Application to the CPDMO for accreditation of CPD products/offerings for teachers

Note to applicants: Once an application for accreditation has been successful and accreditation has been awarded, providers must ensure that they deliver the CPD offering as per the application submitted and approved. If quality assurance mechanisms such as spots checks subsequently reveal that any aspect of the CPD offering being delivered, for example assessment of learning, does not conform to the description of the CPD offering as accredited, accreditation may be revoked.

CPD Activities		
Name of Activities of product/offering		
Main of Objectives		
Target of Participants		
Criteria of Participants		
Expected outputs/outcomes		
Institutional Status		**Evidence/documents to be submitted**
Name of institution applying for accreditation of CPD offering		E.g. a Prakas by the MoEYS
Address of institution		
Name and role of main point of contact		
Email address for correspondence		
Phone number of main point of contact		
Type of institution (e.g., Teacher Education College, Higher Education Institution, Technical department of the MoEYS, etc.)		
Minimum qualifications and experience of the trainers		
Has the applicant institution received accreditation to provide CPD from the CPDMO? If so, on what date? If provisional accreditation was awarded, please give details of the elements to be improved and the time frame.	□ Yes, full accreditation □ Yes, provisional accreditation Date and details: □ No	Letter from CPDMO informing institution of outcome of accreditation application
Standards		**Evidence/documents to be submitted**
1. Which section(s) of the 2016 Teacher Professional Standards does the CPD offering seek to address (please select all which apply)?	1. Professional knowledge: □ Knowledge of students □ Knowledge of content □ Knowledge of student learning 2. Professional practice: □ Learning environment □ Teaching strategies □ Planning for and assessment of learning outcomes 3. Professional study: □ Self-learning □ Participation in improving teaching 4. □ Professional ethics	Full description of the CPD offering, including objectives clearly defined (e.g., a course description plus material package)
2. Which specific standard(s) is/are addressed (e.g. 1.4 Understand how to prepare a lesson plan, 2.3 Employ a variety of appropriate ways for		

assessing student learning, etc.)? Please consult the Teacher Professional Standards (2016) and indicate all which apply.		
3. How will the CPD offering help teachers to meet the specific standards? (Please continue response overleaf or on an additional page as needed).		
Benchmarks: Content addressed		**Evidence/documents to be submitted**
4. Which specialized subjects or education-related expertise (content, pedagogy, education psychology, etc.) does the CPD offering offer? (Please continue response overleaf or on an additional page as needed).		An extract from the CPD offering which illustrates this response.
5. Does the CPD offering include a strong focus on applying theory to practice and reflection on professional teaching practice? Please explain how the CPD offering supports participants in applying theory to practice and in reflecting on their professional teaching practice. (Please continue response overleaf or on an additional page as needed).	□ Yes □ No Please give details:	An extract from the CPD offering which illustrates this response.
6. Does the CPD offering include knowledge and understanding (both Specific content knowledge, *knowing that* and Application knowledge, *knowing how*)? If so, please give examples of how both types of knowledge are included. (Please continue response overleaf or on an additional page as needed).	□ Yes □ No Please give details:	An extract from the CPD offering which illustrates this response.
7. Does the CPD offering include an activity promoting research **skills?** [1] If so, please give brief details.	□ Yes □ No Please give details:	An extract from the CPD offering which illustrates this response.
8. If so, does the research component include clear guidelines about intellectual property, how to cite sources, how to evaluate the quality of sources, and how to avoid plagiarism? Please give brief details.	□ Yes □ No Please give details:	An extract from the CPD offering which illustrates this response.
Benchmarks: Skills addressed		**Evidence/documents to be submitted**
9. Please indicate which skills the CPD offering and associated assessment package is designed to help teachers to develop.	□ Transferable skills (e.g. Communication and presentation, Technology, Application of numerical skills, Working with others, Improving own learning and performance, Analytical and problem-solving skills, Adapting to change) □ Understanding of and the ability to apply curriculum frameworks, subject syllabus, student learning outcomes, teacher guides and textbooks, and other teaching and learning materials for instruction and assessment of student learning	

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[1] **Research skills include compiling a review of relevant literature and triangulation of information using multiple sources of data**

