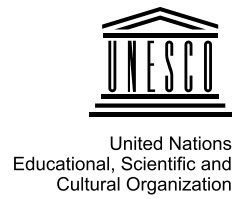


Accreditation Standards and Procedures for Quality Assurance in Teacher Education

National Accreditation Council for Teacher Education



Accreditation Standards and Procedures for Quality Assurance in Teacher Education

Prepared by
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National Accreditation Council for Teacher Education



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About This Document

Standard based education in general and teacher education in particular is part of a global movement for quality assurance. This document, second in the series, presents the standards and procedures laid down by NACTE for accrediting teacher education programs in the country. These standards aligned with the National Professional Standards for Teachers have been developed through wide and engaging consultations and participation of all the stakeholders and authorities throughout the country in the form of successive seminars and workshops. Similarly, the processes and procedures were outlined through nationwide participation and consensus of all players and partners of teacher education. The other two brochures are: Accreditation for Quality Enhancement in Teacher Education and Communication and Capacity Building for Accreditation in Teacher Education.

NACTE strongly believes that these standards and procedures will promote uniformity of teacher education standards as envisioned in education policies and the recent 18th Amendment in the Constitution.

We acknowledge with gratitude the financial assistance extended by UNESCO in preparing and disseminating these documents.

Prof. Dr. Munawar S. Mirza
Chairperson NACTE

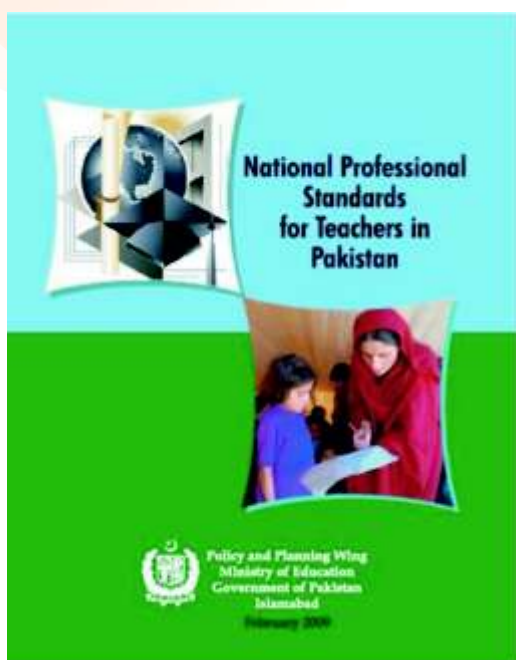


Introduction

Accreditation in teacher education is a system for ensuring the quality of academic programs offered and graduates produced by teacher education institutions. Development of accreditation system from a zero level required an accepted definition of academic quality and profile of the teacher to be produced. International practices in accreditation of teacher education programs were reviewed and indigenized in consultation with all the partners and stakeholders using objective, valid and transparent procedures. Processes and Procedures developed in consultation with experts were pilot tested in 43 programs spread all over the country and were refined in accordance with the piloting feedback.

1.

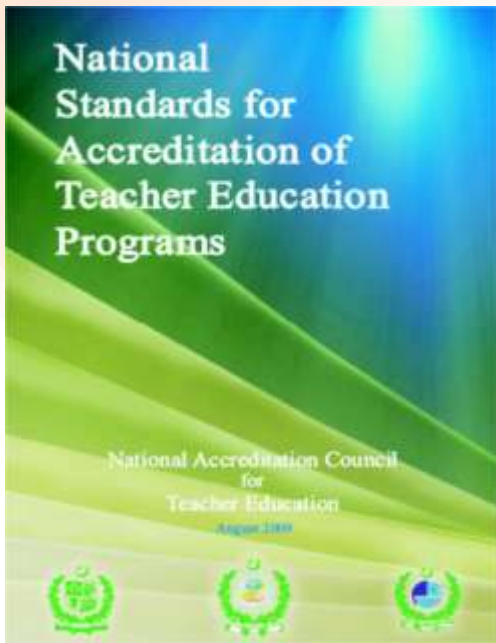
Profile of a Quality Teacher



Defining what makes a quality teacher is considerably difficult but, it is a fundamental question while designing a teacher education program. Therefore, the features of a desired teacher were outlined in the form of National Professional Standards for Teachers in Pakistan (NPSTP) by the Ministry of Education in Feb, 2009. NPSTP relate to the following ten broad areas of teaching:

1. Subject matter knowledge.
2. Human growth and development.
3. Knowledge of Islamic ethical/ social life skills.
4. Instructional planning and strategies.
5. Assessment.
6. Learning environment.
7. Effective communication and proficient use of ICT.
8. Collaboration and partnerships.
9. Continuous professional development and code of conduct.
10. Teaching of English as second/foreign language.

