

Candidate Guide

**Cambridge Professional Development
Qualifications
Certificate (Level 4)
Diploma (Level 5)**

Valid for examinations in 2017

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Contents

Introduction	3
The purpose of this Candidate Guide	
Cambridge International Examinations	
Why choose Cambridge Professional Development Qualifications?	
Section 1: Qualifications and entry requirements	4
1.1 Candidate entry requirements	
1.2 Language requirements	
1.3 Preparation learning hours	
1.4 Learning outcomes	
1.5 Key questions	
Section 2: Syllabus overview	7
2.1 The Certificate and Diploma in Teaching and Learning	
2.1.1 Syllabus aims	7
2.1.2 Learning outcomes	7
2.1.3 The assessment structure	9
2.1.4 Description of components.....	9
2.2 The Certificate and Diploma in Teaching with Digital Technologies	
2.2.1 Syllabus aims	10
2.2.2 Learning outcomes	11
2.2.3 The assessment structure	12
2.2.4 Description of components.....	13
2.3 The Certificate and Diploma in Educational Leadership	
2.3.1 Syllabus aims	14
2.3.2 Learning Outcomes	14
2.3.3 The assessment structure	16
2.3.4 Description of components.....	16
2.4 The Certificate and Diploma in Teaching Bilingual Learners	
2.4.1 Syllabus aims	17
2.4.2 Learning outcomes	18
2.4.3 The assessment structure	19
2.4.4 Description of components.....	20
Section 3: Roles and responsibilities	21
3.1 The role of your Programme Leader	
3.2 Your role as a candidate	
Section 4: Core Principles	22
4.1 Reflection	
4.2 Observation	
4.3 Learning from mentor	
Section 5: Assessment	26
5.1 Assessment	
5.2 Assessment criteria	
5.3 Grading	
5.4 Award rules	
5.5 Notification of results	

Section 6: Preparing your portfolio	28
6.1 Evidence requirements	
6.2 Key documents	
6.2.1 Evidence of Learning and Reflection Template.....	28
6.2.2 Observation Forms	28
6.2.3 Summary of Learner Feedback Forms	29
6.2.4 Professional Development Plan (Diploma module 3).....	29
6.2.5 Academic Skills fact sheet.....	29
6.3 Preparing your written assignments	
6.3.1 Style	30
6.3.2 Word limits.....	30
6.3.3 Referencing and citation	30
6.3.4 Digital images	30
6.4 Submitting your portfolio	
6.5 Plagiarism and malpractice	
Section 7: Support and guidance	32
7.1 Resources	
7.1.1 Cambridge materials	32
7.1.2 Reading lists.....	32
Appendices	33
Appendix 1: Assessment Criteria: Certificate Level 4.....	34
Appendix 2: Assessment Criteria: Diploma Level 5.....	36
Appendix 3: Academic Skills fact sheet.....	38

Introduction

The purpose of this Candidate Guide

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

Cambridge International Examinations

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

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

Why choose Cambridge Professional Development Qualifications?

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

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

PDQs are internationally recognised as a mark of excellence for the individual teacher or leader. 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

For further information about the FHEQ framework, please visit the following website: www.qaa.ac.uk

Section 1: Qualifications and entry requirements

1.1 Candidate entry requirements

The Certificate in Teaching and Learning and Teaching with Digital Technologies

Candidates need to:

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

The Diploma in Teaching and Learning and Teaching with Digital Technologies

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

- teach the same learner group for the activities planned for in Modules 2 and 3

The Certificate and Diploma in Teaching Bilingual Learners

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

- be teaching a non-language curricular subject to bilingual learners, through a language that is an additional language for learners (i.e. a language that is not their first language, such as a foreign or a second/third language)

In the assessment activities in the syllabus you will find conditions explained, e.g. size of learner group or sequence of session and you must follow these requirements. Candidate assignments that do not clearly demonstrate that they have met all the entry requirements for the qualification are liable to receive a fail grade. You must ensure that your assignments give clear information that demonstrates that you and your context meet the requirements (e.g.: provide information about group size, timing for learning sessions, etc.).

The Certificate and Diploma in Educational Leadership

For the **Certificate**, candidates need to be:

- serving leaders, or
- demonstrate they are aspiring to be a leader and that they are ready to take up a leadership role in the near future.

For the **Diploma**, candidates need to:

- be a serving leader
- have responsibility for at least one member of their team.

Candidates for the **Diploma** may be:

- a leader with responsibility for a team (for example, a department) or a focus across the school (for example, special educational needs)
- a member of the school senior leadership team
- a head teacher, or principal, or a senior leader in the Education Service.

For **both qualifications**, candidates need to have the regular support of a mentor who:

- is in a leadership role
- understands the essential principles that underpin this qualification
- can provide helpful advice and observations.

1.2 Language requirements

Candidates are required to have sufficient competence in English to participate in the qualification. All candidates should have English language competence comparable to Level B2 in the *Common European Framework of Reference for Languages* (CEFR).

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

http://coe.int/t/dg4/education/elp-reg/cefr_grids_EN.asp

We recommend a minimum requirement of IELTS 5.5

1.3 Preparation learning hours

'Preparation learning hours' refers to the average time it would take a candidate to complete the qualification. It includes guided learning hours, directed study, practical and work-based learning and assessment preparation time. 'Guided learning hours' refers to the time in which you are directed in the presence of your Programme Leader. This can include workshops, seminars, tutorials and one to one sessions.

