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Ministry of Federal Education & Professional Training
National Vocational and Technical Training Commission
(NAVTTC)

National Accreditation Council
for
Technical & Vocational Stream (NAC-TVS)

ACCREDITATION OF
TECHNICAL AND VOCATIONAL
EDUCATION & TRAINING INSTITUTES

ACCREDITATION MANUAL

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Accreditation Of Technical And Vocational Education & Training Institutes

Accreditation Manual

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Foreword

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Introduction

Technical and vocational education and training (TVET) programs can help young people gain employment, fulfil their dreams and achieve their ambitions. TVET programs and training also help to create the skills base that is readily available for industry and employers. It is, therefore, important that all TVET students across Pakistan receive the high-quality education and training required for work, employability and output.

The aim of the **Accreditation Scheme for TVET Institutes** ('the Accreditation Scheme') is to support continuous quality improvement in TVET provision in Pakistan. It provides the benchmarks or *quality indicators* that TVET institutes must meet in order to become nationally accredited.

Through a process of self-assessment and external quality assurance, the Accreditation Scheme supports TVET institutes to identify how they can meet the requirements of the quality indicators and how they can improve the services they provide. As a result, students, employers and society as whole can trust that the programs and training provided by accredited institutes meet a consistent standard of quality.

1. The Accreditation Manual: Aim, audience and purpose

This manual is designed for all those involved in the accreditation process. In particular, it provides the guidance that TVET institutes need to ensure they can prepare for and participate effectively in the accreditation process.

2. Structure of the Accreditation Manual

The manual is divided into 5 separate sections.

1. Introduction to the Accreditation Scheme

This section provides essential information to help people understand the aims, benefits, scope and structure of the accreditation scheme.

2. The Quality Indicators

The quality indicators are the standards that TVET institutes must meet in order to become accredited. This section lists the detailed indicators and provides information about how each indicator is assessed.

3. The Accreditation Process

The section describes the different steps in the accreditation process and what TVET institutes need to do at each step.

4. Follow Up to the Accreditation Process

This section describes the potential outcomes and follow up activities for an institute after it has completed the accreditation process.

5. Checklists and Templates

This section contains the checklists and templates that institutes need in order to complete the Accreditation Process.

3. Definitions

The glossary below defines how the following terms are used in this manual. Terms in the glossary are identified in ***bold italic*** when they are first used in the manual.

accreditation	the formal recognition given to an institute following external evaluation against quality standards
accreditation conditions	conditions that an institute must meet if it is to progress from Provisionally Accredited to Accredited status
additional needs	difficulties or circumstances which can affect the student's ability to engage effectively in learning and for which they need additional support.
assessment criteria	statements describing the features of different levels of attainment against each quality indicator
class size	the number of students in a class
co-curricular activities	activities taking place outside the class that might support the curriculum (e.g. visits to places with a link to the program subject area such as workplaces, skills competitions etc)
consumables	the materials required by teachers and students for use during the teaching/learning process. They include the materials that students need to use in practical tasks as well as items such as stationery and notebooks.
convener	a member of NAC-TVS staff attached to the accreditation assessment team and responsible for coordinating the accreditation process for applicant TVET institutes
critical indicators	quality indicators in each Performance Area that are considered to be particularly important for assessing quality
digitalisation	the use of digital technology to improve business processes and workflow.
equipment	any hardware or durable items used in the teaching and learning process (e.g. tools, machines, ICT equipment).
extra-curricular activities	activities usually taking place outside class time which do not have a direct link to the curriculum (e.g. sports activities)
fairness	fairness in assessment means that we can trust that the results of assessment are free from bias.

furniture	the chairs, tables, desks and workbenches provided for students and teachers.
green energy	energy generated from renewable sources (e.g. wind; sun)
mission statement	a statement describing the institute's aims and objectives
monitoring	ongoing and systematic checking (of activities, processes and/or outcomes)
orientation	guidance provided to help students navigate and integrate into the institute at the beginning of their program
organigram	a diagram or chart that shows the structure of an organisation
organisational structure	a description of the hierarchy within an organization. It identifies each job in the organisation, its function and where it reports to within the organization
performance area	a key area of activity for all TVET institutes
placement service	a service that helps place students in work with employers. It also covers support provided by the institute to students setting up their own businesses
program management	ensuring that all the tasks required for program delivery are carried out in a planned and systematic way
quality assurance	a system for evaluating performance designed to build confidence in the quality of all aspects of an institute's activity
quality indicators	the statements that describe the standard of quality expected in each performance area
recommendations	recommendations for improvement identified by the assessment team that the institute should address during the accreditation period. These areas will be checked in future accreditation visits.
requirements	issues identified by the assessment team that the institute needs to address urgently (e.g. issues related to safety). Requirements need to be addressed before any Accreditation Certificate can be issued.
Senior Management Committee	District Board of Management / Tehsil Management Committee/ Institute Management Committee/ Institute Advisory Committee / Board of Directors or any other committee acting as a senior decision-making body

student support services	the types of support provided for students during their program to help them overcome problems and achieve their potential. They include services such as educational support, career counselling, co-curricular and extra-curricular activities and support for health and wellbeing.
teaching techniques	the different methods and tactics teacher use to ensure that their students learn.
transparency	transparency in assessment means that the methods used to assess are clear to all (teachers and students).
work-based learning opportunities	opportunities for students to gain real-life experience of the workplace during their training programme.

4. Abbreviations

The following abbreviations are used in this manual.

BTEs	Boards of Technical Education
CBT&A	competence-based training and assessment
CPD	continuing professional development
FPCCI	Federation of Pakistan Chambers of Commerce and Industry
HEC	Higher Education Commission
M&E	monitoring and evaluation
NACS-TVS	National Accreditation Council for Technical & Vocational Stream
NAVTTTC	National Vocational and Technical Training Commission
PEC	Pakistan Engineering Council
QAB	Qualification Awarding Body
TA&QEC	TVET Accreditation & Quality Evaluation Committee
TEVTAs	Technical Education and Vocational Training Authorities
TTB	Trade Testing Bo
TVET	technical and vocational education and training
WBL	work-based learning

1. Introduction to the Accreditation Scheme

1. What is the Accreditation Scheme - and why is it important?

The Accreditation Scheme is an important tool for ensuring quality and promoting trust in TVET institutes across Pakistan. It is a quality assurance process that involves assessing key aspects of a TVET institute and its programs against a national set of standards. Through a combination of self-assessment and external inspection, the institute is required to demonstrate how well it manages quality across a range of crucial areas such as strategic and financial management, teaching, programme management and support for students.

Accreditation provides assurance of quality by identifying what the institute does well and where improvement can be made. Working through the accreditation process helps the institute to plan, implement and monitor improvements in the quality of its work. As a result, accredited TVET institutes make an important contribution to quality improvement in TVET at a national level.

2. Who is the Accreditation Scheme for?

The Accreditation Scheme is designed for all types of institutes involved in the delivery of technical and/or vocational education and training across Pakistan, regardless of their size or the range of programs they offer. It is designed for both private and public sector institutes.

The Accreditation Scheme is open to all TVET institutes that have an appropriate registration and/or affiliation. These include institutes that are:

- chartered by the Federal Government or a Provincial Government or registered with the relevant Technical Education and Vocational Training Authorities (TEVTAs)
- affiliated with Trade Testing Boards (TTBs), Boards of Technical Education (BTEs) or Qualification Awarding Bodies (QABs)
- affiliated with an already accredited University/Institute in Pakistan
- affiliated or accredited by a reputable and credible foreign accrediting/qualification awarding body which is linked and acknowledged by NAVTTC through Memorandum of Understanding or Mutual Recognition Agreement
- TVET institutes which are not registered but which offer NAVTTC/TEVTA approved/funded programs may also apply for accreditation.

Institutes that have implemented Competence-Based Teaching & Assessment (CBT&A) programs and those which give special attention to gender inclusion are particularly encouraged to apply.

3. Accreditation Quality Standards

To achieve accredited status, TVET institutes must demonstrate that they meet the Accreditation Scheme's quality standards. These standards comprise a series of 49 indicators, grouped into **performance areas** that cover the main features and activities of training institutes. The indicators define what the institute needs to demonstrate in order to meet the national standard for quality in each area.

During the accreditation process, institutes are required to provide evidence of what they do in order to meet each of the quality indicators. This evidence is assessed by trained and experienced Accreditation Assessors in order to decide the outcome of the accreditation process.

There are five performance areas overall. They are summarised below.

Performance Area	Indicators in this area refer to:
A. Governance and Management	<ul style="list-style-type: none">• the structure of the institute and how its activities are planned, managed and monitored• how the institute's finances are planned, managed and monitored• the steps the institute takes to evaluate its performance and introduce improvements
B. Physical Environment	<ul style="list-style-type: none">• the suitability of the institute's premises, facilities, equipment and materials for the training programs they deliver
C. Program Management	<ul style="list-style-type: none">• the procedures the institute implements to ensure that learning programs are delivered effectively
D. Teaching, Learning & Assessment	<ul style="list-style-type: none">• the teaching practices and techniques used to ensure that students are engaged and that they develop the skills they need• the training and development of teaching staff• the systems the institute has in place to support, monitor and record students' progress and achievement
E. Student Support & Career Guidance	<ul style="list-style-type: none">• the support provided to students to help them be successful learners and transition successfully into work• how the institute engages employers in the programs it delivers• how the institute engages with students to measure the success of the programs it delivers

The full list of Quality Indicators is contained in the next section of this manual.

4. The benefits of accreditation

By providing a system of external quality assurance, the Accreditation Scheme provides a mechanism for raising the profile of the TVET sector in Pakistan. It brings a wide range of benefits to TVET institutes and to those who use the institutes' services.

c) Benefits to the institute

- Accreditation raises the profile of the training institute, providing it with a national badge of quality. Once accredited, the institute is included in the Pakistan's publicly-available national directory of Accredited TVET Institutes.
- Accreditation also increases opportunities for training institutes. Inclusion in the national directory can lead to a wide range of possibilities, from access to national skills funding streams to participation in international projects.

d) Benefits to students

- Students searching for a TVET institute can use the national directory to help them make their choice, safe in the knowledge that all Accredited TVET Institutes have met national quality standards. This provides reassurance to the individuals - and to their families - that their chosen institute will help them develop the skills and knowledge they need for their career.

e) Benefits to employers

- Accredited TVET Institute status provides employers with a signal of high-quality training and with the reassurance that individuals have received their training at a quality-assured institute. The publicly-available national directory allows employers across Pakistan as well as international employers to check the accredited status of the institute.

f) Benefits to the country as a whole

- Accreditation helps to build trust in the skills that students develop, raising the profile of the country's skilled workforce and facilitating portability of skills both nationally and internationally.

All TVET institutes in Pakistan are strongly encouraged to apply for formal accreditation so that they, along with students, employers and the country as a whole, can benefit from the support that accreditation provides.

5. Oversight of the Accreditation Scheme

The Accreditation Scheme is supported by a strong governance framework that ensures quality at each step in the accreditation process.

- **National Vocational and Technical Training Commission (NAVTTTC):** NAVTTTC, under Ministry of Federal Education and Professional Training, is the apex body for technical education and vocational training (TVET) in the country. Its mandate is to promote, facilitate, regulate, strategize, revamp, approve curricula, train and provide policy direction for country's entire Technical & Vocational Education and Training (TVET) and skill development system.
- **National Accreditation Council for Technical and Vocational Stream (NAC-TVS):** Following its formal notification in 2015, NAC-TVS was established by NAVTTTC as the sole authorized entity in the country mandated to carry out accreditation of TVET institutes and TVET Qualification Awarding Bodies (QABs).
- **TVET Accreditation & Quality Evaluation Committee (TA&QEC)** is the independent decision-taking body in the accreditation process. It is responsible for final accreditation decisions. 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 finalise accreditation decisions. The TA&QEC is supported by NAC-TVS which provides organizational, financial and secretarial support.
- **Accreditation Assessors** are experienced TVET professionals drawn from a range of stakeholder organisations. Their role is to carry out accreditation inspections of TVET institutes and report their findings to the TA&QEC. Nominated by NAVTTTC, all Accreditation Assessors are familiar with complex processes and normally have some experience of quality management. They receive specific training for their role and must comply at all times with the Accreditation Scheme's *Code of Conduct & Professional Ethics for Assessors*. As a result, TVET institutes are assured that Accreditation Assessors carry out their role professionally and impartially.

2. The Quality Indicators

1. Overview

The Accreditation Scheme quality indicators are grouped into five performance areas (A-E). The performance areas describe the key areas of activity that institutes need carry out for the successful development, delivery and management of technical and vocational education and training in Pakistan.

Performance Area
A. Governance and Management
B. Physical Environment
C. Program Management
D. Teaching, Learning & Assessment
E. Student Support & Career Guidance

Each performance area includes a number of **quality indicators**. The indicators define the standards that TVET institutes are expected to meet in order to demonstrate that they are managing their institute and delivering services effectively.

Each quality indicator is described by 4 grades and each grade is given a score.

Grade	What this means	Score
Exceeds the standard	The evidence shows that the institute addresses the indicator in a systematic way and exceeds what is required.	3
Meets the standard	There is evidence that the institute does what is required by the indicator in a systematic way.	2
Almost meets the standard	There is evidence that the institute may do some of the things required by the indicator. However, this may happen informally or unsystematically.	1
Does not meet the standard	There is little or no evidence to show that the institute does what is required by the indicator.	0

Each Performance Area is assessed individually and institutes are expected to Meet the Standard in each indicator in order to be fully accredited.

This section of the Accreditation Manual provides the detailed information about the:

- the range of activities covered in each individual performance area
- the quality indicators in the individual performance area and how they are graded
- the evidence needed to show how the institute addresses the indicator



In each Performance Area, some indicators are shown in grey boxes. These are *critical indicators*, identified as being particularly important for assessing quality in the respective area.

2. Performance Area A: Governance and Management

What is meant by 'Governance and Management'?

Governance and management involve two inter-related areas of activity:

- *Governance* refers to the strategic tasks usually carried out by senior managers in an institute. It involves setting the organisation's goals and ensuring that there are clear lines of accountability for the organisation's activities. Governance is the job of a governing body, such as a committee or board. The governing body provides leadership, direction and control.
- *Management* involves the allocation of resources and overseeing the day-to-day operations of the organisation. Management is typically the job of a management or executive team, led by a coordinator or chief executive and his / her staff and volunteers.

What activities are included in this performance area?

The Governance and Management quality indicators look at:

- *The structure of the institute:* TVET institutes need to demonstrate
 - how roles at different levels in the institute relate to one another
 - what the people in the different roles are responsible for and who they are accountable to
- *How the institute's activities are planned, managed and monitored:* TVET institutes need to demonstrate that:
 - the institute has clear objectives and plans to achieve those objectives
 - decisions regarding the planning, resourcing and management of the institute's activities are made in a clearly-defined and transparent way
 - the institute has clear processes for monitoring the progress and outcomes of its activities
- *How the institute's finances are planned, managed and monitored:* TVET institutes need to demonstrate that:
 - the institute has the financial resources needed to carry out its planned activities
 - financial resources are allocated in a way that ensures all the institute's TVET programs can be delivered appropriately
 - the institute implements clearly-defined processes for monitoring and reporting on its finances
- *The steps the institute takes to evaluate its performance and implement improvements:* Training institutes need to demonstrate:
 - how the institute monitors and evaluates the quality of its work
 - how the institute uses the outcomes of evaluation to improve the quality of its work
 - how the institute plans the introduction of new approaches and technologies (i.e. CBT&A Programs; green energy)

How will assessors assess this performance area?