National Standards for Accreditation of Teacher Education Programs

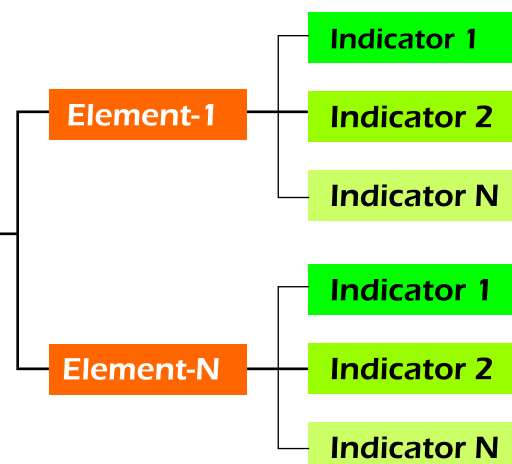


Aligned with National Professional Standards for Teachers (NPSTP), NACTE has developed a set of eight standards relevant to the various areas and activities of a teacher education program named as the National Standards for Accreditation of Teacher Education Programs (NSATEP). These standards serve as the bedrock for internal academic evaluation (Self-evaluation) by the program and external academic audit by NACTE. These standards relate to:

1. Conceptual Framework, Mission, Vision, program goals and objectives
2. Curriculum and Instruction.
3. Assessment and Evaluation System.
4. Physical Infrastructure, Academic Facilities and Learning Resources.
5. Human Resource.
6. Finance and Management.
7. Research and Scholarship.
8. Community Links and Outreach.

To operationalize the standards into observables, each standard was divided into elements with further splitting into operational indicators. The total number of such indicators is 152. These indicators were later processed to set-up tools to measure the level of attainment of a program.

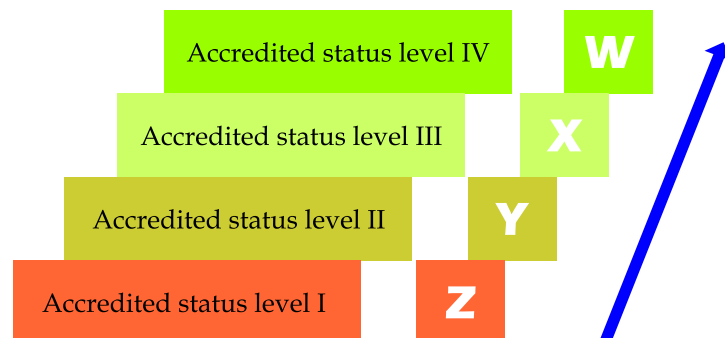
STANDARD



3.

Levels of Accreditation Status

The Accredited Status is of four (4) levels. The levels, in ascending order are as follows:



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 may submit its case for re-accreditation for the next higher level after a period of six months improving upon the observations. The institutions unable to reach even the 'Z' level also may re-submit their case. The accreditation level will remain valid for a period of three years after which it is mandatory for the accredited program to apply for re-accreditation within a period of six months. If a program fails to apply for re-accreditation, its accreditation level will be automatically lowered one step down and in case of 'Z' level it will be declared non-accredited.

4.

Benchmarks for Various Accreditation Levels

Benchmark is a standard, a reference point, or a criterion against which the quality of something or outcomes of a specified activity can be measured, judged, and evaluated¹. In the present context Benchmarks are the minimum criteria or descriptors for attaining the specified accreditation levels.

Pre-requisites and additional requisites for various accreditation levels

Accreditation Level	Pre-Requisites	Additional Requisites	Total requisites
Z	Six (6) from Conceptual Framework and two 2/35 from S (total 8 indicators)	<ul style="list-style-type: none"> • None 	8
Y	Another specified two of S1, one of S2, 6 of S3, one of S4, three of S5, one of S7 (14 in addition to 8 for Z)	<ul style="list-style-type: none"> • Pre-Requisites for level Z. • Any 8 of S1 other than the pre- requisites*, 5 of S2 other Than the pre-requisites. (13) 	22+ 13=35
X	Another specified 3 of S2, one of S3, one of S4, 2 of S5, one of S6 (8 in addition to 22 for Z+Y)	<ul style="list-style-type: none"> • Pre-Requisites for Z, Y • Any 15 S1*, 8 of S2, 3 of S3, 7 of S4, 3 of S5, 2 of S6 and 1of S7. (39) 	30+39=69.
W	Another specified two of S4, three of S6, one of S7. (6 in addition to 30 for Z+Y+X)	<ul style="list-style-type: none"> • Pre-Requisites for levels X, Y, Z. • Any 20 of S1*, 10 of S2, 5 of S3, 8 of S4, 8 of S5*, 3 of S6, 2 S7. (56) 	36+56=92

