



Government of Pakistan
Ministry of Education, Training & Standards in Higher
Education



National Vocational & Technical Training Commission

ACCREDITATION MANUAL
TECHNICAL & VOCATIONAL STREAM
(Institutional Accreditation)

Published by TVET Reform Support Programme (TRSP)

August 2018



Implemented by **giz** Technische Zusammenarbeit
International



Islamic Republic of Pakistan
اسلامی جمہوریہ پاکستان
Islami Jumhuri-ye Pakistan



Contents

FOREWORD	4
Introduction.....	6
Accreditation	7
General Remarks	7
The Shift from Program Accreditation to Institutional Accreditation.....	8
Benefits.....	8
For the students	8
For the TVET institutions	8
For the parents	9
For employers and industry	9
For the Alumni	10
For the Country	10
Institutions Involved in the Accreditation Process.....	10
NAV TTC.....	10
TA & QEC	10
Accreditation Assessors.....	11
Accreditation Policy.....	11
The Accreditation Process	12
Institutional Accreditation for TVET Institutes with up to 3 Programs	13
Institutional Accreditation for TVET Institutes with more than 3 Programs.....	13
Selection of Programs	14
Vertical Assessment (Program Accreditation).....	14
Criteria Used for Vertical Assessment in Institutional Accreditation.....	14
Horizontal Assessment	16
Certificates.....	17
Steps in the Accreditation Process	17
Performance Areas and Criteria	19
Table of Performance Areas and Criteria for Institutional Accreditation	20
Accreditation Decision & Grading	27
Institutional Accreditation.....	27
Accreditation of Programs.....	27
Denial of accreditation	27
Recommendations and Intermediate Report	28
Urgent Recommendations	28
Non-urgent Recommendations.....	28

Intermediate Report.....	29
Grading.....	29
Grading for Programs (Vertical Assessment)	30
Complaints and Appeals.....	31
Withdrawal of Accreditation	31
Re-Accreditation.....	31
Annex: Forms for Application (institutes) and Reporting (assessors).....	32
Application for Institutes.....	32
Accreditation Application: Part A – Basic Information on the applicant TVET Institute	33
Accreditation Application: Part B – Vertical Assessment.....	36
Accreditation Application: Part C – Self-Assessment Report	37
Accreditation Application: Part D – Horizontal Assessment	43
Template for the Assessors’ Report	44
Accreditation Report for XXX Institute.....	44

FOREWORD

Realizing the importance of Technical and Vocational Education and Training (TVET) in Pakistan in recent years raises the questions of the **Quality** of the training imparted, the competence of the pass-outs and their relevance to the current technical manpower needs of the country. Simultaneous emphasis on employment in the industrial sector and the introduction of the National Vocational Qualification Framework (NVQF) have highlighted the necessity for **accrediting TVET institutions, Qualification Awarding Bodies, Assessment Centres and Centers of Excellence** in terms of their different roles for the education of a technically qualified workforce.

The role of **National Vocational and Technical Training Commission (NAVTTTC)** as contained in its **Act of 2011** empowers it to set up an *Internationally Acceptable Accreditation System* to oversee the growth and quality of TVET in Pakistan. The NAVTTTC Accreditation and Certification (A&C) Wing is tasked to evolve procedures for quality assessment of TVET, specifically to lay down and articulate the criteria for assessment of quality, identify parameters to quantitatively assess these criteria and to establish appropriate benchmarks.

NAVTTTC's **first Accreditation Manual** was developed in 2011 after extensive consultations with relevant stakeholders such as Provincial Technical Education and Vocational Training Authorities (TEVTAs), Pakistan Engineering Council (PEC), Higher Education Commission (HEC), Provincial Boards of Technical Education (BTEs), Federation of Pakistan Chambers of Commerce and Industry (FPCCI), Private Sector and Industry.

During the **Pilot Phase of the Accreditation Assessments** several concerns and issues were pointed out by NAVTTTC's National Accreditation Experts and Assessors (from provincial TEVTAs, Private Sector and Industry) as the Manual was a living document, NAVTTTC felt a **need** to address those issues and make it a precise yet a thorough document that is not only easy to understand but also facilitates the process of Quality Assurance in TVET Sector and can address national requirements.

During this process of revision again elaborate sessions were conducted and extensive rounds of consultations were made. As a result, a new version of the manual has been evolved for the accreditation of programmes for technicians and tradesmen. The manual provided the basis for almost 1.500 accreditation processes and divulged the required knowledge on quality assurance to employees and multipliers in the TVET sector.

With the introduction of the NVQF the need for accreditation of institutions on different levels in the system has arisen and accreditation procedures already established had to be modified. The accreditation of programmes will therefore be replaced by an institutional accreditation of TVET institutes, extending the scope of assessment.

The accreditation manual comprises of the accreditation concept and policies, criteria and indicators to assess standards and the actual process, along with self-evaluation forms for TVET institutes.

The accreditation manual is accompanied by the Handbook for Assessors. This will comprise of information that our assessors need to know along with guidelines for the assessment process.

Together, these two documents represent the complete set of publications for the institutional accreditation process for TVET institutes. It is hoped that it will provide the students, parents, employers and the society at large, comprehensive information on the quality assurance to assist them in making a judicious choice among competing TVET institutions and their programs. It also safeguards the interests of all stakeholders including that of TVET institutions being evaluated, who are provided full opportunity to submit their viewpoints even after the assessments. In order to keep

pace with the changing situations, it is suggested that the Manual may be reviewed once in two years' time. Any such attempt has to capture the common features of TVET quality assurance system.

Executive Director

National Vocational & Technical Training Commission (NAVTTTC)

ISLAMABAD, August 2018

Introduction

This manual describes the accreditation process for the institutional accreditation of TVET institutes in Pakistan. It is developed by NAVTTC, the federal apex body which is mandated to regulate, provide policy directives, and streamline the fragmented TVET Sector of Pakistan.

Accreditation is an instrument to create public trust in institutions and/or programmes. It helps to facilitate national and international comparability and recognition of institutions, programmes and degrees. With the implementation of the National Vocational Qualification Framework (NVQF) it was stipulated that *“All TVET institutions, work places and other organizations providing training and assessment services leading to the NVQF will need to be accredited by NAVTTC in collaboration with TEVTAs, BTEs and TTBs against the set accreditation criteria.”* (Pakistan National Vocational Qualifications Framework (NVQF), p. 16). In practical terms this means that the accreditation regime comprises the accreditation of TVET institutes, the accreditation of the Qualification Awarding Bodies, the accreditation of the assessment centres and last but not least the accreditation of Centres of Excellence.

Accreditation was first introduced in the Pakistan TVET sector to assure the quality of programmes provided by the TVET institutes. The aim was to enhance the quality of TVET institutes, their capability to deliver TVET programmes and to support TVET institutes to set up their own internal quality assurance processes to sustain quality development.

In a successful effort more than 1.100 programmes at 183 TVET institutes (both private and public) were accredited, making a lot of stakeholders in TVET familiar with external quality assurance processes. A lot of capacity building has been done: Staff at TVET institutes were trained, management processes were developed to comply with the accreditation requirements, accreditation assessors received training in numerous workshops, NAVTTC conveners were qualified to organise and carry out accreditation processes, provide support to the teams of accreditation assessors. An accreditation process which is up to international standards was implemented and has since gained trust and credibility among the stakeholders.

On this basis it was decided to take the process one step further and shift the focus of accreditation from the programs to the institutes themselves. Institutional accreditation focuses on the overall management of a TVET institute: How well does it manage its crucial areas like finances, teaching and learning, human resources, provision of programmes, facilities, counselling, etc.? The advantage of institutional accreditation over program accreditation is that it assesses the institution as an entity which must demonstrate its fitness for purpose in all pivotal areas. For the institute it is a team effort which engages all of their staff and requires contributions from everyone. It is a step towards building a quality culture in an institution.

