



## Cambridge PDQs Candidate Result and Feedback report

<b>Centre Name</b>	<b>Candidate Number</b>	<b>Candidate Name</b>		
Ambitus World School	0002	Thanuja Nandipati		
<b>Assessment Session</b>	July 2024	<b>Module</b>	4164	Cambridge International Certificate in Teaching and Learning Module 1 (4164)

Unit	Learning Outcomes	Evidenced
4164 - LO A	4164 - LO A: Explain their understanding of the concept of learning and how people learn.	Sufficient
4164 - LO B	4164 - LO B: Review teaching methods and learning activities they use in their practice that engage and motivate students to learn.	Sufficient
4164 - LO C	4164 - LO C: Explain their understanding of the term 'assessment' and its purposes.	Sufficient
4164 - LO D	4164 - LO D: Identify and explain key features of what they think makes an effective lesson, and evaluate the impact any new learning will have on their future professional practice.	Sufficient
4164 - LO E	4164 - LO E: Plan a lesson that has clear aims and objectives and a coherent structure.	Sufficient
4164 - LO F	4164 - LO F: Teach a lesson using active learning approaches to engage and motivate students to learn.	Sufficient
4164 - LO G	4164 - LO G: Teach a lesson in which students' learning is regularly checked at suitable stages using appropriate formative assessment methods.	Sufficient
4164 - LO H	4164 - LO H: Evaluate a lesson using feedback from their mentor and their own reflections to inform future practice.	Sufficient
4164 - LO I	4164 - LO I: Plan a sequence of lessons that are coherent and have well-defined links to previous learning and the learning objectives.	Sufficient
4164 - LO J	4164 - LO J: Teach lessons that are effectively managed using active learning strategies and where learning is often differentiated.	Sufficient
4164 - LO K	4164 - LO K: Teach lessons using formative assessment methods to support and monitor the students' learning.	Sufficient
4164 - LO L	4164 - LO L: Evaluate lessons to identify strengths and areas for further development in classroom practice	Sufficient

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.	Distinction	Applies relevant concepts and principles to own practice, with evidence of critical evaluation and limitations.
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	Distinction	Evidence of reflective evaluation of own practice, and identification of learning from experience.



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practice, and identification of learning from experience.		
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.	Distinction	Analyses questions and issues arising from study, enquiry, discussion and experience, in a well-focused manner.
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.	Pass	Academic conventions mostly followed, with attempt to reference appropriately.

### Examiner feedback to candidate:

LO H was evidenced well and demonstrated that the candidate had engaged with reflecting on practice to support further development.

LO J was less well developed and this was supported by the mentor's observation in Unit 2 and the candidate's own reflection in Unit 3.

The portfolio demonstrates a spiral of learning taking place through a growing understanding of key teaching and learning concepts and theories, and their application to classroom practice.

Where the candidate did not achieve a distinction in Assessment Criteria 4 it is because, although academic conventions were mostly followed, referencing were not consistent. For example, in Unit 1 Evidence of Learning there were some in-text citations that did not appear in the reference list. The candidate should review and use the Harvard or similar referencing system.

All the learning outcomes were evidenced at the required Framework for Higher Education Qualifications (FHEQ) Level 4 standard, which indicates a learning programme that provided opportunities to learn from the individual/collaborative and work-based elements of the programme, as well as the face-to-face learning sessions.

The candidate should continue to engage with appropriate teaching and learning concepts and principles to support the development of classroom practice and continue to use reflection as a developmental approach.

Other online resources provided by Cambridge may be of interest, for example the "Getting Started with Reflective Practice" and "Getting Started with Impact" guides.

Module 2 would be a beneficial next step for this candidate.



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<b>Centre Name</b>	<b>Candidate Number</b>	<b>Candidate Name</b>		
Ambitus World School	0001	Naaz Afreen		
<b>Assessment Session</b>	July 2024	<b>Module</b>	4164	Cambridge International Certificate in Teaching and Learning Module 1 (4164)

Unit	Learning Outcomes	Evidenced
4164 - LO A	4164 - LO A: Explain their understanding of the concept of learning and how people learn.	Sufficient
4164 - LO B	4164 - LO B: Review teaching methods and learning activities they use in their practice that engage and motivate students to learn.	Sufficient
4164 - LO C	4164 - LO C: Explain their understanding of the term 'assessment' and its purposes.	Sufficient
4164 - LO D	4164 - LO D: Identify and explain key features of what they think makes an effective lesson, and evaluate the impact any new learning will have on their future professional practice.	Sufficient
4164 - LO E	4164 - LO E: Plan a lesson that has clear aims and objectives and a coherent structure.	Sufficient
4164 - LO F	4164 - LO F: Teach a lesson using active learning approaches to engage and motivate students to learn.	Sufficient
4164 - LO G	4164 - LO G: Teach a lesson in which students' learning is regularly checked at suitable stages using appropriate formative assessment methods.	Sufficient
4164 - LO H	4164 - LO H: Evaluate a lesson using feedback from their mentor and their own reflections to inform future practice.	Sufficient
4164 - LO I	4164 - LO I: Plan a sequence of lessons that are coherent and have well-defined links to previous learning and the learning objectives.	Sufficient
4164 - LO J	4164 - LO J: Teach lessons that are effectively managed using active learning strategies and where learning is often differentiated.	Sufficient
4164 - LO K	4164 - LO K: Teach lessons using formative assessment methods to support and monitor the students' learning.	Sufficient
4164 - LO L	4164 - LO L: Evaluate lessons to identify strengths and areas for further development in classroom practice	Sufficient

Demonstrates a broad understanding of relevant concepts and principles, and is able to apply these in a meaningful way to own practice.	Pass	Demonstrates a broad understanding of relevant concepts and principles.
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.	Pass	Evidences effective practice, with a sound and largely accurate understanding of relevant theories and principles underlying practice in teaching.



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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.	Pass	Analyses questions and issues arising from study, enquiry and experience in a sound and largely appropriate manner.
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.	Pass	Presents ideas, arguments and discussions in an orderly and generally consistent manner.

### Examiner feedback to candidate:

LO E was evidenced well and demonstrated that the candidate had considered the purpose of lesson planning and reflected on its benefits.

The portfolio could be improved further by a more focused discussion of relevant concepts as related to classroom practice. For example, in Unit 3, the candidate makes a general statement about what is considered an inclusive lesson, which limits the application of the concept to one approach. The candidate could also reflect more critically on the limitations of concepts and theories as well as the strengths.

It is evident the candidate is developing their classroom practice by making use of their developing understanding of key teaching and learning concepts and theories.

All the learning outcomes were evidenced at the required Framework for Higher Education Qualifications (FHEQ) Level 4 standard, which indicates a learning programme that provided opportunities to learn from the individual/collaborative and work-based elements of the programme, as well as the face-to-face learning sessions.

The candidate should keep engaging with appropriate teaching and learning principles to support the development of their classroom practice.

The online resources provided by Cambridge may be of interest. For example, the "Getting Started with Evaluating Impact" guide which helps direct teachers' focus towards the outcomes of learning.

Module 2 would be a beneficial next step for this candidate.