Total number of indicators =152

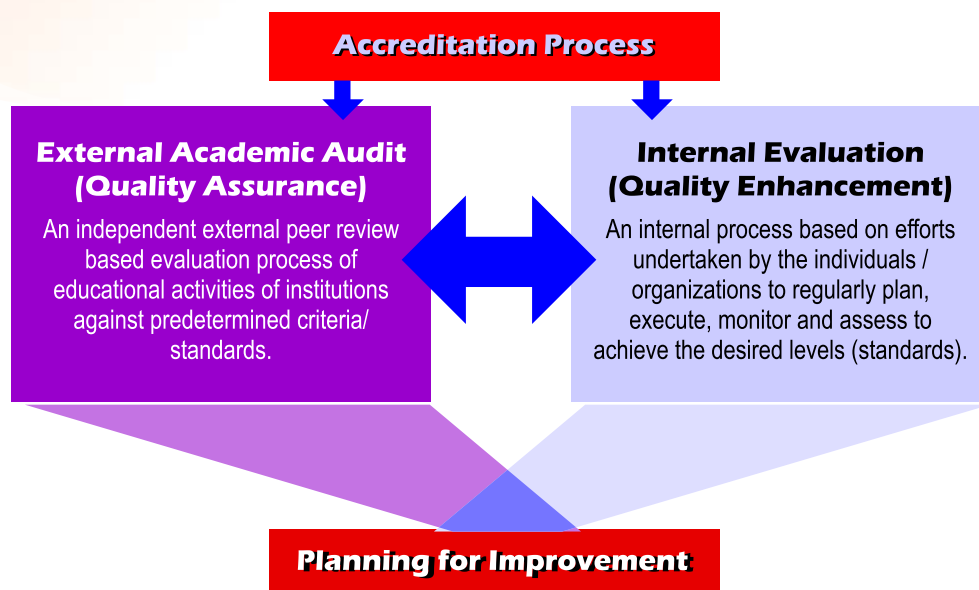
- Pre-Requisites are the indicators that must be met by the program for a specific level
- Requisites are a certain number of additional indicators to be met out of the given list for a specific level.

¹ Vlăsceanu, L., Grünberg, L., and Pârlea, D., 2007, Quality Assurance and Accreditation: A Glossary of Basic Terms and Definitions (Bucharest, UNESCO-CEPES) Revised and updated edition. ISBN 92-9069-186-7. http://www.cepes.ro/publications/pdf/Glossary_2nd.pdf, accessed 29 January 2011.

5.

Accreditation Process

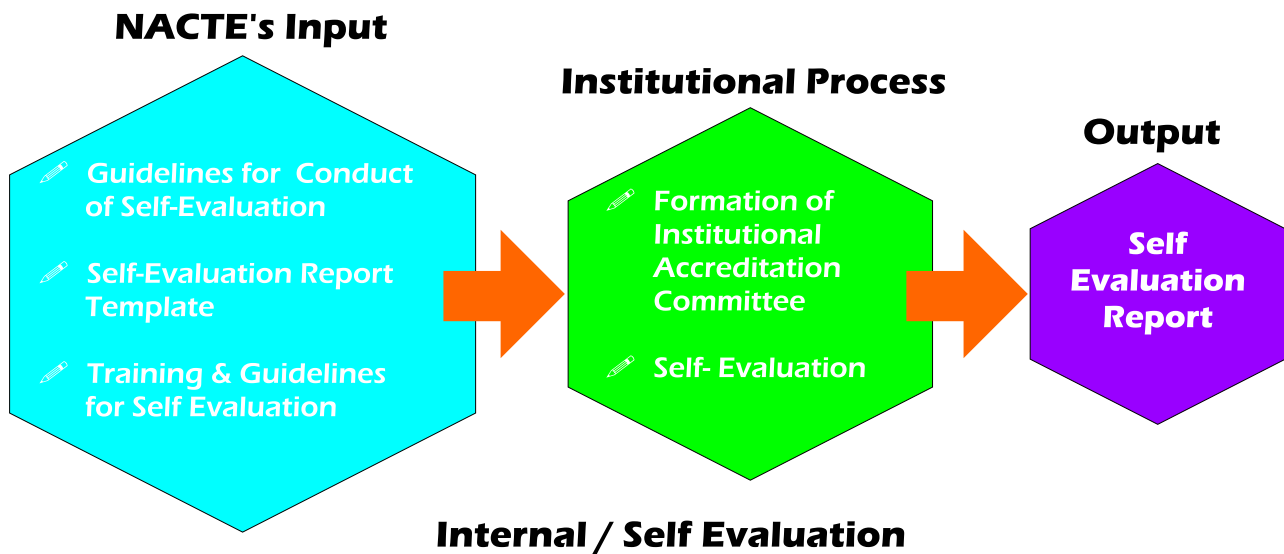
Accreditation is a combination of internal evaluation by the program/ institution and external Academic Audit by NACTE.