	□ Understanding of and the ability to apply teaching practice for individual student learning styles and needs □ Ability to plan for and manage student learning and classroom routines to ensure effective and enjoyable teaching and learning □ Ability to effectively develop, display, and use teaching and learning materials □ Ability to collect, analyse, and interpret student learning assessment in order to improve teaching and learning practices □ Other skills (Please give details):	
Please explain briefly how the CPD offering seeks to develop this/these skill(s).		Extract(s) from the CPD offering which illustrates this response.
Assessment: N.B. CPD credits will only be awarded if providers submit to the CPDMO evidence that participants have fulfilled the requirements, for example in the form of attendance lists and lists of scores/results.		**Evidence/documents to be submitted**
10. Please consult the section on assessment in the CPD Handbook or the CPD credit system. Does the CPD offering include a coherent system of assessment/assessment framework which conforms to the CPD credit system?	□ Yes □ No Please give details:	Extract(s) from the CPD offering which illustrates this response.
11. Is 10-15% of the assessment of structured CPD activities based on attendance and punctuality?	□ Yes □ No Please give details:	Extract(s) from the CPD offering which illustrates this response.
12. Are assignments designed to involve a range of appropriate methods of assessment and allow opportunities for teachers to demonstrate a wide range of competencies, knowledge and understanding?	□ Yes □ No Please give details:	Extract(s) from the CPD offering which illustrates this response.
13. Are assignments designed to demonstrate the ability to include a combination of theoretical and practical activities?	□ Yes □ No Please give details:	Extract(s) from the CPD offering which illustrates this response.
14. Are assignments designed to demonstrate both output and outcome?	□ Yes □ No Please give details:	Extract(s) from the CPD offering which illustrates this response.
15. Do assignments include a focus on the teacher's demonstration of **outputs** (for example: reflection paper, written reports, oral or video presentations, curriculum or pedagogical materials, accompanied by an introduction presenting the underpinning theoretical framework, portfolio of varied outputs, action research reports for a PLC sharing session) in the following four areas:	Knowledge and understanding □ Yes □ No Please give details: Application of key principles to related contexts □ Yes □ No Please give details: Ability to reflect on salient issues □ Yes □ No Please give details: Transferable skills	Extract(s) from the CPD offering which illustrates this response.

	□ Yes □ No Please give details:	
16. Do assignments include a focus on a teacher's demonstration of **outcomes**: that they have applied knowledge and understanding acquired through engaging in the CPD opportunity to their teaching work to attempt to produce positive change in their professional activity?	□ Yes □ No Please give details:	Extract(s) from the CPD offering which illustrates this response. **N.B. The CPDMO may conduct spot checks of the final assignments of a given cohort to ensure these fulfil the criteria.**
CPD credits		**Evidence/documents to be submitted**
17. How many hours of structured input does the CPD offering provide?		Extract(s) from the CPD offering which illustrates this response. E.g. table of contents with details of duration of each activity.
18. How many hours of self-study are envisaged within the CPD offering?		Extract(s) from the CPD offering which illustrates this response.
19. How many CPD credits is successful completion of the CPD offering designed to earn?		Extract(s) from the CPD offering which illustrates this response.
Outcome of previous application(s) and how issues leading to refusal have been addressed		**Evidence/documents to be submitted**
20. If a previous application for accreditation of the same CPD offering has been submitted, what was the date of submission?	□ Yes □ No	
21. If yes, what was the date of submission?	Date: _____	
22. What was the outcome?	□ Full accreditation awarded □ Provisional accreditation awarded □ Accreditation refused	
23. If provisional accreditation was awarded, please give details of the elements to be improved and the time frame.		
24. Was the previous submission successful?	□ Yes □ No	
25. If a previous submission was unsuccessful, what issues led to refusal?		Evidence of previous refusal, including date and issues identified (e.g. assessment criteria did not meet the criteria set out in the CPD Handbook)
26. What measures have been taken to address the issues leading to refusal?		Evidence of measures taken (e.g., assessment system revised to include an assignment designed to demonstrate outputs and outcomes)
27. Has the CPD offering been listed on the HRCPD mobile app?	□ Yes □ No Please give details:	

Date:

Signature of Director:

Ministry of Education,Youth and Sport
Name of Unit………………………….