This manual describes the accreditation process and the accreditation criteria. It will be complemented by a handbook for accreditation assessors detailing the assessment process and the evaluation of evidence. Both can be regarded as work in progress and the accreditation process and accreditation criteria will be subject to regular evaluation and amendment. Stakeholders' feedback is welcome to enhance the process.

Accreditation

General Remarks

Accreditation is an instrument of *external* quality assurance. It is based on agreed criteria against which an institution is assessed. It requires that the institution applying for accreditation has its own *internal* quality assurance system which regularly turns out self-assessment reports as a means of quality development. The responsibility for quality lies with the TVET institutes. “Quality” in this context means that an institution is *fit for purpose*, i.e. it is managed in a way that stakeholders (students, parents, commerce and industry, the state) will be assured that the institute provides students with the competencies and qualifications that the NVQF requires at given qualification levels.

In compliance with international standards accreditation is organized as a peer review. Assessors in the accreditation process come from different stakeholder organizations.

The establishment of an accreditation regime in Pakistan serves a number of objectives in the development of TVET reform, such as

- to assure the quality of institutions by verifying that they meet agreed and established standards;
- to develop quality and employability of workforce in the country;
- to enhance workforce mobility and mutual recognition of qualifications within the country and abroad;
- to help parents and students to identify quality TVET institutions;
- to encourage improvement of institutions that have already met basic standards, through continued focus on goals and achievements;
- to involve faculty and staff in institutional evaluation and planning;
- to create goals for improvement of weaker institutions and stimulate institutional growth and development through continuous evaluation and improvement;
- to certify institutional sufficiency as a partial basis for decisions about the transfer of academic credit from one institution to another;
- to decide on eligibility of institutions for financial assistance from the government and donors;
- to facilitate networking and sharing of best practices of accredited institutions at national and international level;
- to protect institutions against harmful internal and external pressures.

The Shift from Program Accreditation to Institutional Accreditation

Institutional Accreditation and Program Accreditation are two types of external quality assurance. Their focus and scope is slightly different but in the end they serve the same purpose, namely to assure the quality of TVET education.

Accreditation in Pakistan started with program accreditation as this is the less complex process and better suited for educational institutions which are only starting with external quality assurance. Program accreditation focuses on the delivery of individual training programs (DAE or vocational courses) taking institutional aspects only so far into account as they are relevant for the delivery of a program. The result of the accreditation process is a decision of the TA & QEC whether the program in question can be trusted to meet the required standards. It does not say whether the TVET institute delivering the program can be trusted as an institution as a whole.

Over 1.100 programs have been successfully accredited since program accreditation started and a great number of principals, conveners of the process and accreditation assessors have been made familiar with the process.

Institutional accreditation on the other hand has its focus on the whole institute. In contrast to program accreditation the overall quality management of the TVET institute is at the centre of the assessment. Quality management encompasses strategic and administrative as well as pedagogical areas of an institute. An institutional accreditation, therefore, certifies that an institute is fit for its overall purpose. This also includes the quality of an institute's programs. An institute which is institutionally accredited institutes can be trusted to deliver programs which are up to the agreed standards or offer competency-based training according to defined NVQF levels.

Benefits

Accreditation will be especially effective in assuring quality in the TVET sector as it involves the major stakeholders such as students and alumni, TVET institutes, employers and industry, parents, federal and provincial institutions (the government). Each group benefits from accreditation in their own way while at the same time can share best practices and learn from one another. Therefore, it has been particularly important to involve as many stakeholders not only in the development of the accreditation regime but also in the process itself. Here is an overview of how stakeholders may benefit from accreditation:

For the students

- Helps students and parents in identifying quality institutions to attain desired knowledge, competences and skills;
- Ensures mobility of students through credit transfer facility;
- Enhances employability across borders;
- Real value for money spent / invested;
- Students' competences, skills and certified degrees are internationally recognized make graduates globally acceptable;
- Alumni take pride in completing their training from a recognized institution.

For the TVET institutions

- Facilitates training institutions in identifying their strengths and weaknesses and motivates them to remove identified gaps;

- Strengthens institutional responsibility for a quality education by taking into account the institutions' own self-assessment reports;
- Supports institutions to establish a process of continuous quality improvement through self-evaluation involving feedback from stakeholders;
- Involves faculty and staff in institutional matters development thus making it more sustainable;
- The faculty takes pride in serving in accredited institutions;
- The institutions get a sense of being part of a select quality group;
- Institutional accreditation indicates that the entire institution is achieving its own specified objectives in a satisfactory manner;
- The institution takes pride in being part of select group of NAVTTC of accredited institutions which have international linkages with the Asia Pacific Accreditation and Certification Commission and UNEVOC;
- The credits earned from accredited institutions are easily transferable / acceptable in other similar institutions thereby enhancing student mobility;
- Facilitates identification of quality institutions with a view to investing public / private funds by donors;
- Protects institutions against harmful internal and external pressure;
- Lays down criteria for professional certification.

For the parents

- Facilitates the identification of quality institutions;
- Real value for money invested;
- Institutions with institutional accreditation will invite parents' feedback;
- The parents can participate in the career planning of their children;
- The parents are involved in counselling of their children with a view to effect improvement in the academic achievement of the children.

For employers and industry

- Helps employers and industry identify institutions that provide adequately qualified graduates who meet the expectations;
- Helps employers in making a choice in hiring employees;
- Steady supply of quality skilled work force;
- Employers can provide specific feedback to the institution with a view to making their trainings service provider's demand driven;
- Facilitates in decisions for technological up-gradation of industry;
- Better inland investment prospects;
- Motivates setting up of joint ventures with foreign companies particularly where production deletion programs are involved;
- Facilitates industry in resolving technical glitches;
- Facilitates in industrial research.

For the Alumni

- Lifelong professional pride;
- Facilitation in career progression;
- Employer preference;
- Social networking.

For the Country

- Gains confidence of international investors that quality human technical resource is available;
- Helps in achieving portability of skills throughout the country.
- Facilitates international skills portability (human resources export);
- Attracts students from regional and third world countries;
- Provision of consultancy services to developing / under developing countries;
- Promotes innovation and knowledge resource through interaction among accredited institutions.

Institutions Involved in the Accreditation Process

NAVTTTC

The National Vocational and Technical Training Commission (NAVTTTC) is tasked to set up an *internationally acceptable accreditation system* to oversee the growth and quality of TVET in Pakistan. The NAVTTTC Accreditation and Certification (A&C) Wing is tasked to evolve procedures for quality assessment of TVET, specifically to lay down and articulate the criteria for assessment of quality, identify parameters to quantitatively assess these criteria and to establish appropriate benchmarks.

NAVTTTC's mandate is to implement a voluntary accreditation system and to carry out accreditation processes. The overall aim is to create a *competent Pakistani workforce* that shall get absorbed in the domestic and international market and to earn respect, dignity and recognition for Pakistani skilled labour.

TA & QEC

The TVET Accreditation & Quality Evaluation Committee (TA&QEC) is the independent decision-taking body in the accreditation process. It is responsible for the organization of the accreditation processes and takes the final decision on all accreditation processes.

The TA & QEC is composed of representatives of all stakeholders (NAVTTTC, TEVTAs, public and private sector, industry). It meets three to four times a year to discuss organizational and procedural issues and conclude the accreditation processes placed before its members.

The TA & QEC is supported by NAVTTTC which provides organizational, financial and secretarial support.

Accreditation Assessors

NAVTTTC will select and nominate competent, trained and qualified accreditation assessors for the accreditation process. For institutional accreditation assessors need to be familiar with complex processes and have some experience in quality management. The assessors are independent in their professional assessment of the criteria. NAVTTTC has issued a code of conduct for assessors, which describes the requirements of professional conduct.

