candidate	the person following a Cambridge Professional Development syllabus
Cognition	process of acquiring knowledge and understanding through thought, experience, and the senses

Word or phrase	What it means
Cognitivism	theory of learning based on the concept of how learners acquire new learning through perception, thinking, remembering, reasoning and judging
Collaboration	working with one or more colleagues for a particular purpose or to achieve a common goal
Competence	ability to repeatedly do something well
Constructivism	theory of learning based on the concept that all learners ‘construct’ their own unique meanings or understanding of experiences by reflecting or thinking about them
Cooperation	working together to accomplish shared goals
Critique	a detailed analysis and judgement, both positive and negative, of a person’s work or ideas
Criterion-referencing	describe the qualities of what a learner knows, understands and is able to do without reference to the performance of others
Critical evaluation	making judgements through a process of critical thinking and analysis
Critical thinking	careful goal-directed thinking; it is a way of thinking about any subject, content or problem by analysing the facts to form a judgement
Curriculum	academic content taught in a school or in a specific course or learning programme; it is usually presented as syllabuses for sequential stages of learning
Dialogic teaching	involves on-going talk between the teacher and learners; it provides learners with opportunities to contribute to classroom dialogue in extended and varied ways so they can explore the limits of their own understanding through the use of language
Didactic teaching	learning is seen as mainly acquiring knowledge and skills as the direct result of teaching
Differentiated learning	strategies used to accommodate the differences between learners so they all have the best possible chance of progressing their learning
Evaluate	to judge or determine the quality, importance or value of something
Experiential learning	process that involves learners engaging with a variety of experiences and then through reflection, creating links with existing learning to form new learning
Explore	think about an idea or topic in order to assess it carefully
Formative assessment	assessment methods used by teachers to check the learners’ understanding of the topic being taught at different stages of a lesson
Higher-order thinking skills	requires learners to use their analytical, evaluative and creative thinking skills in a range of activities to progress their learning
Humanism	theory of learning based on the concept that the development of the whole person is considered more important than the development of specific subject matter

Word or phrase	What it means
Inclusive learning	the learners' entitlement to a learning experience that respects diversity, enables participation, removes barriers and anticipates and considers a variety of learning needs and preferences
Key questions	indicate the professional learning related to a learning outcome
Learner	we use 'learner' in a general, aspirational sense
Learning objective	brief description of what the learners must know or be able to do as a result of their learning experiences
Learning outcome	brief description of what the learners must know or be able to do as a result of their learning experiences at the end of a course, learning programme, module or unit; it specifically relates to the learning that will be assessed
Lower-order thinking skills	requires learners to use their skills of remembering, understanding and applying their learning in a range of activities
Mentor	an experienced colleague who provides support, advice and guidance to help develop the personal and professional growth of a less experienced colleague
Metacognition	concept that requires learners to reflect or think about how they learn and then intentionally apply the outcomes of their reflective thinking to improve future learning
Motivation	a learner's willingness to participate in the learning process
Norm-referencing	comparing one learner's performance with that of everyone else being assessed
Participation model of learning	creating personal meaning by reflecting on shared experiences and then applying it in different situations
Pedagogy	the study and theory of the methods and principles of teaching
Practitioner inquiry	a collaborative four-stage cycle of planning, teaching, reviewing and reflecting designed to improve an aspect of a teacher's classroom practice and ultimately their learners' learning and achievement
Reflection in action	reflecting during an experience, it can also be thought of as 'thinking on our feet' and involves making decisions or changes to practice during the experience as the situation demands
Reflection on action	reflecting after the experience, can also be thought of as making decisions or changes to practice as a result of retrospective thinking
Reflective account	an account of an event or a process that is not simply descriptive; it addresses evaluative questions as well as how and why questions
Reflective journal	a document in digital or traditional book format can be used to record experiences; it is subsequently used to critically reflect on learning or practice in order to improve future learning or teaching practice

Word or phrase	What it means
Reflective practice	learning through and from experience towards gaining new insights into self and practice
Reflective thinking	consciously thinking about analysing what you are doing, what you have previously done, what you have experienced, what and how you have learned
Reliability	how well a test consistently measures what it is supposed to measure; reliability exists if repeat marking of a single assessment by a second or third examiner produces the same outcome, or if the learner achieves the same outcome when taking a second version of the same test.
Scaffolding of learning	providing one or more students with support from the teacher and/or peers when learning new concepts; the support is reduced as the students become more independent in their thinking and ability to acquire new knowledge and skills
Scheme of learning	also known as a programme plan or scheme of work; an interpretation of a syllabus into a sequence of lessons
Self regulation	describes how students monitor and control their cognitive processes
Social constructivism	theory of learning that stresses the fundamental role of social interaction in the development of cognition
Special education needs	refers to learners who experience learning difficulties that make it harder for them to learn than most children and young people of the same age
Spiral of learning	learning is structured so that concepts and ideas are initially taught at a simplified level and then re-visited at more complex levels later on
Success criteria	summarise the key steps needed for learners to successfully meet a learning intention by specifying the main things to do, include or focus on
Summative assessment	assessment methods used to evidence what the learners have learned at a given point in time, usually at the end of a course, module, unit, theme or topic
Teacher	this is used to refer to anyone holding the position of teacher; it could be the candidate's colleagues or used in a general sense
Tutorial	a short class conducted by a teacher for one learner or a small number of learners, usually focused on personal target-setting and reflection on the learners' own learning
Validity	how well a test measures what it is supposed to measure
Zone of Proximal Development	a learner's ability to perform learning tasks just beyond their current abilities with guidance and support from the teacher and/or peers

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