Module 1 involves approximately 120 hours of preparation. Modules 2 and 3 involve approximately 240 learning hours of preparation. Your Programme Leader is expected to prepare a minimum of 40 guided learning hours per module.

1.4 Learning outcomes

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

The learning outcomes in each syllabus can help you to:

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

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

1.5 Key questions

The *key questions* in each syllabus are also intended to help focus your professional development journey. You are not required to provide formal responses to the key questions but should use the key questions as a prompt to initiate enquiry, reflection and discussion during your programme and when completing your portfolio.

Section 2: Syllabus overview

2.1 The Certificate and Diploma in Teaching and Learning

2.1.1 Syllabus aims

In the Certificate, you will have the opportunity to:

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

In the Diploma, you will have the opportunity to:

- understand principles of learning and teaching and relate these critically to your own practice
- critically engage with educational theory and research evidence to inform and develop your professional thinking
- design coherent lessons and programmes 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 your personal reflective practice skills enriched by ideas and experience from external sources
- learn collaboratively, supporting and supported by your colleagues.

2.1.2 Learning outcomes

Module 1

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

Unit 1	
A	explain your understanding of learning and how people learn
B	review teaching methods and learning activities that engage and motivate learners to learn
C	explain your understanding of the purposes of assessment
D	identify and explain key features of what you think makes an effective lesson, and evaluate the impact any new learning will have on your future professional practice

Unit 2	
E	plan a lesson that has clear aims and objectives and a coherent structure
F	teach a lesson that builds on the learners' existing learning to develop new learning, with suitable teaching methods, learning activities and resources
G	assess, in a lesson, the learners' learning at appropriate stages using suitable methods
H	evaluate a lesson using feedback from an observer and your own reflection to develop future practice

Unit 3	
I	plan lessons that are coherent and have clear links to previous learning
J	teach lessons, using an appropriate range of approaches to teaching and learning
K	assess in lessons to monitor learners' learning and progress
L	evaluate lessons, using feedback from a variety of sources to identify strengths and areas for further development in professional practice

Modules 2 and 3

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

Module 2	
M	design a sequence of learning (programme plan or scheme of work) that is coherent and meets both curriculum and learner needs
N	plan lessons that are inclusive and have a coherent structure, with clear links to previous learning and intended learning outcomes
O	use a variety of teaching methods and learning activities that are predominantly based on constructivist (active) approaches and are inclusive so all learners learn well
P	manage lessons effectively, using a combination of individual, pair and group work, so all learners are motivated and stay engaged in the learning process
Q	assess formatively, using a range of methods, to support learners' learning and use the outcomes from feedback to inform learners' future learning and your own teaching practice
R	evaluate a sequence of learning and individual lessons using feedback from a variety of sources to help develop future professional practice and the learners' learning

Module 3	
S	evaluate a sequence of learning (programme plan) to plan for future developments
T	evaluate strategies used to facilitate the learners' learning to help them progress and achieve
U	evaluate strategies used to develop learner creativity and inclusive learning
V	analyse how formative assessment has been practised to support and monitor the learners' learning, prepare them for summative assessment, and inform your own teaching practice
W	critically review learning theories to help you understand and develop your own professional practice and learners' learning
X	evaluate your own professional practice and the impact this has had on learners and your learning

2.1.3 The assessment structure

Certificate		Diploma		
Module 1		Module 2	Module 3	
Understanding Teaching and Learning		Teaching and Learning in Action		Developing Professional Practice
Evidence requirements				
3600 words (including records, samples and plans)		3600 words (including records, samples and plans)		2400 words (including records, samples and plans)

2.1.4 Description of components

The Certificate in Teaching and Learning (Level 4)

Module 1

Unit 1: Reviewing principles of learning and teaching

In Unit 1 you will review the principles and concepts of learning and teaching. You will also explore what makes an effective lesson so that you can explain your understanding of learning and how people learn; review teaching methods and learning activities that engage and motivate your learners to learn; and explore the purposes of assessment.

Unit 2: Teaching an effective lesson

In Unit 2 you will explore the practice of teaching and learning. You will explore how to plan a lesson using clear aims and objectives; understand how to teach a lesson that builds on your learners' existing learning to develop new learning; assess your learners' learning at different stages; and evaluate a lesson using feedback from an observer.

Unit 3: Facilitating active learning through effective teaching

In Unit 3 you will further explore the practice of teaching and learning. You will explore how to plan a range of coherent lessons which have clear links to previous learning; understand how to use an appropriate range of approaches to teaching and learning; and evaluate lessons using feedback from a variety of sources to identify strengths and areas for further development.

The Diploma in Teaching and Learning (Level 5)

Module 2

In Module 2 you will explore your teaching practice more deeply and critically. You will design a sequence of learning that meets both curriculum and learner needs; examine a variety of teaching methods and learning activities that are predominantly based on constructivist approaches; understand how to use teaching approaches which are inclusive; and explore how formative assessment supports and monitors learners' learning.

Module 3

In Module 3 you will critically engage with key learning theories which will help you to reflect on your professional practice more deeply. You will evaluate a sequence of learning, identifying strategies used to develop learner creativity and facilitate learners' learning; and critically review learning theories to help you develop and evaluate your own professional practice.