Application to the CPDMO for accreditation of CPD offerings for school directors

Note to applicants: Once an application for accreditation has been successful and accreditation has been awarded, providers must ensure that they deliver the CPD offering as per the application submitted and approved. If quality assurance mechanisms such as spots checks subsequently reveal that any aspect of the CPD offering being delivered, for example assessment of learning, does not conform to the description of the CPD offering as accredited, accreditation may be revoked.

CPD Activities		
Name of Activities of product/offering		
Main of Objectives		
Target of Participants		
Criteria of Participants		
Expected outputs/outcomes		
Institutional Status		**Evidence/documents to be submitted**
Name of institution applying for accreditation of CPD offering		E.g. a Prakas by the MoEYS
Address of institution		
Name and role of main point of contact		
Email address for correspondence		
Phone number of main point of contact		
Type of institution (e.g., Teacher Education College, Higher Education Institution, Technical department of the MoEYS, etc.)		
Minimum qualifications and experience of the trainers		
Has the applicant institution received accreditation to provide CPD from the CPDMO? If so, on what date? If provisional accreditation was awarded, please give details of the elements to be improved and the time frame.	□ Yes, full accreditation □ Yes, provisional accreditation Date and details: □ No	Letter from CPDMO informing institution of outcome of accreditation application
Standards		**Evidence/documents to be submitted**

1. Which section(s) of the 2017 School Director Standards does the CPD offering seek to address (please select all which apply)?	1. □ Academic level and work experience
	2. Ability and Qualifications of School Director:
	  □ Leadership □ Commitment
	  □ Professional code of conduct
	3. Critical thinking and innovative skills:
	  □ Vision, mission, policy and strategic plan
	  □ Implementation of vision and action plan
	  □ Job review and evaluation
	4. Leadership management school administration:
	  □ Staff management □ Financial management
	  □ Administration management
	5. Leadership on curriculum, teaching and learning:
	  □ Research □ Ability improvement
		Full description of the CPD offering, including objectives clearly defined (e.g., a course description plus material package)

	□ Internal inspection □ Capacity development □ Learning and teaching management 6. Connecting the school and the community: □ Local authorities □ Parents □ Stakeholders	
2. Which specific standard(s) is/are addressed (e.g. 3.3 Self-evaluation of the job completion and the improvement, 4.2 Evaluation the teacher's work with transparency, etc.)? Please consult the School Director Professional Standards (2017) and indicate all which apply.		
3. How will the CPD offering help school directors to meet the specific standards? (Please continue response overleaf or on an additional page as needed).		
Benchmarks: Content addressed		**Evidence/documents to be submitted**
4. Which specialized subjects or school management expertise does the CPD offering offer? (Please continue response overleaf or on an additional page as needed).		An extract from the CPD offering which illustrates this response.
5. Does the CPD offering include a strong focus on applying theory to practice and reflection on school leadership and management? Please explain how the CPD offering supports participants in applying theory to practice and in reflecting on their professional teaching practice. (Please continue response overleaf or on an additional page as needed).	□ Yes □ No Please give details:	An extract from the CPD offering which illustrates this response.
6. Does the CPD offering include knowledge and understanding (both Specific content knowledge, *knowing that* and Application knowledge, *knowing how*)? If so, please give examples of how both types of knowledge are included. (Please continue response overleaf or on an additional page as needed).	□ Yes □ No Please give details:	An extract from the CPD offering which illustrates this response.
7. Does the CPD offering include an activity promoting research abilities, such as review of related literature and triangulation of information using multiple sources of data? If so, please give brief details.	□ Yes □ No Please give details:	An extract from the CPD offering which illustrates this response.
8. If so, does the research component include clear guidelines about intellectual property, how to cite sources, how to evaluate the quality of sources, and how to avoid plagiarism? Please give brief details.	□ Yes □ No Please give details:	An extract from the CPD offering which illustrates this response.
Benchmarks: Skills addressed		**Evidence/documents to be submitted**
9. Please indicate which skills the CPD offering and associated assessment package is designed to help teachers to develop. Please give details.	□ Transferable skills (e.g. Communication and presentation, Technology, Application of numerical skills, Working with others, Improving	

