

Becoming a Cambridge Professional Development Centre

A guide to the approval process

The development of teachers and leaders is an essential part of school life. Cambridge Professional Development Qualifications (Cambridge PDQs) are a key component of our professional development offer, and are integral to our work with Cambridge schools.

We are delighted you are interested in running a Cambridge PDQ programme. When you join us you will be part of a global community of organisations running Cambridge PDQ programmes to equip teachers for successful teaching and learning in our changing world.

What is in this guide?

This document will explain the steps in the Cambridge PDQ approval process and how you should prepare for and make each step.

Why do we require organisations to go through an approval process?

All organisations wishing to offer Cambridge PDQs must demonstrate their eligibility to do so by applying for and receiving approval from Cambridge Assessment International Education. This process lets us learn more about your values and approach to education, and establish that you meet our quality standards. On approval you join our select network of organisations running Cambridge PDQ programmes and gain access to the worldwide community of practitioners all working to improve their professional development offer.

Building strong relationships

Each stage of the approval process contributes to developing our relationship with you. We want to understand and support the educational goals of your organisation, building a picture of the programme(s) you plan to provide for teachers and education leaders. In return, we want you to understand our policies and procedures and to share our view of their importance. Approval also establishes a legal relationship between your organisation and Cambridge, and makes clear the roles and responsibilities of both parties.

Contents

Introduction.....	2
The approval process in outline	3
The approval process step by step	4
Step 1: Contact Cambridge and discuss your interest with our regional representative	4
Step 2: Ensure programme is supported by the leadership team	5
Step 3: Complete the Application Form	6
Step 4: Enrol your nominated Programme Leader for induction	22
Step 5: Gain approval and Programme Leader accreditation	22
Receiving an approval visit (only for organisations not already registered with Cambridge who only want to offer Cambridge PDQs)	23

Introduction

Programmes leading towards Cambridge PDQs can only be run by organisations that have been approved by Cambridge. Candidates can only be entered through approved organisations.

Types of organisation offering Cambridge PDQs

Organisations offering Cambridge PDQs are called Cambridge Professional Development Centres. There are two main types of Centre:

- **Cambridge school**

Cambridge schools running an internal, school-based programme for their own teachers or a programme open to Cambridge teachers in their local area.

- **Cambridge Professional Development provider**

Training providers running an external programme for Cambridge teachers in their local area.

We have a rigorous approval process for organisations who want to offer Cambridge PDQs. Teachers enrolling on a Cambridge PDQ programme must be confident that the programme reflects the excellent quality associated with the Cambridge name. We have to be sure that this level of quality is maintained worldwide.

Successful Cambridge PDQ Centres have:

- dedicated and capable programme staff in a well-resourced and flexible learning environment
- proven experience in helping practising teachers to improve teaching and learning
- a strong reputation for their quality as a leading educational organisation
- commitment to Cambridge's values and professional development framework
- the ability to recognise and respond effectively to the differing needs of Cambridge teachers
- clear and consistent processes to evaluate their performance and to improve over time.

“ Cambridge Professional Development Qualifications have helped our teachers to learn together, to reflect on their learning and evaluate their teaching practice. It is enriching and challenging for us as the programme team to support teachers in making real progress in their professional learning journeys. ”

Silvana Tejón, Daniel Magaldi and Fernando Lasala,
Programme Leaders, ESSARP, Argentina

The approval process in outline

There are five steps in the approval process.



Step	Action
1 Contact Cambridge and then discuss your interest with the regional representative	Contact our Centre Support team by email at centresupport@cambridgeinternational.org and answer some simple questions. They will then put you in touch with your representative who will discuss the particular Cambridge PDQs you are interested in, and the kind of programme you would like to run. This initial discussion helps both you and us to decide whether and when to complete the <i>Cambridge Professional Development Qualifications Application Form</i> .
2 Ensure programme is supported by the leadership team	You need to think through your answers to the questions on the form. For example, you need to make sure that: <ul style="list-style-type: none"> • the school leaders are likely to support teacher participation in the Cambridge PDQ programme • you understand the practical implications of running a Cambridge PDQ programme • you can select a suitable Programme Leader.
3 Complete the Application Form	Your nominated Programme Leader submits the completed <i>Application Form</i> , authorised by the head of your organisation, to Customer Services in Cambridge, as advised by your regional representative. We will inform you through Customer Services about the outcome of your application and the next step to take.
4 Enrol your nominated Programme Leader for induction	If Cambridge accepts your application, your nominated Programme Leader enrolls on the next Online Programme Leader Induction course.
5 Gain approval and Programme Leader accreditation through the induction course	Once your programme leader(s) has been accredited by Cambridge, your organisation will be approved as a Cambridge PDQ Centre, your Programme Leader will be accredited, and your planned programme can begin. Approval is for three years. Your organisation then needs to be re-accredited to continue. Cambridge facilitates a detailed reflection on your organisation's performance in terms of quality of learning and assessment outcomes, and the volume of candidate entries over the three-year period.

1 The approval process step by step

Step 1: Contact Cambridge and then discuss interest with your regional representative

If you are interested in running a Cambridge PDQ programme and you are already a Cambridge school:

Contact our Centre Support team by email at centresupport@cambridgeinternational.org – they will email you a simple form to complete.

If you are not a Cambridge school, please complete our *Expression of Interest Form* which can be found at www.cambridgeinternational.org/startcambridge

Before contacting us about running a Cambridge PDQ programme, it is a good idea to have a number of internal policy discussions in your organisation to:

- consider your goals in wanting to run a Cambridge PDQ programme
- assess your resources and facilities against our requirements
- identify the likely impact on your organisation of introducing Cambridge PDQ programmes.