2.2 The Certificate and Diploma in Teaching with Digital Technologies

2.2.1 Syllabus aims

In the Certificate, you will have the opportunity to:

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

In the Diploma, you will have the opportunity to:

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

2.2.2 Learning outcomes

Module 1

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

Unit 1	
A	identify the range of locally available digital technologies and how they are used to enhance existing, or allow new learning activities
B	within your own school context, and looking at relevant theories, consider how and why these may be used to support specific learning objectives
C	within your own school context, identify digital technologies and related activities that allow your learners to, for example: <ul style="list-style-type: none"> work collaboratively find things out and construct knowledge take responsibility for their own learning solve real-world problems and make things happen share information and communicate effectively with others review, adapt, revise and evaluate work as it progresses
D	evaluate appropriate digital technologies to enhance existing ,or allow new, learning activities

Unit 2	
E	plan a lesson that uses one or more digital technologies to support learning
F	teach the lesson with confidence, using suitable classroom management techniques, and responding appropriately to unexpected events
G	provide for a positive learning experience for all learners in the lesson and monitor the effect of using digital technologies on their learning
H	evaluate the effectiveness of the lesson and the associated digital technologies in supporting learning

Unit 3	
I	develop your judgement in selecting and using digital technologies
J	use feedback from a variety of sources to identify strengths and areas for further development in professional practice
K	apply principles and concepts concerning using digital technologies in reflecting on issues experienced in your own practice
L	begin to identify and use suitable opportunities for sharing with colleagues your experiences of teaching with digital technologies

Modules 2 and 3

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

Module 2	
M	design a sequence of lessons (programme plan or scheme of work) that uses one or more digital technologies to support specific learning objectives, and takes advantage of the specific opportunities that digital technologies allow
N	plan lessons supported by appropriate digital technologies that are inclusive, and offer opportunities for all learners to participate and learn
O	implement the lessons with confidence, using suitable classroom management techniques, responding appropriately to unexpected events and ensuring a positive learning experience for all learners
P	show an awareness of a variety of evaluation tools and techniques, and of sources of feedback
Q	reflect on your experiences in order to evaluate and improve your practice with digital technologies so that learners learn more effectively
R	use appropriate techniques and tools, to evaluate the effectiveness of the lessons, and the associated digital technologies in supporting learning

Module 3	
S	demonstrate the ability to critically analyse your own and others' experiences
T	reflect on your experiences in order to critically assess the wider effects of digital technologies on education and curriculum, the role of the teacher and schools, and the ability of learners to direct their own learning both in and out of school
U	begin to show awareness of a range of theoretical positions relating to using digital technologies in learning, and to relate these to your own experiences
V	identify and use suitable opportunities for sharing experiences with digital technologies with fellow practitioners, including those in other curriculum areas and schools
W	develop your awareness of developments in digital technologies, and their possible usefulness in supporting learning
X	evaluate your experience in the Diploma and plan the next steps in your further professional development in teaching with digital technologies

2.2.3 The assessment structure

Certificate		Diploma		
Module 1		Module 2	Module 3	
Understanding Teaching and Learning with Digital Technologies		Developing Reflective Practice in Teaching with Digital Technologies	Reviewing the Impact of Digital Technologies on Education	
Evidence requirements				
3600 words (including records, samples and plans)		3600 words (including records, samples and plans)	2400 words (including records, samples and plans)	

2.2.4 Description of components

The Certificate in Teaching with Digital Technologies (Level 4)

Module 1

Unit 1: Understanding teaching and learning with digital technologies

In Unit 1 you will survey existing practice in your own and in colleague's classrooms to develop a personal and local picture of using digital technologies in teaching. You will also explore the various technological tools available to you and your learners; consider how and why these may be used to support specific learning objectives; and evaluate and select appropriate digital technologies to enhance existing or allow new learning to take place.

Unit 2: Developing reflective practice in teaching with digital technologies

In Unit 2 you will explore the practice of teaching with digital technologies, from planning through to evaluation. You will engage with associated concepts and principles; explore how to plan a lesson using one or more digital technologies; examine how to monitor the effect of using digital technologies; and evaluate the effectiveness of the lesson to support learning.

Unit 3: Reviewing the impact of digital technologies on education

In Unit 3 you will further explore the practice of teaching with digital technologies. You will begin to develop your judgement in selecting and using digital technologies; use feedback to identify strengths and areas for further development in professional practice; apply principles and concepts concerning using digital technologies; and begin to identify and use suitable opportunities for sharing with colleagues.

The Diploma in Teaching and Learning (Level 5)

Module 2

In Module 2 you will explore your teaching practice more deeply and critically. You will design a sequence of lessons which take advantage of the specific opportunities that digital technologies allow; implement lessons with confidence, using suitable classroom management techniques; show an awareness of a variety of evaluation tools and techniques; and reflect on and evaluate your experiences in order to evaluate and improve your practice.

Module 3

In Module 3 you will develop your perspectives on the pedagogical use of digital technologies. You will have the opportunity to critically analyse your own and others' experiences; reflect on your experiences to critically assess the wider effects of digital technologies on education and curriculum; begin to show awareness of a range of theoretical positions relating to using digital technologies; identify and use suitable opportunities for sharing experiences with digital technologies; and evaluate the next steps in your professional development.