In addition to reviewing documentary evidence, assessors will discuss the institute's governance and management arrangements with relevant managers.

Performance Area A: Governance & Management - Quality Indicators

No.	Indicator	Criteria	Marks	Evidence required
A1	<p>The institute has a mission statement that describes its aims and objectives that is accessible to all.</p> <p><i>Mission statement is a statement describing the institute's aims and objectives that is accessible to all stakeholders (e.g. staff, students, families, employers). It is accessible if stakeholders can see it easily (e.g. on the institute's website if available; displayed in the institute).</i></p>	No statement about the aims and objectives of the institute is available.	0	Mission statement
		The institute has developed its mission statement but it is not publicly available.	1	
		The institute has a publicly available mission statement.	2	
		The institute has a publicly-available mission statement <i>and</i> The institute has developed a plan to achieve the aims and objectives described in the mission statement.	3	
A2	<p>The institute has a clear organisational structure.</p> <p><i>Organizational structure is a description of the hierarchy within an organization. It identifies the different functions or departments of the organisation, the roles within each function/department and where each role reports within the organisation. A diagram or chart known (often called an organogram) is usually used to show the organisational structure.</i></p>	The organisational structure of the institute and lines of reporting are unclear.	0	1. Organogram 2. Job descriptions
		There is an overview of the institute's organisational structure but the individual roles and lines of reporting are not made clear.	1	
		The institute's organisational structure and lines of reporting are generally clear.	2	
		The institute's organisational structure and the lines of reporting are clear.	3	
A3	<p>All staff have job descriptions that clearly define their role and responsibilities.</p>	The institute does not have job descriptions for staff members.	0	1. Job descriptions

	<p><i>This indicator covers all staff: teachers; administrators; managers at all levels.</i></p> <p><i>Reviews of job descriptions may be necessary from time to time (e.g. when a role changes or when new responsibilities are added)</i></p>	<p>The institute has a generic job description for groups of staff. However, it may not fully reflect the role and responsibilities of the individual.</p>	1	<p>2. For revised job descriptions:</p> <ul style="list-style-type: none"> • Minutes of meeting for amendment of job descriptions <i>and/or</i> notified revised job descriptions
		<p>Each staff member has a job description that clearly defines their role and responsibilities.</p>	2	
		<p>Each staff member has a job description that clearly defines their role and responsibilities. The institute has a system to ensure job descriptions are reviewed and remain current.</p>	3	
A4	<p>The institute's Senior Management Board or Committee* is effective as a decision-making body.</p> <p>Senior Management Committee means District Board of Management / Tehsil Management Committee/ Institute Management Committee/ Institute Advisory Committee / Board of Directors or any other committee acting as a senior decision-making body</p>	<p>The institute does not have a Senior Management Committee.</p>	0	<p>1. Notification of District Board of Management / Tehsil Management Committee/ Institute Management Committee/ Institute Advisory Board</p> <p>2. Record of Committee meetings held, including record of attendance</p> <p>3. Minutes of meetings</p>
		<p>The institute has a notified Senior Management Committee.</p>	1	
		<p>The Senior Management Committee hold planned meetings as per the Terms of Reference and the meeting minutes are recorded.</p>	2	
		<p>The Senior Management Committee hold planned meetings at least quarterly and the meeting minutes are recorded.</p> <p>The decisions taken are followed up and reported back to the Committee.</p>	3	

				4. Record of actions taken on the basis of decision
A5	The institute has developed and implemented a plan for the delivery of programs and enrolment of students for the current year. <i>Inspections will look at the current plan and those for the previous 2 years as evidence of planning implementation as well as plan development</i>	No plan for the current year is available <i>and/or</i> data for the previous year's plan is not available.	0	1. Current and previous 2 years' approved plans 2. Details of: <ul style="list-style-type: none"> • programs being delivered • student enrolment • objectives achieved
		The institute has developed a plan for the delivery of training programs for the current year <i>and</i> Data from the previous year's plan shows that it met fewer than 50% of its objectives in the previous year.	1	
		The institute has developed a plan for the current year <i>and</i> Data from the previous year's plan shows that it met between 50% and 75% of its objectives in the previous year.	2	
		The institute has developed a plan for the current year. <i>and</i> Data from the previous year's plan shows that it met more than 75% of its objectives in the previous year.	3	
A6	The institute plans and implements a budget to fund the activities in its plan <i>Financial reports relating to the 2 previous years' plans should be provided for this indicator</i>	No evidence is provided that a budget was planned in accordance with a plan.	0	1. Approved annual budget for previous 2 years 2. Budget utilization reports for previous 2 years 3. Bank statements
		The budget was planned in line with the plan but funds were not used in accordance with the planned budget	1	
		Between 50% and 75% of funding was allocated and used as per the planned budget.	2	
		More than 75% of funding was allocated and used as per the planned budget.	3	
A7	The institute has financial plans in place to ensure its sustainability over the period of accreditation.	No evidence is provided of financial planning over the period of accreditation.	0	1. Financial plans Confirmed funding 2. Plans for generating income
		The institute has developed outline plans to ensure sustainability over the period of accreditation. This	1	

	<p><i>For public sector institutes, this includes</i></p> <ul style="list-style-type: none"> • <i>confirmed funding</i> • <i>plans for additional funding if available/relevant</i> <p><i>For private sector institutes, this includes information about sources of income. Examples of sources include:</i></p> <ul style="list-style-type: none"> • <i>Endowment Fund</i> • <i>Investment Plans</i> • <i>Agreements with donor agencies</i> • <i>Ongoing training projects</i> • <i>Proposals for planned training projects</i> 	<p>may include identifying potential strategies for ensuring sustainability for funding. However, funding and additional income have not been confirmed.</p>		3. Evidence of income-generating activities
		<p>The institute has developed plans to ensure sustainability over the period of accreditation. This includes</p> <ul style="list-style-type: none"> • confirmed funding for those in receipt of public funding • plans for income generating strategies where appropriate. <p>These strategies may not be fully implemented.</p>	2	
		<p>The institute has developed and implemented plans to ensure sustainability beyond the period of accreditation. This includes</p> <ul style="list-style-type: none"> • confirmed funding for institutes in receipt of public funding • income-generating activities in place where appropriate. 	3	
A8	<p>The institute has a financial audit system in place.</p> <p><i>It is recognised that some institutes are dependent on the audit systems set by its parent organisations. In this indicator, therefore, 'institute' refers to the applicant institute or its parent organisation</i></p> <p><i>Data should be provided for the previous 2 years.</i></p>	<p>No evidence is provided that a system of internal or external audit has been developed.</p>	0	<ol style="list-style-type: none"> 1. Financial policy 2. Audit procedures document 3. Internal audit reports 4. External audit reports
		<p>The institute has developed or uses an internal or external system for financial audit but it has not been implemented.</p>	1	
		<p>The institute conducts financial audits, either internal or external.</p>	2	
		<p>The institute both internal and external financial audits.</p>	3	

A9	The institute has a process in place for monitoring and evaluating (M&E) the quality of its TVET services. <i>Monitoring and evaluation are activities that the institute conducts to gather, record and analyse information about its activities. Institutes are encouraged to use the outcomes of analysis to help them improve their TVET services.</i>	No evidence is provided to demonstrate that the institute <ul style="list-style-type: none"> • conducts M&E activities <i>or</i> • has developed M&E procedures which it plans to implement. 	0	<ol style="list-style-type: none"> 1. Details of how M&E is structured (e.g. Notification of M&E Committee) 2. M&E Policy / Manual 3. M&E Reports (Internal / External)
		The institute carries out M&E of programs but there is no clearly-defined process for this. <i>or</i> An M&E process has been developed but it has not been implemented.	1	
		An M&E process has been developed and implemented to report on the institute's activities. The institute may use M&E data to improve its services.	2	
		An M&E process has been developed and implemented. The institute uses the M&E information to improve its services.	3	
A10	The institute has implemented a system for the digitalisation of its business processes. <i>Digitalisation in this context means using digital technology to improve business processes and workflow.</i>	The institute does not provide evidence of consistent digital recording of information.	0	<ol style="list-style-type: none"> 1. Documented procedures for recording and managing information using digital technology 2. List of IT resources 3. Examples of digital records
		The institute may record some information digitally but there is no process in place for the digitalisation of its business processes.	1	
		The institute routinely records information digitally and may have a process in place for the further digitalisation of business processes.	2	
		The institute has developed and implemented digitalisation of business processes.	3	
A11	The institute has begun the transition from conventional programs to CBT&A approach.	No evidence is provided to show that transition has started.	0	<ol style="list-style-type: none"> 1. List of programs identified for transition or
		Up to 25% of the programs have been identified for transition. However, no preparations are in place.	1	

		Up to 25% of the institute's programs are in preparation for a CBT&A approach.	2	delivery using CBT&A
		Up to 25% of the institute's programs are based on a CBT&A approach.	3	2. Evidence of registration with QAB 3. Evidence of appropriately-qualified teachers 4. Evidence of trained assessors
A12	The institute has begun the transition to the use of green energy. <i>Green energy is energy generated from renewable sources (e.g. wind; sun)</i>	No evidence is provided to show that transition has started.	0	1. Minutes of Senior Management Team discussions about transition to renewable energy 2. Plans for transition to renewable energy 3. Record of actions taken to move to renewable energy
		Plans are being developed or have been developed for a transition to green energy. However, there is no evidence that these plans have been implemented.	1	
		Up to 25% of the energy used by the institute is 'green energy'.	2	
		More than 25% of the energy used by the institute is 'green energy'.	3	

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3. Performance Area B: Physical Environment

What is meant by 'Physical Environment'?

'Physical environment' refers to the physical buildings, **furniture, equipment***, spaces and facilities that the institute provides for students and staff. The quality indicators in this section are designed to ensure that students and staff have an appropriate, safe and secure environment in which to learn and work.

**In this Performance Area, 'furniture' refers to the chairs, tables, desks and workbenches provided for students and teachers. 'Equipment' refers to any hardware or durable items used in the teaching and learning process (e.g. tools, machines, ICT equipment).*

What elements are included in this performance area?

The Physical Environment quality indicators look at:

- *the size and layout of teaching areas (i.e. classrooms; laboratories; workshops):* TVET institutes need to demonstrate that all classrooms, laboratories and workshops:
 - have a stated maximum capacity of students that can be accommodated in each teaching area
 - are furnished and equipped appropriately for the program(s) delivered in the teaching area
 - are furnished and equipped to support the maximum capacity of students for the teaching area
 - are laid out in a way that allows all students to see the teacher and engage with learning activities
 - are maintained in a way that ensures the health and safety of students and staff.
- *access to appropriate facilities:* TVET institutes need to demonstrate that staff and students have access to:
 - designated and resourced areas for independent study (e.g. library; ICT resource rooms; quiet study areas)
 - designated and equipped social areas to allow students to mix appropriately at break times (e.g. eating areas; seating areas; games areas)
 - clean and well-maintained washroom facilities appropriate to their needs
 - a supply of fresh drinking water
 - staff have access to designated and appropriately furnished areas that allow them to work between classes and socialise with each other (e.g. staffroom).
- *the measures in place to ensure the health, safety and security of students and staff:* TVET institutes need to demonstrate that:
 - all areas of the institute are kept clean and well-maintained
 - procedures are in place to ensure that everyone in the institute knows what to do in case of an emergency
 - procedures are in place to ensure the safety and security of students and staff

How will assessors assess this area?

In addition to reviewing documentary evidence, assessors will carry out visual inspections of the premises and may gather more information about the physical environment of the institute through discussions with staff and students.

Performance Area B: Physical Environment - Quality Indicators

No.	Indicator	Criteria	Marks	Evidence required
B1	The institute has identified an appropriate maximum number of students for each teaching area (i.e. classrooms, laboratories and/or workshops).	No information about maximum capacity provided.	0	<ol style="list-style-type: none"> Building map/layout List of classrooms, labs and workshops showing <ul style="list-style-type: none"> max capacity furniture <i>and</i> equipment
		Maximum capacities are identified. However, the institute may not be able to describe how capacity is calculated.	1	
		Maximum capacities are identified for all teaching areas. The institute can describe how capacity is calculated.	2	
		Maximum capacities are identified for all areas in the institute. This includes independent study areas (e.g. library/ICT room). The institute can describe how capacity is calculated.	3	
B2	<p>All classrooms, laboratories and workshops are <i>furnished</i> in accordance with:</p> <ul style="list-style-type: none"> maximum class capacity the type of program delivered in the classroom/laboratory/workshop. the approach used for training (CBT&A or Conventional) <p><i>Furnished</i> means that there is a seat available for each student with adequate desk space to allow them to complete the tasks included in their lessons.</p> <p><i>Class size</i> means the number of students in a class.</p>	The furniture is not sufficient for current class sizes.	0	<ol style="list-style-type: none"> List of classrooms, labs and workshops showing <ul style="list-style-type: none"> max capacity furniture <i>and</i> equipment
		The furniture is generally sufficient for current class sizes although there may be some sharing of furniture in larger classes.	1	
		There is enough furniture to meet the needs of current class sizes without undue sharing by students. The institute has a contingency plan to ensure that enough furniture is available if class sizes increase to maximum capacity.	2	
		There is enough furniture to meet the needs of all students in a maximum-sized class.	3	

B3	<p>All classrooms, laboratories and workshops are equipped in accordance with:</p> <ul style="list-style-type: none"> • the identified maximum capacity • the type of program delivered in the area (classroom/ laboratory/ workshop). • the approach used for training (CBT&A or Conventional) <p><i>Equipment refers to the tools, machinery and other hardware required for the programs taught in the space.</i></p> <p><i>'Equipped' means that:</i></p> <ul style="list-style-type: none"> • the equipment is suitable for the trades / program(s) being delivered in the classroom/ laboratory/ workshop ▪ there is enough equipment to allow each student in a maximum-size class to participate effectively in the learning activities 	<p>The equipment is not appropriate to the programs being delivered in the area. <i>and/or</i></p> <p>The equipment is not sufficient for the planned number of students.</p>	0	<p>1. List of classrooms, labs and workshops showing</p> <ul style="list-style-type: none"> • max capacity • furniture <i>and</i> equipment <p>2. List of equipment for each program/trade</p>
		<p>The equipment is appropriate to the programs being delivered in the area.</p> <p>There is enough equipment to meet the needs of current class sizes. However, there may be extensive sharing of equipment.</p>	1	
		<p>The equipment is appropriate for the programs being delivered in the area.</p> <p>There is enough equipment to meet the needs of current class sizes without undue sharing by students.</p>	2	
		<p>The equipment is appropriate for the teaching area.</p> <p>There is enough equipment to ensure that each student in a maximum-size class has enough equipment for their own use.</p>	3	
B4	<p>All classrooms, laboratories and workshops are laid out in a way that considers the safety and the learning and teaching needs of students and teachers.</p>	<p>The layout fails to take account of safety requirements.</p>	0	<p>Display of safety signs/ instructions</p>
		<p>The layout takes account of safety needs. However, students may not be able to participate fully in learning activities because of the way the furniture and equipment are laid out. There may be little or no flexibility in the layout.</p>	1	