5.1 Internal / Self Evaluation

Internal evaluation, a sub process of accreditation, is a formal, systematic and planned procedure undertaken by the institution/ program for its self-assessment and evaluation against the prescribed National Standards for Accreditation of Teacher Education Programs (NSATEP). It helps the institution to evaluate its extent of readiness for External Academic Audit. It is also used to regularly plan, execute and monitor to improve the quality of the program. Steps in Internal Evaluation are:

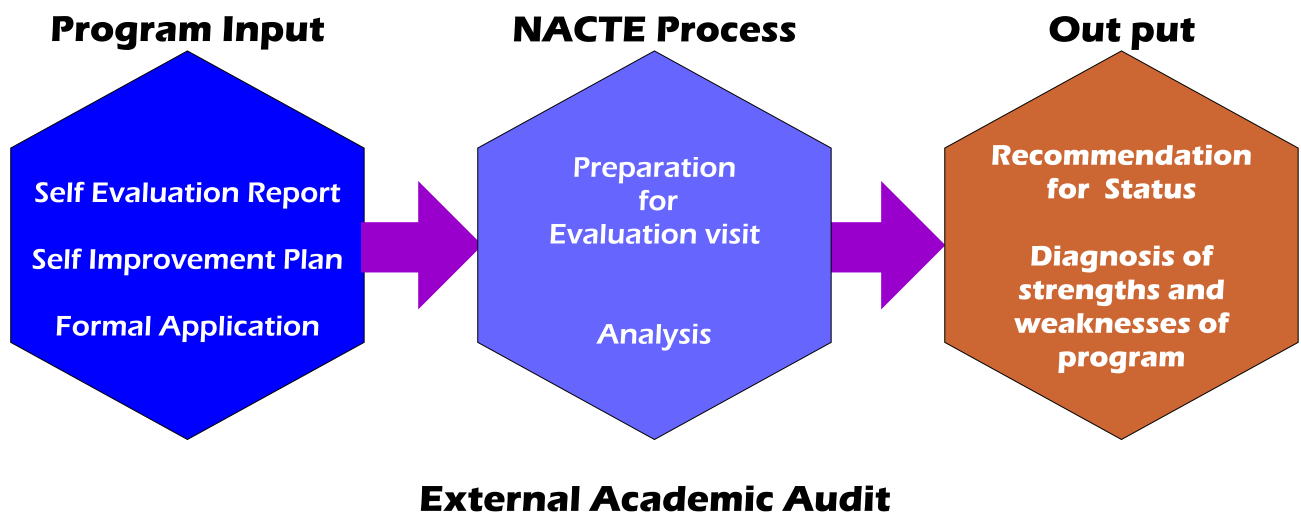
1. Head of Department conducts orientation meeting of the faculty and the staff.
2. Formation of Institutional Accreditation Committee.
3. Establish / designate Accreditation Center.
4. Secure basic accreditation documents: National Standards for Accreditation of Teacher Education Programs and the Manual for the Institution.
5. Submit application to NACTE.
6. Conduct training of the staff for selfevaluation, if needed.
7. Prepare accreditation pre-requisites: Institutional Documents Template, Self Evaluation Report and Program Performance Profile.
8. Submit complete case to NACTE.



5.2 External Academic Audit

External Academic Audit is an independent peer review based evaluation process of educational activities against the pre-set criteria/ standards. External audit is conducted by NACTE's Evaluators with the participation of Institutional Team. The External Evaluation offers the institution an objective judgment of its accomplishments and certifies accordingly by awarding the relevant accreditation level. External Evaluation is carried out using the following steps:

1. Receiving program application for accreditation.
2. Checking requisites for evaluation / accreditation.
3. Plan and conduct visit.
4. Desk audit, data entry and analysis.
5. Recommend case to the Council.
6. Award of Accreditation Level by the Council.
7. Notification of the decision on accreditation



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