2.3 The Certificate and Diploma in Educational Leadership

2.3.1 Syllabus aims

In the Certificate, you will have the opportunity to:

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

In the Diploma, you will have the opportunity to:

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

learn collaboratively, supporting and supported by your colleagues to develop insights, knowledge and skills.

2.3.2 Learning Outcomes

Module 1

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

Unit 1	
A	explain your understanding of leadership
B	critique a chosen sample of these ideas and theories
C	demonstrate an awareness of school leadership in other settings and countries
D	use a selection of the theories and ideas to reflect on your own leadership practices

Unit 2

E	articulate what you think successful leadership looks like, explaining why it looks like this and setting out what this means for you as a leader
F	demonstrate your knowledge and understanding of the major findings and insights from educational leadership research in your own school and internationally
G	reflect on and explain the key lessons from your experience of leadership in relation to leadership theories and research evidence on successful school leadership
H	present the key skills you need to develop to be a successful leader in schools

Unit 3

I	evaluate and select the ideas and leadership practices you should focus on and use in your leadership activities
J	develop a presentation of how you should apply these ideas and practices in your workplace settings
K	evaluate your own leadership practices in terms of strengths and areas for development – you should also identify a small number of priorities for your development as a leader
L	produce an action plan for your leadership practice in the future

Modules 2 and 3

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

Module 2

M	know and understand the insights and theories concerning leading and improving the quality of teaching and learning
N	understand the knowledge base about how leaders influence teachers and the quality of your classroom practices
O	demonstrate critical understanding of the skills and strategies leaders use to develop the quality of teaching in the teams they lead
P	demonstrate application of the skills leaders use to influence and develop the quality of teaching in the teams you lead
Q	compare and contrast your new knowledge of leading teaching with your previous ways of working and review their respective strengths and weaknesses
R	identify and review your skill development needs

Module 3

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

2.3.3 The assessment structure

Certificate		Diploma	
Module 1	Module 2	Module 3	
Exploring Leadership	Leading and Improving Teaching and Learning	Leading Change for Improvement and Developing Staff	
	Evidence requirements		
3600 words (including records, samples and plans)	3600 words (including records, samples and plans)	2400 words (including records, samples and plans)	

2.3.4 Description of components

The Certificate in Educational Leadership (Level 4)

Module 1

Unit 1: Exploring leadership

In Unit 1 you will review concepts and theories of leadership. You will begin to explore leadership; critique a chosen sample of these ideas and theories; demonstrate an awareness of school leadership in other settings and countries; and use a selection of the theories and ideas to reflect on your own leadership practices.

Unit 2: Leading and improving teaching and learning

In Unit 2 you will further explore concepts and theories of leadership. You will articulate what you think successful leadership looks like, explaining what this means for you as a leader; demonstrate your knowledge and understanding of the major findings and insights from educational leadership research on successful school leadership; and present the key skills you need to develop to be a successful leader in schools.

Unit 3: Action planning for developing leadership

In Unit 3 you will further explore concepts and theories of leadership. You will evaluate and select the ideas and leadership practices you wish to focus on and use in your leadership activities; develop a presentation of how you should apply these ideas and practices in your workplace settings; evaluate your own leadership practices in terms of strengths and areas for development; and produce an action plan for your leadership practice in the future.

The Diploma in Teaching and Learning (Level 5)

Module 2

In Module 2 you will explore the practice of leadership of teaching and learning. You will explore insights and theories concerning leading and improving the quality of teaching and learning; examine the knowledge-base about how leaders influence teachers and the quality of their classroom practices; engage critically and apply the skills and strategies leaders use to develop the quality of teaching in the teams they lead; identify comparison with your new knowledge of leading teaching with your previous ways of working and identify and review your skill development needs.

Module 3

In Module 3 you will explore the practice of leadership of teaching and learning. You will explore the knowledge-base and key theories about change processes; engage critically with literature on leading and managing change; review and evaluate the implications from the change literature and school improvement research for leaders and their development; explore the importance of staff development in relation to improving the quality of teaching and learning, school improvement and change processes; and identify which forms of staff development are the most effective and have an impact on learning.

2.4 The Certificate and Diploma in Teaching Bilingual Learners

2.4.1 Syllabus aims

In the Certificate, you will have the opportunity to:

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

In the Diploma, you will have the opportunity to:

- apply your developing knowledge and skills in designing and managing a sequence of learning (over a number of lessons) for bilingual learners
- critically engage with bilingual learning theory
- explore your teaching and learning practice more deeply and critically
- explore the role and use of the first language
- widen your horizons and consult stakeholders
- reflect on your professional practice more deeply

2.4.2 Learning outcomes

Module 1

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

Unit 1	
A	explain your understanding of the challenges of learning a curricular subject through an additional language in your own context, and estimate the language levels of your learners and yourself
B	review teaching approaches that help the learning of both content and language in your own context
C	explain your understanding of the formative assessment strategies which help to support bilingual learners' progress in content and language
D	identify and explain key features of what you think makes an effective lesson focused on content and language, including areas that need changing to make it more effective – you will also evaluate the impact any new learning will have on your future professional practice

Unit 2	
E	plan a lesson to support learners' understanding. This lesson has a coherent structure and identifies appropriate teaching methods, learning activities and resources (adapted where necessary) to meet clear content and language learning objectives
F	teach the lesson, using classroom language, teaching methods, learning activities and resources to support learners' understanding
G	assess formatively, in the lesson, learners' progress with the learning objectives, including understanding of content and language
H	evaluate the lesson, using feedback from an observer and your own reflection to develop future practice

Unit 3	
I	plan a lesson focused on content and language learning to stimulate learners' active participation in the lesson and to develop productive language skills. This lesson has a coherent structure and identifies appropriate teaching methods, learning activities and resources (adapted where necessary) to meet clear content and language learning objectives
J	teach the lesson, using classroom language, teaching methods, learning activities and resources to stimulate learners' active participation and to develop productive language skills
K	assess formatively, in the lesson, learners progress with the learning objectives, including active participation and productive language skills
L	evaluate the lesson, using feedback from a an observer and own reflection to identify strengths and areas for further development in professional practice

Modules 2 and 3

There are twelve learning outcomes in the Diploma (Modules 2 and Modules 3).