The accreditation assessment team will be made up of a group of three to five assessors. The following expertise is required for a team of accreditation assessors:

- expertise in education management
- expertise in teaching and/or pedagogy
- expertise in quality assurance
- expertise in the programs which are to be assessed in detail (vertical assessment)

The group of assessors will be joined by a convener from NAVTTTC for organizational and secretarial support.

NAVTTTC will try to avoid conflict of interest situations and may in doing so obtain the opinion of the applicant TVET institute.

Accreditation Policy

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

- The accreditation will be provided for public as well as private TVET institutes.
- Priority shall be given to those institutes which have already implemented CBT courses registered on the NVQF or are about to do so.
- For institutes which provide traditional courses priority shall be given to those institutes 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 requisite demands of registration.
- Institutes with special attention to gender will be given priority.
- The accreditation requests of public TVET institutes will be submitted to NAVTTTC/NAC-TVS for public vocational & technical institutions through respective **Provincial TEVTA/ Federal Ministry/Armed Forces of Pakistan or any such authority.**
- The private TVET institutions managed by various governing bodies can route their requests for accreditation directly.
- The applicant TVET institute authority shall satisfy itself of the following:

- The institute has filled in the **application form** (see annex Accreditation Application - part A) for institutional accreditation provided in this manual along with a **self-assessment report** (see annex Accreditation Application - part B).
- Only institutes from which at least two batches of students have graduated offered can apply for accreditation.
- The assessment will be carried out on the basis of the performance areas and criteria described in this manual.
- The assessment will include a visit (usually two to three days) of the assessment team to the TVET institute.
- The institute shall propose such dates for the visit when the regular classes and all academic activities are on.
- NAVTTC will appoint a team of accreditation assessors who will carry out the assessment of the institute.
- The assessment report of the accreditation assessment team will be presented before the TA&QEC.
- The decision of TA&QEC regarding the institutional accreditation will be communicated to the institutes concerned along with a detailed report.
- The accreditation shall be granted for three / four years.
- The relevant TEVTA will receive the assessment report as well.
- NAVTTC 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.

The Accreditation Process

The process of institutional accreditation is more complex than program accreditation. The reason for this is that the assessors do not only have to ascertain whether an institute has defined all the relevant quality processes and structures to assure its performance in relevant areas but also whether these processes yield the right results on the program level.

For this purpose the institutional accreditation comprises of three dimensions: an assessment of the institutional structures and defined processes, a vertical assessment of selected programs (almost an equivalent to the former program accreditation) and a new horizontal assessment of selected criteria through all programs. The horizontal assessment will, however, only be applied to TVET institutes which offer more than three programs.

There are different accreditation for small institutes and large institutes. Small institutes are those offering up to three programs. Large institutes offer four or more programs.

Institutional Accreditation for TVET Institutes with up to 3 Programs

Small TVET institutes (offering one to three programs) will undergo a less complex but not less rigorous accreditation process.

The applicant institute will provide its self-assessment report together with a full documentation of all its programs (one to three) to NAVTTC.

The accreditation assessors will first assess each program (one, two or three programs). This is called vertical assessment. This will provide some insights as to the institutional criteria as well. Afterwards the assessors will carry out the institutional assessment and assess whether the institute's overall performance meets the criteria.

The institute will be awarded an *institutional accreditation* if

- it gains 50 % of the marks of institutional criteria and meets at least all institutional criteria categorized as "critical", and
- it gains 50% of the marks (at least 128) of the program-related criteria in each of the assessed programs.

If the TVET institute does not meet the institutional criteria or not all of the assessed programs meet the program criteria the institute will not get an *institutional accreditation* but will still be awarded a *program accreditation* for those programs that were assessed successfully (i.e. achieving at least 128 marks). Thus a less mature and experienced institute may still be recognized for its quality of individual programs and be encouraged to improve on those criteria that were still found unsatisfactory.

Institutional Accreditation for TVET Institutes with more than 3 Programs

For larger TVET institutes (offering more than three programs) the accreditation process described above would become too time-consuming if all of the institutes' programs were vertically assessed. For this reason a third dimension is added to the process which provides a horizontal assessment of selected accreditation criteria through all programs an institute offers. Thereby an assessment sample is created which gives the assessors (and the stakeholder, of course) sufficient trust whether the defined processes are indeed implemented and work effectively on all programs. The underlying assumption is, of course, that the quality of the institutional performance is reflected in its individual programs.

The first two steps are the same as in the institutional accreditation of smaller institutes. The accreditation assessors will first assess three selected programs (vertical assessment) (on the selection mechanism see below). Afterwards the assessors will carry out the institutional assessment and assess whether the institute's overall performance meets the criteria.

After that the so-called horizontal assessment is conducted. All remaining programs (i.e. those which have not been assessed vertically) will be assessed against the same four criteria. Two of the criteria will be 3.1 (qualification of faculty) and 4.1b, c, d (equipment, labs and consumables) because they are basic requirements for any quality program. The other two will be chosen by the assessors during the visit from the list of criteria for vertical assessment.

The institute will be awarded an *institutional accreditation* if

- the institute gains 50 % of the marks of institutional criteria and meets at least all institutional criteria categorized as “critical”, and
- the institute gains 50% of the marks of the program-related criteria in each of the vertically assessed programs (at least 128 marks in each program), and
- if in the horizontal assessment all selected criteria are met by the large majority of the programs (the number of allowed failures depends on the number of programs offered, for more details see p. 17).

If the institute does not meet the requirement in either of the three areas it will not be awarded an institutional accreditation. However, it will be awarded a program accreditation for those programs which have met the requirements in the vertical assessment. Programs from the horizontal assessment will not get an individual program accreditation.

Selection of Programs

For TVET institutes with more than three programs a selection has to be made which programs will be vertically assessed. For this the institute will hand in a list of all its programs on first contacting NAVTTC for accreditation. The three programs shall roughly represent the spectrum of the institute’s scope of programs in terms of the kind of program (DAE programs and vocational courses) as well as in terms of the subject area. The institute will suggest two programs and NAVTTC will select one.

Vertical Assessment (Program Accreditation)

Three programs will be vertically assessed. That means that all those criteria are applied which are relevant for an in-depth program assessment. For this the following criteria will be considered (see “Criteria for Vertical Assessment”). They mostly come from those performance areas which are most relevant for program accreditation (3, 4 and 5) but a few of them come from other performance areas as well.

One section of criteria applies only to CBT programs. This is only for those institutes which are already offering such programs.

When applying for institutional accreditation the TVET institute will select two of its programs representing different subject areas which will be assessed vertically. NAVTTC will select the third program from the comprehensive list of the institute’s programs. If an institute offers CBT programs at least one program which is vertically assessed must be a CBT program.

Criteria Used for Vertical Assessment in Institutional Accreditation

This list contains 18 criteria (and some sub-criteria) which are relevant for the quality of program delivery. They are directly applied to an individual program. The numbering of these criteria is taken from the criteria for institutional accreditation as a reference (that is the reason why there is no consecutive numbering). All except two indicators are critical, i.e. they must be met by the institute. This means that the institute must at least score 50% of the marks attached to the indicator. Each program will be assessed individually and the institute will have to achieve at least 128 marks to meet the requirements.