	own learning and performance, Analytical and problem-solving skills, Adapting to change) □ Understanding of and the ability to support and supervise teachers in the different aspects of their practice, in order to improved teaching and learning practices □ Diagnose a real problem and situate this within the relevant body of academic research or literature □ □ Formulate an action plan for their school, drawing on the relevant body of academic research or literature and on best practice examples from other countries □ Implement an action plan within their school □ Monitor and report on the impact of their action plan, including assessing the extent of any changes observed □ Other skills (Please provide details)	
Please explain briefly how the CPD offering seeks to develop this/these skill(s).		Extract(s) from the CPD offering which illustrates this response.
Assessment: N.B. CPD credits will only be awarded if providers submit to the CPDMO evidence that participants have fulfilled the requirements, for example in the form of attendance lists and lists of scores/results.		**Evidence/documents to be submitted**
10. Please consult the section on assessment in the CPD Handbook or the CPD credit system. Does the CPD offering include a coherent system of assessment/assessment framework which conforms to the CPD credit system?	□ Yes □ No Please give details:	Extract(s) from the CPD offering which illustrates this response.
11. Are assignments designed to demonstrate the ability to include a combination of theoretical and practical activities?	□ Yes □ No Please give details:	Extract(s) from the CPD offering which illustrates this response.
12. Are assignments designed to demonstrate both output and outcome?	□ Yes □ No Please give details:	Extract(s) from the CPD offering which illustrates this response.
13. Do assignments include a focus on the school director's demonstration of **outputs** (for example: written reports, oral or video presentations, curriculum or pedagogical materials, accompanied by an introduction presenting the underpinning theoretical framework, portfolio of varied outputs, and annual operational plan) in the following areas:	Knowledge and understanding □ Yes □ No Please give details: Application of key principles to related contexts □ Yes □ No Please give details: Ability to reflect on salient issues □ Yes □ No Please give details: Transferable skills □ Yes □ No	Extract(s) from the CPD offering which illustrates this response.

	Please give details: Diagnosis of a real-life problem and situating this within the relevant body of academic research or literature □ Yes □ No Please give details: Formulation of an action plan for their school, drawing on the relevant body of academic research or literature and on best practice examples from other countries □ Yes □ No Please give details:	
14. Do assignments include a focus on a school director's demonstration of **outcomes**: that they have applied knowledge and understanding acquired through engaging in the CPD opportunity to their school management work to attempt to produce positive change in their profession activity?	□ Yes □ No Please give details:	Extract(s) from the CPD offering which illustrates this response.
15. If so, do the assignments include implementing an action plan within their school?	□ Yes □ No Please give details:	Extract(s) from the CPD offering which illustrates this response.
16. If so, do the assignments include monitoring and reporting on the impact of the action plan, including assessing extent of any change observed?	□ Yes □ No Please give details:	Extract(s) from the CPD offering which illustrates this response. **N.B. The CPDMO may conduct spot checks of the final assignments of a given cohort to ensure these fulfil the criteria.**
CPD credits		**Evidence/documents to be submitted**
17. How many hours of structured input does the CPD offering provide?		Extract(s) from the CPD offering which illustrates this response. E.g. table of contents with details of duration of each activity.
18. How many hours of self-study are envisaged within the CPD offering?		Extract(s) from the CPD offering which illustrates this response.
19. How many CPD credits is successful completion of the CPD offering designed to earn?		Extract(s) from the CPD offering which illustrates this response.
Outcome of previous application(s) and how issues leading to refusal have been addressed		**Evidence/documents to be submitted**
20. Has a previous application for accreditation of the same CPD offering has been submitted? 21. If yes, what was the date of submission? 22. What was the outcome?	□ Yes □ No Date: _____	
23. If provisional accreditation was	□ Full accreditation awarded	

awarded, please give details of the elements to be improved and the time frame.	□ Provisional accreditation awarded □ Accreditation refused	
24.Was the previous submission successful?	□ Yes, full accreditation awarded □ Yes, provisional accreditation awarded □ No	
25.If a previous submission was unsuccessful, what issues led to refusal?		Evidence of previous refusal, including date and issues identified (e.g. assessment criteria did not meet the criteria set out in the CPD Handbook)
26.What measures have been taken to address the issues leading to refusal?		Evidence of measures taken (e.g., assessment system revised to include an assignment designed to demonstrate outputs and outcomes)
27. Has the CPD offering been listed on the HRCPD mobile app?	□ Yes □ No Please give details:	

Date:

Signature of Director:

Ministry of Education,Youth and Sport
Name of Unit…………………………….