We provide a range of documents (see next page) that will help you get a better understanding of the:

- features and requirements of Cambridge PDQs
- issues to consider to run a successful Cambridge PDQ programme
- standards you must meet to become a Cambridge PDQ Centre.

What happens next?

Your regional representative will contact you for an initial discussion. They will discuss the questions on the form.

1. Which Cambridge PDQ(s) are you interested in?
2. Why do you want to run a Cambridge PDQ programme?
3. What kind of programme are you thinking of – an internal programme for the teachers in your school or an external programme for teachers in the local area?
4. Given what you have learned of our requirements, what resources and facilities do you have?
5. Please detail your experience of providing teacher professional development.
6. How do you think introducing a Cambridge PDQ programme is going to affect your school and teachers?

Please consider these questions before you contact us to express your interest. Our representative will form an initial view from the discussion as to whether you are ready to move forward to Steps 2 and 3. If you are they will give you the *Cambridge Professional Development Qualifications Application Form* and explain the application process in more detail.

The *Application Form* provides clear information about the approval steps including details of the Online Programme Leader Induction course and costs. It is very important at this stage that you are clear about the steps. Our representative will explain the fee for Cambridge PDQs. You should take our fees into account as you organise your budget for the Cambridge PDQ programme.

2 The approval process step by step continued

Documents you may find useful	How it helps	Where to find it
<i>Cambridge Professional Development Qualifications – A Guide for Cambridge School Leaders</i>	Provides an overview of the Cambridge PDQs and their benefits. Helps you to consider which Cambridge PDQs you want to offer. Start with the guide and then look at the syllabuses for a more detailed understanding of the individual qualifications.	www.cambridgeinternational.org/pdq
Cambridge PDQ syllabuses	Give you a more detailed understanding of the knowledge and skills teachers and leaders will develop and how these will be assessed for each of the qualifications you want to offer. Looking at these documents in detail will help you identify the resources, teaching expertise and facilities needed to deliver the qualification.	www.cambridgeinternational.org/pdq
<i>Cambridge PDQ Programme Leader Guide</i>	Explains the role and requirements of the Programme Leader and gives you general guidance on principles and practice of designing, developing, implementing and evaluating Cambridge PDQ programmes. Reading this guide will help you: <ul style="list-style-type: none"> • consider your goals in wanting to run a Cambridge PDQ programme • identify the likely impact on your institution of moving to Cambridge PDQ programmes. 	www.cambridgeinternational.org/pdq
<i>Cambridge Handbook</i>	Helps you understand the legal requirements and responsibilities of being a Cambridge school. The document is quite detailed, so at this stage we suggest you focus on the following sections: <ul style="list-style-type: none"> • Centre responsibilities • Sections 4 and 5. 	www.cambridgeinternational.org/examsOfficers

Step 2: Ensure the programme is supported by the leadership team

To become a Cambridge PDQ Centre you will need to show that your school or local schools know about and are likely to support, a programme if you are approved. You will also need to show support for teachers on the programme.

- If you are thinking of running a programme based in your own Cambridge school, you will need to make sure that your own school leadership is aware of Cambridge PDQ requirements, and will commit resources and facilities to support a viable number of teachers to take part in a sustainable programme. We have designed the Cambridge PDQs, especially the Certificate, to fit comfortably within professional development planning and practices in school. For example, teachers learn with and from mentors, and use observation of practice to learn. Your school leadership should see clearly the relevance of the Cambridge PDQs and how the time and effort expected of teachers taking them will benefit your school.
- If you are thinking of running an external programme for local schools it is essential that you are already in touch with the schools with whom you are planning to work. You need to show us that you understand their needs and their contexts. You need to discuss with them how your organisation, if you are approved to run the programme, will cooperate with each school to make sure that teachers are properly supported.

3 The approval process step by step continued

Step 3: Complete the *Application Form*

Your nominated Programme Leader should complete the *Application Form*. The Programme Leader is pivotal to the success of a Cambridge PDQ programme. You need to consider which person in your organisation is best suited to lead the design and delivery of your programme.

Since your nominated Programme Leader will complete some or all of the *Application Form*, we expect this person to be actively involved in the initial planning discussions. In a Cambridge school running its own programme, the Programme Leader may conduct all the training as well.

You can submit the form directly to [Customer Services](#) through the Cambridge regional office, or through the British Council in certain countries. We will check that the application is submitted with the knowledge and support of your regional representative. Please give a copy of your application to them.

The Programme Leader:

- designs and manages the programme
- organises the learning environment and resources for the programme
- leads the training team for the programme, including monitoring the quality of training (e.g. through supportive observation)
- shares the training work with colleagues in the team
- monitors programme group progress and gives feedback to support them throughout the programme
- monitors and supports the learning of particular teachers for whom the Programme Leader is acting as trainer
- liaises with senior school leadership to ensure that they support the programme appropriately
- acts as contact point with Cambridge for matters relating to the programme
- makes sure that Cambridge requirements are being met locally
- evaluates the programme.

Please be aware that we estimate that fulfilling the role of the programme leader can take up to 30 per cent of an individual's time across the programme.

3 The approval process step by step continued

With larger school-based programmes and external programmes, we would expect a dedicated programme team, including trainers supporting the Programme Leader. This is not a full-time team, unless the size of the programme needs one. It is very important that the Programme Leader is not expected to do everything her/himself.

Trainer(s) on the programme:

- design and manage learning activities for particular sessions/aspects of the programme, following the design of the programme and the lead from the Programme Leader
- prepare the learning environment and resources for the sessions/activities for which they are responsible
- cooperate with colleagues in the training team
- monitor progress and support the learning of particular teachers
- liaise with the Programme Leader to advise on the ongoing evaluation of the programme.