	<p><i>The layout of the teaching area should allow students and teachers to circulate easily and to exit quickly in case of emergency.</i></p> <p><i>Equipment in workshops and laboratories should be laid out so that it does not present a danger to the students or teachers.</i></p> <p><i>The layout should also allow students to see and hear their teacher and provide enough space for them to complete the tasks they are required to do.</i></p>	<p>The layout of furniture and equipment ensures the safety of students and their teachers. The layout ensures that all students can see and hear the teacher and have enough space to complete tasks.</p> <p>The layout of furniture and equipment the ensures safety of students and teachers and easy circulation around the teaching area. All students are able to see and hear the teacher and have enough space to complete tasks. There is flexibility in the layout that allows the teacher to adapt the space to the needs of different tasks.</p>	2	
			3	
B5	All equipment is well maintained and safe to use.	<p>There is no evidence of maintenance of equipment.</p> <p>The institute carries out maintenance of equipment but this may not be done consistently and repairs may not be recorded. There is no plan for regular maintenance checks.</p> <p>Regular maintenance checks are carried out to ensure equipment is safe to use. There is a mechanism for reporting faults but this may not be formalised.</p> <p>Regular maintenance checks are carried out to ensure equipment is safe. There is an established procedure for reporting faults and repairs are recorded consistently.</p>	0	<ol style="list-style-type: none"> 1. Assets Policy / Manual 2. Repair & Maintenance Logbooks / Digital Records 3. Budget utilization record for repair & maintenance
			1	
			2	
			3	
B6	The institute provides a library and/or digital resources which are accessible to all students and which are appropriately	<p>The institute does not provide a library or ICT room <i>or</i> The institute may have a library or ICT room. However, it is not adequately resourced meaning that few students</p>	0	<ol style="list-style-type: none"> 1. Procedures for use of library/ICT room

	<p>resourced with reading materials for all subject areas being taught.</p> <p><i>Examples of systems that allow equitable access might include having:</i></p> <ul style="list-style-type: none"> • library/ICT room time in the timetables for each class • a system for reserving, borrowing and returning books • a booking system for accessing computers in the ICT room • library/ICT room opening times that take account of the times when students are not in class <p><i>'Appropriately resourced' means that:</i></p> <ul style="list-style-type: none"> • there are books/ICT resources for each subject area being taught • each student can access a copy of any book which is required reading for their class (even if they have to share) • computers allow access to required reading material (e.g. via online library services; as downloaded copies stored locally) 	<p>can access reading materials and/or digital resources related to their studies.</p>		<p>2. List of books (required reading and reference books)</p>
<p>The institute has a library and/or ICT room. Books and/or digital resources are available relevant to each program taught. However:</p> <ul style="list-style-type: none"> • there are not enough books and/or digital resources to allow all students to access the resources they need <i>and/or</i> • there is no system in place ensure equitable access to resources. 	1			
<p>The institute has a library and/or ICT room that is appropriately resourced. <i>and</i> There is an effective system in place to allow equitable access to resources.</p>	2			
<p>The institute has a library and/or ICT room that is appropriately resourced. <i>and</i> There is an effective system in place to ensure equitable access to resources. <i>and</i> The institute reviews the resources it provides and updates them if necessary.</p>	3			
B7	<p>The institute provides clean and well-maintained washroom facilities for staff and students in accordance with the gender representation in the institute.</p>	<p>The washrooms provided by the institute are inappropriate because:</p> <ul style="list-style-type: none"> • separate facilities are not provided for staff and students <i>and/or</i> • the washrooms are in a poor condition <i>and/or</i> 	0	<p>1. Cleaning records 2. Maintenance records</p>

		<ul style="list-style-type: none"> there are not enough washrooms for the number of students in the institute. 		3. Appointment of staff for cleaning activity
		<p>There are separate, clean washrooms for staff and for students. However</p> <ul style="list-style-type: none"> there are not enough washrooms to accommodate maximum class sizes <i>and/or</i> some of the washroom equipment is poorly maintained. 	1	
		<p>There are enough washrooms to accommodate maximum class sizes.</p> <p>There are separate clean and well-maintained washrooms for staff and students.</p>	2	
		<p>There are enough washrooms to accommodate maximum class sizes or changes in the gender balance of the students.</p> <p>There are separate clean and well-maintained washrooms for staff and students.</p>	3	
B8	The institute ensures that staff and students have access to clean drinking water.	There is no evidence that the institute provides access to clean drinking water for students and staff.	0	List of equipment for clean drinking water.
		Students and staff have access to clean drinking water. However, the supply of water may sometimes be limited.	1	
		Staff and students always have access to clean drinking water when they need it.	2	
		Staff and students always have access to clean drinking water when they need it. There is a contingency plan in place to deal with fluctuations in water supply.	3	
B9		There are no social areas for students.	0	List of social areas

	<p>The institute provides appropriate social areas for students.</p> <p><i>This indicator looks at the quality of social space designated for students. It includes:</i></p> <ul style="list-style-type: none"> • <i>eating areas for students (e.g. canteen and/or space for those who bring their own food)</i> • <i>seating areas</i> • <i>designated areas for games/sport</i> 	<p>There are some social areas for students. However, these may be too limited for the numbers of students in the institute <i>and/or</i> may be poorly maintained.</p>	1	
		<p>There are social areas that are furnished and equipped to support a range of activities, including eating, seating and games. The areas are well-maintained.</p>	2	
		<p>There are spacious, well-maintained and inviting social areas suitable for the size of the institute's student population and to support a wide range of social activities.</p>	3	
B10	<p>The institute provides appropriate staff-only areas.</p> <p><i>This indicator looks at the quality of space designated for staff alone. It includes:</i></p> <ul style="list-style-type: none"> • <i>office space for administrative staff</i> • <i>staffrooms or private desk space for teachers</i> • <i>staff-only social areas (e.g. eating/chatting areas in staff rooms)</i> 	<p>There are no staff-only areas.</p>	0	List of staff areas
		<p>There are some staff-only areas. However, these may not be furnished or equipped to enable staff members to carry out tasks or speak with colleagues.</p>	1	
		<p>There are appropriate designated areas for staff to allow them to carry out tasks and to speak with colleagues separately from student areas.</p> <p>The furniture and equipment in these areas is adequate to enable staff to work and/or meet separately from student areas.</p>	2	
		<p>There are appropriate designated areas for staff to allow them to carry out tasks and to speak with colleagues separately from student areas.</p> <p>The layout, furniture and equipment in each area allows both private work areas and meeting areas.</p>	3	
B11	<p>The institute provides a comfortable environment for students and staff.</p>	<p>There is no evidence of:</p> <ul style="list-style-type: none"> • regular cleaning and/or maintenance of buildings and facilities <i>and/or</i> 	0	Cleaning and maintenance records

	<p>A 'comfortable environment' means that:</p> <ul style="list-style-type: none"> all areas are clean and well-maintained. there is provision for regulating temperatures and lighting in inside spaces (i.e. ventilation and heating). <p>Examples of the way temperature might be regulated include:</p> <ul style="list-style-type: none"> ventilation (opening doors and windows) ceiling fans air conditioning / heating <p>Institutes must provide all three as a minimum in order to meet the standard.</p>	<ul style="list-style-type: none"> mechanisms for regulating temperatures. 		
		<p>There is evidence that cleaning and maintenance is carried out although this may not be done regularly. <i>and</i></p> <p>The institute has some mechanisms for regulating temperatures in inside spaces. These may not always be fully effective.</p>	1	
		<p>There is evidence of regular and effective cleaning and maintenance <i>and</i></p> <p>There are effective mechanisms for regulating temperatures in inside spaces.</p>	2	
		<p>There is evidence of regular and effective cleaning and maintenance.</p> <p>There are very effective mechanisms for regulating temperatures in inside spaces.</p> <p>There are systems in place for requesting additional cleaning, maintenance and ventilation.</p>	3	
B12	<p>The institute has procedures in place to ensure the health, safety and security of staff and students.</p> <p><i>Institutes are required to develop and implement procedures for handling key areas of health, safety and security including procedures for how institute staff:</i></p> <ul style="list-style-type: none"> respond in emergencies (e.g. fire; earthquake) respond to medical emergencies deal with accidents within the institute 	<p>The institute does not have procedures in place that cover most or all of the key areas of health, safety and security.</p>	0	<ol style="list-style-type: none"> Documented procedures Signs/ notices/ other information displayed in the institute CCTV evidence List of firefighting equipment List of first-aid resources
		<p>The institute has developed procedures that cover most or all of the key areas of health, safety and security. However, the institute may not have:</p> <ul style="list-style-type: none"> identified or briefed staff responsible for implementing procedures <i>and/or</i> informed students about the procedures. 	1	
		<p>The institute has developed and implemented procedures that cover the key areas of health, safety and security. Staff responsible for implementing the procedures are clearly identified and know how to respond.</p>	2	

	<ul style="list-style-type: none"> • <i>deal with incidents and threats to security (e.g. threats made to students or staff)</i> • <i>comply with national/local requirements relating to firefighting and first aid equipment.</i> 	<p>The institute provides students with briefing and information about the procedures.</p>		
	:	<p>The institute has developed and implemented procedures that cover the key areas of health, safety and security. Staff responsible for implementing the procedures are clearly identified and know how to respond.</p> <p>The institute provides students with briefing and information about the procedures.</p> <p>There is a system in place for practising the use of the procedures and evaluating their effectiveness.</p>	3	

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4. Performance Area C: Program Management

What is meant by 'Program Management'?

Program management looks at the processes required to ensure that the institute can deliver its programs effectively.

What activities are included in this performance area?

The Program Management quality indicators look at how the TVET institute ensures that:

- *training programs are organised according to clear procedures:* TVET institutes need to have procedures in place to ensure that:
 - student registration and timetabling of classes is carried out effectively
 - training programs are delivered by appropriately-qualified teachers
 - teaching loads are distributed appropriately across the teaching staff
- *each program follows an approved curriculum:* TVET institutes need to demonstrate that there is a process in place for ensuring that the curriculum is covered effectively over the period of the program.
- *programs provide students with opportunities to develop wider life skills:* TVET institutes need to demonstrate that students have opportunities to participate in co-curricular/extra-curricular activities.
- *there is an appropriate supply of consumable materials for each program delivered:* TVET institutes need to demonstrate that:
 - there is an appropriate budget for consumables for each program
 - there is system for allocating and managing the supply of consumables for each program.

How will assessors assess this area?

In addition to reviewing documentary evidence, the assessors will gather more information about project management through discussion with managers and staff members responsible for program management tasks.

Performance Area C: Program Management - Quality Indicators

No.	Indicator	Criteria	Marks	Evidence required
C1	<p>Teacher allocation ensures that each program is taught by teachers who are appropriately qualified and/or experienced.</p> <p><i>'Teachers' include:</i></p> <ul style="list-style-type: none"> • <i>individuals who have qualifications relevant to the programs they teach</i> • <i>tradespeople who may not have formal qualifications but who are judged to have a level of relevant practical experience that enables them to deliver practical teaching effectively</i> <p><i>Each teacher should have the qualifications and/or experience required for teaching:</i></p> <ul style="list-style-type: none"> • <i>the subject(s) or trade(s) they teach and</i> • <i>the type of program(s) (i.e. CBT&A approach or Conventional) they teach</i> 	<p>More than 25% of programs are taught by staff who do not have appropriate qualifications and/or experience. <i>and/or</i> There is no process in place to ensure appropriate teacher allocation.</p>	0	<ol style="list-style-type: none"> 1. Teacher CVs 2. Relevant qualification certificates 3. Appointment letters 4. Class lists showing class teacher(s) and list of students in each class
		<p>Fewer than 25% of programs are taught by staff who do not have appropriate qualifications and/or experience. However, there is no systematic process for teacher allocation.</p>	1	
		<p>All programs are taught by staff who are appropriately qualified and/or experienced. There is a process in place for teacher allocation.</p>	2	
		<p>All programs are taught by staff who are appropriately qualified and/or experience. There is an effective process in place for teacher allocation. There is evidence that the process involves the identification of potential teaching staff for planned new programs.</p>	3	

C2	<p>Teaching support staff with responsibilities for training (e.g. lab assistants) have work experience relevant to the programs they teach.</p> <p><i>As a minimum, support staff are expected to have relevant work experience equivalent in the trade or role they are training. Minimum requirement:</i></p> <ul style="list-style-type: none"> • 5 years' relevant work experience for DAE programs • 3 years' full-time work relevant work experience for short programs 	Most of the teaching support staff in the institute (i.e. more than 50%) do not have the minimum required level of work experience.	0	<ol style="list-style-type: none"> 1. Copies of CVs 2. Appointment letters 3. Job descriptions
		All teaching support staff have some work experience relevant to the programs they teach. However, a minority (i.e. fewer than 50%) do not meet the minimum requirements.	1	
		All teaching support staff have work experience that meets or exceeds the minimum requirement.	2	
		All teaching support staff have work experience that exceeds the minimum requirement. The institute provides training for these staff members to improve their teaching skills.	3	
C3	<p>The institute implements clear procedures to ensure consistent management of programs.</p> <p><i>Program management covers the tasks needed to ensure the institute's programs run smoothly. As a minimum, the institute should have procedures that define how key program management tasks should be carried out and who is responsible for those tasks. Key program management tasks include:</i></p>	No evidence is provided of consistent procedures for program management.	0	<ol style="list-style-type: none"> 1. Documented procedures for program management tasks 2. Records of task completion
		Staff responsible for program management can describe how they complete tasks. However, the institute has not implemented procedures to ensure consistent program management across all programs.	1	
		The institute has implemented procedures for the key program management tasks. Staff responsible for program management comply with those procedures.	2	
		The institute has implemented procedures to ensure consistency in program management across all aspects of its programs. Staff	3	