Module 2	
M	use a suitable model of integrating content and language learning, and design a sequence of lessons (programme plan or scheme of work) that has a coherent structure, meets curriculum and learner needs, identifies required language support, and links to previous learning
N	make visible to students the content and language learning objectives, including subject- specific language and structures, and discuss with them the learning process that will be used to achieve learning objectives
O	create a psychologically safe learning environment and be culturally aware in order to develop learners' self-confidence in actively using content and language, and to support collaborative and individual learning
P	activate learners' existing content and language knowledge and experiences relating to a topic, and use a range of techniques to scaffold content learning and language learning
Q	use a range of formative assessment methods to support learners' content and language learning and to develop learner autonomy through learning skills – also use the outcomes from feedback to inform learners' future learning and own teaching practice
R	evaluate a sequence of learning and individual lessons using feedback from a variety of sources to help develop future professional practice and the learners' learning

Module 3	
S	analyse the use or non-use of the first language in your lessons, and evaluate the impact of educational theory and school policy on your current and future practice
T	provide recommendations for improving the school's support for bilingual learners, based on consultation with stakeholders (learners, parents and colleagues)
U	evaluate the effectiveness of the principles and strategies you have used to teach bilingual learners
V	identify further opportunities for integration of content and language, and for creating cross-curricular experiences through collaboration with language and/or other teachers
W	identify other ideas from educational theory and research concerning the teaching of bilingual learners which they think will continue to inform, develop and improve their professional thinking
X	evaluate your role as content teacher and to what extent you think you are also a language teacher

2.4.3 The assessment structure

Certificate		Diploma		
Module 1		Module 2	Module 3	
Understanding teaching bilingual learners through an additional language		Developing reflective practice in teaching bilingual learners		Evaluating theory and practice in teaching bilingual learners
Evidence requirements				
3600 words (including records, samples and plans)		3600 words (including records, samples and plans)		2400 words (including records, samples and plans)

2.4.4 Description of components

The Certificate in Teaching Bilingual Learners (Level 4)

Module 1

Unit 1: Understanding teaching bilingual learners through an additional language

In Unit 1 you will review the principles concepts and skills related to teaching bilingual learners through an additional language. You will also explore the challenges of learning a curricular subject through an additional language in your own context; review teaching approaches that help the learning of both content and language; demonstrate your understanding of the formative assessment strategies which help to support bilingual learners' progress; and explore what makes an effective lesson.

Unit 2: Teaching a lesson for bilingual learners with a focus on understanding content

In Unit 2 you will explore the practice of teaching bilingual learners through an additional language. You will also plan a lesson to support learners' understanding and identify appropriate teaching methods, learning activities and resources to meet clear content and language learning objectives; examine how to assess formatively; and evaluate the lesson using feedback from an observer and own reflection to develop future practice.

Unit 3: Teaching a lesson for bilingual learners with a focus on active learning and productive language skills

In Unit 3 you will further explore the practice of teaching bilingual learners with a focus on active learning and productive language skills. You will explore how to plan a lesson focused on content and language learning in order to stimulate your learners' active participation in the lesson; examine teaching methods, learning activities and resources used to develop active learning; and evaluate the lesson using feedback from a variety of sources to identify strengths and areas for further development in professional practice.

The Diploma in Teaching and Learning (Level 5)

Module 2

In Module 2 you will explore your teaching and learning practice more deeply and critically and further analyse the language demands of your curricular subject. You will engage with a model of integrating content and language learning. You will also apply your developing knowledge and skills in designing and managing a sequence of learning (over a number of lessons) for bilingual learners.

Module 3

In Module 3 you will critically engage with bilingual learning theories which will help you to reflect on your professional practice more deeply. You will analyse the use or non-use of the first language in your lessons and evaluate the impact of educational and school policy on your current and future practice; evaluate the effectiveness of the principles and strategies you have used to teach bilingual learners; and identify further opportunities for integration of content and language for creating cross-curricular experiences through collaboration with language.

Section 3: Roles and responsibilities

3.1 The role of your Programme Leader

During the professional development programme you will be guided by a Programme Leader. The Programme Leader is responsible for planning the programme as a coherent sequence of learning over time. This will involve activities such as: group and one-to-one sessions (workshops, seminars and tutorials); individual study and group interaction (reading, research and discussion); work-based learning supported by your school (applying new ideas and approaches in practice and gaining feedback from colleagues).