As you can see on the *Application Form*, we specify that a Programme Leader must:

- hold a nationally recognised teaching qualification
- have a minimum of five years' teaching experience
- have a minimum of two years in a position of responsibility for teacher development
- provide evidence of competence in their chosen specialism.

We recommend a suitable Programme Leader is likely to have:

- core content knowledge: able to demonstrate mastery of key theories of teaching and learning
- credibility as a course leader and trainer: can put content knowledge into practice, bringing complex ideas to life in participants' own contexts, and exemplifying the principles of active learning and reflective practice
- leadership experience, i.e. not only status but experience of implementing initiatives successfully
- the interpersonal skills to coordinate the overall design and delivery of the programme
- organisational skills, as they are responsible for accuracy and quality of programme submission and course documentation, and compliance with Cambridge PDQ requirements
- flexibility: adept at communication – verbal, written and digital – with participants and school leadership
- enthusiasm!

3 The approval process step by step continued

There are four possible programme models for Cambridge PDQs:

Model A	Cambridge school running a programme within their organisation for their own teachers.
Model B	Cambridge school running a programme within their organisation for their own teachers and other local teachers.
Model C	Training provider running an external programme and charging course fees.
Model D	Government organisation or department running a programme for teachers under their authority.

On the *Application Form* we ask organisations which model they intend to follow. We check carefully that they fit the model. We are looking for the best balanced mix of Models A, B and C. In all countries we would expect to find the appropriate mix of Cambridge school-based and external programmes.

In this guidance, we take each programme model and offer you advice and guidance about the kinds of information to consider when completing the *Application Form*. The guidance indicates the kinds of responses you can give but is not intended to be prescriptive.

Model A: Cambridge school running a programme within their organisation for their own teachers.

There are real benefits for a Cambridge school in running its own programme. For example, they can make sure that the Cambridge PDQ programme is tailored to the particular needs of their teachers' experience and career stage, and in terms of implementing the curriculum with Cambridge. The Cambridge PDQ programme can be embedded in the school's way of life, e.g. promoting collaborative learning, innovation and peer observation. The school does not have to be totally self-sufficient and can bring in visiting speakers and other support to help with the programme. However, the challenge for school leaders is to make sure sufficient resources are put in place, e.g. dedicated time, personal support and funding of fees.

What does it look like?	Programme for a study group of six or more teachers in the same school.
How does it work?	<p>Led by the appropriate member of staff e.g. school leader responsible for professional development. Integrated in the teacher development plans of the school and making the most of in-house expertise and experience. Typically fits with development of mentoring and coaching, and often linked with curriculum initiatives.</p> <p>The school-based programme can, but does not have to, make use of visiting trainers e.g. from the local Cambridge Professional Development provider.</p> <p>While many Cambridge schools might be able to consider a Certificate (Module 1) programme, only some will have the resources to run a Diploma-level programme. They may consider collaborating with other Cambridge schools nearby, as in Model B, in order to do this. They can also look to the local Cambridge Professional Development provider to run Modules 2 and 3 of the Diploma, where their teachers can benefit from working with other teachers from other schools.</p>
Who is the audience?	Cambridge teachers working full or part time in the school.

3 The approval process step by step continued

Model A continued

Question on <i>Application Form</i>	Guidance
B.1 Please describe your organisation's experience of providing teacher professional development programmes.	Provide evidence of your school's commitment to actively provide development opportunities for your teachers e.g. in-school meetings to share new approaches and ideas or workshops led by experienced staff and/or external experts.
B.2 Please explain why you want to run a Cambridge Professional Development Qualification programme in your organisation.	Think about benefits for the school and for the teacher – e.g. how the Cambridge PDQ programme is going to help teachers implement the Cambridge curriculum, and why a qualification-bearing programme is going to help.
B.3 Please tell us about the professional development needs of the teachers for whom you are planning to run the programme (candidates must be full- or part-time teachers).	Remember that the Cambridge PDQs are for full-time or part-time teachers. Explain how you identify development needs, both when the teacher starts with you and as they develop over time in your school.
B.4 How do you plan to recruit teachers onto the programme?	If the programme is going to be for all teachers, how are you going to motivate everyone? If the programme is selective, how will you do this and what about those teachers who are not selected? If the programme is voluntary, why will a teacher be interested? What incentives will the school provide?
B.5 Who will pay the Cambridge candidate entry fees? Will they be paid by the teachers, the school or another approach?	You need to have a clear plan about this and whether it is linked to teacher compensation, promotion and retention.
C.4 Please give details of your teaching background and your experience of designing and delivering teacher professional development programmes.	Is the teaching qualification recognised nationally? Has the nominated person designed and delivered professional development? More than once? Using a range of approaches?
C.5 Please give details of your experience of being a team leader with responsibility for teacher professional development programmes.	A Programme Leader needs to have effective inter-personal skills, both with the team and with the school leadership.