	<ul style="list-style-type: none"> • <i>creating timetables and grouping students into classes</i> • <i>allocating classes to teachers</i> • <i>registering students</i> • <i>managing teachers and dealing with problems in program delivery</i> 	responsible for program management demonstrate that they fully understand and comply with the procedures. Staff also provide feedback to help improve the procedures.		
C4	<p>Class sizes respect maximum student/teacher ratio for each program.</p> <p><i>Class sizes should comply with the requirements set for:</i></p> <ul style="list-style-type: none"> • <i>the type of programme (e.g. vocational; technical; DAE)</i> • <i>the approach used (CBT&A; Conventional)</i> 	More than 50% of classes exceed the maximum student/teacher ratio for the programs being taught.	0	Class lists showing class teacher(s) and list of students in each class
		No more than 50% of classes exceed the maximum student/teacher ratio.	1	
		All class sizes respect the maximum student/teacher ratio.	2	
		All class sizes respect the maximum student/teacher ratio. <i>and</i> The institute has a process in place to manage fluctuations in student numbers.	3	
C5	<p>The institute ensures that the teaching load is allocated in accordance with the teaching load specified in teachers' contracts.</p>	The distribution of the teaching load does not comply with the teachers' contracts load in more than 50% of the institute's programs	0	<ol style="list-style-type: none"> 1. Teacher contracts 2. Teaching records (e.g. timetables)
		The distribution of the teaching load complies with the teachers' contracts in between 50% and 75% of the institute's programs.	1	

		The distribution of the teaching load complies with the teachers' contracts in more than 75% of the institute's programs.	2	
		The distribution of the teaching load complies with the teachers' contracts. The process the institute follows includes contingency arrangements for changes in staffing	3	
C6	The institute has a contingency plan in place to ensure continuity of classes if teachers are absent. <i>Contingency plans should cover:</i> <ul style="list-style-type: none"> • <i>emergency absences (e.g. where the teacher has to leave the institute in an emergency)</i> • <i>short-term absences (e.g. absences of a few days)</i> • <i>long-term absences (e.g. maternity leave; long-term sick leave; teacher vacating post during term-time)</i> 	Classes are routinely cancelled if teachers are absent. <i>and</i> There is no contingency plan in place for rescheduling classes.	0	<ol style="list-style-type: none"> 1. Discussions with administrative staff and/or teachers. 2. Contingency plan (if available).
		Classes are occasionally cancelled or may continue with ad-hoc arrangements if teachers are absent. However, a contingency plan has not been implemented for dealing with teacher absence.	1	
		There is a contingency plan in place for covering classes if teachers are absent. However, it may not be understood by teachers and managers.	2	
		There is a well-established contingency plan in place for covering classes which is well understood by teachers and managers. There is a systematic approach taken to deciding if and when classes should be combined, rescheduled or taught by other teachers.	3	
C7	The institute ensures that all teachers cover the approved curriculum for their program.	The institute does not provide schedules or plans for teachers <i>and/or</i> The institute does not monitor if/how teachers' lessons cover the curriculum.	0	<ol style="list-style-type: none"> 1. Schedules 2. Lesson plans 3. Teaching records

	<p><i>Institutes are required to demonstrate a systematic approach to ensuring that curricula are covered. As a minimum, this should include:</i></p> <ul style="list-style-type: none"> <i>guidance for teachers to show the curriculum should be divided over the course of the program (e.g. schedules; plans)</i> <i>monitoring of teaching to ensure that lessons cover the curriculum (e.g. records of lesson plans and materials used in each lesson; observation of teachers)</i> 	<p>The institute provides a schedule for each program. Individual teachers may make a record of what they have taught in each lesson. However, this is done informally and the records are not held by the institute.</p>	1	
		<p>The institute provides a schedule for each program <i>and</i> All teachers are required to submit a record of what they have taught in each lesson</p>	2	
		<p>The institute provides a schedule for each program <i>and</i> All teachers are required to submit a record of what they have taught in each lesson <i>and</i> The institute provides support for teachers to help them cover the curriculum effectively (e.g. Individual lesson plans and additional materials; opportunities for teaching with a colleague etc).</p>	3	
C8	<p>All programs provide an appropriate balance of theory and practice to enable students to develop the skills needed for work.</p> <p><i>The balance of theory and practice is normally set in TEVTA requirements for the type of programs being delivered.</i></p>	<p>Fewer than 50% of programs include the practical components to enable students to develop the skills they need.</p>	0	<ol style="list-style-type: none"> 1. Timetables 2. Lesson plans 3. Record of practicals performed
		<p>More than 50% of programs include practical components to enable students to develop the skills they need. However, these programs may provide only limited opportunities for practice.</p>	1	
		<p>All programs include practical components to enable students to develop the skills they need. However, the balance of theory and practice may</p>	2	

	<i>Curricula may include guidance on the balance of theory and practice required. In these cases, institutes should demonstrate that they comply with these requirements.</i>	not always reflect the requirements set out for the program.		
		All programs include the balance of theory and practice required to enable students to develop the skills they need.	3	
C9	<p>The institute plans and implements a budget for consumables for the programs it offers.</p> <p><i>Consumables refers to the materials required by teachers and students for use during the teaching/learning process. They include the materials that students need to use in practical tasks as well as items such as stationery and notebooks.</i></p> <p><i>Financial reports and inventory reports relating to the 2 previous years' budget for consumables should be provided for this indicator.</i></p>	No evidence is provided that a budget was planned for consumables for the institute's programs.	0	<ol style="list-style-type: none"> 1. Financial reports for the previous 2 years 2. Inventory reports for the previous 2 years
		The reports show that the budget was planned in line with the programs being offered. However, more than 50% of funding was not used in accordance with the planned budget.	1	
		The reports show that the budget was planned in line with programs being offered. 50% of funding was allocated and used as per the planned budget	2	
		The report show that more than 50% of funding was allocated and used as per the planned budget. There is evidence that each program received dedicated funding.	3	
C10	The institute provides opportunities for students to	The institute does not provide co-curricular or extra-curricular activities.	0	<ol style="list-style-type: none"> 1. List of activities performed in the

<p>participate in co-curricular and extra-curricular activities.</p> <p><i>This indicator looks at the activities that are not an integral part of the curriculum but which can help students develop life skills.</i></p> <ul style="list-style-type: none"> ○ Co-curricular activities are those which might support the curriculum (e.g. quizzes linked to the subject; skills competitions etc) ● Extra-curricular activities usually take place outside class time and do not have a direct link to the curriculum (e.g. sports activities; social activities) 	<p>The institute provides some activities. However, these are offered informally and are not an integral part of the students' learning experience.</p> <p>As a result, access to activities may be dependent on individual teachers and may not be accessible to all students.</p>	1	<p>current and/or previous session</p> <p>2. Information provided to students about activities.</p> <p>3. Pictorial evidence if available</p>
	<p>The institute has a program of activities offered as part of the learning experience and open to all students.</p> <p>However, the range of opportunities may not take into account the needs of all students.</p>	2	
	<p>The institute has an extensive and varied program of activities that take into account the needs of all students.</p>	3	

5. Performance Area D: Teaching, Learning & Assessment

What is meant by 'Teachers, Learning & Assessment'?

This area looks at how the institute ensures that students achieve the learning outcomes of their training programs. This includes looking at how teachers teach, how students are assessed and how their learning is supported, recognised and rewarded.

What activities are included in this performance area?

The Teaching, Learning & Assessment quality indicators look at how institutes ensure that:

- *teachers have effective teaching skills and opportunities for further development of those skills:* TVET institutes need to demonstrate that:
 - teachers can plan and use teaching techniques, materials and activities that are suited to their lessons' learning outcomes and their students' needs
 - there is an effective process for evaluating teachers' performance
 - teachers have ongoing support to help develop their skills
- *students are made aware of their progress and their achievements:* TVET institutes need to demonstrate that there are effective systems for:
 - monitoring, recording and providing feedback on students' progress during their training program
 - recognising and rewarding students' achievements
- *assessment is transparent and fair:* TVET institutes need to demonstrate how they ensure that all assessment is transparent and fair.

How will assessors assess this area?

In addition to reviewing the documentary evidence, the assessors will observe a sample of the institute's teachers teaching their classes and will gather more information through discussions with teachers and students.

Performance Area D: Teaching, Learning & Assessment - Quality Indicators

No.	Indicator	Criteria	Marks	Evidence required
D1	<p>Teachers use teaching techniques which are appropriate to the lesson's learning outcomes and engage students effectively.</p> <p><i>Teaching techniques are the different methods and tactics teacher use to ensure that their students learn.</i></p> <p><i>Examples include: lecture-style; individual, pair and group tasks; practical tasks; problem-based learning; projects etc.</i></p> <p><i>To meet the standard, teachers need to show that they:</i></p> <ul style="list-style-type: none"> • <i>are able to use a range of techniques that are suitable to the lessons they teach</i> • <i>adapt their techniques to ensure that the students are engaged effectively in learning</i> 	<p>The majority of teachers observed do not use teaching techniques appropriate to the lessons' learning outcomes <i>and/or</i></p> <p>The majority of teachers fail to engage students effectively in the lesson</p>	0	1. Copies of lesson plans
		<p>The majority of teachers observed use a very limited range of techniques in their lessons. Some of these techniques may not be appropriate to the lesson's learning outcomes <i>and/or</i> may not engage the learners effectively.</p>	1	
		<p>The majority of teachers observed use a range of techniques to engage students effectively and help them achieve the learning outcomes of the lesson.</p>	2	
		<p>The majority of teachers observed use a range of techniques appropriate to the learning outcomes of the lesson. They are able to adapt their techniques as the lesson progresses to ensure students are always fully engaged and that they achieve the planned learning outcomes.</p>	3	
D2	<p>The institute has an effective process for evaluating teachers' performance.</p>	<p>There is no process in place for teacher evaluation.</p>	0	1. Evaluation records / Performance appraisals,
		<p>Teachers may receive occasional feedback on their teaching but there is no process in place to make sure this happens systematically.</p>	1	

		The institute has developed an evaluation process but this has not yet been implemented.	2	2. Students' feedback forms
		The process for teacher evaluation is in place and understood by teachers and program managers.	3	
D3	<p>Teachers have opportunities to participate in continuing professional development (CPD) activities relevant to their needs.</p> <p><i>CPD activities can cover a wide range of activity designed to enhance pedagogy and skills (e.g. skills for assessment; management skills; skills relevant to teaching area; ICT and emerging technologies).</i></p> <p><i>Institutes are required to provide a record of training provided during the past 3 years.</i></p>	The institute does not provide opportunities for teachers to participate in further training or development activities.	0	1. Record of capacity development in last two years. 2. Record of teachers' participation in activities over the past 2 years
		The institute provides occasional training or development activities for teachers. However, there is no systematic approach to teacher development. <i>or</i> The institute provides training and development activities. However, these opportunities may not be equally accessible to all members of the teaching staff.	1	
		The institute has a structured program of further training and development for its teachers. All teachers have the opportunity to participate in further training relevant to their role.	2	
		The institute offers its teachers a wide range of opportunities for development, including a structured program. All teachers have the opportunity to participate in further training relevant to their role and/or career development.	3	
D4	The institute ensures regular monitoring and recording of students' progress.	No evidence is provided to demonstrate that teachers regularly monitor and provide feedback on students' work <i>and</i> There is no system for recording progress.	0	1. Informal/formative assessment records 2. Students' marked projects /
		Evidence indicates that teachers monitor and provide feedback on students' work.	1	

	<p><i>'Monitoring progress' refers to the types of formative assessment that teachers conduct to ensure students are achieving what is needed. This may include activities such as:</i></p> <ul style="list-style-type: none"> ○ <i>regular checking/marking of homework by teachers</i> ○ <i>marking of practical projects/work carried out in labs/workshops</i> ○ <i>conducting in-class tests</i> <p><i>It also involved providing feedback to students on the outcomes of formative assessment.</i></p> <p><i>'Recording progress' refers to a system for collating the outcomes of the different monitoring activities.</i></p>	<p>However, no system has been implemented for recording the outcomes of monitoring.</p>		<p>completed workbooks</p>
		<p>An effective system is in place for monitoring, providing feedback and recording students' progress. Evidence indicates that teachers generally comply with the system although there may be some gaps in information.</p>	2	
		<p>An effective system is in place for monitoring, providing feedback and recording students' progress. Teachers' completion of the monitoring, feedback and recording is checked regularly. The institute may use the outcomes of monitoring and recording to identify students who may need additional support.</p>	3	
<p>D5</p>	<p>The institute ensures that students understand how they will be assessed for their qualification.</p> <p><i>The amount of assessment and types of assessment will vary according to the type of programme and the approach (i.e. CBT&A; Conventional).</i></p> <p><i>Regardless of the type of qualification, all students should receive information about the type(s) of assessment they will</i></p>	<p>The institute does not provide information about the different types of information that make up the final result. Information is restricted to practical arrangements (e.g. the timing and venue for examinations).</p>	0	<p>1. Record of briefing to students / orientation</p> <p>2. Information provided for students</p>
		<p>The institute provides general information about the format of assessment and practical arrangements for assessment (e.g. timing; venue). However, students may receive little or no information about how different assessments contribute to their final result.</p>	1	

	<p><i>complete and how the assessment contributes to their final result.</i></p> <p><i>This may include:</i></p> <ul style="list-style-type: none"> • <i>how the assessment of theory and the assessment of practice contribute to their result</i> ○ <i>if/how projects and coursework completed during the program contribute to the result</i> ○ <i>the format of any final assessment (e.g. examinations)</i> ○ <i>if/how other factors (e.g. attendance) contribute to their result</i> 	<p>The institute provides information about how they will be assessed for their qualification. This includes the format of assessments, the timing and the practical arrangements.</p>	2	
		<p>There institute provides information about all elements of assessment in their program. This includes the role that each type of assessment plays in the final result. This information may be provided as part of the orientation to the program.</p>	3	
D6	<p>The institute ensures that internal/formative assessment tasks are appropriate tests of the curriculum learning outcomes. This includes ensuring that both theoretical and practical elements are assessed appropriately.</p>	<p>There is no process in place for ensuring that assessment tasks are appropriate tests of the curriculum. <i>and/or</i></p> <p>There is no assessment of practical skills.</p>	0	Internal/formative assessment records
		<p>Teachers conduct internal/formative assessment of both theory and practice.</p> <p>However, there is no process in place to ensure that internal assessment is conducted in a way that ensures balance across the curriculum and/or in terms of theory and practice.</p>	1	
		<p>There is a process to ensure that internal/formative assessment covers key areas of the curriculum and includes assessment of both theory and practice.</p>	2	
		<p>There is an effective process in place to ensure that internal/formative assessment covers the key areas</p>		

		of the curriculum and includes appropriate assessment of both theory and practice. There is evidence to demonstrate that institute monitors the conduct of internal assessment to ensure that it is being carried out appropriately.		
D7	The institute implements procedures to ensure that internal/formative assessment is transparent and fair. <i>Transparency and fairness in assessment means that the methods used to assess are clear to all (teachers and students) and that we can trust that the results are free from bias.</i> <i>Examples of procedures that can be used to support transparency and fairness include:</i> <ul style="list-style-type: none"> • <i>ensuring students understand how they will be assessed, including how tasks will be marked</i> • <i>double marking of assessments</i> • <i>using the same assessment tasks and marking criteria for all students on the same program</i> 	No evidence is provided of procedures used to ensure transparency and fairness.	0	1. Documented procedures for ensuring transparency and fairness 2. Assessment records 3. Annual / sessional assessment plan
		Teachers may use procedures to support transparency and fairness. However, there is no evidence provided to show that these procedures are used systematically in the institute.	1	
		The institute implements procedures to ensure that internal/formative assessment is transparent. These are used systematically by all teachers.	2	
		The institute has a well-developed system to ensure transparency and fairness. This includes a range of procedures including one for reviewing and verifying results to ensure accuracy.	3	
D8	The institute has a system in place to recognise and reward students' achievements.	No evidence is provided that achievement is recognised or rewarded.	0	1. Details of the reward system
		Students' achievements are recognised by having examples of their work displayed in classrooms	1	

<p><i>'Recognition' of achievement means that the student is made aware that their work is of a good standard. Examples of 'recognition' include:</i></p> <ul style="list-style-type: none"> ○ <i>congratulations given to the student by their teacher or other members of staff</i> ○ <i>displays of the students' work</i> <p><i>'Reward' for achievement involves the student receiving something in recognition of their achievement. Examples might include:</i></p> <ul style="list-style-type: none"> ○ <i>physical awards (e.g. medals; prizes)</i> ○ <i>awards in kind (e.g. opportunities to participate in external events; internships etc)</i> 	and/or communal areas. However, there is no reward system in place.		2. Displays of student work / project
	The institute has implemented a system that both recognises and rewards achievement.	2	
	The institute has implemented an effective system to both recognise and reward achievement. There is evidence that this system is applied in all programs.	3	

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6. Performance Area E: Student Support & Career Guidance

What is meant by 'Student Support & Career Guidance'?