Your Programme Leader is expected to:

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

3.2 Your role as a candidate

As a candidate you are expected to:

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

Section 4: Core Principles

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

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

- reflection
- observation
- learning from experienced colleagues

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

4.1 Reflection

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

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

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

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

Deeply embedded within the assessment requirements of the syllabuses is the requirement for you to show evidence of your engagement with the reflective process. As a core principle, it is important that you know how to effectively evidence this process in your portfolio. Learning through reflection is more powerful if frameworks are used to guide your act of reflection and they may be helpful when producing evidence of this in your portfolio.

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

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

4.2 Observation

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

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

The process of observation is split into three distinct parts:

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

1. Pre-observation discussion

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

The pre-observation discussion is an opportunity to discuss:

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

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

2. Observation

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

3. Post-observation evaluation

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

4.3 Learning from mentor

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

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

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

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

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

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

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

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

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

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

Section 5: Assessment

5.1 Assessment

Assessment of the Certificate and Diploma qualifications is through a portfolio of evidence, examined by Cambridge. In your portfolio you are required to demonstrate your knowledge, skills and understanding in the context of your own work from a variety of sources.

Your Programme Leader will provide you with regular support and feedback to help you prepare your portfolio 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 our examiners expect you to display in your portfolio. It is important that you have a firm understanding of the skills and knowledge which need to be evidenced in your portfolio. The assessment criteria for each qualification can be found in Appendix 1 and 2.

5.3 Grading

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

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

Grading	Distinction
	Pass
	Fail

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

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

5.4 Award rules

- You must have achieved a Pass or Distinction grade in module 1 before you can submit your module 2 assignment to Cambridge for assessment
- You must have achieved Pass or Distinction grade in module 2 before you can submit your module 3 assignment to Cambridge for assessment
- You must submit your assignments for modules 2 and 3 within three years of submitting your assignment for module 1 (the Certificate).

- Module 2 entry and portfolio must be submitted within three years of the candidate successfully completing Module 1.
- Module 3 entry and portfolio must be submitted within one year of the candidate successfully completing module 2.

5.5 Notification of results

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

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

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

Section 6: Preparing your portfolio

6.1 Evidence requirements

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

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

It is important that you are aware of the evidence required for each module and that it is appropriately included and referenced in your portfolio.

It is your responsibility to ensure that you have included all of the required evidence within your portfolio. Your Programme Leader will also perform checks (prior to submission) to ensure your portfolio contains all of the required documents. Missing or illegible documents will result in a Fail grade being issued. Further instructions regarding appropriate file names for uploading are provided on the portfolio cover sheet.

There is no need to provide more evidence than is requested in the portfolio template.

6.2 Key documents

In the *evidence of practice* section of each module you are required to submit documents of evidence in support of your portfolio. When collecting your evidence you must use the Cambridge templates which will be given to you by your Programme Leader. Portfolios which do not use the prescribed templates will not be accepted.

Further information on each Cambridge template is provided below. Please note that some of the forms mentioned below **do not** apply to the Educational Leadership syllabus.

6.2.1 Evidence of Learning and Reflection Template

You are required to use the Evidence of Learning and Reflection template to record your evidence.

At the beginning of the template you are asked to provide some brief information about your professional experience, current role and the context in which you teach. This contextual information is not assessed or judged but will help the examiner to fully understand and interpret your evidence and reflections contained within your portfolio.

6.2.2 Observation Forms

Throughout the qualifications you will have opportunities to observe expert practitioners and for you to be observed.

Your observer should be a suitably qualified and experienced colleague who can confirm that your performance meets the requirements of the syllabus. It is important to remember that you are not being graded or assessed for appraisal. The observations are intended to offer you guidance and feedback to support your developing professional practice and also to help you when you prepare assignments for your portfolio.

The Observation form is split into three distinct parts:

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

Each section of the form must be completed.

6.2.3 Summary of Learner Feedback Forms

Learner feedback enables learners to express their views about your lessons and how they have supported their learning. It also gives you an insight into how your learners viewed the lesson and how you can plan to further meet their needs. You are required to devise a variety of strategies to enable your learners to voice their opinions/views and to record these using the Learner Feedback form.

Below are some methods you could use to gather learner feedback:

- Focus groups
- Questionnaires and surveys
- Informal dialogue
- Instant methods (e.g. feedback on post-it notes, images etc.)
- Suggestion boxes/books

6.2.4 Professional Development Plan (Diploma module 3)

As part of the evidence requirements for module 3, you are required to submit a *Professional Development Plan*.

There are four key principles in developing a professional development plan:

1. assessing your current professional practice
2. identifying areas for potential development
3. prioritising these
4. identifying the most suitable methods of meeting identified development needs.

Your Professional Development Plan is an opportunity for you to reflect upon your own learning and to plan for your own personal, educational and career development.

6.2.5 Academic Skills fact sheet

Please refer to Appendix 3 for the fact sheet.

6.3 Preparing your written assignments

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

6.3.1 Style

Written assignments must be typed or word processed. You are recommended to use 11 or 12- point font. You should proof-read the assignment 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 you are advised to keep to these limits. If you provide significantly fewer words than specified, it is unlikely that you will provide sufficient depth to meet the learning objectives. If you significantly exceed the word limits, it is likely you will lose focus. It is generally acceptable for your portfolio to be approximately 10% above or below the suggested limit.