Criteria for Vertical (Program) Assessment within Institutional Accreditation					
Srl.	Indicators	Category			
		Critical	Essential	Optional	
2.7	Adequate resources for the program are allocated for the duration of the accreditation period, esp. with respect to training material budget	√			10
3.1	Faculty teaching in the program are adequately qualified and curricula compliant	√			20
3.2	The program has an adequate student-teacher ratio that facilitates good teaching-learning conditions: a) in theoretical courses b) in lab / practical courses	√			10
3.3	There is an even teaching load among teachers in the program.	√			10
3.5	Teachers in the program have attained additional qualification in the last two years	√			15
4.1a	The institute maintains an adequate training infrastructure ➤ Classrooms are properly equipped (with regard to their function)	√			10
b	➤ Labs / workshops are available, in good shape and adequate for the programs	√			10
c	➤ Training equipment / machinery is adequate in terms of numbers and state of repair	√			10
d	➤ Training consumables are sufficiently available	√			10
e	➤ The library provides sufficient copies of relevant books and other media.		√		10
4.3	ICT resources are available for the students in the program (if applicable to the program)		√		10

4.7	Adequate health and safety measures for the program are implemented	√			20
5.2	Lesson plans are provided for the program	√			10
5.4	The institute monitors the students' learning progress	√			20
5.5	Students practical workbooks, tasks etc. are checked regularly	√			10
5.6	The institutes integrates industrial practice into the program (e.g. through regular visits to relevant industries, visits from employers and/or representatives of the labour market, etc.) and maintains adequate records	√			10
5.7	The institute keeps proper records of students' achievements	√			10
5.8	Students' projects, achievements and distinctions are recorded and displayed	√			10
10.2	Teachers teaching in CBT programs are certified CBT-teachers	√			10
10.3	The institute has certified assessors for formative assessments	√			10
10.4	Labs are equipped according to the requirements of the CBT programs	√			10
10.5	The institute has laid down a schedule for CBT courses		√		10
Total Marks					255

Horizontal Assessment

For TVET institutes offering more than three programs another dimension is added to the assessment. For practical reasons a thorough assessment of all programs offered by a TVET institute is not possible. It is too time-consuming and too costly and heavy on human resources. The willingness of most accreditation experts to take part in assessments exceeding three days will certainly decrease. For this reason a horizontal assessment of programs will be carried out to check certain criteria for all programs.

From the list of criteria used in the vertical assessment four criteria will be used to assess all those programs which have not yet been assessed in depth (vertically). Two of these criteria are no. 3.1 (qualification of faculty) and no. 4.1b, c, d (classrooms, labs, equipment and consumables). The other two criteria will be selected by the accreditation assessors from the criteria for vertical assessment.

All other programs will now be assessed against the same four selected criteria. Each indicator must be met by at least 50% of the marks. TVET institutes with a large number of programs may be allowed to fail in some of them but still be able to achieve an institutional accreditation. Why is that possible? An institute which successfully meets institutional criteria, vertical assessment and horizontal assessment for the vast majority of its programs may be trusted to remedy weaknesses in the programs which failed. Here is a list of allowed failures in horizontal assessment.

TVET institutes with	Failures in horizontal assessment (programs)
up to 8 programs	0
9 – 16 programs	1
17 – 25 programs	2
26 – 35 programs	3
over 35 programs	4

Certificates

There will be two different certificates, one for institutional accreditation and one for program accreditation.

The certificate for institutional accreditation states that the institute is awarded an institutional accreditation and the grading category. On the certificate the programs currently offered by the institute will be listed.

The certificate for program accreditation states which programs are accredited according to the requirements of program accreditation (vertical assessment) and how each individual program is graded.

Steps in the Accreditation Process

The accreditation process for institutional accreditation is the same as for program accreditation. It follows internationally recognized practice.

The TVET institute will contact NAVTTC and request an accreditation. In the request large institutes will submit a list of all its programs and courses and will suggest two programs or courses for vertical assessment.

Public institutes will channel their application through their TEVTA. NAVTTC will provide information and consultation on the process as well as guidelines for the written application. The institute will submit its application to NAVTTC.

NAVTTC will put together a team of trained accreditation assessors for the accreditation process. Accreditation assessors will have experience and expertise in a relevant field of work.

The accreditation assessors study the application documents and will visit the TVET institute to verify the evidence and assess the institution against the accreditation criteria. They will write a report of their assessment and hand it in to the TA & QEC. The TA & QEC will take the final decision on

accreditation, be it an institutional accreditation, a program accreditation or a denial of accreditation.

An institutional accreditation will be awarded for five years, program accreditations will be awarded for three years.

The following table gives a detailed overview of the steps in the initial accreditation process)

Steps in the Accreditation Process	
Step 1	The TVET institute contacts NAVTTC and requests an accreditation. The institute will submit a list of all its programs and a suggestion for two of its programs which will be vertically assessed.
Step 2	NAVTTC will provide the application requirements and will appoint a convener for the accreditation process who will be in charge of the process and be responsible for guidance and counselling for the TVET institute as well as the accreditation assessors. If necessary, NAVTTC will select a third program to be vertically assessed.
Step 3	The TVET institute will fill in part A of the application form and draft a self-assessment report (part B) as a basis for the application and a detailed description of the programs selected for vertical assessment as well as further information which may be requested by the accreditation assessors or NAVTTC.
Step 4	NAVTTC will select and nominate qualified accreditation assessors or the process.
Step 5	NAVTTC will check the application documents for completeness. If complete they will be passed on to the accreditation assessors nominated for the accreditation process. If the documents are incomplete or incoherent NAVTTC will ask for an amended copy.
Step 6	The accreditation assessors will study the TVET institute's documentation. They may ask for clarification of issues, if necessary. The request will be directed to NAVTCC who will in turn contact the TVET institute.
Step 7	NAVTTC in cooperation with the TVET institute will fix a date for the accreditation assessors' visit to the TVET institute.
Step 8	The accreditation assessors and the convener will visit the TVET institute. The accreditation assessors will assess whether the TVET institute meets the criteria for the accreditation set forth in this manual. The assessment comprises the assessment of institutional criteria (performance areas 1 to 9 resp. 10), the vertical assessment of up to three programs (against vertical assessment criteria) and the assessment of all other programs against four criteria (from among the vertical assessment criteria).
Step 9	The accreditation assessors will write a report on the compliance with the criteria, indicating which criteria are fulfilled and which are not fulfilled. The accreditation assessors will suggest recommendations to the TVET institute how to remedy perceived weaknesses.
Step 10	The convener will present the report to the TA & QEC. The TA & QEC will discuss the findings of the accreditation assessors and will decide whether the TVET institute will be accredited as an institution or not. If not, the TA&QEC will decide whether all or any of the programs which were vertically assessed will be accredited. The TA & QEC may add recommendations for the TVET institute to remedy perceived weaknesses.. The TA & QEC will issue the final report on the accreditation detailing the accreditation decision, the recommendations and the assessment of the accreditation criteria and an explanatory statement for the

	assessment where required (for details see below). In case of urgent recommendations the TVET institute will have to demonstrate what has been done about these recommendations after nine months, in case of non-urgent recommendations the TVET institute has to submit a follow-up report detailing the work on the recommendations and any other changes after half of the accreditation duration. (See section “Recommendation and Follow-Up)
Step 11	NAVTTTC will inform the TVET institute about the TA & QEC’s decision and send them and the relevant TEVTA the final accreditation report.
Step 12	The TVET institute may file a complaint against the decision or the accreditation process.
Step 13	If the TVET institute does not file a complaint, it has to start work on the recommendations given by the TA & QEC, if any.
Step 14	In case of a successful accreditation NAVTTTC will present a certificate to the TVET institute.
Step 15	NAVTTTC will publicly announce the accreditation of the TVET institute.

Performance Areas and Criteria

Apart from one performance area (performance area 10: competency based training) all other performance areas have already been used in program accreditation though with different weight.

When the performance areas and criteria were first developed for program accreditation this happened with a view that in the future the accreditation system would develop into institutional accreditation. Program accreditation was chosen as an entry point into external quality assurance because it is a less complex process and better suited for an evolving system.

Thus the criteria did not have to be completely revised, but only adapted to the new process. In this process some criteria were dropped because they were only relevant for program accreditation, others underwent minor changes such as the wording.

Major adjustments were made in the classification of criteria as “critical”, “essential” and “optional”. The number of “critical” criteria, i.e. criteria which have to be met right from the start has increased, while criteria classified as “essential” and “optional” have become fewer. At the same time the weightage of criteria and performance areas was modified to give those performance areas more weight which are essential for institutional processes, such as e.g. governance, finances, physical infrastructure, human resources and quality assurance.