3 The approval process step by step continued

Model A continued

Question on <i>Application Form</i>	Guidance
C.6 Please give details of your experience of your specialism (bilingual education, digital technology, educational leadership).	The nominated Programme Leader needs to have understanding of, and confidence in, the subject matter of the Cambridge PDQ syllabus. This can be shown by example(s) of applying their knowledge and skills in this area in practice in the school.
C.7 Which critical theories will inform the development of your professional development plan?	Critical theories are the 'big ideas' e.g. constructivism, that the Programme Leader sees as driving the Cambridge PDQ programme for the school. We are interested to know why this theory/ies are seen as critical to teaching and learning in your school.
D.2 Tell us about the professional development needs of the participants and how you have assessed these needs.	Who decides when a teacher is going to benefit from a professional development programme – and how?
D.3 How do you plan to deliver the programme?	How the teacher is going to be taught, coached, mentored, and how the teacher is going to learn. The balance between face-to-face, peer learning, online, reading and between group and individual work.
D.4 How will the three elements of the programme (i.e. guided learning; individual study and collaborative learning; work-based learning support by the school) be sequenced to provide a coherent learning programme?	Over the course of the programme, the sequencing of formal, informal, practice-based and individual learning – and the balance between the elements.
D.5 How will the professional development be integrated into the everyday life of the teacher and the school?	How will the programme be introduced to the participants, staff and learners, and the school community? How will progress and achievement of the participants be reported and celebrated?
D.6 Tell us about the professional support you will have in place to successfully deliver the programme. For example, your team, support from exams officer, principal, experienced teachers/mentors.	How are elements such as the experienced colleague and observation going to be organised?

3 The approval process step by step continued

Model A continued

Question on <i>Application Form</i>	Guidance
D.7 How long will the programme take candidates to complete (weeks)?	Be realistic and be practical. The duration of the programme needs to be right for the school and for the teachers. When will candidates be expected to submit their portfolios? How does this fit with the timing of the programme?
D.8 What venue and facilities are available for the professional development programme?	There needs to be a programme base, and a learning environment which will help active professional learning e.g. a workshop space without interruption.
D.9 What is the intended start date for the programme? It takes approximately three months to become an accredited Programme Leader.	Take time to plan and prepare properly.
D.10 How many programmes do you intend to run per year?	Quality is the most important thing to consider. If you are considering more than one programme per year, why and how will this be managed?
D.11 What is the estimated number of candidates in each intake?	The minimum number in a school-based Cambridge PDQ programme is six teachers. If the number is over 20, how is this going to be organised and are there sufficient in-school resources to support this?

3 The approval process step by step continued

Model B: Cambridge school running a programme within their organisation for their own teachers and other local teachers.

What does it look like?	A collaborative programme for teachers in a cluster of schools, with one school acting as the Centre.
How does it work?	<p>Model B is a variant of Model A and is suitable for:</p> <ul style="list-style-type: none"> i. School groups and associations in which there is normally already one school to centrally organise the professional development approach – ‘the hub school’. The hub school develops a core programme, some of which is based in each individual school. The school system or association effectively has its own internal network of schools running Cambridge PDQs ii. Voluntary associations or clusters of schools who share professional development goals and are happy to make the most of their shared resources, e.g. observation of practice across schools. Led by the appropriate member of staff in the hub school e.g. the school leader responsible for professional development. This is an excellent solution when there may be a leading established school in an area with smaller and newer schools who would otherwise find it difficult to run their own internal programme independently.
Who is the audience?	Cambridge teachers working full or part time in the hub school. Cambridge and possibly non-Cambridge teachers in the other schools in the cluster.

In a school group belonging to the same organisation, the application will be from the head school/office of the school group. In a voluntary cluster of separate schools it will be the hub school in the cluster that makes the application, and with whom Cambridge will have direct contact.

In a school group, it is possible that each school in the group will run its own programme based on a common model, and will want to have a Programme Leader for each school. This solution is often to do with geography as much as the way the school group has been set up as a system. We expect to see coordination between the Programme Leaders across the schools and with head office.

In a voluntary cluster, the programme will be led by a Programme Leader and team in the school, and the main venue and facilities for the programme based there. Teachers on the programme will be certificated as belonging to the programme led by this school. In addition to the guidance and questions above, the applicant school needs to consider particular aspects of acting as a hub for the school cluster.

3 The approval process step by step continued

Model B continued

The guidance for a school group is essentially the same as for an individual school. However, there are additional points that apply to a voluntary cluster. There needs to be evidence that the cluster approach reflects collaboration between schools. It must be more than simply being open to take in individual teachers from other schools onto what is essentially the school's own programme.

Question on <i>Application Form</i>	Guidance
B.1 Please describe your organisation's experience of providing teacher professional development programmes.	We would expect that the school has already been active in organising and hosting learning-focused activities with and for the schools it is expecting to work with on the Cambridge PDQ programme. How far have you taken the initiative in these activities and/or at the request of the local schools?
B.2 Please explain why you want to run a Cambridge Professional Development Qualification programme in your organisation.	The programme is going to cater for teachers from other schools, so we are interested in why a cluster programme is being planned. How does the Cambridge PDQ programme fit with the broader relationships between the school and its fellow schools?
B.3 Please tell us about the professional development needs of the teachers for whom you are planning to run the programme (candidates must be full- or part-time teachers).	There needs to be effective coordination between schools to ensure that everyone's needs are going to be addressed, and that teachers from other schools are not 'add-ons' or private candidates. Every participant must have an equal place and value. How is the Programme Leader going to liaise with the other schools, and with whom?
B.4 How do you plan to recruit teachers onto the programme?	If the schools concerned are approaching planning professional development in significantly different ways, this may well have implications for group coherence. Is the recruitment plan going to be the same across the schools in the cluster or different? Why?
B.5 Who will pay the Cambridge candidate entry fees? Will they be paid by the teachers, the school or another approach?	There is a consistent approach across the schools in the cluster. Is the same fee and payment process going to apply across the schools? Are you planning to charge the other schools for acting as the hub?