This performance area looks how the TVET institute supports students to be successful learners and transition successfully into work. Some of that support may be delivered by specialists or may be delivered as part of a staff member's main role (e.g. as a teacher or administrator).

This performance area also looks at how TVET institutes engage and work with employers to ensure that students develop the skills that employers need.

What activities are included in this performance area?

The Student Support & Career Guidance quality indicators look at how TVET institutes ensure that:

- *students have a positive learning experience*: TVET institutes need to demonstrate that students have the information and support they need to:
 - choose the training program that is right for them
 - access additional support if they need it
- *students are appropriately prepared for the world of work*: TVET institutes need to demonstrate how they:
 - ensure that students have the information and support they need to identify and access appropriate work opportunities
 - work with employers to ensure that training programs are informed by employer needs
 - provide opportunities for work-based learning and post-training placements
 - monitor students' work destinations following the end of their training program.

How will assessors assess this performance area?

In addition to reviewing documentary evidence, assessors will gather information through discussions with students, managers and staff responsible for delivering student services and career guidance.

Performance Area E: Student Support & Career Guidance - Quality Indicators

No.	Indicator	Criteria	Marks	Evidence required
E1	<p>The institute provides services to help students have a positive learning experience.</p> <p><i>This indicator looks at the services the institute provides outside the classroom to enhance the students' learning experience. Institutes are expected to provide the following services as a minimum:</i></p> <ul style="list-style-type: none"> • <i>pre-admission guidance to help prospective students (and their parents if appropriate) choose a program that suits their needs</i> • <i>orientation for new students</i> • <i>co-curricular and extra-curricular activities</i> <p>Orientation covers the type of information students need at when they join the institute at the start of their program. Examples might include information about:</p> <ul style="list-style-type: none"> • <i>the timing and location of their lessons</i> • <i>the layout of the institute</i> 	<p>The institute does not provide the types of services listed.</p>	0	<ol style="list-style-type: none"> 1. List of services provided 2. Examples of information provided for students 3. Staffing details 4. Officer order for designating an officer for student affairs
		<p>The institute provides limited information or support for most of the areas listed on an adhoc basis.</p> <p>However:</p> <ul style="list-style-type: none"> • no staff are designated to provide these services <i>and/or</i> • the institute does not have a system for ensuring that the support it provides is available to all students. 	1	
		<p>The institute has designated staff to provide the required services <i>and</i></p> <p>There is a system for ensuring that the services are accessible to all students.</p>	2	
		<p>The institute has designated, appropriately-trained staff to provide the required services <i>and</i></p> <p>There is a system for ensuring that the services are accessible to all students. <i>and</i></p> <p>There is evidence that the institute reviews its services to identify areas for improvement.</p>	3	

	<ul style="list-style-type: none"> any expectations that the institute has regarding students' behaviour student support services available and how to access them 			
E2	<p>There is a process in place to identify and support students with additional needs.</p> <p><i>Additional needs refer to the additional help that some students may need to overcome barriers to successful learning. Examples of support for additional needs include:</i></p> <ul style="list-style-type: none"> additional help with reading, writing, number skills or learning skills support for students with disabilities financial or other social support emotional support 	The institute does not have a process in place to identify and support students with additional needs.	0	<ol style="list-style-type: none"> Documented procedures detailing how teachers secure support for students Record of additional support provided to the students
		Some support is available for students with additional needs. However, this is not provided consistently and there is no process in place for identifying students who need support.	1	
		A process is in place to identify students with additional needs. There is evidence that the institute provides support for some needs. However, the range of needs which can be addressed may be restricted because appropriate staffing and support are not available.	2	
		An effective process is in place to identify and support students with a wide range of additional needs. Students know how to access support if they need it.	3	
E3	<p>The institute ensures that employers from relevant sectors are actively involved in supporting students' learning and work opportunities.</p> <p><i>Examples of support might include:</i></p> <ul style="list-style-type: none"> guest speakers from industry provision of information about the labour market in the employer's sector 	No evidence is provided of active involvement of employers.	0	<ol style="list-style-type: none"> List of activities conducted with employers over the past 2 years
		There is some evidence of informal and/or occasional involvement of employers in some vocational/technical areas. However, engagement is not systematic and not all subject areas benefit from links.	1	
		The institute has a process for engaging employers to the benefit of the students. This allows the institute to offer a range of opportunities. However,	2	

	<ul style="list-style-type: none"> visits to industry, training opportunities provision of tools & equipment etc training of instructional staff, involvement of industry experts in training of students etc. involvement of industry experts in assessment skills competitions 	<p>these may be accessible or relevant to only a limited number of students.</p> <p>The institute has an effective process in place for engaging employers to the benefit of students. This allows the institute to offer a wide range of opportunities that match the employment sectors linked to the institutes' programs. The opportunities are accessible to all students.</p>	3	
E4	<p>The institute provides work-based learning (WBL) opportunities for students in programs that require them, in collaboration with employers.</p> <p><i>Work-based learning opportunities are opportunities for students to gain real-life experience of the workplace. The opportunities may be short term (e.g. short on-the-job training or internships) or longer-term (e.g. Apprenticeships)</i></p>	<p>The institute does not provide work-based learning opportunities that meet program requirements.</p>	0	<ol style="list-style-type: none"> Correspondence / MOUs with industry for providing WBL opportunities for students Documented process for placing students in industry for WBL Record of students who participated in WBL Feedback reports from students and employers
		<p>The institute provides some work-based learning opportunities in collaboration with employers for the majority of programs that require them. However, these arrangements are generally informal as no formalised system is in place.</p>	1	
		<p>The institute has a formalised system in place for providing work-based learning opportunities in line with program requirements. The system should include:</p> <ul style="list-style-type: none"> documented agreements (e.g. MoU) with employers detailing the expectations of all parties - institute, employer and student(s) a selection process that ensures equality of opportunity for all applicants a mechanism for evaluating how beneficial the experience is for the employer and the student 	2	
		<p>The institute has a well-established formal system in place for providing work-based learning opportunities across a range of different sectors. It</p>	3	

		includes all elements outlined in 2 above. The institute uses the outcomes from evaluation to help inform the further development of the system.		
E5	The institute has a career guidance counselling and placement service that all students can access. <i>Career guidance counselling and placement includes support for students to:</i> <ul style="list-style-type: none"> • <i>make informed choices about careers suitable for them</i> • <i>apply successfully for jobs (e.g. interview skills training; CV preparation)</i> • <i>develop entrepreneurial skills to help them start their own businesses</i> • <i>secure placements with employers following completion of their program</i> 	No career guidance information or placement service is provided.	0	<ol style="list-style-type: none"> 1. Information about guidance service 2. Record of student take up of services 3. Record of student placements
		Some career guidance information and placement support are provided. However, this is not provided formally and may not be available to all students.	1	
		The institute has established a career guidance counselling and placement service that is advertised to all students. However, the range of support provided and number of placements may vary considerably across technical and/or vocational areas.	2	
		The institute provides a well-developed career guidance counselling and placement service that works across all vocational/technical areas represented in the institute and is accessible to all students.	3	
E6	The institute has a system in place to gather feedback from students about their learning experience and to use this to improve the services that the institute provides	No evidence is provided to demonstrate that the institute gathers feedback from students.	0	<ol style="list-style-type: none"> 1. Examples of feedback mechanisms (e.g. feedback forms; complaints boxes; process for electing student representatives)
		The institute gathers some feedback from students. However, this is done informally (e.g. via students speaking informally with their teacher) or irregularly (e.g. via a complaints box). There is no evidence to demonstrate the the institute gathers feedback systematically.	1	

		The institute has in place one or two mechanisms for gathering feedback systematically (e.g. using questionnaires). Feedback is gathered regularly (e.g. at least once per year). Feedback may be used to improve services. However, the institute has not implemented a system to ensure that feedback is used routinely to improve services.	2	2. Records of feedback 3. Examples of actions based on student feedback
		The institute has a range of mechanisms in place for gathering feedback from students (e.g. questionnaires; student representatives). Feedback is gathered regularly and frequently (e.g. at least once per term). The institute has implemented a system to ensure that feedback is used to inform improvements in services.	3	
E7	The institute tracks students' work destinations, including those resulting from the placement service, after they complete their study programs.	The institute does not contact students after they complete their study to find out about their work destinations.	0	1. Documented procedures for tracking students' destinations following their program 2. Records of information gathered about destinations/ alumni record
		The institute gathers information through informal contact with some students. However, there is no formalised system for gathering information. Or The institute has developed a tracking system but it has not been implemented.	1	
		The institute has established a system for gathering information from former students about their work destinations. This information is used in a limited way, for example to help the institute monitor the success of its placement service.	2	
		The institute has established a system for gathering information from former students about their work destinations. The institute uses this information in a	3	

		variety of ways (e.g. measuring success of the placement service; identifying emerging trends in employment or new sources of employment; advertising or promoting the programs they deliver etc).		
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7. Assessing quality

The assessment process allows the institute to see how it has been graded at three levels

- at the level of each indicator
- at the level of each performance area
- at the overall level

In this way, the institute can see at a glance areas where it has been judged to be performing well and areas which may need some improvement.

7.1 Assessing the indicators

Each indicator is assessed separately. The indicator is awarded a grade which is represented by a number:

Score	Grade
3	Exceeds the standard
2	Meets the standard
1	Almost meets the standard
0	Does not yet meet the standard

7.2 Assessing the performance areas

The result for each performance area is arrived at by collating the grades given to the indicators in that area. Grades for **critical indicators** play an important role in deciding the grade for each performance indicator.

For each performance area, there are 4 possible results:

- **Exceeds the standard in this performance area:** The institute has scored '3' in the majority of the indicators, including all of the critical indicators. It has scored '2' in all remaining indicators.
- **Meets the standards in this performance area:** The institute has scored at least '2' in all indicators. It may have scored '3' in some of them.
- **Almost meets the standard in this performance area:** The institute has normally scored at least '1' in almost all indicators. It may score '0' in a small number of specified indicators but not in critical indicators.
- **Does not yet meet the standard in this performance area:** The institute has scored '0' in a significant number of indicators and/or in the critical indicators.

The grade descriptors for each performance area are given on the next page

7.3 Assessment Descriptors: Performance Areas

No.	Performance Area	Indicate the result for each Performance Area in the appropriate box below.			
		EXCEEDS the Standard <ul style="list-style-type: none"> Scores '3' in the majority of indicators (including critical indicators) Scores '2' in all remaining indicators 	MEETS the Standard <ul style="list-style-type: none"> Scores at least '2' in all indicators May score '3' in a minority of indicators 	ALMOST MEETS the Standard <ul style="list-style-type: none"> Scores at least a '1' in each of the indicators. <i>or</i> May score 0' in a small number of indicators if there are scores of '2' or '3' to compensate in other indicators. 	DOES NOT YET MEET the Standard <ul style="list-style-type: none"> Scores '0' in a significant number of indicators <i>or</i> Scores '0' in critical indicators.
A	GOVERNANCE & MANAGEMENT Critical indicators: A4, A5, A6	<ul style="list-style-type: none"> Scores '3' in at least 7 indicators. Must include A4, A5 & A6 			<ul style="list-style-type: none"> May score 0 in up to 2 indicators if there are scores of 2 or 3 in other indicators to compensate. Must not score 0 in A4, A5 or A6.
B	PHYSICAL ENVIRONMENT Critical indicators: B2, B3, B4, B7, B8	<ul style="list-style-type: none"> Scores '3' in at least 7 indicators. Must include B2, B3, B4, B7 & B8. 			<ul style="list-style-type: none"> May score '0' in up to 2 indicators if there are scores of 2 or 3 in other indicators to compensate. Must not score 0 in B2, B3, B4, B7 or B8

C	PROGRAM MANAGEMENT Critical indicators: C1, C2, C8, C9	<ul style="list-style-type: none"> • Scores '3' in at least 6 indicators. • Must include C1, C2, C8 & C9. 	<p style="text-align: center;">MEETS the Standard</p> <ul style="list-style-type: none"> • Scores at least '2' in all indicators • May score '3' in a minority of indicators 	<ul style="list-style-type: none"> • May score '0' in up to 3 indicators if there are scores of 2 or 3 in other indicators to compensate. • Must not score 0 in C1, C2, C8 or C9 	<ul style="list-style-type: none"> • Scores 0 in 3 or more indicators <i>or</i> • Scores '0' in C1, C2, C8 or C9
D	TEACHING, LEARNING & ASSESSMENT Critical indicators: D6, D7	<ul style="list-style-type: none"> • Scores '3' in at least 5 indicators. • Must include D6 & D7. 		<ul style="list-style-type: none"> • May score '0' in up to 3 indicators if there are scores of 2 or 3 in other indicators to compensate. • Must not score 0 in D6 or D7 	<ul style="list-style-type: none"> • Scores 0 in 2 or more indicators <i>or</i> • Scores 0 in D6 or D7
E	STUDENT SUPPORT & CAREER GUIDANCE Critical indicators: E3	<ul style="list-style-type: none"> • Scores '3' in at least 5 indicators. • Must include E3 & 		<ul style="list-style-type: none"> • May score '0' in 2 indicators if there are scores of 2 or 3 in other indicators to compensate. • Must not score 0 in E3. 	<ul style="list-style-type: none"> • Scores 0 in 3 or more indicators • Scores 0 in E3

7.4 Assessing overall performance

There are 4 levels of overall performance, based on the assessment of the performance areas.