Training institutes will be assessed in ten 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 institute. Each criterion is rated individually and weighed according to its importance.

The performance areas are:

1.	Governance and Management
2.	Finances
3.	Faculty and Staff
4.	Physical infrastructure
5.	Effectiveness of Teaching Learning Process
6.	Assessment & Evaluation
7.	Job Market Linkage
8.	Students Support Services
9.	Continuous Quality Improvement
10.	Competency-based Training

Table of Performance Areas and Criteria for Institutional Accreditation

Performance Area 1: Governance and Management					
Srl.	Indicators	Category			Weightage
		Critical	Essential	Optional	150
					Rating
1.1	The institute has a mission statement which is publicly accessible. The mission statement includes the institute's quality objectives	√			30
1.2	The institute defines realistic annual objectives and sets up an annual action plan	√			15
1.3	The institute has an adequate organizational structure with defined scope of work (SOW) of each function.	√			30
1.4	The institute's management meets regularly. Decisions and follow-up actions are taken and recorded.	√			20
1.5	The management assures participation of personnel in the institute's activities.		√		10
1.6	The management takes responsibility for an effective organization of teaching and learning		√		15
1.7	The management has a clear communication system		√		10

1.8	The management has established a complaint management for students and other stakeholders	√			20
					150

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		√		10
2.4	The institute has a strategy to generate extra income when necessary			√	--
2.5	The institute is 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 institute's programs (esp. CBT) are allocated for the duration of the accreditation period, esp. with respect to training material budget	√			10
					100

Performance Area 3: Faculty and Staff					
Srl.	Indicators	Category			Weightage
		Critical	Essential	Advanced	100
3.1	The institute ensures that faculty are suitably qualified and curricula compliant.	√			20
3.2	The institute takes care of an adequate student-teacher ratio that facilitates good teaching-learning conditions: c) in theoretical courses d) in lab / practical courses	√			10
3.3	The institute maintains an even teaching load among teachers.		√		10
3.4	The institute has a concept for faculty development	√			20
3.5	The Faculty have attained additional qualification in the last two years		√		15
3.6	The institute has a concept for the training of administrative staff	√			15
3.7	The institute familiarizes new faculty and staff with their tasks		√		10
					100

Performance Area 4: Physical infrastructure					
Srl.	Indicators	Category			Weightage
		Critical	Essential	Optional	100
4.1	The institute maintains an adequate training infrastructure ➤ Classrooms are properly equipped (with regard to their function)	√			10
	➤ Labs / workshops are available, in good shape and adequate for the programs	√			10

	➤ Training equipment / machinery is adequate in terms of numbers and state of repair	√			10
	➤ Training consumables are sufficiently available	√			10
	➤ The library provides sufficient copies of relevant books and other media.		√		10
	➤ Library opening hours are user-friendly.		√		5
4.2	The institute manages to maintain an adequate administrative infrastructure	√			10
4.3	ICT resources are available		√		10
4.4	Hostel is available, in good shape and adequately equipped		√		5
4.5	The institute provides recreational facilities for the students (e.g. playgrounds, indoor games facilities, meeting rooms, cafeteria etc.)		√		5
4.6	The institute takes care of a good and pleasant appearance of the buildings and facilities		√		5
4.7	The institute maintains an adequate health, safety and environment management	√			10
					100

Performance Area 5: Effectiveness of Teaching Learning Process					
Srl.	Indicators	Category			Weightage
		Critical	Essential	Optional	100
5.1	The institute has a policy to implement notified curriculum of National/Provincial mandated body and provides weekly time tables for all	√			20

	the program(s)				
5.2	Lesson plans are provided for all program(s)	√			10
5.3	The institute has a policy to introduce competency-based learning		√		10
5.4	The institute monitors the students' learning progress	√			20
5.5	Students practical workbooks, tasks etc. are checked regularly	√			10
5.6	The institutes integrates industrial practice into the teaching (e.g. through regular visits to relevant industries, visits from employers and/or representatives of the labour market, etc.) and maintains adequate records	√			10
5.7	The institute keeps proper records of students' achievements		√		10
5.8	Students' projects, achievements and distinctions are recorded and displayed		√		10
					100

Performance Area 6: Assessment & Evaluation					
Srl.	Indicators	Category			Weightage
		Critical	Essential	Optional	
6.1.	Continuous Assessment and Evaluation	√			20
6.2.	The institute makes sure that representatives of industry take part in relevant assessments		√		20
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	
7.1	The institute has established links with the labour market	√			20
7.2	The institute maintains an active exchange with representatives of industry		√		20
7.3	The institute regularly invites guest speakers from industry		√		15
7.4	The institute maintains record of job trainings	√			20
7.5	The institute maintains record of job placements		√		15
7.6	New programs are developed by a cooperation of industry and institute		√		10
					100

Performance Area 8: Student Support Services					
Srl.	Indicators	Category			Weightage
		Critical	Essential	Optional	
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 carries out parents teachers meetings and maintains proper records		√		10
8.5	The institute puts into effect a concept to reward outstanding achievements of students		√		10
8.6	The institute puts into practice a concept to support weaker students		√		10
8.7	The institute has effective services to support job placement for students		√		20

				100
--	--	--	--	------------

Performance Area 9: Continuous Quality Improvement					
Srl.	Indicators	Category			Weightage
		Critical	Essential	Optional	
9.1	The institute has described key processes for its management in the quality manual	√			20
9.2	The institute has defined responsibilities for regular evaluation of quality		√		10
9.3	The institute invites systematic feedback from all stakeholders (e.g. students, teachers, parents, employers, alumni, etc.) and uses it to enhance education		√		20
9.4	The institute takes care of a transparent analysis of the evaluation		√		10
9.5	Evaluation results are used to identify strengths and weaknesses and measures are taken to adjust weaknesses	√			10
9.6	The institute monitors annual improvements in results		√		10
9.7	The institute monitors annual improvements in placements		√		10
9.8	The institute maintains contacts with its alumni		√		10
					100

Performance Area 10: Competency-Based Training					
Srl.	Indicators	Category			Weightage
		Critical	Essential	Optional	
10.1	The institute has implemented CBT programs in line with the NVQF	√			10
10.2	Teachers teaching in CBT programs are certified CBT-teachers	√			10
10.3	The institute has certified assessors for formative assessments	√			10
10.4	Labs are equipped according to the requirements of the CBT programs	√			10
10.5	The institute has laid down a schedule for CBT courses		√		10
					50

Accreditation Decision & Grading

The TA & QEC takes the final decision on the accreditation process on the basis of the accreditation assessors' report. The TA & QEC has three options to decide:

- institutional accreditation or ,
- accreditation of programs, or
- denial of accreditation.

Institutional Accreditation

A TVET institute will be awarded an institutional accreditation if

- a) it achieves at least 50% of the marks (i.e. at least 500) from performance areas 1 to 10 (in each performance area – except performance area 10 - at least 50% of the marks must be attained and all critical indicators must be met), and
- b) it attains at least 50% of the marks (i.e. at least 128) from the vertical (program) assessment (all critical indicators must get 50% of the marks), and
- c) it meets the four indicators selected by the accreditation assessors for the horizontal assessment (i.e. 50% of the marks of each indicator) in the vast majority of its programs.

Accreditation of Programs

If an institute does not attain 50% of the marks as specified above, it cannot be accredited as an institution. However, it can be granted a program accreditation for those programs which achieved 50% of the marks in the vertical assessment (with each critical indicator meeting at least 50%).

Denial of accreditation

If an institute does not achieve 50% of the marks in either the vertical assessment or the institutional assessment accreditation will be denied.