3 The approval process step by step continued

Model B continued

Question on <i>Application Form</i>	Guidance
C.4 Please give details of your teaching background and your experience of designing and delivering teacher professional development programmes.	Contact with colleagues in the other schools in the cluster e.g. observation visits. How has discussion between the schools about the programme been organised, and what role have you played?
C.5 Please give details of your experience of being a team leader with responsibility for teacher professional development programmes.	Experience of leading activities for teachers from different schools.
C.6 Please give details of your experience of your specialism (bilingual education, digital technology, educational leadership).	Sharing of experience already with other teachers in other schools. Has this been in more than one context?
C.7 Which critical theories will inform the development of your professional development plan?	The schools in the cluster need to share these. How do you know that this view is shared by colleagues in the other schools?
D.2 Tell us about the professional development needs of the participants and how you have assessed these needs.	The other schools in the cluster need to be actively involved in this process. Is the same approach being used across schools to assess needs?
D.3 How do you plan to deliver the programme?	Although the programme will be centred in your school, activities should also be possible in the other schools to sustain learning between the face-to-face teacher meets e.g. buddying and study groups.
D.4 How will the three elements of the programme (i.e. guided learning; individual study and collaborative learning; work-based learning support by the school) be sequenced to provide a coherent learning programme?	The structure needs to be appropriate to the nature of the cluster e.g. how and when are all the teachers in the programme going to meet to learn together?
D.5 How will the professional development be integrated into the everyday life of the teacher and the school?	The approach to integration needs to be consistent across schools. How will you supervise this?

3 The approval process step by step continued

Model B continued

Question on <i>Application Form</i>	Guidance
D.6 Tell us about the professional support you will have in place to successfully deliver the programme. For example, your team, support from exams officer, principal, experienced teachers/mentors.	Evidence that colleagues in other schools are going to be actively involved, not only staff in the hub school. For example, is there going to be a designated support in each school?
D.7 How long will the programme take candidates to complete (weeks)?	Time planning needs to be consistent. If there is likely to be any variation between schools, why?
D.8 What venue and facilities are available for the professional development programme?	Make the most of the combined resources. How will teachers benefit from the contact with colleagues and institutions outside of their own school?
D.9 What is the intended start date for the programme? It takes about three months to become an accredited Programme Leader.	A cluster approach takes time, thought and cooperation to set up and run well. Are the schools in the cluster agreed about the timeline?
D.10 How many programmes do you intend to run per year?	It may be possible, by combining resources for the programme, to have more than one start date. Who has decided this and why?
D.11 What is the estimated number of candidates in each intake?	In each school in the cluster there needs to be at least two teachers on the programme. What is the distribution between the schools in the cluster?

3 The approval process step by step continued

Model C: Training provider running an external programme and charging course fees.

Training providers need to have a strong track record in understanding teacher professional development. They need to be prepared to run programmes relevant to Cambridge teachers. The questions on the *Application Form* should be straightforward for a training provider seeking to become a Cambridge Professional Development Centre.

What does it look like?	An external Cambridge PDQ programme for local Cambridge schools and teachers.
How does it work?	<p>Typically the programme is designed for:</p> <ul style="list-style-type: none"> • open enrolment by schools and teachers • customised programmes for particular schools at large scale. <p>The organisation is experienced in training teachers, e.g. a training organisation or a university-based school of education.</p> <p>The provider charges course fees and advertises the programme to recruit teachers.</p> <p>Programmes are scheduled: published start and end dates with a fixed number of programmes per year.</p>
Who is the audience?	Teachers working full or part time. Cambridge and possibly non-Cambridge teachers.

Question on <i>Application Form</i>	Guidance
B.1 Please describe your organisation's experience of providing teacher professional development programmes.	Evidence of running programmes over some years, and of your relationships with Cambridge schools. How do you work with local Cambridge schools?
B.2 Please explain why you want to run a Cambridge Professional Development Qualification programme in your organisation.	Your rationale needs to be more than simply gaining association with Cambridge. For example, how will running the Cambridge PDQ programme help your organisation to develop?
B.3 Please tell us about the professional development needs of the teachers for whom you are planning to run the programme (candidates must be full- or part-time teachers).	We are looking for confident appreciation of the range of needs based on your organisation's experience and using appropriate language. How and when do you find out about needs and what do you do with this information?
B.4 How do you plan to recruit teachers onto the programme?	An approach that is proactive, purposeful and based on understanding of the local educational environment.
B.5 Who will pay the Cambridge candidate entry fees? Will they be paid by the teachers, the school or another approach?	What level of course fee are you considering, and will this include Cambridge fee costs? Is the Cambridge PDQ going to be an integral and standard part of the course, or an optional extra? You should be able to show you are sensitive to the way(s) in which local teachers are funded.

3 The approval process step by step continued

Model C continued

Question on <i>Application Form</i>	Guidance
C.4 Please give details of your teaching background and your experience of designing and delivering teacher professional development programmes.	Either depth of teaching and training experience locally, or range of teaching and training experience internationally, or both. What have been the highlights of your experience and why?
C.5 Please give details of your experience of being a team leader with responsibility for teacher professional development programmes.	When have you led programme(s) and what kind of responsibility have you had? You may well have had responsibility for external programmes across schools.
C.6 Please give details of your experience of your specialism (bilingual education, digital technology, educational leadership).	Experience rather than a credential or attending training: you need to have confidence and competence in your specialism. Can you give an example of your own initiative in this specialism in your teaching and training?
C.7 Which critical theories will inform the development of your professional development plan?	You will be able to describe the theories that inspire you. What theories influence professional development offered by your organisation and why?
D.2 Tell us about the professional development needs of the participants and how you have assessed these needs.	Discuss learning needs of the range of teachers likely to come on the programme. For example, what does a teacher moving to teach a Cambridge programme need in terms of knowledge, skills and beliefs in order to be effective?
D.3 How do you plan to deliver the programme?	The delivery approach needs to fit with your organisation's strengths and experience. How does an existing programme you run compare? How and when are you planning to organise the provider-led learning activities?
D.4 How will the three elements of the programme (i.e. guided learning; individual study and collaborative learning; work-based learning support by the school) be sequenced to provide a coherent learning programme?	Programme outline needs to be well sequenced, showing understanding of our requirements. For example, how does the outline programme reflect the syllabus?
D.5 How will the learning from the programme be integrated into the everyday life of the teacher or leader and the school?	Needs to show that the organisation is monitoring the teacher's school-based activities. How are you going to support the teachers outside the provider-led activities?