LEVEL	This means that the institute
Centre of Excellence	<ul style="list-style-type: none">• has exceeded the standard in 3 or more performance areas• has met the standard in all remaining performance areas
Accredited TVET Institute	<ul style="list-style-type: none">• has met the standard in all performance areas• may have exceeded the standard in up to 2 performance areas
Provisionally Accredited TVET Institute	<ul style="list-style-type: none">• has <i>almost met</i> the standard in one or more performance areas• may have met (or exceeded) the standard in some areas• may have scored <i>does not meet the standard</i> in Performance Areas D or E.
Not Yet Accredited	<ul style="list-style-type: none">• has scored <i>does not meet the standard</i>:<ul style="list-style-type: none">○ in 2 or more Performance Areas or○ in any of Performance Areas A, B or C

3. The Accreditation Process

The Accreditation Process is a six-stage process which reflects international best practice in accreditation. It involves:

1. **P**reparation
2. **A**pplication
3. **I**nspection
4. **R**eporting
5. **E**valuation
6. **D**ecision

Each stage in the process has been designed to ensure that institutes applying for accreditation have the support they need to demonstrate how they meet national quality standards and to engage in continuous quality improvement.

The following diagram summarises the activities of each stage in the process. Each stage is then described in detail.

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Overview of the Accreditation Process

Stage 1: Preparation

- TVET Institute contacts NAC-TVS to express their interest in becoming accredited
- NAC-TVS staff member becomes convener for the institute and provides information/briefing

Following the briefing, the TVET institute:

- identifies a staff member to coordinate the tasks involved in accreditation
- completes the Accreditation Self-Assessment
- submits self-evaluation to NAC-TVS convener to discuss next steps

Stage 2: Application

TVET institute:

- submits completed application

NACS-TVS convener

- conducts a check of application
- *Following a successful check, contacts institute to make arrangements for Inspection*

Stage 3: Inspection

NAC-TVS convener:

- assembles and briefs the assessment team

Accreditation assessment team:

- has a pre-inspection meeting to review the application and to identify what needs to be discussed in detail during the inspection visit.
- conducts the inspection visit to the institute

Stage 4: Reporting

- The **assessment team** produces post-visit report and recommendations
- The draft report is sent to the NAC-TVS Convener for an administrative check
- Following the administrative check, the final version of the report is submitted to the TA&QEC for scrutiny

Stage 5: Evaluation

The TA&QEC:

- review the assessors' report and accompanying evidence against the quality indicators
- arrive at an accreditation decision

Stage 6: Decision

- The final accreditation report is compiled and sent to the institute.
- The final report includes the accreditation grade and any recommendations which the institute must address.

1. Preparation

The preparation stage allows both the TVET institute and NACS-TVS to decide if the institute is ready to proceed to application (Stage 2).

1.1 Registering interest in accreditation

All TVET institutes wishing to become accredited should contact NAC-TVS in the first instance to register interest in the process. This will ensure that the institute can access appropriate information and guidance before beginning the process.

1.2 Preparation for self-assessment

There are a number of things that the institute should do before moving on to self-assessment. These include:

a) Identify an accreditation coordinator: The institute should identify a named member of staff to coordinate the accreditation process on behalf the institute. They should have a level of authority that allows them to guide the institute through the process. The accreditation coordinator will be the main point of contact for NAC-TVS during the accreditation process.

b) Ensure that key staff understand accreditation and what it involves: The accreditation coordinator should ensure that managers and other key staff in the institute are fully briefed about the aim of accreditation and what the process involves. In this way, they can contribute to the process.

c) Familiarise managers with the quality indicators and evidence requirements

The quality indicators sit at the heart of the accreditation process and the institute needs to be able to provide evidence of how it addresses each indicator. The evidence may be found in different areas or departments of the institute. It is important, therefore, that the accreditation coordinator identifies which staff members or groups need to be involved and ensures they understand the relevant quality indicators and evidence requirements.

1.3 Conducting self-assessment

Self-assessment allows the institute to reflect on what they do to meet each quality indicator and to identify the evidence available to demonstrate this. Most of the evidence required will be found in documents used in the institute.

The institute should complete a self-assessment using the **Self-Assessment Checklist**. The checklist supports the institute to identify areas of strength in relation to the quality indicators and to identify any gaps. The checklist lists each indicator and encourages the accreditation coordinator to work with others to identify if and how the institute addresses each indicator. This includes identifying if the institute has the documentary evidence required for each indicator.

1.4 Considering the results of self-assessment

The accreditation process can be time consuming for institutes. Therefore, The Self-Assessment helps the institute decide if it wants to proceed to the Application stage.

The institute may proceed to application even if there are gaps in the self assessment or it does not have all of the documentary evidence listed against the indicators. However, it is important that there is enough documentary evidence available to allow assessors to make a judgement about how the institute meets the standards.

The institute's accreditation coordinator may contact NAC-TVS to seek guidance based on the outcomes of their self-assessment. A member of the NAC-TVS team will be able to advise if the institute has enough evidence for the Application stage and to advise on how the institute can develop its evidence in advance of an inspection visit.

At the end of Stage 1: The institute will decide if it wishes to proceed to the Application stage.

The accreditation coordinator may seek guidance from NAC-TVS to help the institute make a decision and/or prioritise areas it needs to address before submitting an application.

2. Application

This is the stage where the institute completes the **Accreditation Application Form** and submits it to NAC-TVS, along with some of the documents required as evidence.

2.1 The Accreditation Application Form

The **Accreditation Application Form** is the document which is used to decide if the institute is ready for Stage 3 of the process: the accreditation inspection.

The Application Form is short and designed to be easy to complete with all essential information. It asks institutes to provide:

- a summary of key information, including
 - the names and contact details of the institute's key contact
 - details of their relevant registration and/or affiliation bodies
 - a list of current programs being delivered in the institute
 - information about the size of the institute and its budget
 - how the institute's work is planned, managed and funded
- some of the key documents required as evidence to support the information given in the application
- the completed Self-Assessment checklist.

The completed **Accreditation Application Form** must be signed by the Principal or Senior Manager of the institute before it is submitted.

2.2 Submission of the Accreditation Application Form and required evidence

The completed application form and accompanying evidence should be submitted to NAC-TVS.

2.3 The role of the NAC-TVS Convener

When the completed application form has been received, NAC-TVS will appoint a **convener** as the key contact for the institute. At this stage in the process, the convener is responsible for:

- conducting an administrative check of all of the information provided in the application
- deciding if there is enough information on which to base an inspection visit
- convening and supporting the assessment team
- liaising with the institute's accreditation coordinator to make arrangements for the inspection visit.

2.4 Administrative check of the completed application

The NAC-TVS convener will undertake a check of the completed application. This is to ensure that it contains all of the information that the assessment team will need at the next stage. The convener will contact the accreditation coordinator if any additional information or changes are required before an inspection visit can take place.

2.5 The inspection timetable

The NAC-TVS convener will liaise with the accreditation coordinator to create an inspection timetable. The timetable will identify the timing and duration of the visit and the timing of the reporting to the TA&QEC.

3. Inspection

When the institute's application is complete, it is passed to the assessment team and the inspection stage begins.

3.1 The assessment team

NAC-TVS will nominate an assessment team from its pool of trained and qualified accreditation assessors to conduct the accreditation inspection.

The accreditation assessment team comprises a group of up to five assessors. The size of the team depends on the size of the institute being inspected and the range of programs it provides.

The team is appointed for its breadth of expertise in the following areas:

- education management
- teaching and/or pedagogy
- quality assurance
- subject areas covered by the institute's programs

The group of assessors is joined by the NAC-TVS convener who provides organizational and secretarial support.

NAC-TVS makes efforts to avoid conflict of interest situations. In doing so, the opinion of the applicant TVET institute may be sought before the assessment team is confirmed.

3.2 The pre-inspection discussion

It is important to recognise that an inspection visit requires considerable time from both the institute and the assessment team. The pre-inspection discussion allows the assessment team to ensure that they are prepared to carry out the inspection effectively and efficiently. During the meeting, the assessment team should:

- a) Review all of the information provided by the institute.** This enables the team to assess if the institute is ready to complete the accreditation process. They may request that additional information is provided before moving on to planning the inspection visit. If additional information is required, the NAC-TVS

convener will ensure that this is submitted before plans for the inspection visit are finalised.

b) Select programs for inspection: The Accreditation Scheme focuses on the accreditation of the institute rather than accreditation of the programs it offers. However, the inspection of programs is still a key part of the accreditation process and the Quality indicators in Performance Areas C, D and E relate directly to the delivering of programs. As part of the inspection, the assessment team will select a sample of the institute's programs to inform their assessment of the institute's performance in these key areas. The sample should be representative of the range of programs offered by the institute. The size and make up of the sample will vary according to the institute but should follow the following principles:

- *For institutes delivering up to 6 programs:* The assessment team will examine the evidence for all programs.
- *For institutes delivering more than 6 programs:* The assessment team will select a sample that:
 - represents, as far as possible, the range of subjects, the types of programs and the length of programs offered in the institute
 - comprises at least 6 programs or 40% of the total number of programs, whichever number is greater
- If the institute delivers CBT&A programs, these must be represented in the sample

The NAC-TVS convener will normally inform the institute which programs have been selected for sampling. However, the assessment team reserves the right to examine records from any program during the inspection visit.

c) Agree team roles and responsibilities: The assessment team is led by a Lead Assessor who is responsible for chairing the pre-inspection meeting, coordinating activities and drafting the report at Stage 4. During the pre-inspection meeting, the Lead Assessor should ensure that the assessment team identifies each member's tasks and responsibilities during the inspection visit.

3.3 The Accreditation Inspection visit

The Accreditation Inspection visit is the point at which the institute demonstrates how its work addresses the quality indicators of the Accreditation Scheme. It also

allows the assessment team time to gather the information and evidence it needs to make its accreditation recommendation.

a) The duration of the visit: The length of the visit will depend on the size of the institute. Normally, it will last between 1 and 3 days. However, it may take up to 5 days if the institute is very large. The NAC-TVS convener will agree the amount of time required for the inspection with the institute well in advance of the visit.

b) Inspection methods The aim of the inspection visit is to enable the assessment team to assess the extent to which the institute meets the requirements of the Quality Indicators. They will gather and review information relating to each of the indicators using a variety of methods. These include:

- **Review of documents:** Only some of the documents listed in the Quality Indicators are submitted with the application. During the visit, the assessors will look at the other documents listed in the checklist.
- **Discussions with managers, teachers and other staff:** Discussions with staff are essential to help assessors understand how the institute works. Time needs to be allocated to allow the assessors to meet with different staff groups.
- **Discussions with students:** These discussions give assessors some insight into how students are learning and how satisfied they are with their program and progress. Time needs to be allocated to allow assessors to meet with students.
- **Visual inspection:** The assessors will gather a lot of information about the physical environment and facilities simply by looking at different areas of the institute. They will also take photos to support the accreditation report.
- **Observation of lessons:** As part of their assessment of the institute's programs, the assessors will observe parts of lessons. This provides some insight into the range of teaching techniques that teachers use in practice and how effectively students are engaged in learning. Assessors are encouraged to observe discreetly, entering and leaving lessons with minimum disruption. Their aim is to gain an understanding of teaching in general across the institute rather than to assess the work of individual teachers. As a result, they will generally observe short parts of lessons rather than entire lessons. Teachers need to be informed that assessors may drop into their classes and they should make their lesson plan available for the assessor.

Information about the types of assessment methods for the Performance Areas is included in the introductory page to each Performance Area.

- c) Preparation for the Accreditation Inspection visit:** It is important that the institute takes time to prepare for the inspection visit. This helps ensure that staff and students know what to expect and it ensures that the assessment team can carry out their tasks with minimum disruption to the institute.

An Inspection Preparation Checklist for Institutes is provided to help the institute ensure that it is fully prepared for the visit.

3.4 Concluding the Accreditation Inspection visit

Before leaving the institute at the end of the visit, the assessment team will meet with the institute's managers and the accreditation coordinator. The aim of this discussion is to provide some informal feedback on the visit.

The team will summarise of the key strengths they have seen and areas that they have identified for improvement. The discussion also provides the institute with the opportunity to provide any more information that they feel is important for the assessment team to know.

PLEASE NOTE:

The end-of-visit meeting is an opportunity for the assessment team and the institute's managers to discuss informal feedback on the visit.

The assessment team CANNOT give a decision on the outcome of the accreditation process. This is decided by the TA&QEC at Stage 6.

4. Reporting

This is the stage in the process when draft the Accreditation Report is produced by the assessment team.

4.1 The post-inspection review meeting

Following the Accreditation Inspection visit, the assessment team meet to review all of the evidence and information gathered in order to:

- assess the evidence against the quality indicators in each performance area
- make a recommendation for the grade for each performance area
- make a recommendation for an overall result
- identify any requirements that the institute needs to address before the result can be finalised
- identify any recommendations for improvement to be included in the report.

4.2 The draft Accreditation Report

The Lead Assessor is responsible for drafting the Accreditation Report to reflect the outcomes of the post-inspection meeting. The other members of the assessment team read the draft to identify any areas for improvement. At this stage, the report is in draft format.

The NAC-TVS convener is responsible for finalising the report, including undertaking an administrative check. The convener then adds the report to the agenda for discussion at the next TA&QEC meeting.

The template for the Accreditation Report is included in *Checklists & Templates*.

5. Evaluation

The TA&QEC is the body responsible for making accreditation decisions. The Committee arrives at their decision through a process of evaluation of the evidence provided by the assessment team.

Members of the assessment team present their findings and recommendations to the TA&QEC. Members of the Committee then have the opportunity to discuss the report and the supporting evidence in detail. Their role is to decide if the evidence provided supports the decisions and recommendations of the assessment team

The TA&QEC make their recommendation to the

6. Decision

The final stage in the Accreditation Process is the accreditation decision.

6.1 Components of the accreditation decision

It is the TA&QEC's responsibility to decide on the accreditation outcome based on the evidence and the assessors' recommendations. The accreditation outcome involves three elements.

a) the level of accreditation (see table below)

b) any requirements and recommendations that the institute must address:

The TA&QEC may identify issues that the institute should address. These may include:

- **requirements:** These are issues that the institute needs to address urgently (e.g. issues related to safety). Requirements need to be addressed before any Accreditation Certificate can be issued.
- **recommendations:** These are recommendations for improvement that the institute should address during the accreditation period. These areas will be checked in future accreditation visits.

c) the timescale for the institute to address requirements.

6.2 Levels of accreditation

The following table details the four levels of accreditation and what each means for the institute.

LEVEL	This means that the institute...
<ul style="list-style-type: none"> • Accredited Centre of Excellence 	<ul style="list-style-type: none"> • is accredited for a period of 4 years from the date of the accreditation decision. • must address any requirements identified by the TA&QEC within the set timescale. • receives an Accredited Centre of Excellence Certificate.
<ul style="list-style-type: none"> • Accredited TVET Institute 	<ul style="list-style-type: none"> • is accredited for a period of 4 years from the date of the accreditation decision. • must address any requirements identified by the TA&QEC within the set timescale. • receives an Accredited TVET Institute Certificate.
<ul style="list-style-type: none"> • Provisionally Accredited TVET Institute 	<ul style="list-style-type: none"> • is considered to have <i>almost met the standards</i>. • has 18 months from the date of the accreditation decision to meet the standards. These are set out in the requirements identified by the TA&QEC. • can access any benefits linked to accreditation during the 18 months. • receives an Accredited TVET Institute Certificate when it meets the standards. The Certificate is valid for 4 years from the date of the original accreditation decision. • reverts to Not Yet Accredited status if it does not meet the standards within 18 months.
<ul style="list-style-type: none"> • Not Yet Accredited 	<ul style="list-style-type: none"> • has not met a significant number of the standards. • can submit a new application for accreditation once it has addressed any requirements set down by the TA&QEC.