The TA & QEC's final report consists of:

in case of institutional accreditation:

- the accreditation decision of the TA & QEC,
- the assessors' report including recommendations for enhancement, if given,
- additional recommendations for enhancement by the TA & QEC, if necessary,
- the period (month / year) when the intermediate report and/or the report on urgent recommendations is due,
- the date of expiry of the accreditation.

In case of program accreditation:

- the accreditation decision of the TA & QEC,
- the assessors' report including recommendations for enhancement, if given,
- additional recommendations for enhancement by the TA & QEC, if necessary,
- an explanation why institutional accreditation was denied, the period (month / year) when the intermediate report and/or the report on urgent recommendations is due,
- an explanation that the institute may file a complaint against the decision.

In case of denial of accreditation:

- the accreditation decision of the TA & QEC,
- the assessors' report including recommendations for enhancement, if given,
- an explanation why the accreditation was denied,
- a list of the most severe weaknesses,
- an explanation that the institute may file a complaint against the decision,
- an explanation that the institute may apply again for accreditation.

Recommendations and Intermediate Report

The report of the accreditation assessors and the TA & QEC will point out perceived weaknesses and will give the assessed institutes recommendations where improvement is necessary.

There will be two types of recommendations: "*urgent recommendations*" and "*non-urgent recommendations*".

Urgent Recommendations

Urgent recommendations hint at areas where an enhancement of the current situation is quickly required. The current situation is acceptable but will lead to deterioration or obstruct improvement so that changes will have to take place. Institutes which receive *urgent recommendations* will have to work towards an improvement of the areas indicated and report back to the TA & QEC after nine months. The report will show which measures have been taken and how they are expected to remedy the weaknesses or how they have already improved the situation.

A failure to submit the report may result in a withdrawal of accreditation (either of institutional or program accreditation). If the TA & QEC finds the report unsatisfactory it may extend the deadline for the institute to remedy the situation, or withdraw the accreditation. If it seems necessary the TA & QEC may ask one of the accreditation assessors for another visit to assess the situation. The TA & QEC will explain its decision to the institute.

A report on *urgent recommendations* does not relieve an institute from the obligation to submit a regular intermediate report at half-time (see below)

Non-urgent Recommendations

Non-urgent recommendations also hint at areas where an improvement is desirable but where changes are not urgent or require a longer period of time to be implemented. The institutes' reaction to non-urgent recommendations may be included in the intermediate report.

Intermediate Report

The decision of the TA & QEC and the accreditation report is not the final step in the quality enhancement process. It is expected that accredited institutes continue to work on their quality enhancement through the accreditation duration. The institutes will demonstrate this by submitting an intermediate report at half-time (2.5 years in institutional accreditation, 1.5 years in program accreditation).

The intermediate report will give an overview of the development of the institute, esp. in terms of measures taken to enhance the quality of the institute and its programs, changes in the scope of programs, changes in staff and equipment, etc. This is also an opportunity to report on the changes which are connected to the recommendations the TA & QEC has given in their accreditation decision.

Failure to submit the intermediate report in time may result in withdrawal of the accreditation.

Grading

All indicators and performances have marks attached to denote the degree to which they reach the target. Details on this can be found in the Handbook for Assessors. Assessors will assess each indicator individually. All institutes will be assessed against the 10 performance areas to incentivize those institutes which have not yet taken up CBT programs to do so. The following table lists the marks of each performance area and the marks which must be achieved for accreditation.

	Performance Area	Marks	Minimum marks to meet requirements
1	Governance and Management	150	75
2	Finances	100	50
3	Faculty and Staff	100	50
4	Physical infrastructure	100	50
5	Effectiveness of Teaching Learning Process	100	50
6	Assessment & Evaluation	100	50
7	Job Market Linkage	100	50
8	Students Support Services	100	50
9	Continuous Quality Improvement	100	50
10	Competency-Based Training	50	0

There are five grading categories for TVET institutes which are awarded an institutional accreditation. The categories are A through E with A being the best category. The categories signify the following results:

A	An excellent effort. The institute demonstrates deep and comprehensive understanding of quality assurance and uses a quality management system with a broad range of quality management tools in all areas to steer its quality development.
B	A very good effort. The institute demonstrates a comprehensive understanding of quality assurance and uses a broad range of quality management tools in most areas to steer its quality development.
C	A good effort. The institute demonstrates that it has a deeper understanding of quality assurance and has implemented a number of quality management tools in different areas and uses them to steer its quality development.
D	A good effort. The institute demonstrates that it understands the basics of quality assurance and has implemented some tools of quality management to improve its performance.
E	A satisfactory effort. The institute demonstrates that it understands the basics of quality assurance and makes attempts to use it for its own development.

An institute must score at least 500 marks to be awarded a certificate of accreditation. The grading table is as follows:

Category Awarded	Percentage	Marks	Duration
A	90% - 100%	900 - 1000	5 years
B	80% - 89%	800 - 899	5 years
C	70 % - 79%	700 - 799	5 years
D	60 % - 69%	600 - 699	5 years
E	50 % - 59%	500 – 599	5 years
not accredited	below 50 %	0 – 499	-

Grading for Programs (Vertical Assessment)

If an institute does not get an institutional accreditation it can still get a program accreditation for those programs which were successfully assessed in the vertical assessment. They will be graded in the following manner:

Category Awarded	Percentage	Marks	Duration
A	85% - 100%	217 - 255	3 years
B	69% - 84%	176- 216	3 years
C	50 % - 68%	128 - 175	3 years
not accredited	below 50 %	0 – 127	-

Complaints and Appeals

Complaints and appeals must be directed to the TA & QEC via NAVTTC. The TA & QEC will pass the complaint and/or appeal to its appeal committee.

The TA & QEC will establish an appeal committee of three to five experts to which all complaints and appeals will be directed. The committee will include experts from outside the TA & QEC to assure independence of their decisions.

Withdrawal of Accreditation

If NAVTTC has reason to believe that a TVET institute does not maintain the quality standard set by the accreditation criteria or if information given by the TVET institute in the accreditation process later proves to be false, NAVTTC may launch an enquiry and may withdraw the accreditation from the institute.

The accreditation may also be withdrawn if an institute does not submit an intermediate report or a report on urgent recommendations.

Re-Accreditation

A TVET-institute which has successfully met the accreditation criteria for institutional accreditation will be accredited for five years. After that period the accreditation will expire and must be renewed. The institute has to apply for re-accreditation.

A TVET institute which has failed institutional accreditation but has been awarded program accreditation will be accredited for three years. After that period the institute will have to apply for institutional accreditation. An application for program accreditation is not possible.

Annex: Forms for Application (institutes) and Reporting (assessors)

Application for Institutes

Institute accreditation is a more complex process than program accreditation. It requires more diligence and attention for the documentation of an institute's performance. In line with the design of the process itself the application consists of three resp. four parts. Institutes with up to three program will have to submit Part A, Part B and Part C for the application, institutes with more than three program will have to *additionally* submit Part D.

Part A covers basic information on the applicant institution.

Part B covers the vertical assessment, i.e. the in-depth assessment of up to three (selected) programs.

Part C comprises the self-assessment report of the TVET institute which is structured along the performance areas of the accreditation

Part D is an overview of criteria 3.1 and 4.1b, c, d for horizontal assessment for all programs which will not be vertically assessed.

Note: The applications duly complete in all respects should be submitted to the following address:

The Director General (Accreditation & Certification)
National Vocational and Training Commission, NAVTTC
Evacuee Trust Complex, 5th Floor, Sector F – 5 / 1
Islamabad

Phone: +92-51-9207518, FAX: 0092-51-9206324

TVET institutes from the **public sector** submit their application via concerned TEVTA.