3 The approval process step by step continued

Model C continued

Question on <i>Application Form</i>	Guidance
D.6 Tell us about the professional support you will have in place to successfully deliver the programme. For example, your team, support from exams officer, principal, experienced teachers/mentors.	Especially the role of the provider staff in relation to the support from the school for the teacher. How will observation of practice and learning with/from an experienced colleague be managed?
D.7 How long will the programme take candidates to complete (weeks)?	Does not have to be exactly as the syllabus, as long as there is a sound rationale. How does this programme duration fit with the school year?
D.8 What venue and facilities are available for the professional development programme?	Dedicated venue and facilities sufficient for the number of participants and for a suitable range of learning activities. Is there a range of learning spaces to accommodate one-to-one, small group and larger seminars?
D.9 What is the intended start date for the programme? It takes approximately three months to become an accredited Programme Leader.	Well-reasoned start date demonstrating sound planning. Have you allowed sufficient time for preparation?
D.10 How many programmes do you intend to run per year?	Rational number in relation to evidence of forecasting demand. Is this number of start dates typical of your provision? If not, why the difference?
D.10 What is the estimated number of candidates in each intake?	Sensible and manageable numbers. On what are you basing this estimate?

3 The approval process step by step continued

Model D: Government organisation or department running a programme for teachers under their authority.

Our experience with national authorities making use of the Cambridge PDQs has been varied and enriching. For example, the teachers are not likely to be teaching Cambridge programmes, the qualifications may well have to be assessed in a language other than English, and we make sure that we help the authority to understand our requirements properly.

We are interested in discussing with national authorities the possibility of their take-up of the Cambridge PDQs, as long as this is done carefully, allowing them and us to understand what should and will be involved.

With government organisations, by the time the *Application Form* is ready to be completed, there will already have been significant and extended discussion with them about the areas on the form, as well as the contextual factors to be considered. The form will be used to confirm the outcomes of that discussion.

What does it look like?	Teacher development programme in a national education reform initiative.
How does it work?	Model D involves use of Cambridge PDQs to link with government-approved and funded system-wide professional development initiatives. It also includes the use of Cambridge PDQs within the professional development strand of education reform projects. With our support, the organisation plans how to make connections between their initiative and the Cambridge PDQ. It may be that the Cambridge PDQ is attached onto the programme, rather than the programme being designed primarily for the Cambridge PDQ.
Who is the audience?	Where the school system is implementing the Cambridge curriculum, Cambridge teachers working full or part time in the schools. Otherwise the teachers are in authority and/or education project schools.

Question on <i>Application Form</i>	Guidance
B.1 Please describe your organisation's experience of providing teacher professional development programmes.	Especially the infrastructure for teacher professional development and the arrangements for in-service continuing professional development. How centralised/distributed are programmes? Does your government organisation run its own programmes or rely on other bodies?
B.2 Please explain why you want to run a Cambridge Professional Development Qualification programme in your organisation.	The kind(s) of impact you are looking for on individual teachers, on teaching and learning, and for you as a government organisation.
B.3 Please tell us about the professional development needs of the teachers for whom you are planning to run the programme (candidates must be full- or part-time teachers).	Evidence of evaluation of teaching and teacher quality in relation to education policy. Which needs are of highest priority and why?
B.4 How do you plan to recruit teachers onto the programme?	The government organisation may wish all teachers to be selected, or to select particular teachers, but you need to have planned how you will do this. How will recruitment relate to reward?
B.5 Who will pay the Cambridge candidate entry fees? Will they be paid by the teachers, the school or another approach?	The funding of the Cambridge PDQ programme needs to be transparent. Will this apply to all, irrespective of background or outcome?

3 The approval process step by step continued

Model D continued

Question on <i>Application Form</i>	Guidance
C.4 Please give details of your teaching background and your experience of designing and delivering teacher professional development programmes.	We would normally expect a senior and experienced person who is actively engaged in professional development, i.e. not an administrator. Have you had experience across subjects and phases of education?
C.5 Please give details of your experience of being a team leader with responsibility for teacher professional development programmes.	Normally experience of responsibility across schools in the government organisation. What challenges have you faced in coordinating team members who are with different training providers and schools?
C.6 Please give details of your experience in the PDQ you wish to offer – Teaching and Learning, Bilingual Learners, Digital Technologies or Educational Leadership.	The experience will typically be in the context of a current or previous government organisation initiative. What role have you played? How have you developed your expertise?
C.7 Which educational theories will you refer to when designing and running your programme?	We expect reference to the significant themes and theories in the education policy driving the initiative. Why are these theories and themes relevant?
D.2 Tell us about the professional development needs of the participants and how you have assessed these needs.	Evidence of analysis of needs and differentiation. How varied are needs across the government organisation, and what are the factors behind this?
D.3 How do you plan to deliver the programme?	A government organisation-wide programme needs to make the most of their physical and technology infrastructure. Where and how – and why like this?
D.4 How will the three elements of the programme (i.e. guided learning; individual study and collaborative learning; work-based learning support by the school) be sequenced to provide a coherent learning programme?	Programme structure needs to support learning outcomes at scale. Will the structure provide consistency and balance between group, individual and work-based learning?
D.5 How will the professional development be integrated into the everyday life of the teacher and the school?	Evidence that the programme is based on practice rather than attendance in training. How will school-based activity for the programme be supported?
D.6 Tell us about the professional support you will have in place to successfully deliver the programme. For example, your team, support from exams officer, principal, experienced teachers/mentors.	The government organisation will have staff across departments, but the Cambridge PDQ programme needs focus. Do you expect to integrate the Cambridge PDQ into your existing organisation or make some special arrangements – and why so?
D.7 How long will the programme take candidates to complete (weeks)?	Allowing for directives and funding factors, is the duration sufficient for teachers to learn and develop effectively?

