

MANUAL OF ACCREDITATION FOR TEACHER EDUCATION INSTITUTIONS



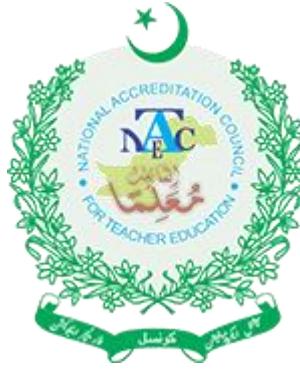
National Accreditation Council for
Teacher Education Pakistan



MANUAL OF ACCREDITATION FOR TEACHER EDUCATION INSTITUTIONS



National Accreditation Council for
Teacher Education (Pakistan)

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Introduction

The significance of education has never been denied throughout the human civilization. It is an instrument of socio economic and cultural advancement of the individuals and societies. The education system must reflect the ideological, cultural heritage and the moral values of its society on one hand and the emerging knowledge, new practices and developments on the other. Only education can meet these changes and challenges adequately and pro-actively. Teacher education and its development has always remained one of the top priorities of all societies because no system of education can be better than its teachers. All the governments have been putting lot of efforts to build and develop this human capital for national development.

Fundamental changes within teacher education system are necessary to bring excellence in its programs, institutions, academic standards and quality of teachers for the satisfaction of the stakeholders and development of a nation. Such changes need direction, guidance and certain mechanisms. Accreditation process is considered one of the effective measure to achieve the desired goals.

The need to establish an accreditation authority in Pakistan has been felt since long by teachers, Educators & concerned authorities for the periodical evaluation and monitoring of programs offered by various teacher education institutions. The authority has been established on august 2007, through a gazette notification by the government of Pakistan and named as national accreditation council for teacher education (NACTE) for quality assurance of degree level teacher education programs in Pakistan. The mission of the council is:

To ensure high quality teacher education programs as an integral part of higher education through a sustained and professional internal academic audit and external accreditation.

The council since its establishment has developed the accreditation standards, processes, procedures. Tools and other documents. The most significant and basic document is the national standards of accreditation of teacher education programs.

These standards serve as a point of reference for teacher education programs in their professional internal academic evaluation (self-evaluation) and external academic evaluation by nacte. These may also be used by a program as guidelines for self-

Improvement and quality enhancement of the program. A "process oriented" or "process focused" approach has been employed to design and organize NACTE's activities. Therefore, in this manual the reader will find the general concepts of quality assurance and enhancement in the form of general process, sub-processes, procedures and activities.

Concept of Accreditation

Accreditation is one of the effective procedures used for quality assurance and quality enhancement. Accreditation in education refers to an assessment based on formal judgment declaring that the quality of an education program, a course or an institution meets pre-set standards. It is a process by which an educational institution evaluates its educational activities, develops improvement plans and seeks independent judgment to confirm that it meets the pre-set standards and is competent enough to carry out the specific program(s).

A process in this context refers to a series of steps or activities that use specific inputs in a given context, to yield the desired outputs. The general process of accreditation has been divided into five processes, each having number of sub processes.

The general process is the description of the overall process. It is strategic and offers insight into the specific operational tasks that must be undertaken to make the outputs possible. It is a synthetic explanation of NACTE's approach to the quality assurance and enhancement of teacher education programs.

This general process has different processes and sub-processes the processes are, five in numbers, they are also abstract and strategic, but are more clearly segmented, that is they are more focused on general objectives. However, the sub-processes are operational and concentrate on specific objectives. Several sub-process are required to complete a process. To achieve one general objective of a process, the achievement of set of specific objectives of all its sub-processes is mandatory.

This manual starts with a brief description of the general process and its underlying processes. However, since the main objective of this manual is to describe the procedures of **Self-Evaluation**. The following sections therefore concentrate on its objectives, the responsibilities of the institution and the specific procedures involved before, during and after external evaluation.

Benefits of Accreditation

Accredited programs lend prestige to the institution offering the program, justified by having quality standards and commitment to maintain these at a high level. The accreditation focus and help the concerned to;

- 1 Identify strengths and weaknesses of the program(s) that need to be addressed for further improvement.
- 2 Facilitate individuals in exploring specific program/ institution of high quality/ standard seeking quality education.
- 3 Make budgetary provisions and funding for improvement.
- 4 Make possible for prospective funding agencies to know what to support and how much support
- 5 Make comparisons of different teacher education institutions and programs
- 6 Develop short and long term plans of program/ institution improvement.
- 7 Provide information to the foreign universities regarding the accreditation status of program attended by Pakistani students seeking admission to their universities

The National Accreditation is **mandatory** for all teacher education programs leading to the award of degree by both public and private teacher education institutions in Pakistan. The National Accreditation Council for Teacher Education (NACTE) is authorized to accredit all teacher education programs.

Steps of Accreditation

Quality assurance mechanisms in education are used to ensure that the education provided by the system is adequate to meet the pre-set standards. They need to follow certain processes, procedures, directions and guidelines. Accreditation is one of the most effective measure used to check that these processes, procedures and directions are followed for quality assurance and quality enhancement of academic Programs.

The NACTE notifies its schedule according to its activity calendar. The concerned institutions make formal request to NACTE for accreditation of the teacher education program(s) offered by them. NACTE in response issues an Accreditation Code (AC) to the institution for the applied program. This code serves as a reference for all future correspondence and actions. The institution completes the pre-requisites of accreditation which includes, submission of 13 documents, using the relevant NACTE Templates for each, along with compliance report to the observations (in case of reaccreditation) made by NACTE. After the pre-requisites are met, NACTE notifies the visit schedule, formulates team of external evaluators to assess and evaluate the teacher education program. The data collected by the evaluation team is submitted to NACTE for desk audit. After completion, correction and verification by the desk auditors, data is further processed and analyzed through a specific software. The analysis report along with consolidated report of evaluation team and rejoinder of institution (if any) is presented to the council for award of accreditation level. The awarded level is published and disseminated through print and e-media. By step description of the accreditation process follows:

Table 1: STEPS of Accreditation Process

STEP	ACTIVITY	
1	Institution	Institution submits accreditation/reaccreditation application along with in prescribed fee.
2		NACTE guides/the institution to download from NACTE website i. Templates for Document
3		Completion & Submission of: i. Set of 13 Documents {Use NACTE Templates} ii. Compliance Report (In case of reaccreditation)
4	NACTE	NACTE identifies visiting team and its convener. ' NACTE coordinates and notifies the visit schedule. NACTE issues letters to the team and the institution.
5		NACTE provides any additional information requested by visiting team I (through correspondence if necessary).
6	Academic Evaluators	Team decides schedule of visit activities, administration of tools and data collection.
7		Sharing preliminary report on strengths and weaknesses of the program with principal/ HoD, faculty and other stakeholders in the exit conference for feed back, removal of factual errors and rejoinder.
8		Finalization of the consolidated team reporting the light of feed back in Exist Conference
9		Submission of consolidated report and data set by the convener of the visit team to NACTE
10	NACTE	Verification, completion and correction of data by NACTE Desk Auditors. (NACTE gets the missing information from evaluators (if any) for completion. correction of data)
11		Data entry and data analysis
12		Presentation of the findings of data analysis, report of visiting team to the accreditation Committee for recommendation and the- Council for decision on accreditation status of the program
13		Communication, Publication and dissemination of the accreditation decision through e-and print media

1. The General Process of Quality Assurance & Enhancement

The underlying assumption of the general process is that NACTE initiates quality assurance mechanisms leading to quality enhancement activities. The NACTE, evidently, is not responsible for the quality enhancement processes and procedures. However, outlining NACTE's activities within such a framework clearly shows that the work of NACTE must ensure its role in quality enhancement. Figure 1 illustrates the General Process of Quality Assurance and Enhancement.

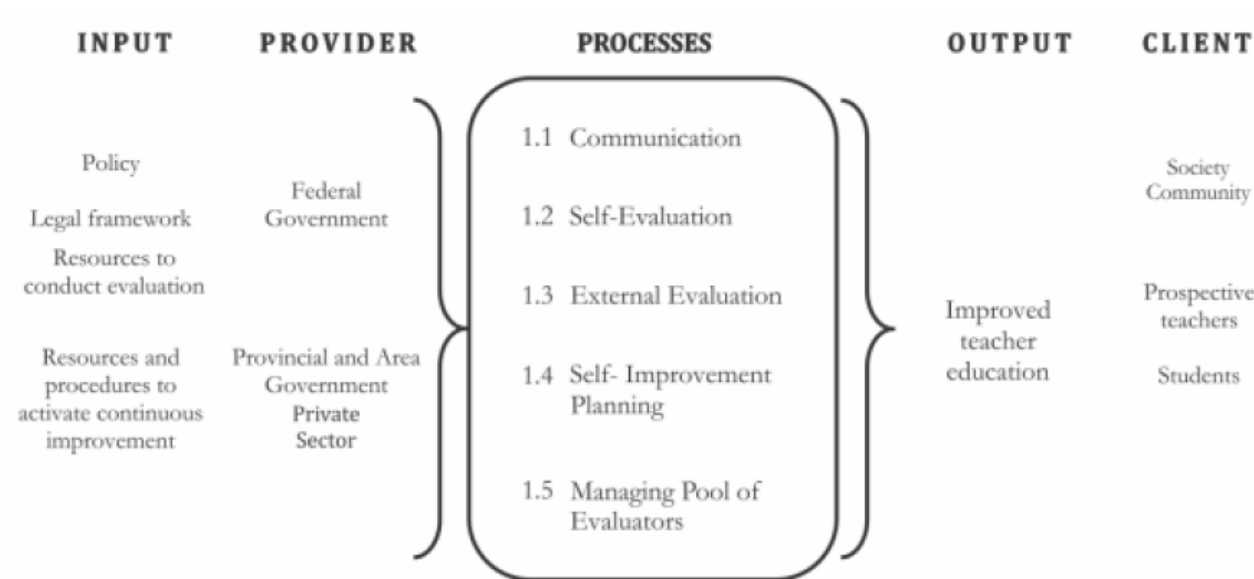


Figure 1: The General Process of Accreditation

the general process of accreditation comprises of five processes. these are designed to create a continuous improvement dynamic of the teacher education programs, check their performance, execute self-improvement plans and seek external confirmation of their assessment. this external evaluation is a source of confidence for people who judge and value the services provided by the teacher education programs the accreditation process as a quality assurance mechanism, results in quality enhancement by combining procedures for internal assessment, peer review by an external body and design self improvement plan for better levels of performance.

each of the five processes that jointly constitute the general process, comprise of certain sub-processes. that is, in order to conduct the process named self-evaluation, several sub-processes must be completed.

The process of Self-Evaluation (Internal Academic Evaluation) and its sub-processes are represented in Figure 2.

1.1 Process: Self-Evaluation (Internal Academic Evaluation)

The process of self-evaluation (professional internal academic evaluation) is divided in two sub-processes as under.

1.1.1 Formation of the Institutional Accreditation Committee (IAC) It is responsible for organizing, coordinating and facilitating all activities of the institution to conduct self-evaluation and assist external evaluation. Informs

1.1.2 Self-evaluation leads the program to decide whether it is an appropriate time to request for The external evaluation. Once the decision is made that the program is ready for the external evaluation, the program informs/ applies and submits confirmation of participation template to NACTE for accreditation. Figure 2 gives a graphical presentation of this process.

The purpose of self-evaluation is to assess the status of the program and decide whether activities to improve performance are required before requesting NACTE to notify schedule of external evaluation. The self-evaluation requires the participation of members from each category in the program and is conducted against the national standards for accreditation of teacher education programs in Pakistan (NSATP). Thus formation of the institutional accreditation committee is needed, to coordinate all accreditation-related activities.

Guidelines for the formation of the committee are given in annex ii of this manual.

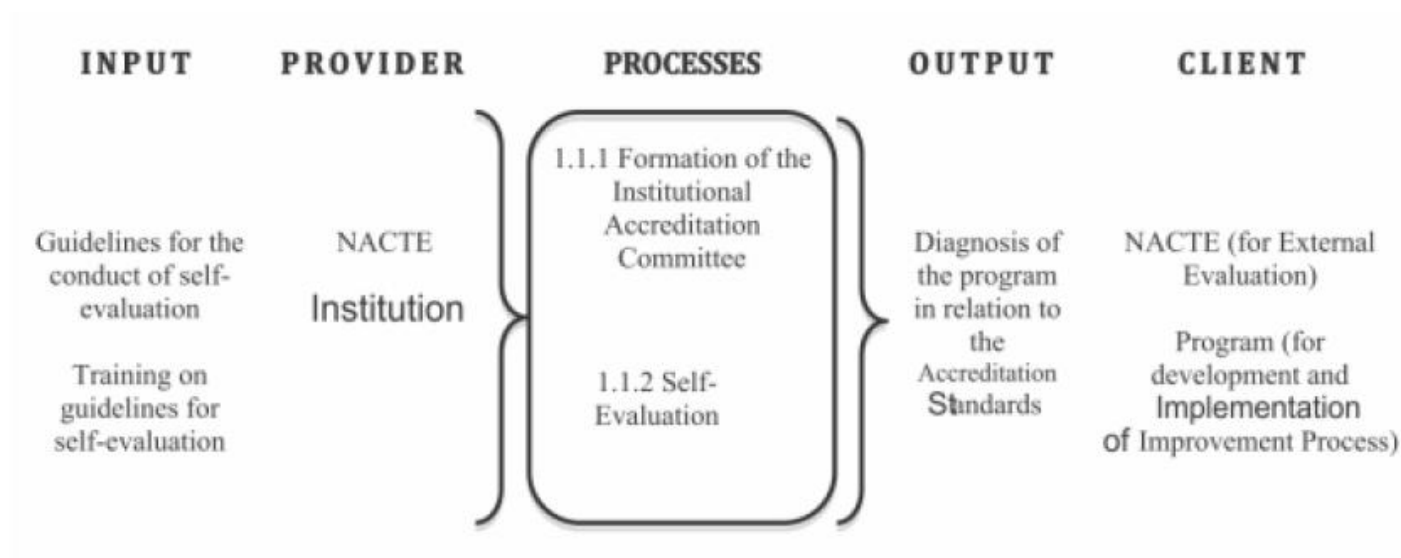


Figure 2: Self-Evaluation (Internal Academic Evaluation) Process

The self-evaluation process can lead to one of two processes. The program may decide either to Move into the external evaluation process or to the self-improvement planning process.

2. Objectives of the Internal Academic Evaluation (Self Evaluation)

The self-evaluation (internal academic evaluation) is one of the five processes of the accreditation. It is a formal, official, systematic and planned process to conduct an objective collection of data with the purpose of evaluating a teacher education Program in relation to the national standards for accreditation of teacher education programs (NSATEP). The self-evaluation report template of NACTE is used to complete the process.(Doc. 13)

The major objectives of SelfEvaluation (Internal Academic Evaluation) are:

1. To prepare the institution/ program for external evaluation.
2. The appraisal and evaluation of various components of the program.
3. To gather relevant data to produce an independent and objective assessment
4. To help in preparation of short term & long-term plans for the improvement of program (quality enhancement).

3. Participants of the External Evaluation Visit

Three *types* of participants are involved in the External Visit:

- a) **The Institutional Stakeholders:** these are members of the institution that hosts the program. They include all students and personnel that work for the institution and the program under assessment. Their responsibility is to prepare the institution in general, and the program in particular, for the external evaluation, facilitate the work of the external evaluation team during the visit and provide reliable and truthful information. The external evaluation team contacts these stakeholders through the head of the department and the institutional accreditation committee (IAC). The head/institution constitutes this committee for the preparation of the external evaluation visit.
- b) **The External Stakeholders:** External stakeholders are individuals who, at present or in the past, have / had a legal relationship with the program under accreditation. In the present case their role is limited only to provide needed information.
- c) **The External Evaluation Team (EET):** This team is comprised of two /three teacher educators approved and appointed by NACTE as external evaluators. The team is assigned with specific roles designed to make efficient gathering of information.

These three groups of stakeholders participate in the external evaluation process and the success of the accreditation visit depends upon the extent of their coordination and cooperation. A specific description of the roles of the participants in each of these groups follows:

The Institutional Stakeholders

The institutional stakeholders are responsible for the institutional part of the program accreditation Process. They include:

- The head of department/ principal / chairperson / director
- The institutional accreditation committee (IAC)
- All teacher educators and support staff of the institution conducting the program.
- All prospective teachers of the program.

General Responsibilities of the Institutional Stakeholders in the Evaluation Process

The key responsibilities of the institutional stakeholders are to:

- Prepare for the external evaluation.
- Cooperate and collaborate to facilitate the work of institutional accreditation committee.
- Facilitate the work of the external evaluation team before. During and, if necessary, after the external evaluation visit.
- Provide reliable and truthful information.

Specific Responsibilities of Institutional Stakeholders

The **Principal or Head of Department** has overall responsibility for the cooperation, coordination and collaboration of the institutional stakeholders. Each type of institutional stakeholder has specific responsibilities. These are presented below.

1. The Principal / Head of Department

The principal or head of department assumes overall leadership for the smooth conduct of the external evaluation. His/ her key tasks are:

1. Share, plan, coordinate and involve all faculty, staff and prospective teachers in the activities. Tasks and preparations required for the external evaluation.
2. Facilitate the institutional accreditation committee for all operative and logistic arrangements for the external evaluation.

3. Ensure to assemble the documents required for the Document Inventory and Document Analysis.
4. Schedule his/ her time to participate in the external evaluation process.
5. Ensure the presence of all teacher educators, prospective teachers and the support staff.
6. Ensure that appropriate physical conditions and environment for the administration/ conduct of all tools.
7. Ensure the in-time completion of alumni questionnaires
8. Coordinate with the external evaluation team to ensure that all requirements and needs are met for the external evaluation
9. Make arrangements of stay and local transportation.

2. The Institutional Accreditation Committee

The institutional accreditation committee is formed to assist the conduct of external evaluation and represent the institutional stakeholders. It is made-up of the members of the institution and is headed by the principal/ head of department or his/ her nominee. Their key role is to organize and facilitate all preparations and logistic arrangements before, during and, if necessary, after the external evaluation visit.

3. Teacher Educators and Support Staff

The key role of both, the teacher educators and support staff is to provide reliable and truthful information. They will also cooperate and support the principal or head of department in any required logistic arrangements

Their responsibility during the external evaluation is to:

1. Be present in the institution on the external evaluation dates
2. Be open to be observed during lessons
3. Be open to be interviewed.
4. Provide truthful and reliable information.
5. Assist the principal/head of department and the external evaluation team in any logistic arrangement that is required.
6. Assist the principal/head of department in assembling and/or preparing Needed documents for evidence or collection by the external evaluation team.

4. Prospective Teachers

Prospective teachers' key role is to provide reliable and truthful information, either directly (questionnaires or interviews) or when formally observed.

Their responsibility during the external evaluation is to:

1. Be present in the institution on the external evaluation dates.
2. Be open to be observed during lesson delivery.
3. Be open to be interviewed.
4. Provide truthful and reliable information.

The External Stakeholders

External stakeholders traditionally include community members, employers of teacher, alumni, parents of prospective teachers and many others involved in the education of teachers, benefited by the education of teachers or responsible for the adequate delivery of the *service*. However, for the purpose of the external evaluation, the only external stakeholders consulted, are the **alumni** (teachers who graduated from the program under evaluation and are potential part of the work-force). Their responsibility is to complete the questionnaire objectively.

The External Evaluation Team

The External Evaluation Team is made up of two/three teacher educators approved and appointed by NACTE.

Responsibilities of Members of the External Evaluation Team

The general responsibility of all team members is to make an objective, efficient and professional collection of relevant data and information needed to assess the program under external evaluation. Each member must follow specific roles described below.

1. The Team Leader

The team leader assumes the overall leadership of the External Evaluation Visit and secures the completion of the **Accreditation Tools**. His/ her tasks and responsibility includes:

1. The overall coordination of the evaluation activities and its schedule.
2. Coordinate all logistic arrangements for the administration of the tools with the institution conducting the program.
3. Mediate all meetings.
4. Receive from nacte all documents, materials and tools on behalf of the evaluation team.
5. Collect, collate and return to nacte all documents, materials and tools as representative of the team.
6. Represent nacte while addressing the institution's / program's representatives during the external evaluation.
7. Consolidate a joint opinion of the team about recommendations for the program.
8. Resolve conflicts and answer questions.
9. Assist the co -evaluators in administering tools according to the specific needs of the external evaluation.
10. Responsible to check/ensure the tools administered by the members are complete in all aspects.
11. Submit to nacte all data, tools. Documents and reports gathered during the external evaluation.

2. Team Members

The major responsibility of the team members is securing and conducting the tools agreed among the team in the initial team meeting. Other responsibilities include:

- Coordinate, arrange and schedule with the team leader and the head of department about the location, time and permissions to administer the tools.
- Administer tools according to standard conditions and following ethical principles.
- Assist other evaluation team members in their tasks, if necessary.

Due to the large number of interviews that have to be conducted, it is possible that any member of the evaluation team may need assistance from other team member(s) to conclude the tasks. This is acceptable but it is recommended that this assistance be coordinated with the team before the initiation of the activities of the day.

Attitudes and Work-Ethics for the External Evaluators

All the External Evaluators will behave with:

- Objectivity and impartiality.
- Respect for individuals.
- Handling of information with confidentiality and discretion.
- Openness to mutual collaboration, teamwork and maintaining good relations with fellow external evaluators and other stakeholders.
- Courtesy towards all participants.
- Sensitivity and care in handling delicate matters.
- Confidence
- Clarity to seek clarifications without any preconceived notions.
- Self-Awareness
- Consciousness of the value of other people's time reflected in punctuality.
- Proneness to acknowledge the help, information and assistance offered by others.

Once in the field, the External Evaluators must avoid the following:

- Engaging in any form of argument or debate with representatives of the institution conducting the program.
- Comparing their own institution with the institution under evaluation.
- Rejecting other perspectives but the one held by herself/ himself.
- Maligning any member of the external evaluation Team, stakeholder or institution.
- Being influenced by any form of exceptional hospitality accorded by the host institution, the provision of goods or services or other direct or indirect attempts to exert influence.
- Engaging in socially unacceptable behavior while representing NACTE.
- Sacrificing the quality of work in order to reduce the time required in the institution.

4. Institution Preparation for Accreditation

A complete and comprehensive preparation must be made before the external evaluation process. A series of major activities is anticipated for preparations which are part of accreditation process. It is suggested that the institution should devise and communicate a detailed plan to address all mandatory features associated with accreditation.

Preparing for Accreditation Visit

I. Initial Orientation Meeting(s)

These meetings are convened by the head of the institution/ program. In these meetings deliberations are made on the following:

- A. Sharing the accreditation idea with the faculty
- B. Planning to have accreditation.
- C. Orientation to the faculty regarding accreditation process and documents.
- D. Motivate faculty for the task.
- E. Decide for consultancy
- F. Request for consultancy (Optional) ¹

II. Preparation Process

The activities pursued by the institution for preparation of accreditation by seeking consultancy visitor otherwise may include the:

- A. Securing accreditation documents:
 - i. National Accreditation Standards for Teacher Education Programs
 - ii. Manual of Accreditation for institutions
 - iii. Self-Evaluation Report Template
- B. Deliberations on:
 1. Documents of Accreditation of Teacher Education Program
 2. Processes of Accreditation
 3. Levels of Accreditation

¹ The institution may request NACTE for a consultative visit at any stage during the preparation period; though it is not a pre-requisite of the accreditation. The concerned applicant institution will be responsible for all actual expenditures including transportation, accommodation, food and honoraria @Rs.5000/= per day per auditor for the consultancy visit.

4. Program Accreditation Pre-Requisites
 5. Requisites for Preparation
 - a. Preparing Documents by using "Institutional Documents' Template"
 - b. Making Self-Evaluation of the program and preparing a report by using "Template for Self-Evaluation" (Doc. 13)
 - c. Compliance Report (to the observation(s) of the NACTE if any)
 6. Clear understanding of the roles and responsibilities of the institution, the NACTE and External Evaluators.
- C. Planning for the Accreditation Visit
1. The institution will constitute an Institutional Accreditation Committees (IAC). It will comprise of the faculty members and a member from the office/ support staff of the program seeking accreditation. The IAC will be responsible to:
 - a. Ensure the completion of pre-requisites for accreditation.
 - b. Prepare a roster of human and material resources needed to facilitate accreditation process.
 - c. Liaise with the NACTE Secretariat and the external evaluators to;
 - Identify and manage record and evidence.
 - Arrange interviews with the faculty, staff, students of the program and other stakeholders.
 - Guide the auditors for classrooms observations, to different physical facilities, the library, laboratories, sports complex, offices etc.
 - Arrange visits to research and extension sites.
 2. Allocation of room as Accreditation Center: (During External Evaluation Visit)
 - a. The Accreditation Center (room) may accommodate all the materials of the concerned program.
 - b. It is large enough to accommodate accreditation team and the materials during the visit In case, it is not large

enough some materials may be placed /stored in a separate nearby room.

- c. It is equipped with necessary facilities.
 - d. Documents/pictures/exhibits are properly labeled, filed, updated and are readily available.
3. Administrative matters and logistic arrangements (workplace, computer support, schedules, transportation & accommodation etc.)

III. Monitoring and Meeting Pre-requisite of Accreditation visit

- A. Requesting NACTE to arrange consultancy (If Required)
- B. Preparing program accreditation pre-requisite documents².
- C. Making administrative and logistic arrangements

Formal External Evaluation Visit

IV. Formal Request for Evaluation Visit

Teacher education institution/ program will file a formal request with nacte and submits accreditation fee, desired date of visit and pre-requisite documents. In response to the formal request nacte will issue institution and program code, which will serve as reference for all further correspondence. Nacte will adjust visit dates and program, in accordance with its schedule and inform the institution about further course of action and visit plan.

V. Visit of External Evaluators

A team of NACTE external evaluators will visit the institution on the notified dates to evaluate the concerned teacher education program. the duration of the visit will depend upon the nature of the program and level of accreditation.

VI. Exit Conference

The accreditation visit by external evaluators ends with the sharing of the visit experiences in the exit conference. Exit conference will be organized by the institution which is the major activity of the last day. Following are the guidelines for this conference:

² 13 Institution Documents, Institution Self Evaluation Report, Program Performance Profile & Compliance report
¹ Level W & X may require three days visit.

- A. It is arranged by the host institution and is attended by the officials, faculty, staff, and students of the program under review, and the External Evaluators.
- B. The purpose of the exit conference is to:
 - a. Share general findings of the visit
 - b. Check the accuracy of factual accreditation information/ data.
 - c. Secure feedback from the institution
- C. It is conducted in a professional manner as an academic discussion.
- D. General oral presentation on strengths, weaknesses and deficiencies of the program is made by the evaluation team leader.
- E. It provides an opportunity to the institution to judge the evaluation process and its findings after the event.
- F. If there are differences, these are resolved by presenting evidence. There are no discussions and arguments.
- G. It is moderated by the team leader who calls on each auditor to present his/her individual impression of the visit and report on his work
- H. The team recommendations, particularly on the award or deferment of accreditation status are not presented in the exit conference because it is subject to technical review, data analysis and decision by the NACTE.
- I. The team meets again after the exit conference to affirm or make revisions on the data, and report if necessary.
- J. Before closing the program, all obligations are cleared both by the institution and external evaluators.

VII. Closing Program

The closing program formally includes the end of the accreditation process and is attended by the same participants who were invited to the opening program and interested individuals or groups from the community. It is brief, lasting no longer

than one hour. External Evaluators attend the closing program, but only one of them, possibly the team leader, addresses in the closing program. The talk is confined to the following points:

- A. General impressions of the auditors on the program.
- B. Commendation of all the good work in the preparation and management of the accreditation visit, and the participation of all who contributed to the activity.
- C. Information that the final decision will be formally communicated to the institution in three to six months time in as much as the report is subject to the technical review by desk auditors and acted upon by NACTE.
- D. Thanking and congratulating, on behalf of NACTE, the host administration, faculty, officials, students and all those who played key roles in the audit process, and the external evaluators for being able, patient, and professional in their work.

Post-Evaluation Activities

VIII. Technical Review/ Desk Audit

After receiving the report and data of the visit from the external evaluators, the desk auditors make technical review and certify that data is complete and without any factual errors. In case the data is incomplete / missing or there are factual errors/ inconsistencies, the concerned external evaluators are requested to do the need full.

IX. Data Analysis

Once the technical review is complete the data is transferred to data base for record, analysis and generation of results.

X. Recommendations on Accreditation Status

Based on the results, recommendations are framed on accreditation status of the program for presentation to the NACTE.

XI. Accreditation Decision

Decision on accreditation status of the program is made by the NACTE. Same is conveyed to the concerned institution by the NACTE secretariat. The communicated decision contains the following information:

- A. Title of the program under review
- B. Date of validity of accreditation status
- C. Descriptive report and recommendations about the approval of award or deferment of accreditation
- D. A summary of quantitative and descriptive rating of each standard.

XII. Appeal by the Institution

The institution may go into appeal where it is not satisfied with the accreditation decision. Complaints on accreditation processes or decisions are formally submitted to the NACTE Secretariat and acted upon by the Appeal Committee of Council. The decision on such appeal is conveyed to the institution and formally published for information of general public and stakeholders.

XIII. Suggested Actions for Re-accreditation

Appropriate steps are required of the institution for preparation of next inspection such as:

1. Preparing a plan of action to improve the rating of particular areas & follow the observations/ recommendations of inspection team.
2. Preparing a compliance report.
3. Conducting self-evaluation in three to six months before the next accreditation visit, and to submit a self-evaluation report on it.

5. Levels of Accreditation Status

The Accredited Status is of four (4) levels. The highest level is IV (W). The levels in ascending order are as follows:

Accredited status level I (Z)

Accredited status level II (Y)

Accredited status level III (X)

Accredited status level IV (W)

Benchmarks for Various Accreditation Levels

The table presented below states the accreditation levels, the pre requisites and the additional requirements for each level. To meet any accreditation level, all its pre-requisites and all additional requisites must be met. However, some of the indicators in pre-requisites and additional requisites are marked with an asterisk(*). These indicators are relevant to the universities applicable in specific conditions mentioned in the document of the National Accreditation Standards for Teacher Education Programs,

Table 2: Pre-requisites and additional requisites for awarding Various accreditation levels

Accreditation Level	Pre-Requisites for the Level	Requisites
Z	Pre- requisite Documents	6 indicators of Standard 1 Other than the pre-requisites.
	1. Minutes of academic council in which the certain teacher education programme was approved (For Universities and DAIs)	
	2. Valid Affiliation letter from the parent university (For affiliated colleges)	
	3. HEC's NOC is required for the MS / M.Phil. / Ph.D. programmes	
	Pre- requisite Indicators	2 indicators of Standard 2 Other than the pre-requisites. (<i>Not Applicable for MS/MPhil/PhD</i>)
	1.1.1 Curriculum development process includes formulation of the objectives of the program inline with vision and mission of the institute. (Not applicable to affiliated colleges)	
	1.1.2 Program objectives and courses/ course outlines are aligned with knowledge, skills and dispositions desired in National Professional Standards for Teachers (NPSTs) in Pakistan. (Not applicable to affiliated colleges)	
	1.1.3 The curriculum is approved by the statutory bodies. (Not applicable to affiliated colleges)	
	1.2.1 The curriculum document includes duration of the program i.e., number of years, semesters, credit hours and course outlines, meet the minimum requirements of the Higher Education Commission. (Not applicable to affiliated colleges)	2 indicators of Standard 3
	2.1.2 Prospective teachers are provided with teaching practice manuals and lesson planners (template and duration of lesson plan/printed register/ diary/mechanism and guidance for planning lessons). (Not Applicable for MS/MPhil/PhD)	4 indicators of Standard 4 Other than the pre-requisites
	4.1.1 The assessment policy for prospective teachers' progression is documented and disseminated (i.e. assessment of students'/prospective teachers' progress through midterm & final exam along sessional work including assignments, quizzes, presentations etc and practicum with proper weightage)	
	5.1.3 There are adequate number of classrooms to accommodate the number of courses being offered. (Number, size, furniture, arrangements for heating and cooling, ventilation, equipment)	

Accreditation Level	Pre-Requisites for the Level	Requisites
y	In addition to Pre- requisite Documents & Pre-Requisites of level Z 1.2.3 Scheme of studies/Curriculum/ Course outlines have integration of ICT and suggest practical/hands on activities and are compatible with stipulated time of semester. (Not applicable to affiliated colleges) 1.2.4 The curriculum or its course outlines provide lists of web sites and recommended books of recent editions for each course. (Not applicable to affiliated colleges) 3.1.1 There is an adequate compliance of admission policy (students-teacher ratio and meeting pre-requisites) approved by the statutory body. 3.2.1 Semester wise assessment ensures assessment of knowledge, disposition and skills of prospective teachers. (Question papers of midterm, final term and sessional activities are aligned with NPSTs.) 4.1.4 Quality improvement plans are developed, implemented and monitored. 5.1.1 The institution is housed in a Purpose-built independent building located in a hazard-free & eco friendly environment and environment is conducive, open and harmonious. 5.3.1 The library is strategically located to be accessible to all teacher educators and prospective teachers. 6.2.2 Appropriate/Adequate number of faculty members are recruited. 6.2.3 There is evidence for the relevance of faculty members' recruitment w.r.t. qualification and specializations.	8 indicators of Standard 1 Other than the pre-requisites. 4 indicators of Standard 2 Other than the pre-requisites. (<i>Not Applicable for MS/MPhil/PhD</i>) 5 indicators of Standard 4 Other than the pre-requisites. 8 indicators of Standard 5 Other than the pre-requisites. 3 indicators of Standard 6 Other than the pre-requisites. 1 indicator of Standard 7
X	In addition to Pre- requisite Documents & all the pre-requisites of level Z & Y 4.2.1 Alignment of the assessment policy and assessment practices is evident. 5.1.5 Classrooms and laboratories are equipped with the facilities and equipment required for the courses hosted there. 6.1.6 The annual calendar of the programme is available to all stakeholders. 6.2.1 There is a formal appointment and placement policy for teacher educators. 6.2.4 The programme implements an appropriate workload policy for different ranks including teaching, supervision of teaching practice and research. 6.2.5 There is a mechanism for monitoring knowledge, skills, dispositions and performance of teacher educators. 7.1.1 There are notified guidelines for planning and conduct of students' research which include seeking consent by supervisor, allocation /approval of supervisor and topics, approval of external Examiner, time management and submission. (<i>Applicable for MS/MPhil/PhD</i>) 7.2.1 Faculty is engaged and encouraged in conducting and dissemination of research	9 indicators of Standard 1 Other than the pre-requisites 4 indicators of Standard 2 Other than the pre-requisites. (<i>Not Applicable for MS/MPhil/PhD</i>) 1 indicator of Standard 3 Other than the pre-requisites. 9 indicators of Standard 4 Other than the pre-requisites. 10 indicators of Standards 5 Other than the pre-requisites. 10 indicators of Standards 6 Other than the pre-requisites. 3 indicators of Standard 7 Other than the pre-requisites

Accreditation Level	Pre-Requisite for the Level	Requisites
W	In addition to Pre- requisite Documents & all the Pre-Requisites of level Z ,Y & X	11 indicators of Standard 1 Other than the pre-requisites.
	5.3.4 The library comprises various types of information sources (i.e. print, non-print, electronic and digital materials).	6 indicators of Standard 2 Other than the pre-requisites. (<i>Not Applicable for MS/MPhil/PhD</i>)
	6.2.6 There is a mechanism for professional development of teacher educators and support staff.	1 indicator of Standard 3 Other than the pre-requisites.
	7.1.2 The system has a formal mechanism for approving research topics by concerned bodies giving preference for addressing local, and national issues of teacher education in particular and education in general. (<i>Applicable for MS/MPhil/PhD</i>)	10 indicators of Standard 4 Other than the pre-requisites.
	7.1.8 Incentives for conducting and publication of research and conference presentation are there.	15 indicators of Standard 5 Other than the pre-requisites.
	7.3.1 Evidence for use of research findings in curriculum revision is there. (Not applicable to affiliated colleges)	10 indicators of Standard 6 Other than the pre-requisites.
	7.3.2 Evidence for use of research findings for teaching learning process (e.g. methodologies) is there.	3 indicators of Standard 7 Other than the pre-requisites.
	8.1.1 The programme has developed well thought out projects based on social needs and educational issues of the community.	1 indicator of Standard 8 Other than the pre-requisite.

A Program may attain any one of the four levels during the first visit. In case it attains any level other than level IV (W), it can submit case for reaccreditation for the next higher level after a period of six months improving upon the identified observations. The accreditation level will remain valid for a period of three years. It is mandatory for the accredited programs to apply for reaccreditation before or soon after the expiry of three years. If a program fails to apply for reaccreditation, its accreditation level will be declared non-accredited.

List of Institutional Documents Required for Analysis

Note: For detailed description of documents see the NACE Template for Documents

Doc#	Name of the Document
1	Pre-requisite Documents
2	Curriculum Development and Implementation
3	Teaching Practice
4	Record of students' enrolment and progression
5	Program Assessment Record
6	Infrastructure
7	Human Resource Policies and Records
8	Research Planning and Promotion
9	Community Links and outreach
10	Improvement Plan
11	Continuous Professional Development (CPD) of Teacher Educators
12	Program Monitoring File (Feedback)
13	Self-Assessment Report

I. Documents/General Inventory.

You are requested to download the “Documents/General Inventory” from the NACTE website i.e. <https://nacte.org.pk/Documents> and complete as a separate file before visit.

II. Institutional Documents to be collected for Analysis

You are requested to download the “Template for Documents” from the NACTE website i.e. <https://nacte.org.pk/Documents> and these has to be completed in all aspects before the visit.