6.3.3 Referencing and citation

In your portfolio you must appropriately reference and acknowledge any work taken from another source. Referencing external sources shows the examiner that you can effectively locate and integrate relevant theories and ideas into your portfolio. You are required to acknowledge external sources using a common referencing system, e.g. the Harvard referencing system. Any referencing system adopted must be used consistently throughout the portfolio.

6.3.4 Digital images

Digital images can be included in your portfolio to support your evidence. You may include a maximum of six digital images per portfolio.

6.4 Submitting your portfolio

Your portfolio will be submitted electronically to Cambridge by your school or organisation. Portfolio submissions are processed each month throughout the year according to the key dates in the PDQ Administrative Guide. Please refer to your Programme Leader for further information regarding submission dates as well as Results Release dates.

6.5 Plagiarism and malpractice

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

You are reminded that all work undertaken as part of the Certificate and Diploma must be expressed in your own words and incorporate your own ideas and judgements.

Examples of malpractice include:

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

- Stealing another person's work
- Pretending to be someone else or arranging for someone else to complete your assignment for you

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

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

Section 7: Support and guidance

7.1 Resources

7.1.1 Cambridge materials

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

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

7.1.2 Reading lists

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

Appendices

Appendix 1: Assessment Criteria: Certificate (Level 4	p34
Appendix 2: Assessment Criteria: Diploma (Level 5	p36
Appendix 3: Academic Skills fact sheet	p38

Appendix 1: Assessment Criteria: Certificate Level 4

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

Pass	
Understanding Teaching and Learning	Demonstrates a broad understanding of relevant concepts and principles and is able to apply these in a meaningful way to own practice.
Developing Thinking and Practice	Evidences effective practice with a sound and largely accurate understanding of relevant theories and principles underlying practice in teaching. Some evidence of application of theories and principles to own practice. Some evidence of reflective evaluation.
Analysis and Discussion	Analyses questions and issues arising from study, enquiry and experience in a sound and largely appropriate manner. Some use of relevant examples drawn from sound evidence. Use of some different information sources to inform discussion and analysis. Structured approach to analysis and discussion.
Communication and Presentation	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	
Understanding Teaching and Learning	Demonstrates inadequate or poor understanding of relevant concepts and principles. Application to own practice may be very limited, inadequate or inappropriately applied.
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 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.
Communication and Presentation	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	
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 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 other's 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 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	
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' practice 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.

Appendix 3: Academic Skills fact sheet



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Cambridge Professional Development Qualifications Academic Skills

This fact sheet details the key academic skills that are required for a candidate to pass a Cambridge Professional Development Qualification. Programme Leaders can use this information to help them design the content of their programme plan. These skills are ideally introduced early on in the programme.

Programme leaders will have carried out an initial assessment of their candidates which may have highlighted areas of development regarding academic skills. Where there are general areas, an early session exploring these issues with the candidates can be beneficial. If they have identified individual support needs, these could be met, for example, by additional academic skills sessions, signposting candidates to additional resources or creating study support pairs from your candidate group.

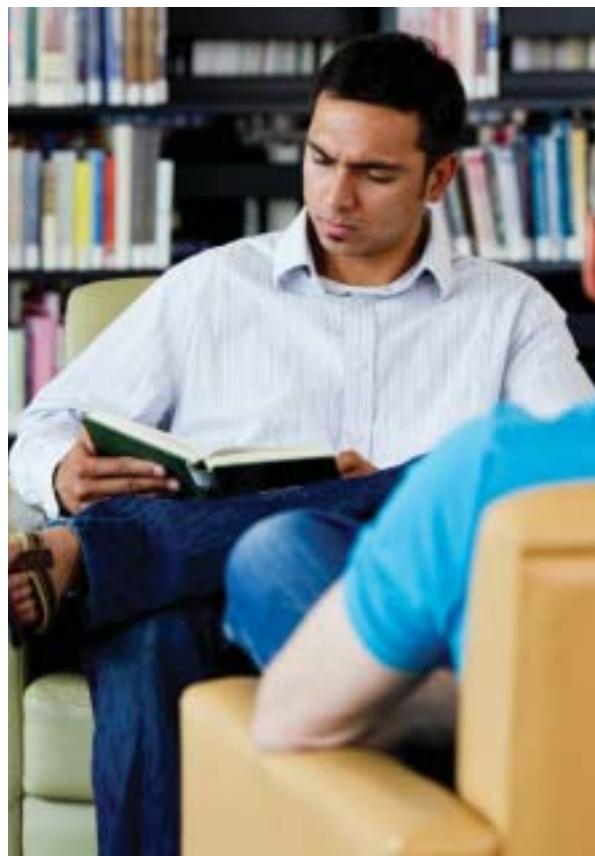
When formatively assessing the candidates portfolios it is good practice to use the assessment criteria and this guide to base the feedback on.

To pass at level 5, the bullet points marked with * should also be addressed

Theoretical underpinning

- Candidates should show understanding of how different theories, concepts and principles apply to their professional practice
- They should engage with current educational theories; move beyond description of each theory to explain the reasons why it influences their approach to teaching and learning
- Candidates should give details and examples of how aspects of their professional practice have been influenced or changed by the educational theories they have studied
- When referencing an educational theory or approach, candidates should give full details of the author(s) and the source of their information
- Candidates are free to explore all educational theories which inform their practice. While many current influential theories originated in the United Kingdom and the United States of America, candidates are encouraged to explore local and cultural theories which underpin practice in their region

- They should consider carefully which educational theories to include in their written assignments. It is important to create clear links between the research of others and their role as an educator – avoid superficial references to educational theory
- Candidates should identify theoretical underpinnings which have made a direct and discernible impact on their professional development, and provide evidence for how these have transformed their professional practice*.