4. Follow Up to the Accreditation Process

Following the TA&QEC's decision, NAC-TVS and the institute must complete a number of follow up tasks.

1. The TA&QEC Final Report

NAC-TVS is responsible for sending a final report to the institute. The report consists of:

- the accreditation decision of the TA&QEC
- the assessors' report, including any recommendations
- any conditions on accreditation identified by the TA&QEC. These conditions set out the actions that an institute must take to achieve or maintain their accredited status.

Institutes judged to be Not Yet Accredited will also receive a full explanation of the TA&QEC's decision, guidance on how to reapply for accreditation at a later date and information about the Complaints and Appeals procedure,

2. Accreditation conditions, requirements and recommendations

There are several types of possible conditions linked to the institute's accreditation status:

1. **Accreditation conditions** are linked primarily to Provisionally Accredited TVET Institute status. These are the conditions that an institute must meet if it is to progress from Provisionally Accredited to Accredited status within 18 months of the date of the final report issued by NAC-TVS. The TA&QEC may also identify accreditation conditions for institutes judged to be Not Yet Accredited. These are conditions that the institute must meet before reapplying for accreditation.
2. **Urgent requirements** are linked to issues where improvement is needed urgently. All institutes, regardless of their accreditation status, may receive urgent requirements as conditions on their accreditation. These requirements are issued when the current situation may be acceptable but there is a risk of rapid deterioration. Failure to address the risk is likely to have a negative impact on areas included in the quality indicators. Institutes which receive urgent requirements in their report are required to report back to the TA&QEC within 6 months of the final report to inform the Committee of the actions taken to address the issues. Accreditation Certificates cannot be issued until urgent requirements have been addressed successfully.

3. **Recommendations** relate to areas where improvement is recommended but where the risk of negative impact is low. The institute's response to recommendations may be included in the Accreditation Intermediate Report, submitted to the TA& QEC at the mid-point of their accreditation period.

The institute is required to create an action plan to address any accreditation conditions and/or urgent requirements within the timescale set by the TA&QEC and submit this to the NAC-TVS convener. The convener will then contact the institute to agree how and when the institute will submit evidence of having addressed the conditions and/or requirements.

A template for the Accreditation Requirements Action Plan is contained in *Checklists and Templates*.

3. Accreditation Period and Intermediate Reporting

The Accreditation Period lasts for 4 years from the date of the final report issued by NAC-TVS.

All accredited institutes are required to submit an Intermediate Report midway through their accreditation period. The Intermediate Report is a self-assessment report designed to help the institute continue their work on quality enhancement throughout the accreditation period. The Intermediate Report should provide an overview of the development of the institute in relation to the Performance Areas.

The NAC-TVS convener will contact the institute at least 3 months prior to the accreditation midpoint to agree a timetable for the submission of the Intermediate Report.

The Intermediate Report is an essential tool in the quality enhancement tool and failure to submit it may result in withdrawal of accreditation.

4. Accreditation Certificates

Institutes achieving Accredited TVET Institute or Centre of Excellence status will receive an Accreditation Certificate within XXX. The Certificate details:

- the name of the institute
- the level of accreditation
- the start and end dates of the accreditation

Institutes achieving Provisionally Accredited status will receive an Accreditation Certificate when they have met the accreditation conditions set down by the TA&QEC. can

Institutes judged to be Not Yet Accredited will not receive an Accreditation Certificate.

5. Listing in the Database of Accredited Institutes

Once accredited, institutes will be listed in the Accredited Institutes listing on the NAVTTC website.

6. Re-Accreditation

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

7. Complaints and Appeals

The Complaints and Appeals process provides a mechanism for institutes to raise concerns about the accreditation process.

- Institutes may appeal against accreditation decisions if they feel that information has been missed or misrepresented during the accreditation process, All appeals should be lodged with NAC-TVS within one month of the date of the final report.
- Institutes may lodge a complaint if they have evidence of malpractice in the accreditation process.

All appeals and complaints must be directed to the TA&QEC via NAC-TVS. The TA&QEC is responsible for establishing a Complaints and Appeals Committee of between three and five experts. The Committee includes experts from outside the TA&QEC to assure the independence of decisions.

8. Withdrawal of Accreditation

All accredited institutes are expected to maintain the accreditation quality standards throughout the period of accreditation.

NAC-TVS reserves the right to withdraw accreditation from institutes which fail to maintain quality standards or which fail to meet conditions of accreditation (including the submission of the Intermediate Report). Accreditation will also be withdrawn from any institutes found to have knowingly provided false information during the accreditation process.

5. Checklists and Templates

This section contains all of the templates the institutes need to complete the process. These include:

1. Self-Assessment Checklist
2. Accreditation Application Form
3. Accreditation Inspection Visit: Preparation Checklist
4. Accreditation Inspection Visit: Evidence Checklist
5. Accreditation Report Template
6. Accreditation Requirements - Action Plan and Timescales

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1. Self-Assessment Checklist

NACS-TVS ACCREDITATION SCHEME

Accreditation of TVET Institutes

Self-Assessment Checklist

This Self-Assessment Checklist helps you reflect on the Quality Indicators to consider if and how your institute addresses each one.

The Checklist lists all of the indicators in each performance area. You should consider each in turn to decide the extent to which your organisation meets this indicator.

It is recommended that you refer to the information in Section 2 of the Manual when completing this checklist. In this section, you will find more detail about each of the indicators, including the documents that can provide evidence to support each indicator.

Complete the checklist using the following code:

YES: We do this regularly. We have the evidence needed to demonstrate what we do.

MAYBE: We do this sometimes but not regularly or in an organised way. We may have some evidence.

NO: We don't do this.

No	Indicator	Yes	Maybe	No
PERFORMANCE AREA A: Governance & Management				
A1	The institute has a mission statement that describes its aims and objectives that is accessible to all.			
A2	The institute has a clear organisational structure.			
A3	All staff have job descriptions that clearly define their role and responsibilities.			
A4	The institute's Senior Management Board or Committee* is effective as a decision-making body.			
A5	The institute has developed and implemented a plan for the delivery of programs and enrolment of students for the current year.			

A6	The institute plans and implements a budget to fund the activities in its plan.			
A7	The institute has financial plans in place to ensure its sustainability over the period of accreditation.			
A8	The institute has a financial audit system in place.			
A9	The institute has a process in place for monitoring and evaluating (M&E) the quality of its TVET services.			
A10	The institute has implemented a system for the <i>digitalisation</i> of its business processes.			
A11	The institute has begun the transition from conventional programs to CBT&A approach.			
A12	The institute has begun the transition to the use of green energy.			
Management and financial information				
B1	The institute has identified an appropriate maximum number of students for each teaching area.			
B2	All classrooms, laboratories and workshops are <i>furnished</i> in accordance with: <ul style="list-style-type: none"> ▪ maximum class capacity ▪ the type of program delivered in the classroom/laboratory/workshop. 			
B3	All classrooms, laboratories and workshops are <i>equipped</i> in accordance with: <ul style="list-style-type: none"> ▪ maximum class capacity ▪ the type of program delivered in the area (classroom/ laboratory/ workshop). 			
B4	All classrooms, laboratories and workshops are laid out in a way that considers the safety and the learning and teaching needs of students and teachers.			
B5	All equipment is well maintained and safe to use.			
B6	The institute provides a library and/or digital resources which is accessible to all students and which is appropriately resourced with reading materials for all subject areas being taught.			
B7	The institute provides clean and well-maintained washroom facilities for staff and students in accordance with the gender representation in the institute.			
B8	The institute ensures that staff and students have access to clean drinking water.			
B9	The institute provides appropriate social areas for students.			
B10	The institute provides appropriate staff-only areas..			

B11	The institute provides a comfortable environment for students and staff.			
B12	The institute has procedures in place to ensure the health, safety and security of staff and students.			
PERFORMANCE AREA C: Program Management				
C1	Teacher allocation ensures that each program is taught by teachers who are appropriately qualified and/or experienced.			
C2	Teaching support staff with responsibilities for training (e.g. lab assistants) have work experience relevant to the programs they teach.			
C3	The institute implements clear procedures to ensure consistent management of programs.			
C4	Class sizes respect maximum student/teacher ratio for each program.			
C5	The institute ensures that the teaching load is allocated in accordance with the teaching load specified in teachers' contracts.			
C6	The institute has a contingency plan in place to ensure continuity of classes if staff are absent.			
C7	The institute ensures that all teachers cover the approved curriculum for their program.			
C8	All programs provide an appropriate balance of theory and practice to enable students to develop the skills needed for work			
C9	The institute plans and implements a budget for consumables for the programs it offers.			
C10	The institute provides opportunities for students to participate in co-curricular and extra-curricular activities.			
PERFORMANCE AREA D: Teaching, Learning & Assessment				
D1	Teachers use teaching techniques which are appropriate to the lesson's learning outcomes and engage students effectively.			
D2	The institute has an effective process for evaluating teachers' performance.			
D3	Teachers have opportunities to participate in continuing professional development (CPD) activities relevant to their needs.			
D4	The institute ensures regular monitoring and recording of students' progress.			
D5	The institute ensures that students understand how they will be assessed for their qualification.			

D6	The institute ensures that internal/formative assessment tasks are appropriate tests of the curriculum learning outcomes. This includes ensuring that both theoretical and practical elements are assessed appropriately.			
D7	The institute implements procedures to ensure that internal/formative assessment is transparent and fair.			
D8	The institute has a system in place to recognise and reward students' achievements.			
PERFORMANCE AREA E: Student Support & Career Guidance				
E1	The institute provides services to help students have a positive learning experience.			
E2	There is a process in place to identify and support students with additional needs.			
E3	The institute ensures that employers from relevant sectors are actively involved in supporting students' learning and work opportunities.			
E4	The institute provides work-based learning (WBL) opportunities for students in programs that require them, in collaboration with employers.			
E5	The institute has a career guidance counselling and placement service that all students can access.			
E6	The institute has a system in place to gather feedback from students about their learning experience and to use this to improve the services that the institute provides			
E7	The institute tracks students' work destinations, including those resulting from the placement service, after they complete their study programs.			

PLEASE NOTE:

- **You must submit the completed Self-Assessment Checklist as part of the application for accreditation.**

2. Accreditation Application Form



**National Accreditation Council *for*
Technical & Vocational Stream (NAC-TVS)
National Vocational and Technical Training Commission
(NAVTTTC)**

**Application for
Accreditation of TVET Institutes (Public & Private)**

This Application Form should be completed following the guidance provided in the NAC-TVS Accreditation Manual and submitted to:

The Director (Accreditation)
National Vocational and Technical Training Commission, NAVTTTC HQs
Plot # 38, Sector H-9/4, Kirthar Road, Islamabad

Phone: +92-51-9044357, Email: navttc.accreditaion@gmail.com

1. CONTACT DETAILS			
Name of institute			
Postal address			
City		Province	
Website address (if applicable)			
Name of Principal			
Name and job title of key contact for application	(If different from Principal)		
Key contact email address			
Key contact telephone number	Mobile	Landline	

2. REGISTRATION & AFFILIATION INFORMATION			
Name of Registering Authority			
Date of registration		Registration number	
Period for which registration has been awarded			
Name of affiliation body /board			
Date of affiliation	<i>From:</i>	<i>To:</i>	
Note: Please attach registration & affiliation certificate indicating trades affiliated along with allowed capacity			

3. Information about all programs

Please list all programs being offered or have been offered by the institute. Add additional lines to this table if required.

Sr #	Name of Program / Course/ Diploma	Level / Certificate/ Diploma	Duration (Moths)	Regular/ funded by any donor agency	Batch currently in progress (Yes/No)	Number of students enrolled	Assessment type Conventional or CBT&A	Batches Graduated so far

6. SUPPORTING EVIDENCE

The following items of evidence should be submitted to along with the application form.

Relates to indicator(s)	Item	Document provided (Yes / No)
N/A	Completed Self-Assessment Checklist	
A1	Mission statement	
A2	Organizational diagram / organogram or chart	
A4	Notification of Senior Management Board /IMC etc	
A5	Current and previous years' approved plans	
A6	Annual budget for current and previous year	
A8	Internal audit report(s) <i>and/or</i> external audit report(s)	
A2; A3	1 example of a job description for each staff group	
B1	Building map or layout plan	
B2; B3	List of classrooms, labs and workshops with max capacity, furniture and equipment shown	
B12	Documented procedures for ensuring health, safety and security	
E1	Information about programs provided for prospective students (e.g. prospectus; marketing materials)	
E3	List of employers actively engaged with the institute	
N/A	Copy of Registration Certificate/letter	
N/A	Copy of Affiliation Certificate /letter	
N/A	Copy of rent deed, in case building is rented	
N/A	List of teaching faculty along with their qualification	

7. APPLICATION SIGN-OFF

The completed **Accreditation Application Form** must be signed and dated by the Principal or Senior Manager of the institute. It cannot be accepted without this signature.

I confirm that the information included in this Application Form is accurate.
Principal (or other member of the Senior Management Team)
Name:
Job title:
Signature:
Date:

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3. Accreditation Inspection Visit: Preparation Checklist

NACS-TVS ACCREDITATION SCHEME

Accreditation of TVET Institutes

Accreditation Inspection Visit: Preparation Checklist

This checklist supports the TVET institute to ensure that preparations are in place for the Accreditation Inspection Visit. It should be completed by the accreditation coordinator.

ACTION	DATE	CHECKED
When assessment team is identified		
a) confirm with NAC-TVS convener if any conflict is identified		
b) confirm dates for the inspection visit		
Before inspection visit		
c) brief staff all staff about the aims, date and duration of the inspection visit and how this might affect them		
d) use the Evidence Checklist to compile folders (digital or hard copy) with required documents		
e) agree a timetable for the visit with the NAC-TVS convener. This should include as a minimum: <ul style="list-style-type: none"> • an initial meeting with the Principal/Senior Management • a guided tour of the institute • allocated time for inspection of classes in classrooms and workshops • time for the assessors to meet with staff and students • break times/ lunch times in the institute • an end-of-inspection meeting with the Principal and other key managers 		
f) identify a private room for the inspectors' use during the visit		
g) brief students about the aims, date and duration of the inspection visit and how it might affect them		
h) identify staff members and/or students who can assist assessors if needed during the		

visit if needed (e.g. acting as guides to the building)		
During the inspection visit: <i>Ensure that</i>		
i) the file of information is available and accessible to the assessors		
j) teachers and students are aware of any planned meetings with assessors involving them		
k) teachers know to provide a copy of their lesson plan to an assessor who observes their class		
l) all those who will be attending the end-of-inspection meeting are aware of the time and venue of the meeting		

4. Accreditation Inspection Visit: Evidence Checklist

NACS-TVS ACCREDITATION SCHEME Accreditation of TVET Institutes

Accreditation Inspection Visit: Evidence Checklist

The Quality Indicators list the documents which are needed to provide evidence of how the TVET institute meets the indicators. The assessment team will review this evidence during the inspection visit.