Application to the CPDMO for accreditation of CPD offerings for directors of teacher training centres

Note to applicants: Once an application for accreditation has been successful and accreditation has been awarded, providers must ensure that they deliver the CPD offering as per the application submitted and approved. If quality assurance mechanisms such as spots checks subsequently reveal that any aspect of the CPD offering being delivered, for example assessment of learning, does not conform to the description of the CPD offering as accredited, accreditation may be revoked.

CPD Activities		
Name of Activities of product/offering		
Main of Objectives		
Target of Participants		
Criteria of Participants		
Expected outputs/outcomes		
Institutional status		**Evidence/documents to be submitted**
Name of institution applying for accreditation of CPD offering		E.g. a Prakas by the MoEYS
Address of institution		
Name and role of main point of contact		
Email address for correspondence		
Phone number of main point of contact		
Type of institution (e.g., Teacher Education College, Higher Education Institution, Technical department of the MoEYS, etc.)		
Minimum qualifications and experience of the trainers		
Has the applicant institution received accreditation to provide CPD from the CPDMO? If so, on what date? If provisional accreditation was awarded, please give details of the elements to be improved and the time frame.	□ Yes, full accreditation □ Yes, provisional accreditation Date and details: □ No	Letter from CPDMO informing institution of outcome of accreditation application
Standards		**Evidence/documents to be submitted**
1. Which section(s) of the 2010 Professional Standards for Directors of Teacher Training Centers does the CPD offering seek to address (please select all which apply)?	1.Leadership: □ Planning establishment □ Community linkage □ Motivation 2.Administration: □ Regularity of work □ Announcements 3.Academic activities: □ Performance activities □ Monitoring and assessment 4.Staff professional development: □ Planning performance □ Establishment of professional development and planning 5. Facilities □ Environment in teacher training institutions □ Services and safety □ Management of furnishings and teaching learning 6.Professional ethics: □ Fairness and equity	Full description of the CPD offering, including objectives clearly defined (e.g., a course description plus material package)

	□ Justice, honesty, transparency	
2. Which specific standard(s) is/are addressed (e.g. 1.1.2 Design of the institutional development plan, 3.2.5 Assessment of the effort and energy put into teaching by trainers, etc.)? Please consult the Professional Standards for Directors of Teacher Training Centres (2010) and indicate all which apply.		
3. How will the CPD offering help TTC directors to meet the specific standards? (Please continue response overleaf or on an additional page as needed).	Please give details:	
Benchmarks: Content addressed		**Evidence/documents to be submitted**
4. Which specialized subjects or TTC management-related expertise does the CPD offering offer? (Please continue response overleaf or on an additional page as needed).		An extract from the CPD offering which illustrates this response.
5. Does the CPD offering include a strong focus on applying theory to practice and reflection on TTC leadership and management? Please explain how the CPD offering supports participants in applying theory to practice and in reflecting on their professional and leadership practice (Please continue response overleaf or on an additional page as needed).	□ Yes □ No Please give details:	An extract from the CPD offering which illustrates this response.
6. Does the CPD offering include knowledge and understanding (both Specific content knowledge, *knowing that* and Application knowledge, *knowing how*)? If so, please give examples of how both types of knowledge are included. (Please continue response overleaf or on an additional page as needed).	□ Yes □ No Please give details:	An extract from the CPD offering which illustrates this response.
7. Does the CPD offering include an activity promoting research abilities, such as review of related literature and triangulation of information using multiple sources of data? If so, please give brief details.	□ Yes □ No Please give details:	An extract from the CPD offering which illustrates this response.
8. If so, does the research component include clear guidelines about intellectual property, how to cite sources, how to evaluate the quality of sources, and how to avoid plagiarism? Please give brief details.	□ Yes □ No Please give details:	An extract from the CPD offering which illustrates this response.
Benchmarks: Skills addressed		**Evidence/documents to be submitted**
9. Please indicate which skills the CPD offering and associated assessment package is designed to help TTC directors to develop.	□ Transferable skills (e.g. Communication and presentation, Technology, Application of numerical skills, Working with others, Improving own learning and performance, Analytical and problem-solving skills, Adapting to change) □ Understanding of and the ability to support and supervise teacher trainers in the different aspects of their practice, in order to improve teaching and learning practices	