Private sector institutions may submit their application directly

Accreditation Application: Part A – Basic Information on the applicant TVET Institute

1. Contact Details

1. Name of the Institution: _____
2. Postal Address: _____
3. City: _____ Province: _____
4. Telephone no(s): _____
5. Fax No.: _____ E-mail: _____
6. Date of Establishment: _____

2. Registration Details

- a. Name of Registration Authority: _____
- b. Date Registration Awarded: _____
- c. Period for which registration awarded: _____
- d. Detail of Registered Programs (see table below)
- e. No registration _____

Srl.	Name of DAE Program	Duration	Offered since	Approved Capacity	Batches graduated

3. Details of Affiliation with Examining / Certification Body

- a. Name of Affiliating Body: _____
- b. Date Affiliation Awarded: _____
- c. Period for which Affiliation awarded: _____
- d. Detail of Affiliated Programs

Srl.	Name of Program	Duration	Offered since	Approved Capacity	Batches graduated

--	--	--	--	--	--

4. Details of CBT programs, if applicable

Srl.	Name and Level of Qualification	Duration	Offered since	Approved Capacity	Batches graduated

5. Detail of Previous Accreditation (if any)

	Yes	No	Date of Accreditation	Duration of Accreditation
The institute was previously institutionally accredited.				
An institutional accreditation was previously denied.				
Programme(s) were previously accredited. Programme 1 Programme 2 ...				
Programme accreditation was previously denied to all or some of the programmes. Programme 1 Programme 2 ...				

6. Detail of Institutional Campus

- a. Detail of Classrooms
- b. Detail of Labs / Workshops for each technology (along with list of major equipment and training consumables for each Lab)
- c. Detail of Library books
- d. Detail of Hostel (if any)
- e. Detail of Playground (if any)

7. Detail of Permanent Faculty

Srl.	Name	Qualifications	Designation	Date of Employment

8. Detail of Visiting Faculty

Srl.	Name	Qualifications	Designation	Date of Employment

9. Detail of Non Teaching Staff

Srl.	Name	Qualifications	Designation	Date of Employment

10. Documents to be attached

- a. Copy of Certificate of Registration issued by the concerned authority
- b. Copy of Certificate of Affiliation issued by the concerned authority
- c. Building Plan duly approved by concerned civic body i.e. LDA, RDA, TMA etc.
- d. Copy of Accreditation Certificate (s), if applicable.
- e. Copy of letter intimating refusal of accreditation status, if applicable.

11. Applicant (Authorized Representative)

- a. Name: _____
- b. Designation: _____
- c. Signature: _____
- d. Dated: _____

Accreditation Application: Part B – Vertical Assessment

In the vertical assessment up to three programs will be assessed by the assessors in depth against the criteria on page 14 to 16. The institute is asked to give a detailed description of the program(s) selected following the criteria given. It is essential that – in this section – the description focuses on the program(s) while in the next section (Part C) the description will focus on institute-wide mechanisms.

Structure of the Report for Part B:

Program: *(Information must be provided for each program which is undergoing vertical assessment)*

1. Financial resources for the program
2. Faculty
 - a. *Should include information on qualification of faculty teaching in the program, student-teacher ratio, teachers' teaching load, additional qualification gained by faculty*
3. Labs and Equipment
 - a. *Should include information about equipment of classrooms, labs, equipment, consumables, library, ICT resources, health and safety measures*
4. Teaching and Learning
 - a. *Should include information on lesson plans, monitoring of students' learning progress, checking on students' workbooks, integration of industrial practice into teaching, records of students' projects and achievements*
5. Provisions for CBT program (if applicable)
 - a. *Should include information on CBT-related qualification of teachers, specific lab equipment, specific schedule for CBT courses.*

Accreditation Application: Part C – Self-Assessment Report

The self-assessment report is intended to give the assessors a detailed insight in the overall situation of the applicant institute. It is suggested that the self-assessment report loosely follows the structure of the performance areas. The questions listed here are guiding questions intended to structure each part of the report. It is not advisable to submit a report in a sequence of questions and answers, but the report should consist of a coherent, readable text.

If you think that there is important information about the institute which is not addressed by any of the guiding questions and which the assessors should have for their assessment, feel free to include it anywhere you think fit.

The section “Examples of Evidence” under each section lists possible sources of evidence. There may be others. If you think you can prove your point by submitting other evidence which fits your institute better, please feel free to do so.

Governance and Management

- Give an overview of the organizational structure and responsibilities of the institution. Who is involved in the management of the institute?
- What are the aims and objectives of the institute?
- How regularly does the management of the institute meet? Who sets up / contributes to the agenda? How are the results of the meetings and decisions recorded? How does the management assure that staff and students (and other stakeholders, if necessary) are informed about decisions?
- How does the management make sure that decisions taken will be implemented and follow-up actions taken?
- Which organizational measures are taken by the management to ensure effective teaching and learning?
- In what way does the management pursue the implementation / operation of internal quality assurance? What is the current state?
- How does the management / institute deal with complaints from students and stakeholders?

Examples of evidence

- Mission Statement
- Organizational chart
- Internal policy papers / guidelines for business routines
- Management meetings minutes (last 12 month)
- Actions plans
- Any other

Resources

Financial Resources

- Which financial resources does the institution have at its disposal for the next three years (administrative budget, development budget, training material budget)?
- What are the institution's policies and strategies guiding the allocation of the budget? Who is involved in these decisions?
- How does the institute check that the budget and funds are spent according to their designed purpose?
- What strategy does the institute have to generate extra income?
- For the program(s) in question: Which financial resources have been allocated to the program(s)?

Examples of evidence

- Annual budget
- Internal policy papers on financial management
- Minutes of meetings of respective bodies

Physical Infrastructure

- Give a short over view of the physical resources of the institution: classrooms, labs, workshops, recreation facilities, etc. (a detailed list should be attached – see part A of the application)
- What is the state of laboratories, workshops and classrooms and their equipment?
- What is done to keep them up-to-date and functional?
- How do you make sure that laboratories, workshops, equipment, etc. are safe to use for students and staff? How does the institute maintain an adequate health, safety and environmental management? Who is responsible for the maintenance of the labs and workshops?
- What is the institute's policy on the provision of relevant books (how many copies) and other media? Do students have access to internet resources? Does the library meet the demands of students and faculty?
- Which recreational facilities does the institute provide for students?
- Which efforts does the institute make to give its premises, classrooms, etc. a positive appearance that stimulates teaching and learning?
- How does the institute make sure that its infrastructure is used effectively?

Examples of evidence

- List of classrooms, labs, workshop with equipment relevant to instruction (list)
- Photo- / or video evidence
- Health and safety regulations

Faculty and Staff

- Provide a list of faculty and staff, including their qualification, field of employment resp. teaching and teaching load.
- How does the institute make sure that teaching staff is properly qualified to teach their courses?
- What does the institute do to maintain an adequate student-teacher ratio? What is the aim for theoretical courses and for lab / practical courses?
- What does the institute do to maintain an evenly distributed teaching load among teachers?
- What policy does the institute have on faculty development? How do you make sure that teaching staff can keep up to date with technological development in industry?
- Do you invite students' feedback on teacher performance? If so, what function does it have and how does it lead to improvement?
- What policy does the institute have on HR development for non-teaching staff?
- What strategies does the institute have to stimulate the exchange of best teaching practice among teachers? How does faculty maintain a cooperative and supportive relationship?

Examples of evidence

- List of faculty including their qualification and teaching areas
- List of staff including their qualification and field of employment
- Work load policies
- Concept of faculty development
- List of qualification measures

Teaching-Learning Process

- How does the institute make sure that training delivery is carried out according to time tables and lesson plans? Who is responsible?
- What does the institute do to monitor the learning progress of students? What records of students' achievements are kept and regularly checked?
- What does the institute do to integrate industrial practice into the programs?
- Is there a concept to introduce competency-based learning? What is the progress so far?

- Are students' works, achievements and distinctions publicly displayed for the information and motivation of other students?
- Does the institute invite students' feedback on courses/ programs? How is this information used for enhancement?