3 The approval process step by step continued

What happens to the *Application Form*?

The team in Cambridge responsible for the management of Cambridge PDQs will review your *Application Form* thoroughly. We will respond to your application within 10 working days of the Cambridge PDQ team receiving it.

The outcomes of our review of the *Application Form* will be one of the following:

- Approved to go through to Online Programme Leader Induction course
- More information needed before decision can be made
- Not ready to go through to Online Programme Leader Induction course. Feedback provided as to areas the organisation needs to work on.

Your regional representative will support you in getting your *Application Form* 'right first time', making sure it fits with our network plan, and that you provide clear and comprehensive answers.

The Cambridge PDQ team should simply be checking that you have provided all the necessary information. We hope the support and guidance available to you while you complete the form will result in a successful application.

If you are new to Cambridge

Some organisations register with Cambridge only in order to run Cambridge PDQs, e.g. training organisations wishing to become a Cambridge Professional Development provider offering external programmes. If your organisation is new to us (rather than an existing Centre) we will need to arrange a school approval visit.

Please go to Section 4 of this document to find out what is involved.



4 5 The approval process step by step continued

Step 4: Enrol your nominated Programme Leader for induction

The Online Programme Leader Induction course is our online facilitated course. Participants are expected to give five hours each week and to engage fully with the materials and activities in the course. The course is over ten (Certificate) or twelve (Diploma) weeks.

The course is designed to be as engaging and interactive as possible, and to develop the Programme Leader's understanding of the Cambridge PDQ concerned. It includes discussion with other Programme Leaders around the world. As with all courses, it requires participants to manage their time and maintain progress. There are weekly deadlines so that the group taking the course can make the most of activities and make progress together.

Step 5: Gain approval and Programme Leader accreditation

Generally we expect that programme leaders will have successfully completed the course activities to allow them to be accredited by the end of the course. Those that are unable to meet the course requirements may be asked to complete the course again.

We need to be sure that all other requirements have been fulfilled, including, for example, payment of the invoice for an approval visit (where necessary).

We will check with your regional representative to make sure all our requirements are met before issuing the letter of approval. Once you have signed the letter and returned it to Cambridge, this marks the approval of your organisation and your programme can begin.

The Programme Leader will be accredited to run the programme in the organisation.

And after approval?

We regularly keep in touch with the Cambridge PDQ Centres once they are approved, both informally as necessary and formally via the Annual Review process which we use for re-accreditation. This is important in supporting Cambridge teachers and schools development. We need to be sure that the programme plans are being realised in practice in terms of quality and outcome. We also look forward to developing an enduring and cooperative relationship with organisations offering Cambridge PDQs.

Annual Review

Cambridge make contact with each centre every year to encourage them to reflect on their centre and their candidates' progress. After three years a full review will take place to re-accredit the programme leader.

Receiving an approval visit

This step is only for organisations not already registered with Cambridge who only want to offer Cambridge PDQs.

The purpose of the visit is for our representative to be sure of your organisation's:

- educational mission and values
- educational management and leadership
- quality of teaching and learning
- physical environment to support teaching and learning
- administration and security
- compliance with legal requirements.

The table on the next page details the standards we expect your organisation to meet in order to run a Cambridge Professional Development Qualification programme.

Becoming a Cambridge Professional Development Centre Approval visit and needs analysis



Name of person conducting visit: Date of visit: Organisation name:

Area	What is the standard?	Was it met?	Comments
Organisation mission and educational values	The organisation has a clear mission statement that makes reference to its educational values.		
	The culture of the organisation is learner oriented with awareness of the needs of adult learners. It supports the learners and trainers to become confident, responsible, reflective, innovative and engaged.		
	International awareness is promoted through the prospectus and other activities.		
Organisation management and leadership	The head of the organisation is suitably qualified and experienced in educational leadership.		
	The organisation has experience developing and delivering professional development programmes for teachers.		
	The senior management team and the governing body demonstrate clear goals for the successful introduction of the Cambridge Professional Development Qualifications (Cambridge PDQs). They can evidence planning to support effective implementation and have realistic targets for future growth.		
	The organisation has a well-designed performance review and self-evaluation system for teaching staff.		
	A complaints procedure is in place that effectively manages complaints for course participants and other stakeholders.		
	The organisation understands that the Cambridge PDQs are practice based for full- and part-time teachers.		

INTERNAL USE ONLY

Becoming a Cambridge Professional Development Centre Approval visit and needs analysis continued

Please gather the following additional information

Name of organisation for printing on certificates (maximum of 54 characters): VAT registration number (EU only):

Details of exams officer
Name and address of exams officer (the exams officer will receive access to the Cambridge Secure Exchange and CIE Direct, our online tools for the administration of exams and qualifications):

First name: Surname:

Cambridge Professional Development Qualification: Email address:

Role: Email address:

Details of proposed Programme Leader

First name: Surname:

Cambridge Professional Development Qualification: Email address:

Details of finance contact

First name: Surname:

Role: Email address:

Becoming a Cambridge Professional Development Centre Approval visit and needs analysis continued

Needs analysis at approval visit

You should look for opportunities to identify any needs the organisation may have during all stages of the approval visit. If you identify a need, for example, understanding the role of the Programme Leader, use the list of suggestions in the Supporting Organisations Through The Cambridge Professional Development Qualification Approval Process (page 19 onwards) to recommend the relevant support solution. If you identify any needs connected with a recommendation to approve with conditions, please detail the issue and suggested solution on the action plan on page 7. Please record the needs identified and the support solutions offered in the table below.

Area	Need identified	Solution recommended	Follow-up actions	Owner of actions

Receiving an approval visit continued

Mission and values	Management and leadership	Quality of teaching and learning	Physical environment	Administration and security	Legal requirements
<ol style="list-style-type: none"> 1. The organisation has a clear mission statement that makes reference to its educational values. 2. The culture of the organisation is learner oriented with awareness of the needs of adult learners. It supports the learners and trainers to become confident, responsible, reflective, innovative and engaged. 3. International awareness is promoted through the prospectus and other activities. 	<ol style="list-style-type: none"> 1. The head of the organisation is suitably qualified and experienced in educational leadership. 2. The organisation has experience developing and delivering professional development programmes for teachers. 3. The senior management team and the governing body demonstrate clear goals for the successful introduction of the Cambridge Professional Development Qualifications (Cambridge PDQs). They can evidence planning to support effective implementation and have realistic targets for future growth. 4. The organisation has a well-designed performance review and self-evaluation system for teaching staff. 5. A complaints procedure is in place that effectively manages complaints for course participants and other stakeholders. 6. The organisation understands that the Cambridge PDQs are practice based for full- and part-time teachers. 	<ol style="list-style-type: none"> 1. The Programme Leader and other teacher trainers have appropriate qualifications to deliver the Cambridge PDQ programme successfully. 2. The organisation is appropriately resourced with sufficient staff employed in management, teaching and support roles. 3. The organisation has a well-designed approach to the professional development of the prospective Programme Leader, teacher trainers and other staff. 4. The organisation can demonstrate how it will revise and adapt the programme plan to take account of feedback from examiners. 5. The organisation has clear policies on plagiarism and other forms of malpractice which are accessible to learners. 6. The organisation has a clear policy to address the language needs of learners. 	<ol style="list-style-type: none"> 1. The organisation premises create a positive and professional learning environment, e.g. signs at front are appropriate, building is clean and has amenities such as drinks machines, toilets, etc. 2. The organisation has suitable buildings to deliver the programme – a space for plenary sessions, break-out rooms for small groups, a library or resource area (may be virtual). 	<ol style="list-style-type: none"> 1. Evidence of member(s) of staff with dedicated time to be responsible for the administration of the assessments. 2. A good understanding of the organisation responsibilities set out in the first section of the <i>Cambridge Handbook</i>. 3. A good understanding of the Programme Leader responsibilities set out in the <i>Programme Leader Guide</i>. 4. Evidence of the organisation's ability to communicate with us electronically, including by email and online. 	<ol style="list-style-type: none"> 1. Fire certificate. 2. Government approval to operate, including any approvals needed to provide the Cambridge curricula the organisation wishes to offer. 3. Health and safety policies in line with government requirements. 4. First aid provision in line with government requirements.

Receiving an approval visit continued

Checklist of documents for the approval visit for registration

Please have these documents available at the approval visit.

- For your senior management team:
 - organogram
 - job descriptions
 - roles and responsibilities concerning the PDQs
- Key staff CVs (e.g. nominated Programme Leaders)
- Code of conduct for professional development
- Mission statement and educational values
- Your organisation's:
 - development plan showing goals for the introduction of Cambridge PDQs
 - performance management plan
 - teaching and learning policy
 - professional development policy
 - school language policy
 - complaints policy
 - health and safety policy
 - first aid certificates
 - fire certificates as required by local legislation.
- evidence (in English) of government approval to offer an international curriculum
- documents to evidence other necessary government permissions.

Please save a copy of these documents onto a USB stick for the Cambridge representative to take away at the end of the visit. Your approval visit will typically last half a day.

You will agree the visit agenda with your local Cambridge representative beforehand. The visit will typically involve review of documents, interviews with key staff, and observation of learning activities and environment. This will help the representative to gather the most appropriate evidence for each standard. The list on the left details the documents you are likely to need to share with us during the approval visit.

We have to be sure that organisations can, from the start, provide quality programmes reliably. This is why, for example, we look for real evidence of existing institutional and staff experience and expertise in the field of teacher development.

This is an inspection rather than a consultation. The visit may indicate how and where your organisation can develop in future. But we need to know at this stage if your organisation is generally ready and capable, in order to balance the specific information you provide in your *Application Form*.

If you cannot provide evidence that you meet our standards, we cannot accept your organisation's application and give access to the Online Programme Leader Induction course (Step 4).

Your regional representative will complete and send Cambridge a completed *Approval Visit Form* along with their recommendation. We will email to confirm the final recommendation within 30 days of the approval visit.

Learn more! For more information on Cambridge Professional Development go to www.cambridgeinternational.org/pdq or contact Customer Services on +44 (0)1223 553554 or email info@cambridgeinternational.org