Critical evaluation

- In order to evaluate critically, candidates should make judgements about the significance, effectiveness and impact of the decisions they make in their professional practice
- When evaluating practice, candidates should use, and engage with, feedback from a variety of sources to identify strengths and areas for further development in their professional practice
- Part of critical evaluation is to view professional practice through multiple lenses: in addition to their own perception. Candidates need to see their instructions and actions in the classroom through their students' eyes. They should also explain how this encourages them to modify their practice
- If candidates discuss aspects of their educational philosophy or professional practice with colleagues, they can critically reflect on how these discussions impacted their thinking and include a summary of their influence in the portfolio
- Candidates should consider how the learning environment they create impacts on the quality and effectiveness of teaching and learning*
- To be truly critical in their evaluation, candidates should address the implicit moral, ethical and political assumptions which underpin their own core ideas about education and critically reflect on how they influence their own practice, both positively and negatively*
- Candidates might reflect on the ways in which 'power' undergirds and frames educational processes and interactions*.

Reflective writing

- Reflective writing requires the candidate to discuss their personal experiences – e.g. how they conducted a lesson, how they responded to particular questions and incidents which arose in the process of teaching and learning
- Candidates are encouraged to use words like 'I', 'me' and 'my'



- It is a good idea for candidates to use a recommended reflective cycle to help organise their reflections about their actions and experiences (e.g. Kolb 1984, Gibbs 1988)
- Candidates may need guidance to ensure they do not use their word limit just telling the reader the story of what happened ('what' and 'how')
- Allow enough space to talk about 'why' they felt that way – it is the 'significance' of these events on which they ought to be reflecting
- Candidates should be selective: identify a small number of relevant examples which illustrate their engagement with the reflective process. They should include only the most challenging/puzzling/successful incidents and, after reflecting deeply on them, explore why they are interesting and what they have learned
- It may be useful for candidates to include a plan for next time identifying what they would do differently, their new understandings or values and unexpected things they have learned about themselves
- Successful reflective writing integrates theory and practice. Candidates should identify important aspects of their reflections and write these in conjunction with appropriate theories and academic research to explain and interpret their reflections. Candidates can be encouraged to use these experiences to evaluate the theories - can the theories be adapted or modified to be more helpful for their situation?*
- Candidates should reflect on their journey to being a professional educator and identify what impact this professional development qualification has had on their identity as an educator e.g. how do you view your role in the school*.

Analysis

- Analysis involves careful study of something to learn about its parts, what they do, and how they are related to each other. Candidates should break down the key elements of their professional practice and examine why they are important to their development as an educator
- Candidates need to avoid simply gathering and sharing information in an unfocused way. They should seek to provide valid and reliable evidence from different information sources and explain its relevance and significance to their assignment
- They are encouraged to analyse the similarities and differences between the ideas they are reading about and their own professional context
- Successful analytical writing often involves synthesis. Synthesis means bringing together different sources of information to serve an argument or idea you are constructing. Candidates should make logical connections between the different sources that help them shape and support their ideas

- Candidates should provide relevant examples from their professional practice to support their analysis
- From the wide reading they have done on educational theory and research, identify ideas and practices which they think will continue to inform, develop and improve their professional thinking
- Based on their analysis of research and practice, candidates should identify further professional development opportunities for themselves and for others, including through cross-curricular collaboration*.

Academic conventions

For a guide to citation and referencing, see <https://www.citethisforme.com/harvard-referencing>

- Candidates need to avoid contractions. Instead, they should write in full words like 'did not' and 'is not' (rather than 'didn't' and 'isn't')
- They should not use popular phrases or clichés in their portfolio e.g. 'at the end of the day'; 'in a nutshell'; 'when it comes to the crunch'. Replace with: 'finally', 'in summary', 'in a crisis'
- Avoid casual everyday words such as 'really', 'okay' and 'maybe'
- Where abbreviations and acronyms are required to avoid repetition, they need to make sure that, on first mention, the unabbreviated term appears together with the abbreviation or acronym, for example:

First mention: "An article in the Cambridge Journal of Education (CJoE) reported..."

Subsequent mention: "Writing in the CJoE, Brown concluded that..."

- Words such as 'people' and 'ideas' have the potential to be vague. Candidates should avoid saying: 'according to many people'. Rather, they should explain which individual people and/or which specific ideas
- When writing about their reflections candidates should use the past tense as they are referring to a particular moment (I felt...). When referring to theory they should use the present tense as the ideas are still current (Kumar proposes that...)
- Candidates should not be tempted to use complex language or expressions that are not their own, just to make your writing appear "academic". Instead, they are encouraged to use straightforward language. Their reader needs to understand the information or ideas that they are conveying
- Good writing makes a point clearly and may use examples or evidence to improve the reader's understanding. To avoid rambling, candidates should plan the points that they wish to convey. They should include only those details which are necessary.

Suggestions for further reading

Brookfield, S. (1995) *Becoming a critically reflective teacher*, San Francisco: Jossey-Bass.

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Kolb, D. (1984) *Experiential learning: experience as the source of learning and development*, Englewood Cliffs, NJ: Prentice Hall.

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