Examples of evidence

- Time table for the program(s)
- Lesson plans for the program(s)
- Records of students' progress, assignments and achievements
- Concept for implementation of competency-based learning
- Examples of students achievements
- Examples of students' feedback on courses

Assessment and Evaluation

- Which internal assessments of students are carried out? How often is this done?
- What does the institute do to make internal assessment transparent?
- What does the institute do to involve representatives of industry in relevant assessments?
- Does the institute maintain a pool of assessors?

Examples of evidence:

- Records of assessments
- Documents relating to assessors

Students Support Services

- What services does the institute offer for the orientation of students?
- Who is responsible for the counselling of students?
- Does the institute pursue a defined concept for counselling and support services? If so, what are the aims and how is it organized?
- What services does the institute offer to support students and parents in the right choice of program?
- Are there support / counselling services for special groups of students (e.g. weak students, high-achievers, handicapped students, etc.)? What do they look like?

- How regular are counselling services offered? Does the institute maintain records of counselling?
- Does the institute support job placement of students? What measures are taken?
- Does the institute regularly evaluate support / counselling services? How is it done and what are the results?

Examples of evidence:

- Concept for supports erVICES
- Exemplary records of counselling
- Counselling schedule
- Exemplary announcements for support / counselling services

Industry Linkages

- How does the institute establish and keep up linkages to the labour market? How are these managed? Who is responsible for linkages to industry / employers?
- Does the institute have a concept / a strategy for an active partnership with industry? If so, what does it look like?
- Are employers invited to take part in the activities of the institution? In which functions?
- Which role does industry / do employers play in the development of new programs / skills / competences?
- Does the institute host joint events with industry? What is their purpose?
- Does the institute invite industry's / employers' feedback for improvement of courses and programs? How is this information used?
- Program: Which linkages to industry / employers have been established for the program(s)? Who is responsible for them?
- What is the current state of industry linkages? What can the institute do to improve industry linkages?

Examples of evidence:

- Concept / strategy to maintain links to industry
- Records of (joint) activities
- Records of job trainings and job placements
- Records of employers' involvement in activities of the institute

Continuous Quality Improvement

- Has the institute defined quality goals? In what areas (programs, support services, general, etc.)? What are they?
- Does the institute have a quality manual? Which areas does it cover?
- Does the institution follow a defined quality policy to achieve its goals?
- Has a self-assessment concept been devised? What does it comprise? Is it already implemented?
- Who is involved in self-assessment? How is the process organized? Who is involved in analysing the evaluation results? Who will be informed about the results?
- Which information do you use to get information about the quality of education and training, to identify the institution's strength and weaknesses (statistics, feedback from stakeholder, etc.)?
- How do you use this information to initiate quality enhancement and mitigate weaknesses?
- Who is involved in the institution's quality management at different stages (management, teachers, staff, students, parents, alumni, employers) in what way do they participate?
- Does the institute have an active partnership with alumni? What does it look like? What is it used for?

Examples of evidence:

- Quality manual
- Evaluation concept
- Self-assessment report
- Results and analysis of selected evaluations /self-assessments
- Table of students' results and placements

Competency-Based Training

- For which qualifications does the institute offer CBT? What is the level of the qualification?
- Does the institute have qualified and certified teachers for qualifications registered on the NVQF? Are teachers qualified and certified for formative assessments?
- How is the teaching organized?
- Are the labs equipped according to the requirements of the qualification?

Examples of evidence:

- Organizational schedules
- Teachers' certificates
- Proof of lab equipment

Accreditation Application: Part D – Horizontal Assessment

TVET institutes providing more than 3 programs will have to undergo a horizontal assessment. In the horizontal assessment each program (apart from those programs which have already been vertically assessed) will be assessed against four criteria. These criteria are:

- a) 3.1: The institute ensures that faculty are suitably qualified and curricula compliant
- b) 4.1 b, c, d: The institute maintains an adequate training infrastructure (Labs/workshops, equipment, consumables)
- c) two more criteria which will be selected by the assessors during the visit.

The institute is asked to prepare information for criteria 3.1 and 4.1 (b, c, d) for all programs in the form of suitable lists of faculty and information on training infrastructure.

Information on the two criteria selected by the assessors must be provided during the assessors' visit.

Template for the Assessors' Report

Accreditation Report for XXX Institute

Visit to the Institute: *Date*

Accreditation Assessors: *Name, Institute / Company*

Convener: *Name*

Accreditation Recommendation

The accreditation assessment team recommends to the TA & QEC to take the following decision:

6. XXX Institute will be awarded an institute accreditation / will not be awarded an institute accreditation. The institute achieved a total of XXX marks (XX %) in the institutional assessment and XXX marks (XX %) in the vertical assessment. In horizontal assessment the selected criteria were found to be achieved in XX of XX programs.
7. Though XXX Institute cannot be awarded institute accreditation the following programs were found to meet at least 50 % of the relevant criteria for vertical assessment: program 1, program 2, program 3. It is recommended that these programs will be accredited.
8. As the institute was found wanting in all relevant areas the accreditation should be denied.
9. The assessment team suggests the following recommendations (*delete where necessary*):

Program A	
Urgent Recommendations	Non-Urgent Recommendations
1.	1.
2	2.
...	...

Program B	
Urgent Recommendations	Non-Urgent Recommendations
1.	1.
2	2.
...	...

Program C	
Urgent Recommendations	Non-Urgent Recommendations
1.	1.
2	2.
...	...

Institutional Level	
Urgent Recommendations	Non-Urgent Recommendations
1.	1.
2	2.
...	...

Vertical Assessment

In the vertical assessment up to three individual programs are assessed in depth. In this sample the assessors evaluate the overall quality of the programs.

In the assessment the following XXX programs were vertically assessed:

- a) Program A
- b) Program B
- c) Program C

Assessors' Findings

Program A

(Should contain overall impression, strengths and weaknesses, suggestions for improvement)

Program B

(Should contain overall impression, strengths and weaknesses, suggestions for improvement)

Program C

(Should contain overall impression, strengths and weaknesses, suggestions for improvement)

Institutional Assessment

The institute was assessed against performance areas 1 to performance area 10.

Assessors' Findings:

Performance Area 1:

(Should contain overall impression, strengths and weaknesses, suggestions for improvement)

Performance Area 2:

(Should contain overall impression, strengths and weaknesses, suggestions for improvement)

Performance Area 3:

(Should contain overall impression, strengths and weaknesses, suggestions for improvement)

Performance Area 4:

(Should contain overall impression, strengths and weaknesses, suggestions for improvement)

Performance Area 5:

(Should contain overall impression, strengths and weaknesses, suggestions for improvement)

Performance Area 6:

(Should contain overall impression, strengths and weaknesses, suggestions for improvement)

Performance Area 7:

(Should contain overall impression, strengths and weaknesses, suggestions for improvement)

Performance Area 8:

(Should contain overall impression, strengths and weaknesses, suggestions for improvement)

Performance Area 9:

(Should contain overall impression, strengths and weaknesses, suggestions for improvement)

Performance Area 10:

(Should contain overall impression, strengths and weaknesses, suggestions for improvement)

Results of Horizontal Assessment (if the institute offers more than 3 programs)

In the horizontal assessment the assessors assessed whether the institute is capable of performing well in selected criteria throughout its programs.

The criteria selected for horizontal assessment were

- d) 3.1: The institute ensures that faculty are suitably qualified and curricula compliant
- e) 4.1 b, c, d: The institute maintains an adequate training infrastructure (Labs/workshops, equipment, consumables)
- f)
- g)

Criteria c) and d) were unanimously selected by the assessors. / Assessors did not agree about which criteria to choose. So criteria c) and d) were drawn by the convener from among the following suggested criteria: *(delete where appropriate)*...

Assessors Findings:

Criterion 3.1:

Criterion 4.1b, c, d:

Criterion *(selected by assessors)*...:

Criterion *(selected by assessors)*...:

Overall impression on implementation of selected criteria in all programs:

