NACTE

Accreditation
Processes and Procedures

National Accreditation Council for Teacher Education Pakistan

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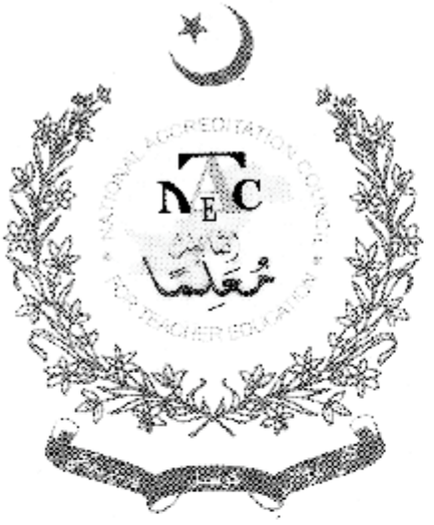

National Accreditation Council for Teacher Education Pakistan

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Acronyms

BoC	Bureau of Curriculum
CT	Certificate of Teaching
DCTE	Directorate of Curriculum and Teacher Education
DSD	Directorate of Staff Development
HEC	Higher Education Commission
JEA	Joint Educational Advisor
NACTE	National Accreditation Council for Teacher Education
NCATE	National Council for Accreditation of Teacher Education
NEP	National Education Policy
NPST	National Professional Standards for Teachers
NSATEP	National Standards for Accreditation of Teacher Education Programs
PITE	Provincial Institute of Teacher Education
PTC	Primary School Teaching Certificate
QA	Quality Assurance
QAA	Quality Assurance Agency
QE	Quality Enhancement
STEP	Strengthening Teacher Education in Pakistan
TEP	Teacher Education Program
UoE	University of Education
UNESCO	United Nations Educational, Scientific and Cultural Organization
USAID	United States Agency for International Development

NOTE: It is common to refer both the National Accreditation Council for Teacher Education and its Secretariat as NACTE. For the sake of brevity and clearness, this document refers to the assembly of the Council members as "the Council" or "the NACTE Council"; and the NACTE Secretariat as "NACTE" or "NACTE's Secretariat".

Introduction

This document describes the General Process, Processes and Procedures developed by the National Accreditation Council for Accreditation of Teacher Education in Pakistan. NACTE was established to accredit teacher education programs conducted by chartered universities, D A I s and affiliated colleges/institutions in the public and private sector working in Pakistan or abroad with the approval of HEC.

The Accreditation is infact an integral part of Quality Assurance, linked to Quality Enhancement. That is, Quality Assurance offers the processes and procedures to ensure that certain requisites have been met by the program. A diagnosis is made to identify the strengths and deficiencies to develop coherent plans to overcome the deficiencies and foster the strengths. The processes and procedures described here are intended to bring life to the dynamics, described above.

The NACTE accreditation processes and procedures begin with certain methodological considerations followed by description of each process.

Chapter 1

Methodological Considerations

The chapter describes the processes that underline the NACTE's efforts to establish quality assurance and quality enhancement mechanisms in teacher education. To reach the final characterization of each process, several steps were followed:

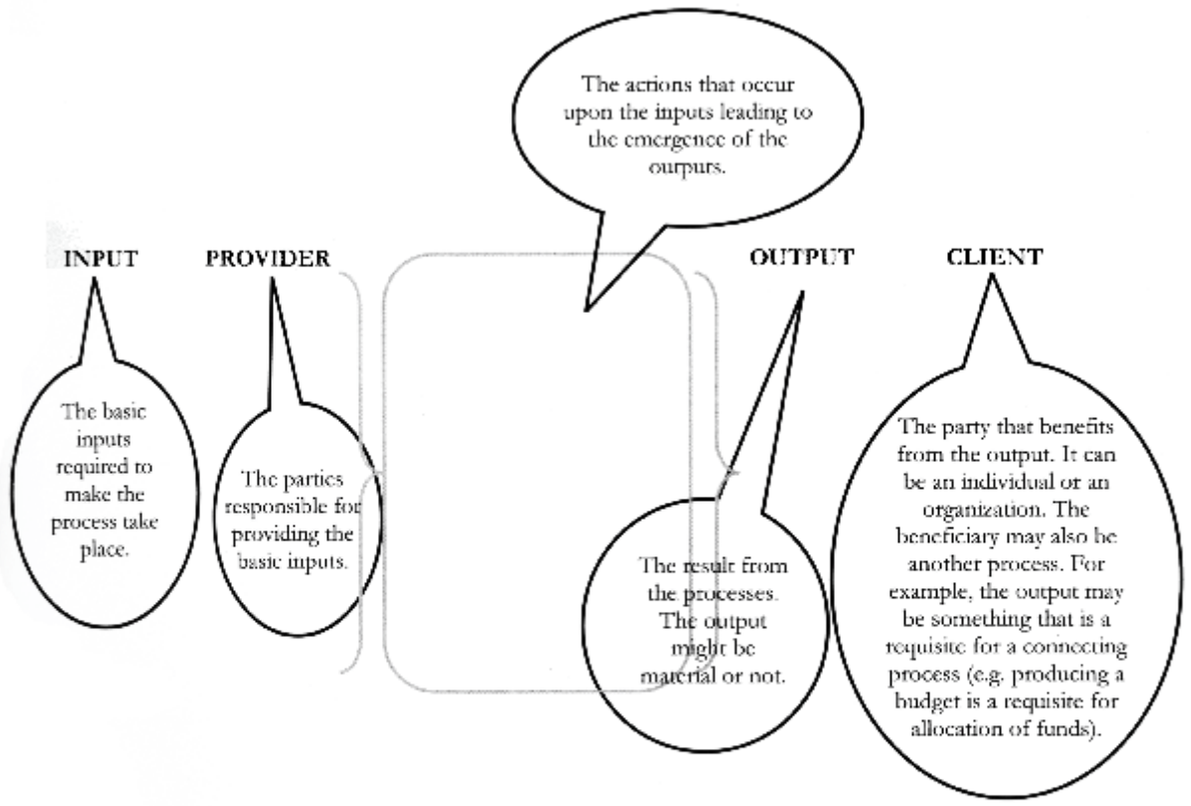
1) Based on literature, research on international experiences and current theory on quality assurance, NACTE developed a basic cycle, consisting of the following:
    a. Self-evaluation (Internal Academic Evaluation).
    b. Developing and implementing an improvement strategy.
    c. Peer-based external evaluation.
    d. Developing and implementing an improvement strategy.
    e. Return to point 'a'.
2) The basic cycle was reviewed by technical experts and adapted in Pakistan's context.
3) The processes within the adapted cycle were divided into two categories
    a. those, which are the direct responsibility of NACTE
    b. those with which NACTE needs to link, but are not part of its preview.
4) The processes for which NACTE is directly responsible were then operationalized into procedures.
5) Manuals and templates were written for those processes and procedures.

To improve clarity, the definitions of the processes were conceived hierarchically from the most abstract to the much more concrete and operational level.

This structure is based on processes, which are a set of actions (if their order is not relevant) or steps (if their order is relevant) conducted to achieve a particular objective. These processes are systematic, clearly defined, have one beginning and one end point, are initiated by a previous process and may end (but not always will) and link to an upcoming process. NACTE began by defining a **general-process**. A general-process differs from other processes as it makes a synthetic representation of the whole approach to accreditation, quality assurance and quality enhancement of teacher education. The general-process can be interpreted as a function of inputs, context and outputs. The general-process is described by its **processes**. The processes within the general-process might require to follow a pre-determined order, but not necessarily, as is described later in this document. Each process can be further described by its own sub-processes.

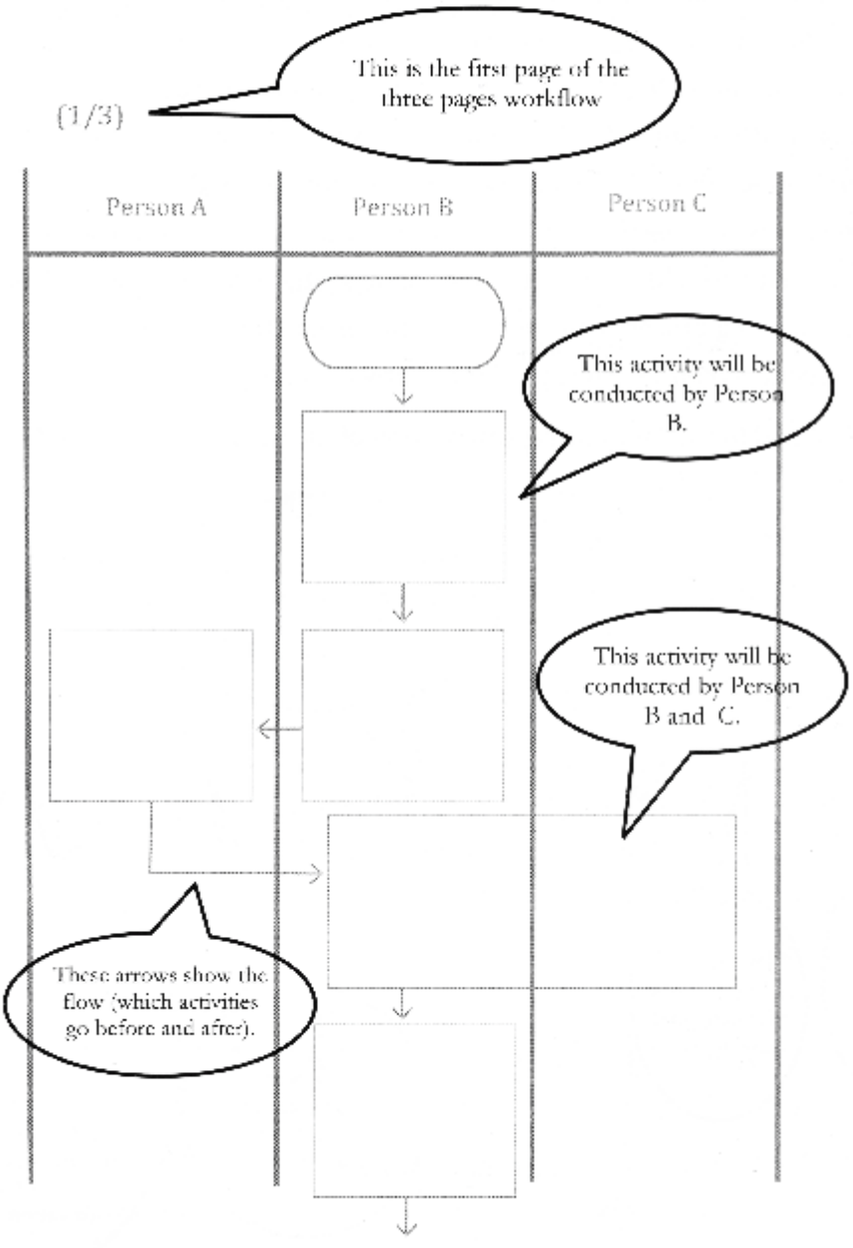
The general-process and its processes are graphically represented in this document (Figure 1). The first column, on the left, presents the basic inputs necessary for the processes to take place. Next to that column are the parties responsible for providing these inputs. The rectangle in the middle contains the list of all processes that are relevant to produce the outputs given in the second last column. The beneficiaries of these outputs are the clients, individuals or organizations, but can also be other processes. In that case, the output becomes an essential input for the next process. For example, a budgeting process concludes with the production of a budget document. This budget document is then a basic input for the process of fund allocation.

Figure 1: Model for the graphic representation of the General-Process and Processes.



The **sub-processes** are presented in flow-charts and are annexed. The flowchart should be read in the traditional way. Each column represents a different party involved in the flow of activities. Each flow chart has a beginning point and arrows to indicate the order of the flow to be followed. The traditional flow-chart symbols are used to represent the necessary actions and the column in which they are located, indicates the party responsible for it (two parties are responsible when the symbol is located in two columns). Figure 2 represents these elements and the key to the flow-chart symbols is given in Annex I.

Figure 2: Model for the graphic representation of the workflows of processes.



All processes and sub-processes are given names and codes to identify each. The General–Process is at the top-most level, thus its identifying code is a single digit: 1. As will be discussed in the coming sections, the General–Process comprises of five processes. Their identification code is of two digits. The first digit is 1, which indicates they all belong to the same General–Process. The second digit is a correlative number that should not be interpreted as a pre-established order for the processes. At the third level downward are the sub-processes. These are identified with three digits. The first one is 1, identifying them as part of the General–Process. The second digit identifies to Process to which this sub-processes is associated. The third digit identifies it uniquely. Manuals and templates associated to a sub-process are identified by the letters T (for template) and M (for manual) followed by an identifying number. For example, the hypothetical code 1.2.3-M2 means that this is the second manuals needed to conduct the third sub-process of the second process of the General–Process labeled as 1.

Chapter 2

Processes of Quality Assurance and Enhancement

In developing the framework for quality assurance mechanism, NACTE followed the HEC guidelines, taking into consideration the necessary actions to complement the teacher development policy, in the context of Federal, Provincial and Area governments. The result is a description of quality **assurance and quality enhancement processes,** which include actions, some of which are under the direct analysis of NACTE but other will require some interventions by the governments or private sector. The forthcoming section describes these processes.

Definition of Processes

NACTE's Mission is to:

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

The challenging word in this context is "ensure". While exercising quality control, procedures could provide some measure of quality assurance, it would not provide the necessary impulse to facilitate quality enhancement. Therefore, NACTE's task includes the definition and advocacy for processes and procedures that will have an impact on the activities of all the participants of teacher education programs in such a way that the quality of their services improves in connection to their pursuit of accreditation.

Yet, not all the elements involved in quality enhancement process are under the control of NACTE. That is, while it is within NACTE's scope to organize evaluations and design accreditation tools, it is not **within its mandate to support institutions financially or to amend their laws.** NACTE's scope includes the development of guidelines for institution to conduct self-evaluation and offer suggestions on how to develop improvement plan and activities. It is beyond NACTE's scope to regulate and finance the institutions. In its place, however, NACTE has developed a series of activities to sensitize and advocate for the necessary procedures that would link quality assurance and quality enhancement mechanisms. These links would then become a vital part of the implementation of a more general teacher development policy. A teacher education policy on these lines would be compatible with the National Education Policy 2009.[1] Thus, NACTE has conceived an accreditation process that conceptually links planning, implementing and follow-up actions for better teacher education.

To structure these processes and procedures into a coherent model, NACTE has developed it as a **general-process.** This is a process that makes a synthetic representation of NACTE's approach to the accreditation of teacher education programs as part of a quality assurance and quality enhancement mechanism. The general-process can be understood as the function of inputs and resulting outputs, once five independent **processes of the general-process** have occurred. These five processes do not have a predetermined order. Each is characterized by **sub-processes**, each of which has single starting point or beginning, and an end-point. The steps within a sub-process occur in a predetermined order and they connect to other sub-processes in predetermined manner. To complete each sub-process, several **procedures** needs to be followed. The procedures describe the steps to be followed to complete a very specific and operational activity.

The general-process and processes are presented in a schematic manner. Their corresponding sub-processes are presented in flow-charts. The specific procedures are the subject of manuals and templates. A brief description of these processes and sub-processes is given for the convenience of the reader.

[1] Government of Pakistan, Ministry of Education (August, 2009) National Education Policy. Available at: www.moe.gov.pk/nepr/NEP_2009.PDF

1. General-process: The process of quality assurance and enhancement

The process requires a well-structured policy and legal framework to accommodate the different required activities. The Provincial and Federal governments must involve and coordinate towards a national policy on teacher education and necessary regulations at provincial and federal level that would allow the actions to take place. The outputs of this process will be better quality teacher education which will benefit prospective teachers in training and eventually the students taught by these prospective teachers. The following five processes constitute this general-process.

1.1 Professional Internal Academic Evaluation (Self-evaluation) is the self-assessment conducted by the Program / Institution. This evaluation is pivotal both for the quality assurance and the quality enhancement components. It allows the institution / program to decide whether they are ready for the External Evaluation and to reflect on conditions that could be readily improved.

1.2 External Evaluation is the assessment conducted by NACTE through an independent peer-review. The External Evaluation offers the institution with an objective judgment of its accomplishments and certifies this by awarding a distinct accreditation level.

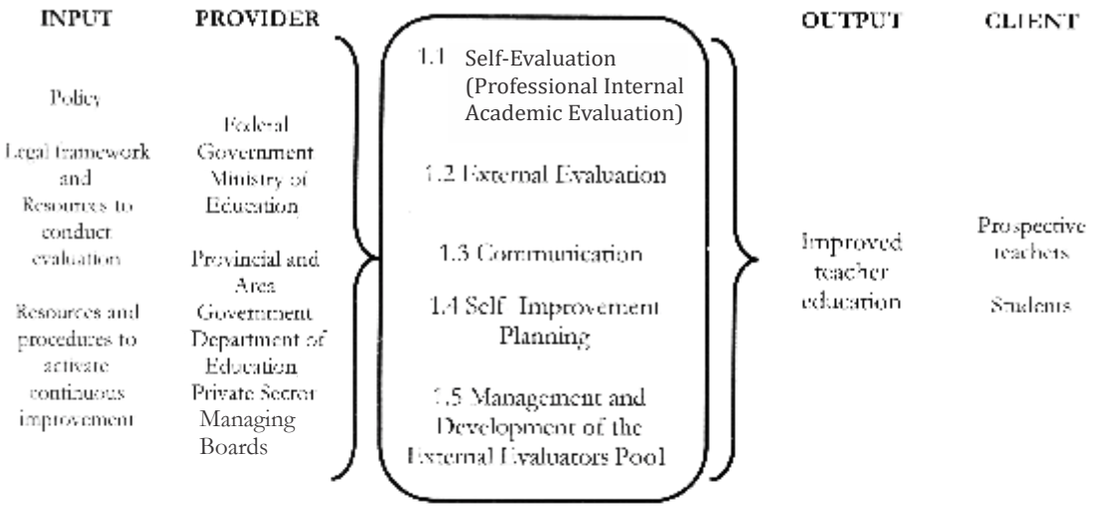
1.3 Communication process is intended to inform, notify and provide feedback. The Communication process includes notification of NACTE's yearly schedule of activities, a pathway for institutions to present complaints, ask questions and the publication of relevant information for all concerned.

1.4 Self-Improvement Planning refers to the procedures and activites that the institution conducting teacher education program undertake to develop a concrete plan to evercome their deficiencies and further develop their strengths. The Self-Improvement Planing Process can take place after the Self-Evaluation or the External Evaluation. In either case it follows a logic whereby evidence obtained from the evaluation is used to plan actions to foster improvement and design monitoring procedures to verify those improvement

1.5 Managing The Pool of External Evaluators; This pool includes all recurrent and permanent activities, conducted by NACTE to register teacher educators as External Evaluators who are regularly updated about the accreditation process to

ensure that they conduct all required activities objectively in reliable and uniform manner following prescribed guidelines.

Figure 3: Graphic representation of the General–Process of Quality Enhancement and Quality Assurance.



The processes and procedures involved in **Standard-Setting and Benchmarking**, are not included in the general-process as they don't constitute a part of NACTE's systematic recurrent activities. The gap between standard revision and benchmarking activities would depend on the speed and effectiveness of the improvement activities. Furthermore, the specific procedures to conduct both activities might differ in accordance with curricular changes, new priorities from the educational policy or contextual pressures that have an impact on the resources for the educational system.

Although diverse actors participate in the conduct of these processes, the main parties involved are the NACTE, the programs, the Federal Government and the Provincial/Area Governments and private sector. Table 1 relates these parties to the type of responsibilities they hold for each process. Note that within each cell, it is indicated if the party has:

- *Major responsibility:* The party is responsible for major operations and procedures involved in the processes. It begins and/or concludes the process, and is responsible for linking it with another process.
- *Complementary responsibility:* The party is involved in the process and the activities or procedures it conducts. Its responsibility is to successfully conclude the task.
- *Participation:* The party participates in the operations and procedures involved in the process. However, where the party fails in conducting the activity, other prospective parties could replace it.

Table 1: Responsibilities associated to each of the main participants in the General-Process of Quality Enhancement and Quality-Assurance.

Process	NACTE	Programs	Federal / Provincial Government	Private Sector
Professional Internal Academic Evaluation (Self-evaluation)	*Complementary responsibility.* • Developing guidelines and manuals that may be used by the teacher education programs (although those are not obligatory). • Offer consultation and resolve question that might arise in the institutions about the role of the self-evaluation and the External Evaluation. • Develop objective criteria that can be used by the program and or by NACTE itself to establish whether an institution is ready for External Evaluation.	*Major responsibility.* • The program members must organize to conduct self-evaluation. • Decide for adequate training and advice to conduct self-assessment. • Full implementation. • The institution conducting program decides when their status is adequate to seek External Evaluation.	*Participation.* • Provide financial and / or technical support if requested by the public institutions conducting programs	*Participation.* • Provide financial and / or technical support if requested by the concerned private sector institution conducting programs.
External Evaluation to be awarded the	*Major responsibility.* • Mobilizing personnel to administer tools, score them and emit a judgment on the accreditation status and level to be awarded to theProgram	*Complementary responsibility.* • Prepare for the External Evaluation • Finance the External Evaluation. • Manage the external evaluation visit.	*Participation.* • Provide fees & funds to assist NACTE and public universities conducting teacher education program	*Participation.* • Provide fees & funds to assist institutions conducting teacher education program
Communication	*Major responsibility.* • Mobilizing personnel, resources and media to notify and disseminate schedule of the external visit. • Develop a system where complaints, suggestions and questions can be entertained satisfactorily • Notification and dissemination of accreditation levels of evaluated teacher education programs	*Participation.* • Reception and use of the information. • Presenting questions and / or complaints / appeals if appropriate and / or necessary.	*Participation.* • Reception and use of the information.	*Participation.* • Reception and use of the information.

Process	NACTE	Programs	Federal / Provincial Government	Private Sector
Self-Improvement Planning	*Complementary responsibility.* • Developing guidelines and manuals that may be used by the teacher education programs (although they are not obligatory). • Offer consultation and resolve question that may arise in the institutions about the accreditation of the program. • Develop criteria for NACTE and program to judge the adequacy of Self-Improvement Plan.	*Major responsibility.* • The institution conducting program must organize to develop a plan based on the findings of their self-evaluation. • Adequate training and advice be sought. • The writing of the plan. • The institution conducting the programs must decide when the plan is ready for implementation.	*Participation.* • Provide financial and / or technical support if requested from the programs delivered by Federal Institutions.	*Participation.* • Provide financial and / or technical support if requested from the programs delivered by Private sector Institutions.
Managing the Pool of External Evaluators	*Major responsibility.* • Selection, training and assessment of the External Evaluators. • Formation of external evaluators teams • Allocation of Program to the evaluation team for external evaluation.	*Complementary responsibility.* • Institution conducting teacher education Program nominates the staff to be the External Evaluation.	*Participation.* • Provide financial support to NACTE if requested	*Participation.* • Provide financial support to NACTE if requested

The following sections are dedicated to the description of each process. Not all processes have been defined to same level of operationalization at present. The External Evaluation has been the main concern of NACTE. It is the process that has been further developed. Communication, Self-evaluation and Managing the Pool of External Evaluators have already been reviewed piloted and finalized.

1.1 Self-evaluation (Professional Internal Academic Evaluation)

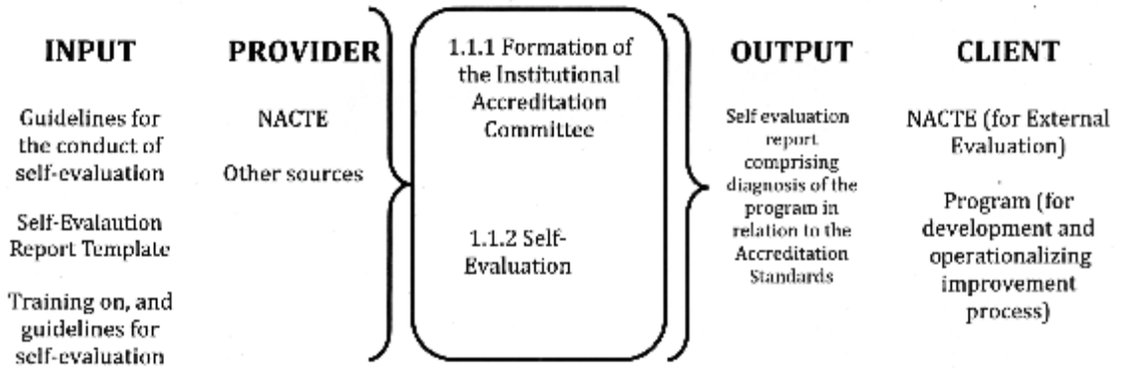
The Process of Self-evaluation (Professional Internal Academic Evaluation) is divided in two sub-processes as under.

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

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 submits (a) 1.1.2-T1 Confirmation of Participation Templet / Form to NACTE for accreditation. The graphic representation of this process is presented in Figure 4.

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 conduct the External Evaluation. The Self-Evaluation requires the participation of every member in the program and should be conducted against the National Standards for Accreditation of Teacher Education Programs in Pakistan (NSATEP). Thus the formation of Institutional Accreditation Committee is needed, to coordinate all accreditation related activities. Guidelines for the formation of the committee are given in Annex II

Figure4: Graphic representation of the Process of Self-Evaluation (Professional Internal Academic Evaluation).

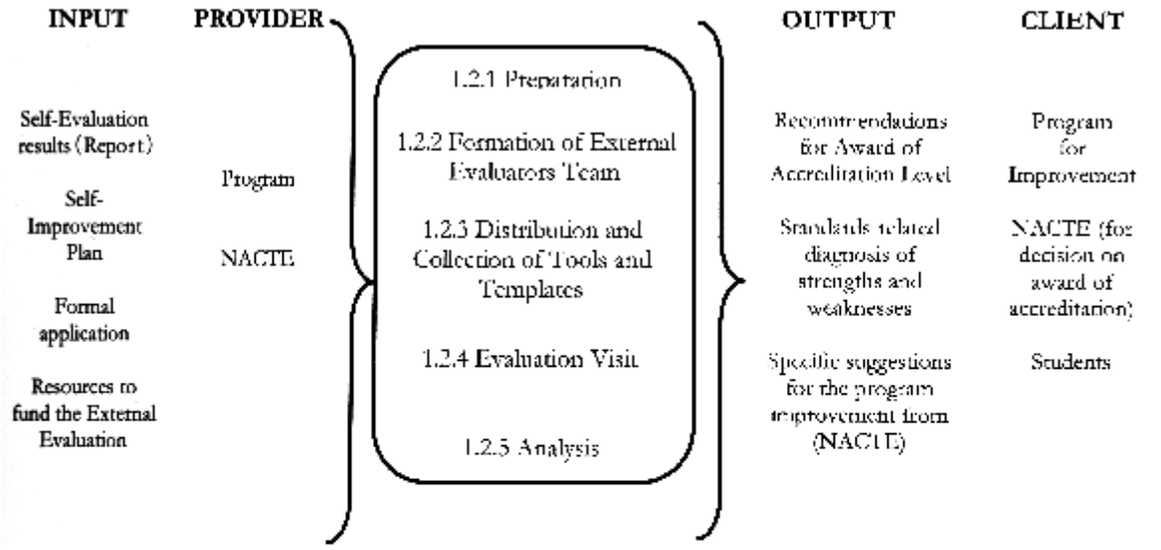


The Self-Evaluation (Professional Internal Academic Evaluation) Process can lead to one of the two processes. The program may either decide to move into the External Evaluation process or to the Self-Improvement Planning process.

1.2 External Evaluation

The process of External Evaluation is modular to NACTE's activities. It is the axis on which the quality assurance and enhancement aspects revolve, as it offers the objective, external and peer mediated assessment of the characteristics of the program in relation to the NSATEP. It is composed of five sub-processes, which follow a set order. These are represented in Figure 5.

Figure 5: Graphic representation of the Process External Evaluation



The process begins with:

1.2.1 Preparation (see Annex V for the flowchart), which consists of activities to ensure that the institution conducting program is ready for External Evaluation and all necessary documents have been collected

1.2.2 Formation of External Evaluators Team It can be made simultaneously with 1.2.1 No flowchart has been developed for this sub-process, as it depends on the dates, locations and time-availability of the External Evaluators. However, there is a set of conditions that must be met prior to finally assigning the task to an External Evaluation Team. These are given in Annex VI. These are specified in Table 2.

1.2.3 Distribution and Collection of Tools and Templates. This process was designed to create conditions that would;

a) Ensure transparency,

b) Make efficient availability of the necessary materials to conduct External Evaluation,

c) Secure that all gathered data is adequately managed and sent back to NACTE secretariat.

For example, an Evaluation Team might be composed of members from Gilgit Baltistan, Sindh and Baluchistan. They will have to meet at the station where program is being conducted. Thus, they can travel directly to the place of external Evaluation and meet there. The NACTE ensures that the materials necessary for the External Evaluation could be made ready for the Evaluation Team. At the end of the visit, External Evaluation Team will ensure that all gathered data is returned to NACTE. The flowchart for the

process is presented in Annex VII. While carrying out the procedures stipulated in the flowchart, make use of a **1.2.3-T1 Checklist of Contents** (see Annex VIII)

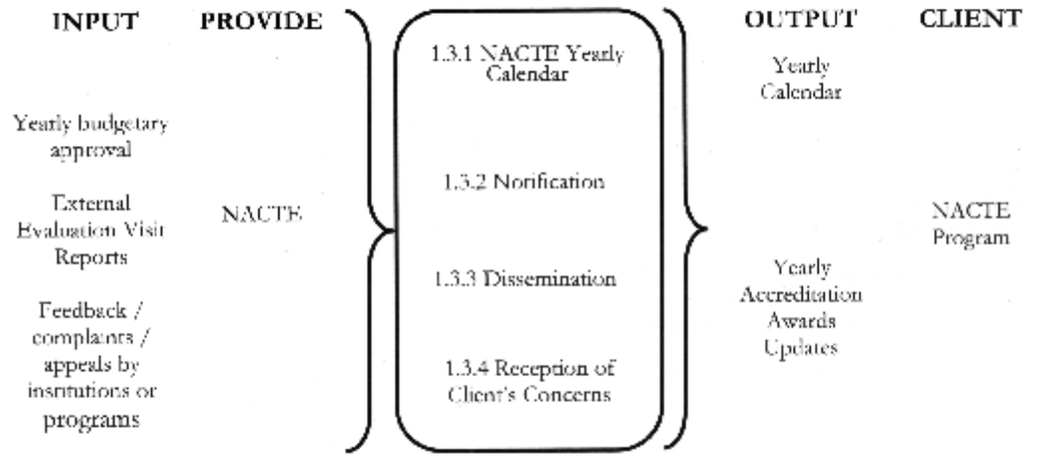
1.2.4 Evaluation Visit is complex and contains within itself different procedures. Therefore, a specialized manual was produced, which describes all the activities and the participants of the process. The Table of Contents of this manual is given in Annex IX (**1.2.4-M: "Evaluation Visit" Contents of the Manual for External Evaluators).**

1.2.5 Analysis is based on different procedures that must be undertaken to transform the data collected into useful information to make a judgment about the level of accreditation that the particular teacher education program should be awarded.

1.3 Communication

The process **1.3 Communication** has only been characterized to the third level. This means that the sub-processes have been identified, but no definitive set of steps have been defined for each. The three sub-processes in the communication process are illustrated in Figure 6.

Figure 6: Graphic representation of the Process Communication



1.3.1 NACTE Yearly Calendar refers to the steps that need to be taken each year to Prepare Schedule for the External Evaluation Visits, training of External Evaluators, Orientation for staff of institutions conducting teacher education programs and all other activities necessary to undertake the quality assurance procedures. Annex X contains a description of a typical one-year cycle of NACTE's operations.

The sub-process Notification and Dissemination refer to the mechanism followed by NACTE to communicate with institutions, programs and society. The general objectives of the process have been identified and defined accordingly.

1.3.2 Notification refers to the written communication by the NACTE to the concerned program exclusively, informing about the Yearly Schedule and the Accreditation Level awarded. The intent is to inform about a) the Yearly Calendar, particularly the External Evaluation Visits and b) the Accreditation Level awarded to a particular program.

1.3.3 Dissemination refers to the communication from NACTE to the general public of the Yearly Calendar and the Accreditation Level acquired by the programs subjected to the External Evaluation. It also includes the student's/ Parents alert published by NACTE and HEC.

1.3.4 Reception of Client's Concern refers to the procedures NACTE follow to receive information, complaints, feedback or appeals that participants and other stakeholders wish to convey. By reception of this communication it is implicit that the procedures establish the way these communications are systematically acknowledged, processed and given a response that may lead to the client's satisfaction or the best possible solution.

1.4 Planning for Improvement

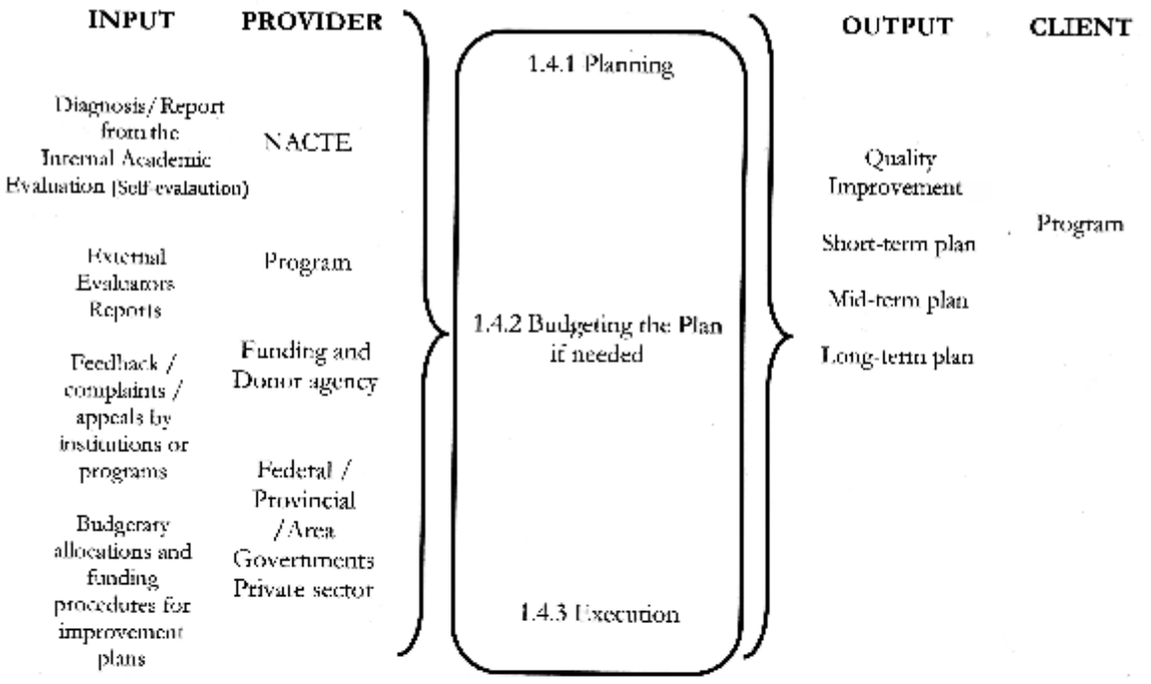
This is characterized only at the level of the sub-processes. It must be realized, however, that this is one of the processes that is heavily dependent on the Federal, Provincial Area Goverments and private sector offering teacher education programs. They have the financial resources and hold the administrative powers necessary to permit and facilitate programs to execute their self-improvement plans. Therefore, although NACTE could eventually suggest manuals and procedures, but Federal, Provincial, Area Governments and concerned private sector will be responsible for the provision of the means to conduct the self-improvement and their monitoring. It is vital that this does occur. Otherwise the quality assurance mechanisms will not link to quality enhancement and a significant and valuable opportunity for educational quality in the country could be lost. The three sub-processes of "Planning for Improvement" are illustrated in Figure 7.

1.4.1 Planning refers to the activities the program will conduct to analyze its quality, the diagnosis obtained from their External Evaluation Visits will help to delincate the actions, that need to be taken to improve their status.

1.4.2 Budgeting the Plan concerns prioritizing their improvement objectives and securing the necessary funding to execute them. Thus, this sub-processes is not limited to assigning costs and values to the activities they intend to conduct, but also making sure that they are aware of the sources from which the funding to finance the improvement plane might come from.

1.4.3 Execution is a process that is probably not defined to the level of procedures ever. It is presented here for the sake of continuity, but it must be realized that the procedures of this sub-process are necessarily bound to the planning and its budgeting (1.4.1 and 1.4.2).

Figure 7: Graphic representation of the Process Planning for Improvement



Once Execution (1.4.3) has been concluded, the program will have to return to Self-Evaluation (1.1). This will drive the process to a new echelon and promote a continuous improvement spiral.

1.5 Management and Development of External Evaluators' Pool

This Process comprises three sub-processes which are:

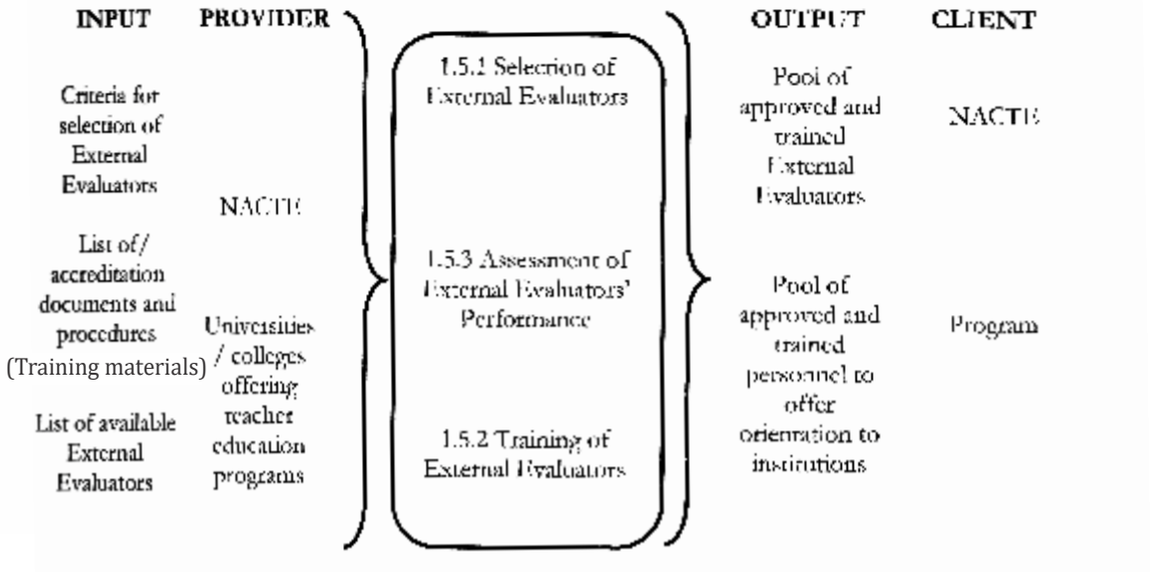
1.5.1 Selection of New External Evaluators is intended to ensure that there is always an adequate pool of External Evaluators to carry out speedy selection of External Evaluation teams.

1.5.2 Assessment of External Evaluators' Performance is intended as a quality control procedure that ensures transparency and validity of the External Evaluation procedures. External Evaluators should provide evidence that their performance during the assessment is adequate and that they have made a concerted effort to keep up with the changes in the field of education in general and the NACTE accreditation system in particular. So the external evaluators performance is continuously monitored. by a NACTE representative, who is part of the external evaluation team.

1.5.3 Training of External Evaluators are the activities that will be undertaken to ensure that External Evaluators conduct the External Evaluation procedures in a uniform and standardize manner. It does not intend, to replace the high level of pre-requisites of External Evaluators. The training is intended to specialize the Evaluators in the very specific procedures of accreditation processes.

The expected outcomes form these sub-processes is a pool of trained External Evaluators that can also offer orientation to institutions interested in Accreditation. The requirement to conduct the processes is a list of available teacher educators that may participate as External Evaluators. This has been established as **minimum** criteria for the selection of the Evaluators, as it is the express intent of NACTE that the process be defined as a peer review. The criteria for the selection of individuals as potential Evaluators was defined and approved by NACTE. These criteria are attached in Annex XI.

Figure 8: Graphic representation of the Process, managing. The pool of external evaluators



Final Remarks

The main content of this Volume has been the presentation of the General–Process of Quality Assurance and Enhancement, along with its underlying processes, sub-processes, and when appropriate, procedures. Two issues must be taken into account in this regard. First, all these processes are intended to create a continuous improvement dynamic of the teacher education programs.

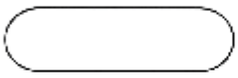
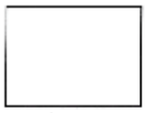
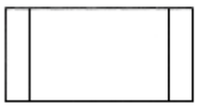
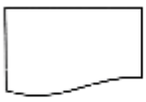
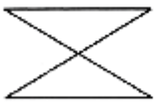
Secondly, the definitions of these processes in itself set the criteria to evaluate NACTE's work and quality as the national accreditation agency.

In the practical sense it means that NACTE is responsible for implementing quality assurance mechanisms, but it also means that NACTE itself commits to operate according to the procedures and guidelines, described in this document. NACTE's functioning and its quality can be judged by its own adherence to these precepts. As the accrediting agency of teacher education, an extremely important element in Pakistan's future, the demand on NACTE is great.

Annexes

Annex I

Key of symbols used in the workflows

	Begin / End.
	Connects to a step in a different page.
	Connects to a step within the same page.
	An activity.
	A series of activities or a sub-process previously defined elsewhere.
	Database.
	A decision needs to be made before moving to the next step.
	Document.
	Collating or organizing into a previously defined format or arrangement.

1.1.1 Formation of the Institutional Accreditation Committee: Guidelines and Composition

Two types of members constitute the committee:

1) Individuals who automatically become part of the committee due to the post they occupy e.g. (Head of Department)
2) Individuals from the program who are eligible due to their post or position.

No.	Guidelines for the Selection of the Institutional Accreditation Committee
1.	An institutional Accreditation Committee is constituted by the Head of Department/ Institution / program, comprising of at least four members including two teacher educators and a senior support staff. HoD or his nominee may chair the Committee.
2.	The HoD may add more members to the Committee, if needed, from teacher educators and support staff of the program / institution.
3.	The Committee will be responsible for managing all accreditation activities in the institution and will be answerable to the HoD.

No.	Composition of the institutional Accreditation Committee
1.	Head of Department / Head of Program.
2.	Two Teacher Educators
3.	One senior support staff

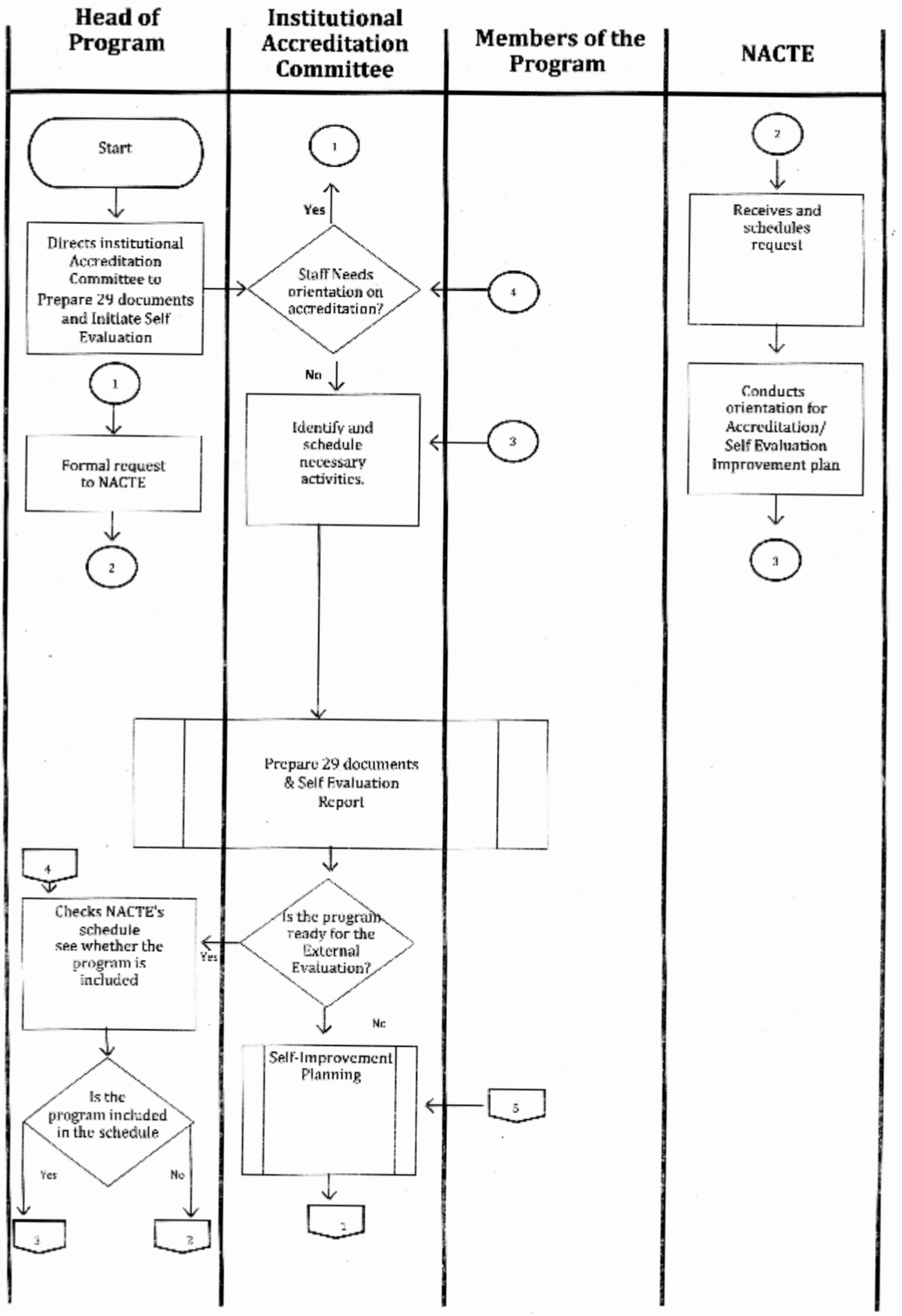
1.1.2 Self-Evaluation: Flowchart of procedures

Pre-requisites to conduct this process:
Process 1.1.1: Formation of the institutional Accreditation Committee has to be finalized before initiating this process.

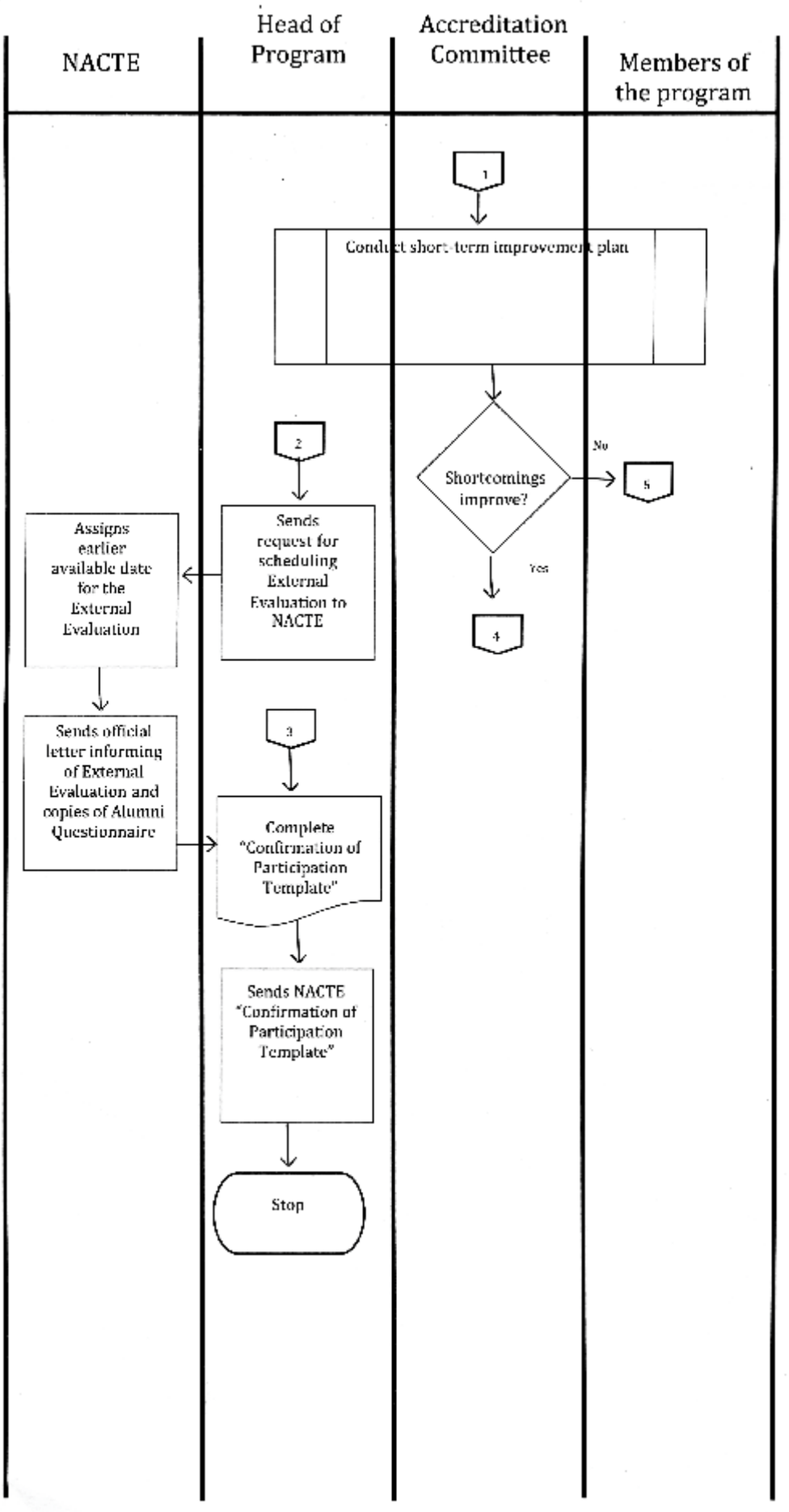
Activities for which this process is a pre-requisite:
Process 1.2: External Evaluation can only be conducted when Self-Evaluation has been concluded.
Process 1.4: Self-Improvement Planning can only be conducted when Self-Evaluation has been concluded.

Annex III

(1/ 2)


Head of Program
Institutional Accreditation Committee
Members of the Program
NACTE
Start
Directs institutional Accreditation Committee to Prepare 29 documents and Initiate Self Evaluation
1
Formal request to NACTE
2
1
Yes
Staff Needs orientation on accreditation?
4
No
Identify and schedule necessary activities.
3
2
Receives and schedules request
Conducts orientation for Accreditation/ Self Evaluation Improvement plan
3
Prepare 29 documents & Self Evaluation Report
4
Checks NACTE's schedule see whether the program is included
Yes
Is the program ready for the External Evaluation?
No
Self-Improvement Planning
5
Is the program included in the schedule
Yes
No
3
2

(2/ 2)


NACTE
Head of Program
Accreditation Committee
Members of the program
1
Conduct short-term improvement plan
Shortcomings improve?
No
5
Yes
4
2
Sends request for scheduling External Evaluation to NACTE
Assigns earlier available date for the External Evaluation
Sends official letter informing of External Evaluation and copies of Alumni Questionnaire
3
Complete "Confirmation of Participation Template"
Sends NACTE "Confirmation of Participation Template"
Stop

1.1.2-T1 Self Evaluation: Confirmation of participation template

CONFIRMATION OF PARTICIPATION IN EXTERNAL EVALUATION

Province / Area:

Name of Institution:

Address of Institution:

Cell/ Ph #

Email:.

Name of Program:

Type of institution:

Public:

Private:

YES

NO

Accreditation:

Reaccreditation:

I _____ , acting as Head of the Program

_____, hereby confirm our interest and

readyness to participate in NACTE's External Evaluation, Kindly schdule the

visit in Weeks of the month _____of the year_____

readyness to paricipate in NACTE's External Evaluation Kindly, scedule the visit in_____week (s) of the Month_____of the year_____

Signature of person acting as Head of Program or Department

Date of Signature

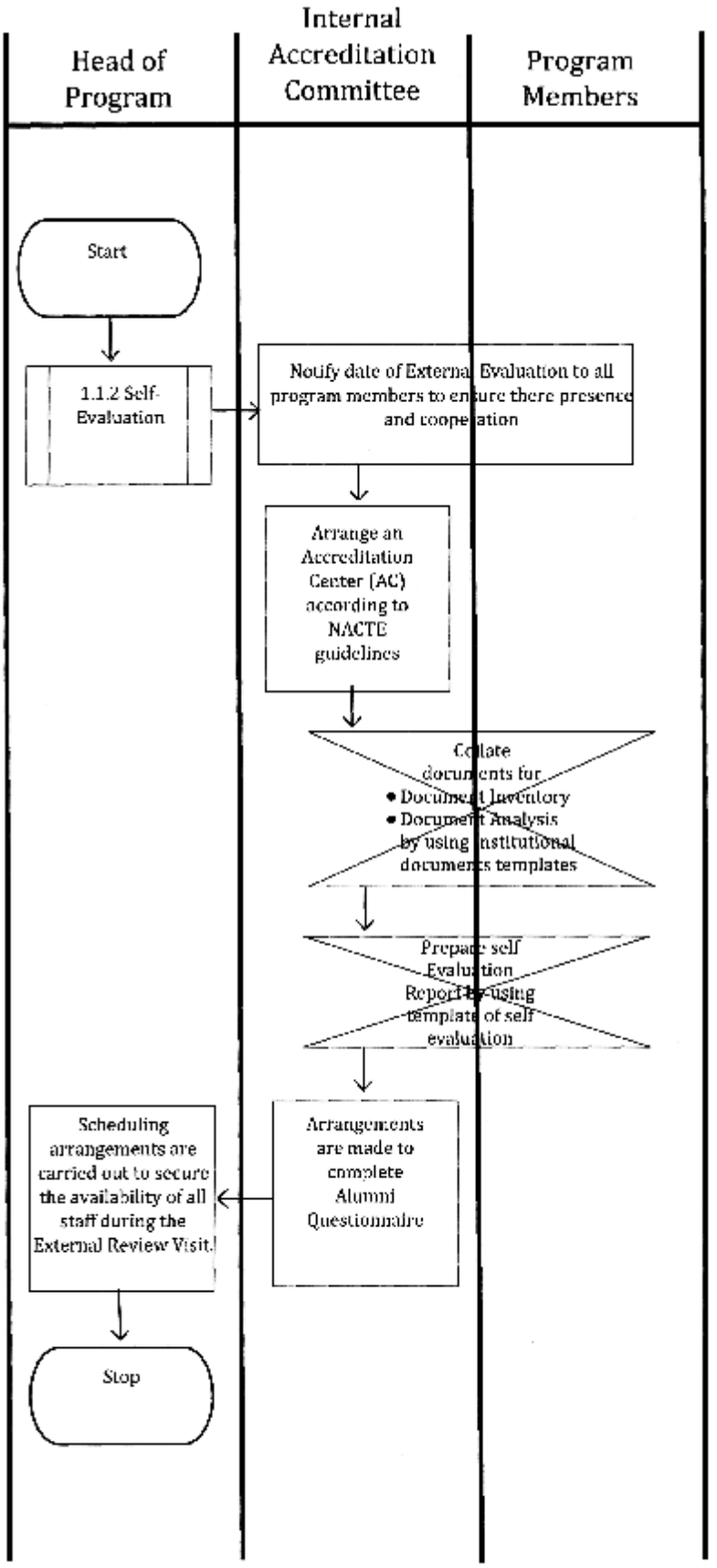
Annex V

1.2.1 Preparation: Flowchart of procedures

Pre-requisites to conduct this process:
Process 1.1.2: Self-Evaluation must be completed and a date of External Evaluation negotiated with NACTE.

Activities for which this process is a pre-requisite:
Process 1.2.4: External Evaluation Visit.

(1/ 1)


Head of Program
Internal Accreditation Committee
Program Members
Start
1.1.2 Self-Evaluation
Notify date of External Evaluation to all program members to ensure there presence and cooperation
Arrange an Accreditation Center (AC) according to NACTE guidelines
Collate documents for
• Document Inventory
• Document Analysis
by using institutional documents templates
Prepare self Evaluation Report by using template of self evaluation
Arrangements are made to complete Alumni Questionnaire
Scheduling arrangements are carried out to secure the availability of all staff during the External Review Visit.
Stop

Annex VI

1.2.2-T1 Formation of External Evaluators' Team

No.	Conditions to be met
1.	The name of the member is included in the approved list of External Evaluators. The member has paid the Registation fee.
2.	The member has successfully completed all required training and practice organized by NACTE in accordance with Process 1.5 Management and Development of External Evaluators.
3.	The member has updated all personal information in accordance with Process 1.5
4.	One member of the team must belong to an institution located in a province other than, where the program is being evaluated.
5	The candidate does not belong to the program under assessment.
6	All members of the team must belong to different institutions.
7	The member has not participated in more than two External Evaluations in the previous twelve months.
8	The member has confirmed availability of time and willingness to travel to allocate location on scheduled dates for External Evaluation.
9	An officer of NACT will accompany the team to facilitate, guide & monitor the performance of program evalautors

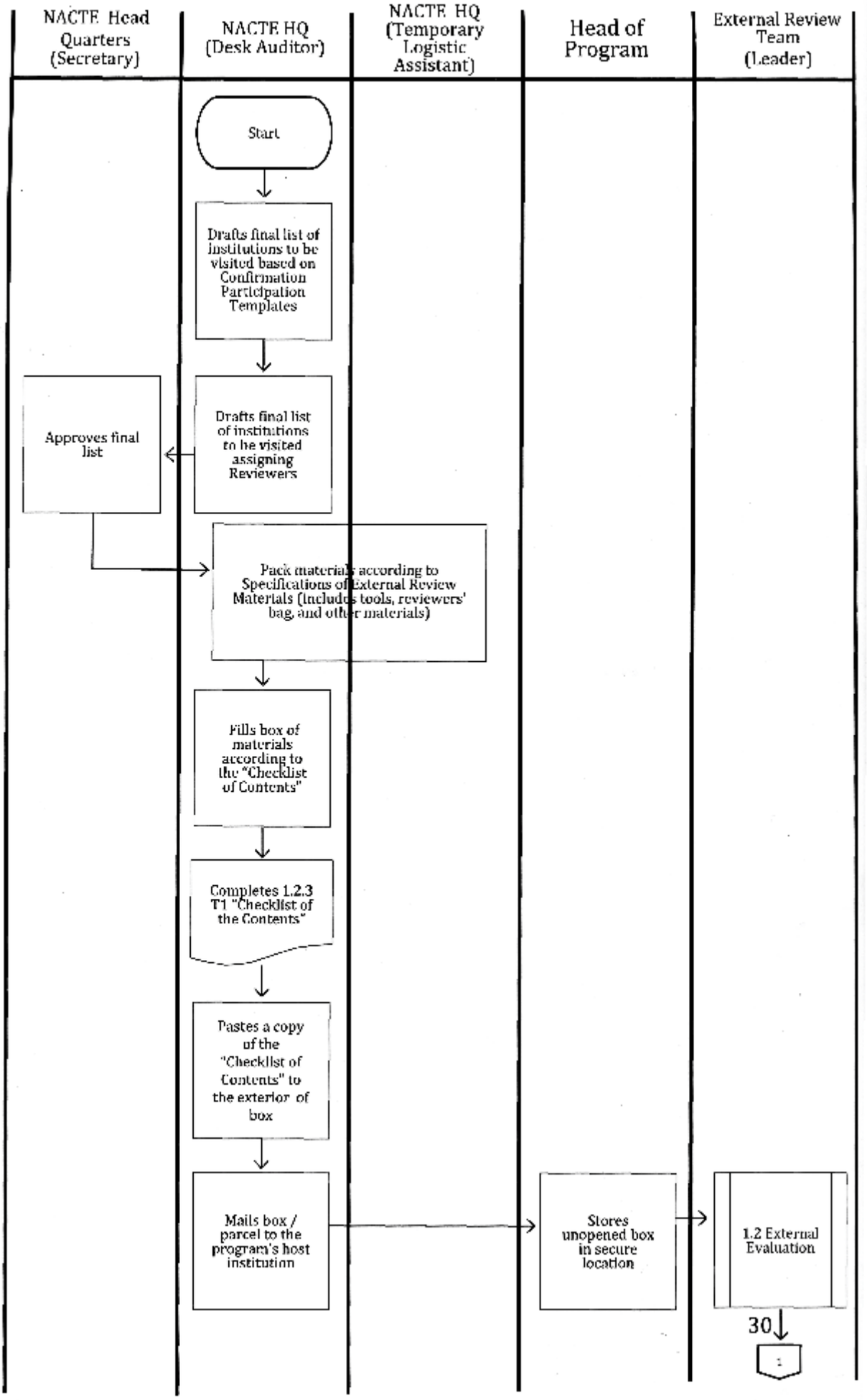
Annex VII

1.2.3 Distribution and Collection of Tools and Templates: Flowchart of procedures

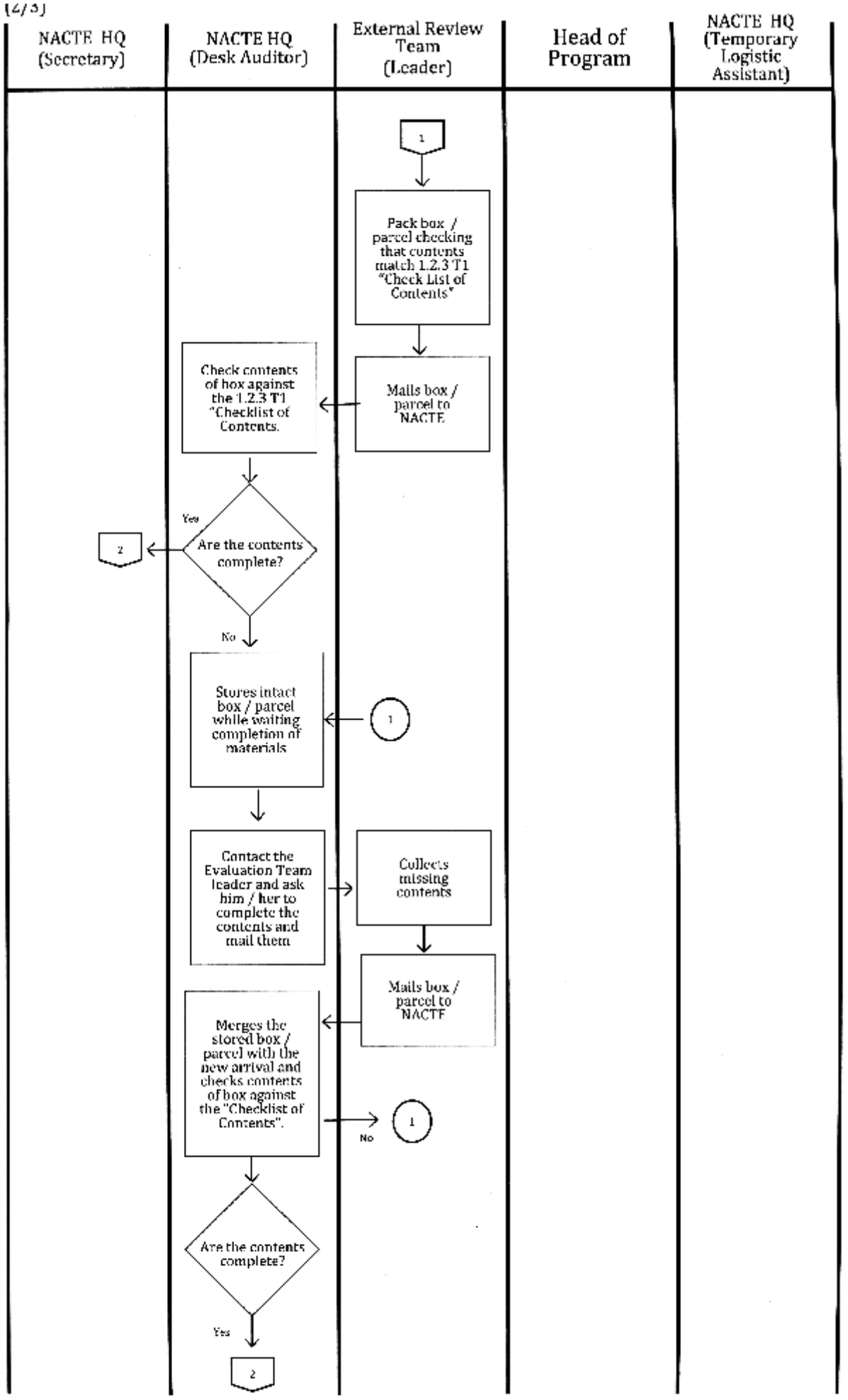
Pre-requisites to conduct this process:
Process 1.1.2-T1: Confirmation Participation Template and the willingness of the programe has been received by NACTE.
Process 1.2.2: Forming the External Evaluation' Teams

Activities for which this process is a pre-requisite:
Process 1.2.4: External Evaluation Visit

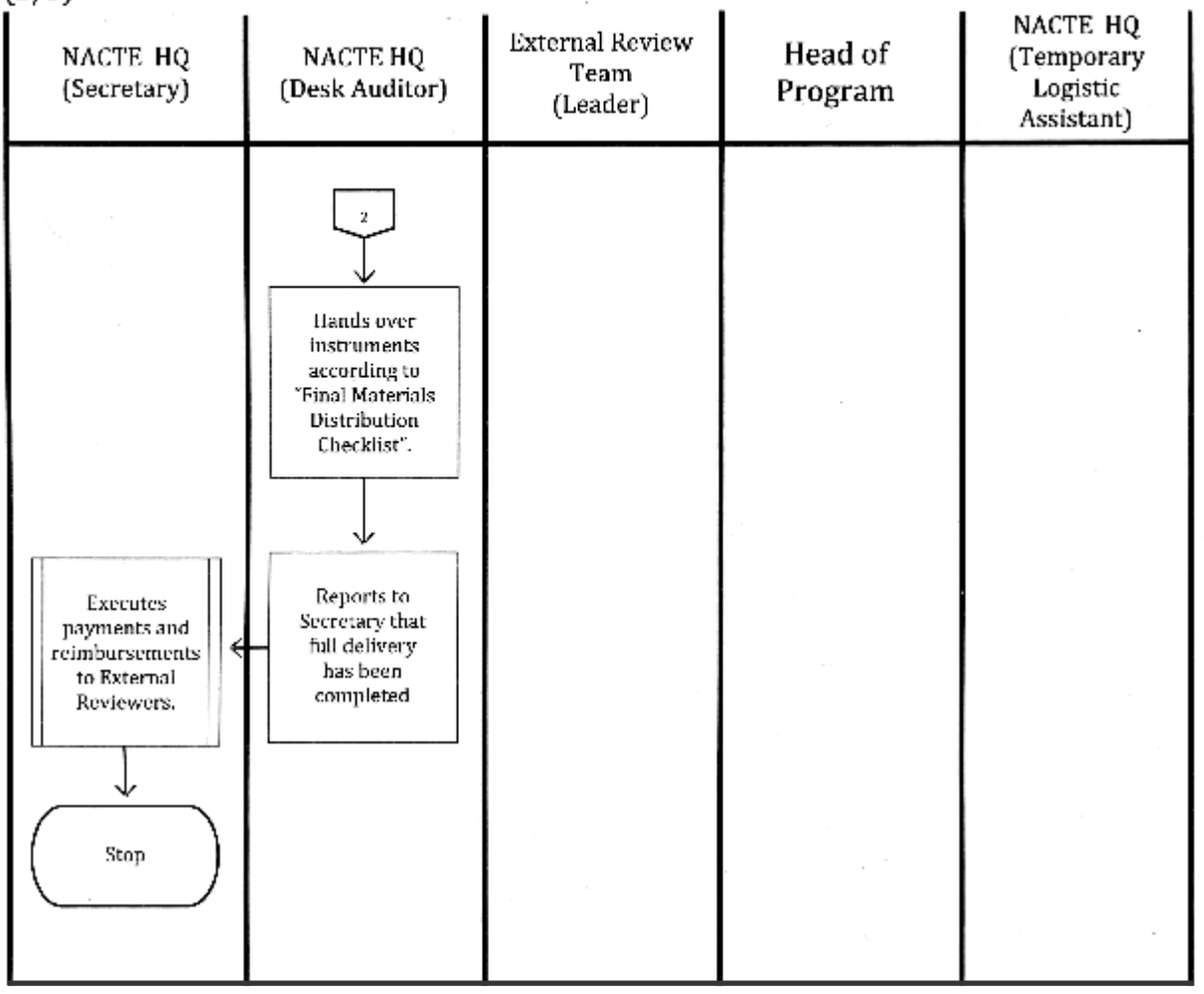
(1/3)


NACTE Head Quarters (Secretary)
NACTE HQ (Desk Auditor)
NACTE HQ (Temporary Logistic Assistant)
Head of Program
External Review Team (Leader)
Start
Drafts final list of institutions to be visited based on Confirmation Participation Templates
Drafts final list of institutions to be visited assigning Reviewers
Approves final list
Pack materials according to Specifications of External Review Materials (Includes tools, reviewers' bag, and other materials)
Fills box of materials according to the "Checklist of Contents"
Completes 1.2.3 T1 "Checklist of the Contents"
Pastes a copy of the "Checklist of Contents" to the exterior of box
Mails box / parcel to the program's host institution
Stores unopened box in secure location
1.2 External Evaluation
30

(2/3)


NACTE HQ (Secretary)
NACTE HQ (Desk Auditor)
External Review Team (Leader)
Head of Program
NACTE HQ (Temporary Logistic Assistant)
1
Pack box / parcel checking that contents match 1.2.3 T1 "Check List of Contents"
Mails box / parcel to NACTE
Check contents of box against the 1.2.3 T1 "Checklist of Contents.
Are the contents complete?
Yes
2
No
Stores intact box / parcel while waiting completion of materials
1
Contact the Evaluation Team leader and ask him / her to complete the contents and mail them
Collects missing contents
Mails box / parcel to NACTE
Merges the stored box / parcel with the new arrival and checks contents of box against the "Checklist of Contents".
1
No
Are the contents complete?
Yes
2

(3/3)


NACTE HQ (Secretary)
NACTE HQ (Desk Auditor)
External Review Team (Leader)
Head of Program
NACTE HQ (Temporary Logistic Assistant)
2
Hands over instruments according to "Final Materials Distribution Checklist".
Reports to Secretary that full delivery has been completed
Executes payments and reimbursements to External Reviewers.
Stop

Annex VIII

1.2.3-T1 Distribution and Collection of Tools and Templates: Checklist of Visit Material

Academic Evaluators must return all completed tools, forms and all unused materials to NACTE. These will be counted in NACTE's secretariat before being sent for data-entry. To expedite this, all Academic Auditors are expected to return all completed tools in a standard manner. The guidelines on how these materials will be returned follow:

	Content	Checked		
		From NACTE to the Institution	From External Evaluator to NACTE	Receiving material in NACTE
1.	Tools must be grouped by type. There are 10 types of tools:			
	1. Interview with Head of Department (I_HP)			
	2. Interview with Teacher Educators (I_TE)			
	3. Interview with Support Staff (I_SS)			
	4. Interview with Prospective Teachers (I_PT)			
	5. Observation of Teacher Educator – Prospective Teacher Classroom Interaction (O_TE)			
	6. Observation of Infrastructure and Facilities (In_O)			
	7. Document Inventory (In_D)			
	8. Document Analysis (D_A)			
	9. Questionnaire for Prospective Teacher (Q_PT)			
	10. Questionnaire for Alumni (Q_A)			
2.	Colored separators should be placed to differentiate each type of tool with all copies facing the same direction.			
3.	Packed material must be labeled in the following manner: Code of tool, number of copies of the tool, code of the program. For example, if it contains 3 interviews of Prospective Teachers of B,Ed. (Hons) Program the separator should be marked as follows: **I_PT, 5, "B.Ed". (Hons.)**			

4.	The tools should be piled one on top of the other in this order:			
	a. The Questionnaire Alumni tools (Q_A) at the bottom;			
	b. Above this the Questionnaire for Prospective Teachers (Q_PT);			
	c. Above this Inventory for documents tool (In_D)			
	d. Above this Inventory of Observation for infrastructure(In_O)			
	e. Above this Classroom Observation (O_TE)			
	f. Above this Interview with Prospective Teachers (I_PT)			
	g. Above this Interview with staff (I_SS)			
	h. Above this Interview with Teacher Educators (I_TE)			
	i. And on top Interview with Head of Department (I_HP)			
5.	Un-used material in a seprate envelope			
6.	a. Filled Individual & Consolidated report, by evaluation team			
	b. The ***Guidelines to Suggest Improvements on Tools and Procedures of the External Audit***.			
7.	Reimbursement statement Bills and Receipts			

Annex IX

1.2.4-M Evaluation Visit: Contents of the Manual for External Evaluators

Pre-requisites to conduct this process:
Process 1.2.2: Teaming of External Evaluators.
Process 1.2.4: Distribution and Collection of Tools and Templates has initiated and the process has reached the point where materials have arrived to the program that seeks accreditation.

Activities for which this process is a pre-requisite:
Process 1.2.4: Distribution and Collection of Tools and Templates at the point where the External Evaluation Team prepares box / parcel to be returned to NACTE.
Process 1.2.5: Analysis.

Introduction

- **I: The Macro-Process of Quality Assurance and Enhancement**
- **II: The Objectives of the External Evaluation Visit**
- **III: Participants of the External Evaluation Visit**
  - **The External Evaluation Team**
    - Responsibilities of Members of the External Evaluation Team
    - Attitudes and Work-Ethics Expected from the External Evaluation Team
  - **The Institutional Stakeholders**
    - Generic Responsibilities of the Institutional Stakeholders in Evaluation Process
    - Specific Responsibilities of Institutional Stakeholders
  - **The External Stakeholders**
- **IV: Procedures of the External Evaluation**
  - **Procedure 1: Checking requisites of the External Evaluation**
  - **Procedure 2: Reception of Materials**
  - **Procedure 3: Organization of the Evaluation Team**
  - **Procedure 4: Introductory Meetings**
  - **Procedures 5-14: Administration of External Evaluation Tools**
  - **Procedure 15: Preparation of Individual Evaluator's Report**
  - **Procedure 16: Preparation of Consolidated Visit Report**
  - **Procedure 17: Closing the Program and Exit Conference**
  - **Procedure 18: Returning Tools and all gathered data to NACTE's Secretariat**
- **V: The External Evaluation Tools**
  - **Accreditation Visit Form (AVF)**
    - General Guidelines for the Administration of Interviews
    - Types of Questions in the Interviews for the External Evaluation
  - **Questionnaires**
    - Guidelines for the Administration of the Questionnaire for Prospective Teachers
    - Guidelines for the Administration of the Questionnaire for Alumni
  - **Observations**
    - Guidelines to Conduct the Observation of Infrastructure
    - Guidelines to Conduct the Observation of Teacher Educator – Prospective Teacher Classroom Interaction
  - **Document Inventory**
- **VI: The External Evaluation's Tentative Schedule**

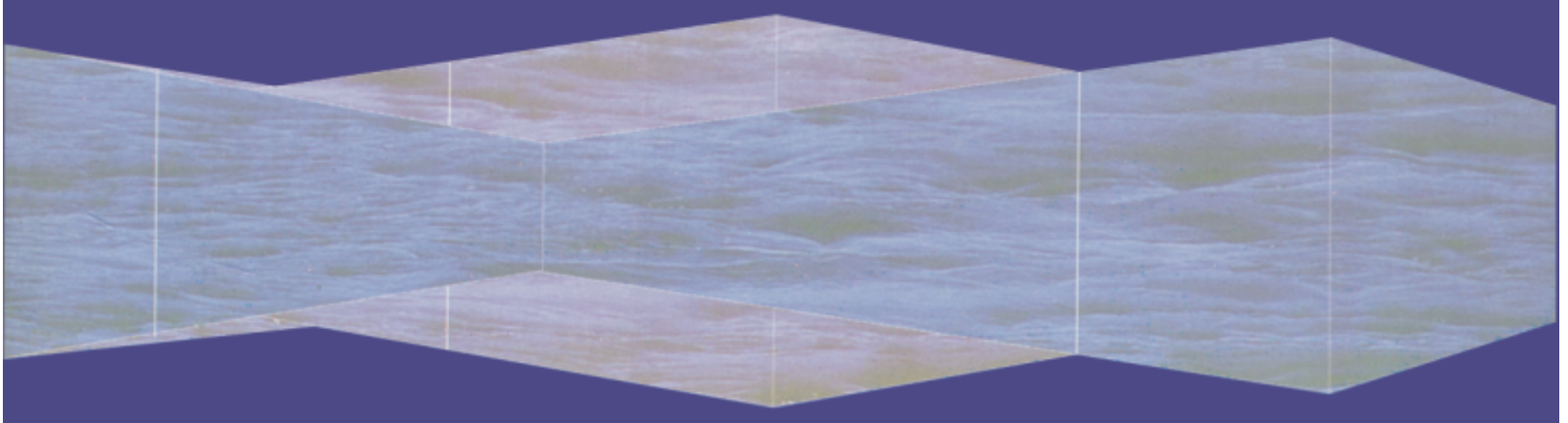
Annex X

One-year Cycle of NACTE's Operations According to Current Processes and Procedures

	Orientation of Institutions	Training of External Evaluators	Dissemination / Publishing Calendar & Parents Alert Student	External Evaluation Visit	Document Analysis	Data Processing (Data Entry)	Analysis	Council Meeting	Notification of Accreditation Status
January	X		X	X	X	X	X	X	
February	X			X	X	X	X		X
March	X			X	X	X	X		
April	X			X	X	X	X		
May	X			X	X	X	X		
June	X					X			
July		X					X	X	
August		X	X						X
September	X								
October	X			X	X	X	X		
November				X	X	X	X		
December				X	X	X	X		

Annex XI

Criteria for selection of External Evaluators

No.	Conditions to be met
1.	The candidate has submitted a registration form, after NACTE has asked for such applications for the Registration of External Evaluators, through print and e-mail.
2.	Candidate has documented proof of: Option 1: PhD in Education Three (3) years of experience at graduate level teacher education (teaching, research, training, management and super vision) Option 2: M.Phil in Education Four (4) years of experience at graduate level teacher education (teaching, research, training, management and super vision) Option 3: a) Masters in Education b) Five (5) years of experience in graduate level teacher education (teaching, research, training, management and supervision).
3.	The application of the candidate to become external evaluator has been officially forwarded by his / her HoD. In case of retired personnel the application must attach retirement notification.
4.	Candidate has presented one-page justification for his/her interest in becoming an External Evaluator.
5.	The candidate has demonstrated adequate knowledge and disposition in his one page justification, submitted to the NACTE.
6.	The candidate has registered him/ herself with NACTE & has paid Registration fee.
7.	The candidate has agreed and accepted the code of conduct and TORs of NACTE (including those that create the requirement for training on tools and procedures, practice sessions, evaluation on skill previous to actual assignment, etc.).

Please note that although this list contains the requisites to be integrated into the pool of potential External Evaluators, it **DOES NOT** automatically guarantee that the candidate will be assigned to an External Evaluation team. To reach that point the candidate will have to meet also the requirements established in **"1.2.2-T1 Teaming of External Evaluators: List of conditions that must be met to assign candidates to an External Evaluation Team"** (see Annex VI).