	□ Diagnose a real problem and situate this within the relevant body of academic research or literature □ Formulate an action plan for their TTC, drawing on the relevant body of academic research or literature and on best practice examples from other countries □ Implement an action plan within their TTC □ Monitor and report on the impact of their action plan, including assessing the extent of any changes observed □ Other skills (Please give details):	
Please explain briefly how the CPD offering seeks to develop this/these skill(s).		Extract(s) from the CPD offering which illustrates this response.
Assessment: N.B. CPD credits will only be awarded if providers submit to the CPDMO evidence that participants have fulfilled the requirements, for example in the form of attendance lists and lists of scores/results.		**Evidence/documents to be submitted**
10. Please consult the section on assessment in the CPD Handbook or the CPD credit system. Does the CPD offering include a coherent system of assessment/assessment framework which conforms to the CPD credit system?	□ Yes □ No Please give details:	Extract(s) from the CPD offering which illustrates this response.
11. Are assignments designed to demonstrate the ability to include a combination of theoretical and practical activities?	□ Yes □ No Please give details:	Extract(s) from the CPD offering which illustrates this response.
12. Are assignments designed to demonstrate both output and outcome?	□ Yes □ No Please give details:	Extract(s) from the CPD offering which illustrates this response.
13. Do assignments include a focus on the TTC director's demonstration of **outputs** (for example: written reports, oral or video presentations, curriculum or pedagogical materials, accompanied by an introduction presenting the underpinning theoretical framework, portfolio of varied outputs, and annual/budget plan) in the following areas:	Knowledge and understanding □ Yes □ No Please give details: Application of key principles to related contexts □ Yes □ No Please give details: Ability to reflect on salient issues □ Yes □ No Please give details: Transferable skills □ Yes □ No Please give details: Diagnosis of a real-life problem and situating this within the relevant body of academic research or literature □ Yes □ No Please give details:	Extract(s) from the CPD offering which illustrates this response.

	Formulation of an action plan for their school, drawing on the relevant body of academic research or literature and on best practice examples from other countries □ Yes □ No Please give details:	
14. Do assignments include a focus on a TTC director's demonstration of **outcomes**: that they have applied knowledge and understanding acquired through engaging in the CPD opportunity to their TTC management work to attempt to produce positive change in their profession activity?	□ Yes □ No Please give details:	Extract(s) from the CPD offering which illustrates this response.
15. If so, do the assignments include implementing an action plan within their TTC?	□ Yes □ No Please give details:	Extract(s) from the CPD offering which illustrates this response.
16. If so, do the assignments include monitoring and reporting on the impact of the action plan, including assessing extent of any change observed?	□ Yes □ No Please give details:	Extract(s) from the CPD offering which illustrates this response. . **N.B. The CPDMO may conduct spot checks of the final assignments of a given cohort to ensure these fulfil the criteria.**
CPD credits		**Evidence/documents to be submitted**
17. How many hours of structured input does the CPD offering provide?		Extract(s) from the CPD offering which illustrates this response. E.g. table of contents with details of duration of each activity.
18. How many hours of self-study are envisaged within the CPD offering?		Extract(s) from the CPD offering which illustrates this response.
19. How many CPD credits is successful completion of the CPD offering designed to earn?		Extract(s) from the CPD offering which illustrates this response.
Outcome of previous application(s) and how issues leading to refusal have been addressed		**Evidence/documents to be submitted**
20. Has a previous application for accreditation of the same CPD offering has been submitted?	□ Yes □ No	
21. If yes, what was the date of submission?	Date: _____	
22. What was the outcome?	Please brief: ………..	
23. If provisional accreditation was awarded, please give details of the elements to be improved and the time frame.	Please brief: ………..	
24.Was the previous submission successful?	□ Yes, full accreditation awarded □ Yes, provisional accreditation awarded □ No	
25.If a previous submission was unsuccessful, what issues led to refusal?		Evidence of previous refusal, including date and issues identified (e.g. assessment criteria did not meet the criteria set out in

		the CPD Handbook)
26.What measures have been taken to address the issues leading to refusal?		Evidence of measures taken (e.g., assessment system revised to include an assignment designed to demonstrate outputs and outcomes)
27. Has the CPD offering been listed on the HRCPD mobile app?	□ Yes □ No Please give details:	

Date:

Signature of Director: