Chapter 2

Accreditation Policies & Standards

2.1. Accreditation Policy

2.1.1. General

NAVTTC/NAC-TVS is tasked to carry out accreditations of TVET institutes as well as the Trade Testing Boards and Boards of Technical Education. Considering the fact that the accreditation system is at an initial stage NAVTTC/NAC-TVS will distinguish three phases of introduction. For the TVET institutes accreditation will start with program accreditation and in a second phase will broaden to institutional accreditation. Criteria for both have been developed and are presented in this manual.

For the accreditation of Qualification Awarding Bodies i.e.Trade Testing Boards and Provincial Boards of Technical Education the development of criteria and procedures has started. A separate manual will be notified for that purpose after consultation with relevant stakeholders.

Program accreditation can comprise of one or several programs. Having successfully achieved one or more programs accreditation, an institute will have to undergo re-accreditation after every three years. In the re-accreditation phase institutes will move from program to institutional accreditation which requires the demonstration of internal quality management for the provision of quality programs.

2.1.2. Principles of Accreditation Policy

The accreditation of programs will be carried out as per following guiding principles:

- The accreditation will be restricted to TVET programs offered by **public** as well as **private** TVET Institutions.
- Priority shall be given to those Institutions which are **registered** with respective Provincial/Federal Governments and **affiliated** with Boards of Technical Education / Trade Testing Boards. However, institutes that are not registered with the respective provincial/federal governments and affiliated with Boards of Technical Education/Trade Testing Boards may apply for accreditation as well. In the

accreditation process they have to demonstrate that they meet the requisitedemands of registration, i.e (a) that they use national notified curricula, (b) that they have a curricula compliant faculty, (c) that they have at their disposal laboratories that are fit for purpose and (d) can provide proof of job placements.

- The accreditation requests for any technical &vocational programs shall be made to NAVTTC/NAC-TVS for public vocational &technical institutions through respective **Provincial TEVTA/ Federal Ministry/Armed Forces of Pakistan or any such authority** for approved programsleading to attainment of qualifications as prescribed in National Vocational Qualification Framework.

- The private TVET institutions managed by various governing bodies can route their requests for accreditation directly.

- The applicantTVET institute authority shall satisfy itself of the following:
  - The program being offered for accreditation meets certain essential prerequisites.
  - The institute has filled in the **application form** for program accreditation provided in this manual along with institutional **self-assessment form**.

- Programs from which at least one batch of students have graduated will be considered for accreditation.

- The evaluation of programs will be carried out in accordance with the given accreditation criteria.

- "Accreditation Assessment" by *Accreditation Evaluation Team* (usually three days depending on the number of programmes offered for accreditation) of the institute will be carried out as part of the accreditation process.

- The institute shall propose such dates for the visit when the regular classes and all academic activities are on.

- NAVTTC/NAC-TVS will appoint team or teams of accreditation assessors as the case may bewho will carry out the assessment of the program.

- The assessment report of accreditation assessment teamwill be presented before TA&QEC of NAVTTC/NAC-TVS.

- The decision of TA&QEC regarding program accreditation will be communicated to the institutes concerned along with detailed comments on strengths and weaknesses of the program.

- The program accreditation shall be granted for three years.

- The relevant TEVTA will receive the assessment report as well.

- The institutes with accredited programs shall submit annual interim reports on mitigation of identified gaps and continuous quality improvement to NAVTTC/NAC-TVS.

- NAVTTC/NAC-TVS may order surprise visit of any accredited TVET service provider in order to verify the quality of TVET service delivery at any time when deemed fit.

- NAVTTC/NAC-TVS reserves the right to withdraw the accreditation awarded to any TVET service provider if it has sufficient reason and evidence to believe that the standard of training delivery has fallen below the minimum prescribed quality standards for TVET service delivery.

2.1.3 Accreditation Standards

Programs will be assessed in nine performance areas. For each performance area a set of process-oriented criteria has been formulated to give a clear and transparent indication of the strengths and weaknesses of the program. Each criterion is rated individually weighed according to its importance. The performance areas are:-

- Governance and Management
- Finances
- Faculty and Staff
- Physical infrastructure
- Effectiveness of Teaching Learning Process
- Assessment & Evaluation
- Job Market Linkage
- Students Support Services
- Continuous Quality Improvement

2.1.4 Categories

Criteria are divided in three categories: "critical", "essential" and "optional". Though the current focus of accreditation is on programs and not on the institution as a whole some institutional criteria have to be taken into account because they directly influence the provision of programs and every program is embedded in institutional structures. Program accreditation is mainly focused on the "critical" criteria as minimum requirements for the provision of a program. Programs that do not meet the majority of critical criteria cannot be accredited successfully. "Essential" criteria are those criteria that usually are associated with institutional accreditation focusing mostly on processes in the different performance areas. They are not the current core areas for assessment but will become the focus in the reaccreditation phase. "Optional" criteria" are criteria focusing on institutional issues that either assess areas that are not directly associated with the provision of programs (like recreational facilities) but contribute to the school culture in the broadest sense. Some of them present good practice in their performance area.

2.1.5   Grading Levels of Accreditation

Category Awarded	Percentage	Duration	Incentives
A+	80% & Above	3Years	To be declared Center of Excellence by NAVTTC along with all othr benefits subject to A& A+ in all trades
A	70 %-79%	3Years	Eligible for any Government Funding and foreign funding and project, CBT implementation
B	60 %-69%	2Years	Eligible for any Government Funding
C	50 %-59%	1 Years	Eligible for any Government Funding however proper follow up by (NAVTTC Accreditation team & TEVTAs) to help them Improve their defencies and Improve
Not Accredited	40 %-49%	-	Letter of Encouragement/Rejonder

Not Accredited	Below 39%	-	No Incentives

Non fulfillment of minimum prescribed requirements of faculty (sr. 3.2 – lack of faculty) and physical infrastructure (sr. 4.1 – lack of training equipment & training consumables) will result in disqualifying an institute for award of Accreditation status.

2.2 Performance Areas and Indicators

Srl.	Indicators	Category			Weightage
Performance Area 1: Governance and Management					
		Critical	**Essential**	**Optional**	**100**
					Rating
1.1	The institute has laid down its aims and objectives in a mission statement that is publicly accessible	√			20
1.2	The institute has a schedule of responsibilities adequate to meet the aims and objectives of the institute	√			10
1.3	The institute's management meets regularly. Decisions and follow-up actions are taken and recorded.	√			20
1.4	The management assures participation of personnel in the institutes' activities		√		20
1.5	The management takes responsibility for an effective quality assurance system		√		10
1.6	The management takes responsibility for a transparent and effective organization of teaching and learning		√		10
1.7	The management has a clear communication strategy.			√	--
1.8	The management has established a complaint management for students and other stakeholders		√		10
					100

Performance Area 2: Finances					
Srl.	**Indicators**	**Category**			**Weightage**
		Critical	**Essential**	**Optional**	**100**
2.1	The institute has an effective annual budgeting with regard to the				
	➢ Administrative budget		√		10
	➢ Development budget		√		10
	➢ training material budget	√			10
2.2	The institute has an effective financial management for				
	➢ administrative fund		√		10
	➢ development fund		√		10
	➢ training material fund	√			10
2.3	The institute's income is sufficient to operate effectively			√	--
2.4	The institute has a strategy to generate extra income when necessary			√	--
2.5	The institute puts into effect a policy of monitoring the adequate use of allocated finances		√		10
2.6	The institute exercises an effective inventory control and management		√		10
2.7	Adequate resources for the program are allocated for the accreditation period, esp. with respect to the training material budget.		√		20
					100

Performance Area 3: Faculty and Staff					
Srl.	**Indicators**	**Category**			**Weightage**
		Critical	**Essential**	**Advanced**	**100**
3.1	The institute puts in to affect a strategy to ensure availability of suitably qualified curricula compliant faculty.	√			20
3.2	The institute takes care of an adequate student-teacher ratio that facilitates good teaching-learning conditions a) in theoretical courses b) in lab / practical courses **Program**: The student-teacher ratio in theoretical and practical courses in the program is adequate to provide good learning conditions		√		10
3.3	The institute maintains an even teaching load among teachers.		√		10
3.4	Teachers (in the program) are employed according to their qualifications	√			20
3.5	The institute puts into effect a concept for faculty development	√			20
3.6	Faculty are given the opportunity for industrial training The Faculty teaching in the program have attained additional qualification in the last three years		√		10
3.7	Faculty maintain a cooperative and supportive relationship esp. with regard to the enhancement of teaching			√	
3.8	The institute puts into effect a concept to familiarize new faculty and staff with their tasks		√		5

Srl.	Indicators	Critical	Essential	Optional	Weightage
3.9	Faculty is actively engaged in the analysis of students' feedback		√		5
					100

Performance Area 4: Physical infrastructure					
Srl.	**Indicators**		**Category**		**Weightage**
		Critical	**Essential**	**Optional**	**100**
4.1	The institute maintains an adequate training infrastructure ➢ Classrooms (used in the program) are properly equipped (with regard to their function)		√		10
	➢ Labs / workshops (for the program) are available, in good shape and adequate for the programs	√			10
	➢ Training equipment / machinery (used for the program) is adequate in terms of numbers and state of repair	√			15
	➢ Training consumables (for the program) are sufficiently available	√			15
	➢ The library provides sufficient copies of relevant books and other media.		√		10
	➢ Library opening hours are user-friendly.		√		--
4.2	The institute manages to maintain an adequate administrative infrastructure ➢ principal / admin staff office are available and adequately equipped		√		10
	➢ a hostel is available, in good shape and adequately equipped			√	--

Srl.	Indicators	Critical	Essential	Optional	Weightage
4.3	ICT resources are available		√		10
4.4	The institute provides recreational facilities for the students (e.g. playgrounds, indoor games facilities, meeting rooms, cafeteria etc.)			√	
4.5	The institute takes care of a good and pleasant appearance of the buildings and facilities			√	
4.6	The institute maintains an adequate health, safety and environment management	√			10
4.7	The institute uses its infrastructure effectively		√		10
					100

Performance Area 5: Effectiveness of Teaching Learning Process					
Srl.	**Indicators**	**Category**			**Weightage**
		Critical	**Essential**	**Optional**	**150**
5.1	The institute provides weekly time tables for the/all program(s)	√			20
5.2	Lesson plans are provided for the/all program(s)	√			20
	Lesson plans include the learning outcomes of the lesson and the course.		√		10
5.3	The institute has a policy to introduce competency-based learning		√		10
	Lesson plans reflect acompetency based approach to teaching			√	
5.4	The institute ensures that training delivery is carried out according to time tables		√		10
5.5	The institutes monitors the students' learning progress	√			20
5.6	Students practical workbooks, tasks etc. are checked regularly	√			20
5.7	The institutes integrates industrial practice into the teaching (e.g. through regular visits to relevant industries,	√			20

Srl.	Indicators	Critical	Essential	Optional	Weightage
	visits from employers and/or representatives of the labour market, etc.) and maintains adequate records				
5.8	The institute keeps proper records of students' achievements		√		10
5.9	Results of trainee projects are recorded and displayed	√			10
5.10	Academic and other achievements and distinctions are publicly displayed			√	
					150

Performance Area 7: Assessment & Evaluation

Srl.	Indicators	Category			Weightage
		Critical	**Essential**	**Optional**	**100**
6.1.	Continuous Assessment and Evaluation		√		10
6.2.	The institute makes sure that representatives of industry take part in relevant assessments	√			30
6.3.	Trainee Projects (for current session)	√			20
6.4.	The institute uses itemized question banks		√		10
6.5.	The institute makes sure that internal assessment and evaluation are transparent		√		10
6.6.	The institute maintains a pool of assessors	√			20
					100

Performance Area 7:   Job Market Linkages

Srl.	Indicators	Category			Weightage
		Critical	**Essential**	**Optional**	**150**
7.1	The institute has established links with the labour market	√			30
7.2	The institute maintains an active exchange with representatives of industry	√			30
7.3	Representatives of industry take part in relevant institute's meetings		√		10
7.4	Representatives of (local)			√	

Srl.	Indicators	Critical	Essential	Optional	Weightage
	industry participate in institute functions				
7.5	The institute regularly invites guest speakers from industry		√		10
7.6	The institute maintains record of job trainings	√			30
7.7	The institute maintains record of job placements	√			20
7.8	New programs are developed by a cooperation of industry and institute		√		20
					150

Performance Area 8: Student Support Services					
Srl.	**Indicators**	**Category**			**Weightage**
		Critical	**Essential**	**Optional**	**100**
8.1	The institute provides admission facilitation services	√			20
8.2	The institution provides counseling and orientation on the suitability of programs to parents and students prior to admission	√			20
8.3	The institute puts into practice a counseling concept for students' personal and educational problems		√		10
8.4	The institute maintains proper records of counseling		√		10
8.5	The institute carries out parents teachers meetings and maintains proper records		√		10
8.6	The institute puts into effect a concept to reward outstanding achievements of students		√		10
8.7	The institute puts into practice a concept to support weaker students		√		10
8.8	The institute has effective services to support job placement for students		√		10
					100

Performance Area 9: Continuous Quality Improvement

Srl.	Indicators	Category			Weightage
		Critical	Essential	Optional	100
9.1	The institution has a defined quality policy		√		10
9.2	The institute has described key processes for its management in the quality manual		√		10
9.3	The institute has defined responsibilities for evaluation processes		√		10
9.4	The institute evaluates its educational quality regularly and systematically.		√		10
9.5	The institute invites systematic feedback from all stakeholders (e.g. students, teachers, parents, employers, alumni, etc.) and uses it to enhance education		√		10
9.6	The institute takes care of a transparent analysis of the evaluation		√		10
9.7	Evaluation results are used to identify strengths and weaknesses and measures are taken to adjust weaknesses		√		10
9.8	The institute monitors annual improvements in results	√			10
9.9	The institute monitors annual improvements in placements	√			10
9.10	The institute maintains contacts with its alumni		√		10
9.11	The institute uses tracer studies			√	
					100