The checklist below lists the documents required as evidence for the indicators in each Performance Area.

- Use the checklist to help you collate the evidence which the assessors will ask to see. Where possible, it is recommended that you compile a folder (digital and/or hard copy) of the required documents. If you cannot include items in the folder, identify where they can be found.
- For items in a folder: Please number each document as per the first column. This will help the assessors navigate the evidence.
- The institute may not have some of the documents in the checklist. Use the final column to identify if the document is available.
- Please provide the assessment team with a copy of the completed checklist.

PERFORMANCE AREA A: Governance & Management			
No.	Evidence required	Relates to indicator(s)	Available? (Y/N)
1.	Mission statement	A1	
2.	Organogram	A2	
3.	Job descriptions for all staff groups	A2; A3	
4.	Minutes of meeting for amendment of job descriptions <i>and/or</i> notified revised job descriptions	A3	
5.	Notification of District Board of Management / Tehsil Management Committee/ Institute Management Committee/ Institute Advisory Board	A4	
6.	Record of Senior Management Committee meetings including attendance	A4	
7.	Minutes of Senior Management Committee meetings	A4	
8.	Record of actions taken on the basis of Senior Management Committee decisions	A4	

9.	Current and previous 2 years' approved plans	A5	
10.	Approved annual budget for previous 2 years	A5	
11.	Budget utilization reports for previous 2 years	A6; C9	
12.	Bank statements	A6	
13.	Financial plans	A7	
14.	Financial policy	A8	
15.	Audit procedures document	A8	
16.	Audit reports (internal and/or external)	A8	
17.	Details of how Monitoring & Evaluation (M&E) is structured (e.g. Notification of M&E Committee)	A9	
18.	M&E Policy or Manual	A9	
19.	M&E Reports (internal and/or external)	A9	
20.	Documented procedures for recording and managing information using digital technology	A10	
21.	List of IT resources	A10	
22.	<i>For CBT&A programs:</i> Evidence of registration with QAB	A11	
23.	<i>For CBT&A programs:</i> Evidence of appropriately trained teachers for	A11	
24.	<i>For CBT&A programs:</i> Evidence of trained assessors	A11	
25.	Minutes of Senior Management Team discussions about transition to renewable energy	A12	
26.	Record of actions taken to move to renewable energy	A12	
PERFORMANCE AREA B: Physical Environment			
27.	Building map/layout	B1	
28.	List of classrooms, labs and workshops showing <ul style="list-style-type: none"> • max capacity • furniture <i>and</i> equipment 	B1; B2; B3	
29.	List of equipment for each program/trade	B3	
30.	Assets Policy or Manual	B5	
31.	Repair & maintenance logbooks or records	B5	
32.	Budget utilisation record for repair & maintenance	B5	
33.	Procedures for use of library/ICT room(s)	B6	

34.	List of reading resources (required reading & reference books)	B6	
35.	Examples of records of cleaning & maintenance of facilities	B7	
36.	Copies of appointment letters for cleaning/maintenance staff	B7	
37.	Documented procedures for ensuring health, safety & security	B12	
38.	List of firefighting equipment in the institute	B12	
39.	List of first aid equipment in the institute	B12	
PERFORMANCE AREA C: Program Management			
40.	Copies of teachers' CVs, qualification certificates and appointment letters	C1	
41.	Class lists showing class teacher(s) and list of students in each class	C1; C4	
42.	Copies of CVs, appointment letters and job descriptions for teaching support staff	C2	
43.	Documented procedures for program management tasks	C3	
44.	Copies of teachers' contracts	C5	
45.	Current timetables/teaching records showing teacher allocation	C5	
46.	Lesson plans/schedules	C7	
47.	Records of lessons taught	C7	
48.	Record of practicals performed in each program	C8	
49.	Inventory reports for the previous 2 years	C9	
50.	List of co-curricular and/or extra curricular activities run in the current and/or previous year. <i>You should include supporting evidence if available (e.g. photos; posters with information for students)</i>	C10	
PERFORMANCE AREA D: Teaching, Learning & Assessment			
51.	Copies of lesson plans <i>Teachers should give a copy of their lesson plan to the assessor if they observe their lesson.</i>	D1	
52.	Copies of teachers' Performance Appraisals/Evaluation Records	D2	
53.	Completed student feedback forms	D2	
54.	Record of teacher capacity building activities in the past 2 years	D3	
55.	Record of teacher participation in capacity building activities in the past 2 years	D3	

56.	Records of informal/formative assessment	D4; D6	
57.	Information provided for students explaining how they will be assessed	D5	
58.	Documented procedures for ensuring transparency and fairness in assessment	D7	
59.	Assessment records	D7	
60.	Annual/sessional assessment plan	D7	
61.	Information about the institute's awards system	D8	
PERFORMANCE AREA E: Student Support & Career Guidance			
62.	List of student support services provided by the institute <i>You should include supporting evidence if available (e.g. staffing details; posters or documents advertising services to students)</i>	E1; E5	
63.	Officer order for designating an officer for student affairs	E1	
64.	Documented procedures detailing how teachers secure support for students with additional needs	E2	
65.	Records of support provided for students with additional needs	E2	
66.	List of activities conducted with employers over the past 2 years	E3	
67.	Correspondence / MOUs with industry for providing WBL opportunities for students	E4	
68.	Documented process for placing students in industry for WBL	E4	
69.	Record of students who participated in WBL	E4	
70.	Feedback reports on WBL from students and employers	E4	
71.	Record of student take-up of guidance and career services	E5	
72.	Record of student placements	E5	
73.	Examples of feedback mechanisms available to students (e.g. copies of questionnaires)	E6	
74.	Records of student feedback on the institute's services	E6	
75.	Documented procedures for tracking students' destinations following their program	E7	
76.	Records of information gathered about destinations/ alumni record	E7	

5. Accreditation Report Template

NACS-TVS ACCREDITATION SCHEME

Accreditation of TVET Institutes

Accreditation Report

Instructions for Assessors:

This report should be compiled by the Lead Assessor following discussion with the assessment team. The report contains three sections

1. Inspection Visit Details:

This section of the report should provide an overview of the Accreditation Inspection Visit. It should include:

- details of the assessment team
- the date(s) of the inspection visit
- the key activities undertaken, including:
 - the number of programs looked at during the visit
 - meetings with teachers and students
 - meetings with managers
- a list of the programs sampled as part of the inspection

2. Assessment of Performance Areas:

- Each Performance Area is assessed separately. For each Performance Area, the report should:
 - give a score for each indicator
 - identify the strengths and any weaknesses identified in the area
 - provide an overall score for the area, in line with the guidance given in the Accreditation Manual.
- In cases where the result is *Almost Meets The Standard* or *Does Not Yet Meet The Standard*, the report should provide a summary of the requirements that the institute must address in order to meet the standard for the Performance Area.

3. The Overall Recommendation:

- The overall result combines the results of all Performance Areas.
- The Recommendation Summary table should be completed with the following information:
 - the result given for each Performance Area
 - the overall result, in line with the guidance given in the Accreditation Manual.
 - the requirements and/or main recommendations identified for each Performance Area.

Full guidance for completing the Accreditation Report template is given in the Assessors' Handbook.

1. Accreditation Inspection Visit Details

The Assessment Team	
Dates and duration of inspection visit	
Summary of key activities on each day	
Programs sampled during visit	

2. Assessment of Performance Areas

Performance Area A: Governance & Management

INDICATOR		SCORE
A1	The institute has a mission statement that describes its aims and objectives that is accessible to all.	
A2	The institute has a clear organisational structure.	
A3	All staff have job descriptions that clearly define their role and responsibilities.	
A4	The institute's Senior Management Board or Committee* is effective as a decision-making body.	
A5	The institute has developed and implemented a plan for the delivery of programs and enrolment of students for the current year.	
A6	The institute plans and implements a budget to fund the activities in its Annual Plan.	
A7	The institute has financial plans in place to ensure its sustainability over the period of accreditation.	
A8	The institute has a financial audit system in place.	
A9	The institute has a process in place for monitoring and evaluating (M&E) the quality of its TVET services.	
A10	The institute has implemented a system for the <i>digitalisation</i> of its business processes.	
A11	The institute has begun the transition from conventional programs to CBT&A approach.	
A12	The institute has begun the transition to the use of green energy.	
SUMMARY OF STRENGTHS AND AREAS FOR IMPROVEMENT		
Overall Score:	• Exceeds the Standard	
	• Meets the Standard	
	• Almost Meets the Standard	
	• Does Not Yet Meet the Standard	
REQUIREMENTS FOR THIS AREA:		
RECOMMENDATIONS FOR THIS AREA:		

Performance Area B: Physical Environment

INDICATOR		SCORE
B1	The institute has identified an appropriate maximum number of students for each teaching area.	
B2	All classrooms, laboratories and workshops are <i>furnished</i> in accordance with: <ul style="list-style-type: none"> ▪ maximum class capacity ▪ the type of program delivered in the classroom/laboratory/workshop. 	
B3	All classrooms, laboratories and workshops are <i>equipped</i> in accordance with: <ul style="list-style-type: none"> ▪ maximum class capacity ▪ the type of program delivered in the area (classroom/ laboratory/ workshop). 	
B4	All classrooms, laboratories and workshops are laid out in a way that considers the safety and the learning and teaching needs of students and teachers.	
B5	All equipment is well maintained and safe to use.	
B6	The institute provides a library and/or digital resources which is accessible to all students and which is <i>appropriately resourced</i> with reading materials for all subject areas being taught.	
B7	The institute provides clean and well-maintained washroom facilities for staff and students in accordance with the gender representation in the institute.	
B8	The institute ensures that staff and students have access to clean drinking water.	
B9	The institute provides appropriate social areas for students.	
B10	The institute provides appropriate staff-only areas..	
B11	The institute provides a comfortable environment for students and staff.	
B12	The institute has procedures in place to ensure the health, safety and security of staff and students.	
SUMMARY OF STRENGTHS AND AREAS FOR IMPROVEMENT		
Overall Score:	• Exceeds the Standard	
	• Meets the Standard	
	• Almost Meets the Standard	
	• Does Not Yet Meet the Standard	
REQUIREMENTS FOR THIS AREA:		
RECOMMENDATIONS FOR THIS AREA:		

Performance Area C: Program Management

INDICATOR		SCORE
C1	Teacher allocation ensures that each program is taught by teachers who are appropriately qualified and/or experienced.	
C2	Teaching support staff with responsibilities for training (e.g. lab assistants) have work experience relevant to the programs they teach.	
C3	The institute implements clear procedures to ensure consistent management of programs.	
C4	Class sizes respect maximum student/teacher ratio for each program.	
C5	The institute ensures that the teaching load is allocated in accordance with the teaching load specified in teachers' contracts.	
C6	The institute has a contingency plan in place to ensure continuity of classes if staff are absent.	
C7	The institute ensures that all teachers cover the approved curriculum for their program.	
C8	All programs provide an appropriate balance of theory and practice to enable students to develop the skills needed for work	
C9	The institute plans and implements a budget for <i>consumables</i> for the programs it offers.	
C10	The institute provides opportunities for students to participate in co-curricular and extra-curricular activities.	
SUMMARY OF STRENGTHS AND AREAS FOR IMPROVEMENT		
Overall Score:	• Exceeds the Standard	
	• Meets the Standard	
	• Almost Meets the Standard	
	• Does Not Yet Meet the Standard	
REQUIREMENTS FOR THIS AREA:		
RECOMMENDATIONS FOR THIS AREA:		

Performance Area D: Teaching, Learning & Assessment

INDICATOR		SCORE
D1	Teachers use <i>teaching techniques</i> which are appropriate to the lesson's learning outcomes and engage students effectively.	
D2	The institute has an effective process for evaluating teachers' performance.	
D3	Teachers have opportunities to participate in continuing professional development (CPD) activities relevant to their needs.	
D4	The institute ensures regular monitoring and recording of students' progress.	
D5	The institute ensures that students understand how they will be assessed for their qualification.	
D6	The institute ensures that internal/formative assessment tasks are appropriate tests of the curriculum learning outcomes. This includes ensuring that both theoretical and practical elements are assessed appropriately.	
D7	The institute implements procedures to ensure that internal/formative assessment is transparent and fair.	
D8	The institute has a system in place to recognise and reward students' achievements.	
SUMMARY OF STRENGTHS AND AREAS FOR IMPROVEMENT		
Overall Score:	• Exceeds the Standard	
	• Meets the Standard	
	• Almost Meets the Standard	
	• Does Not Yet Meet the Standard	
REQUIREMENTS FOR THIS AREA:		
RECOMMENDATIONS FOR THIS AREA:		

Performance Area E: Student Support & Career Guidance

INDICATOR		SCORE
E1	The institute provides services to help students have a positive learning experience.	
E2	There is a process in place to identify and support students with additional needs.	
E3	The institute ensures that employers from relevant sectors are actively involved in supporting students' learning and work opportunities.	
E4	The institute provides work-based learning (WBL) opportunities for students in programs that require them, in collaboration with employers.	
E5	The institute has a career guidance counselling and placement service that all students can access.	
E6	The institute has a system in place to gather feedback from students about their learning experience and to use this to improve the services that the institute provides	
E7	The institute tracks students' work destinations, including those resulting from the placement service, after they complete their study programs.	
SUMMARY OF STRENGTHS AND AREAS FOR IMPROVEMENT		
Overall Score:	• Exceeds the Standard	
	• Meets the Standard	
	• Almost Meets the Standard	
	• Does Not Yet Meet the Standard	
REQUIREMENTS FOR THIS AREA:		
RECOMMENDATIONS FOR THIS AREA:		

3. The Overall Recommendation

Performance Area		<i>Indicate the result for each Performance Area in the appropriate box below.</i>			
		EXCEEDS the Standard	MEETS the Standard	ALMOST MEETS the Standard	DOES NOT YET MEET the Standard
A	GOVERNANCE & MANAGEMENT				
B	PHYSICAL ENVIRONMENT				
C	PROGRAM MANAGEMENT				
D	TEACHING, LEARNING & ASSESSMENT				
E	STUDENT SUPPORT & CAREER GUIDANCE				
OVERALL RECOMMENDED RESULT		Centre of Excellence			
		Accredited Institute			
		Provisionally Accredited Institute			
		Not Yet Accredited			
SUMMARY OF REQUIREMENTS					

6. Accreditation Requirements - Action Plan and Timescales

Accreditation requirements are conditions attached to the accreditation decision. Institutes are required to submit an Action Plan with identified timescales to show how they intend to address requirements within the time set as part of the accreditation decision.

Requirement (as per Accreditation Report)	To address this requirement, the institute plans to:	Planned completion date	Completion checked (date)

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