

Asia Pacific Accreditation and Certification Commission

Accreditation Manual

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Sixth Edition.

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MESSAGE FROM THE PRESIDENT



Greetings from the Asia Pacific Accreditation and Certification Commission (APACC)!

CPSC initiated APACC in December 2004 in Seoul, Republic of Korea and representatives from seventeen (17) member governments signified their commitment to establish a regional body for accreditation and certification of technical and vocational education and training (TVET) institutions. The establishment of APACC is in response to the significant priorities set in the CPSC Corporate Plan 2003-2008.

The core principle of the APACC Accreditation and Certification initiative is to harmonize the quality of TVET, standardize skills taught in TVET institutions in the region, and facilitate greater mobility of workforce in Asia and the Pacific region.

With this very purpose, the APACC Team, in tandem with the participants of the Inter-Governmental Workshop on Regional Accreditation Modeling and Accrediting the Accreditors, the sequel to APACC 2004 and the Experts' Meeting on Competence Building in APACC Accreditation (APACC 2007) refined and updated the APACC foundation documents, including the APACC Accreditation Manual.

The APACC Accreditation Manual is presented to guide the TVET institutions in CPSC member countries, National Coordinators for Accreditation (NCA), accreditors and consultants of APACC on the accreditation criteria, procedures and the system of evaluation which underlie self-study and external evaluation processes of APACC accreditation and certification.

We present this latest version of the Manual for your utilization during the APACC accreditation process.

We look forward to your cooperation and commitment in making the APACC Accreditation Program successful in evaluating and guiding TVET institutions into embracing excellence and standards of quality.

A handwritten signature in black ink, appearing to read 'Ramhari Lamichhane'.

Ramhari Lamichhane, PhD
APACC President



PREFACE

The APACC Accreditation Manual presents a set of information about the accreditation and certification of TVET institutions. It includes general information about APACC, its criteria for evaluation, the system used in evaluating applicant institutions, and a procedural guide outlining on-site visits. The contents of the Manual have been organized into six (6) major parts with a numbering system that will allow for easy reference. The major parts include:

- I.** The APACC Accreditation and Certification
- II.** Criteria for Evaluation
- III.** The System of Evaluation
- IV.** The Self-Study Form
- V.** Conducting and Hosting an Evaluation Visit
- VI.** APACC Policies and Procedures

While every attempt has been made to capture the common features of TVET quality assurance systems of member countries, the Manual is subject to change as deemed necessary.

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I. The APACC Accreditation and Certification





1.1 HISTORY

The implementing Agency for accreditation is sheltered under the Colombo Plan Staff College (CPSC). The Staff College is envisioned to be a center of excellence for Technical and Vocational Education and Training (TVET) in Asia and the Pacific region.

In both the Constitution of 1974, which located CPSC in Singapore, and the updated Constitution of 1987, which transferred it to the Philippines, the improvement of the quality of technician education and training was specifically identified as the primary purpose of the Staff College.

In 2003, a program was adopted to have direct and profound effect on the quality of technical education when the CPSC Governing Board approved the CPSC Corporate Plan (2003-2008), including in particular, Goal 1 (Strategy 1.2), “Facilitate capacity-building to develop Accreditation and Certification system for the Asia Pacific Region in TET”.

Armed with this mandate, CPSC convened an International Conference on Accreditation and Certification in December 2004 in Seoul, Republic of Korea to explore the possibility of setting up a regional body. With participants representing seventeen (17) member governments from Afghanistan, Bangladesh, Fiji, India, Indonesia, Iran, Japan, Republic of Korea, Malaysia, Maldives, Mongolia, Myanmar, Nepal, Pakistan, Papua New Guinea, Philippines and Sri Lanka, signing the CPSC Seoul Declaration 2004, the Asia Pacific Accreditation and Certification Commission (APACC) was formed.

The International Conference was followed by a regional workshop on “Regional Accreditation Modeling and Accrediting the Accreditors” in August 2005 at CPSC, Manila, Philippines. The workshop was the first major convention to undertake the operational work of APACC, where the participants fortified the APACC accreditation criteria and instruments. It reinforced the Seoul Declaration 2004, advancing the commitment of member government representatives through a Manila Resolution of Commitment 2005.

From 2015 to 2017, Memoranda of Agreements were signed with countries to encourage TVET institutions to undergo institutional accreditation using APACC standards and tap qualified individuals who may apply and be trained to be APACC Accreditors.

The implementation of institutional accreditation started in 2008. Since then, several review and revision of the APACC documents and processes were conducted.

1.2 DEFINITION OF ACCREDITATION

Accreditation is viewed as both a process and a status. It is a process by which a TVET institution evaluates its operations and programs, and seeks an independent judgment to confirm that it substantially achieves its objectives, and is generally equal in quality to comparable institutions or programs. As a status, it is a formal recognition granted by an authorized accrediting agency to an institution or program as possessing certain standards of quality as defined by the accreditation agency.

1.3 THE TVET INSTITUTION AS THE UNIT OF EVALUATION

There are a variety of accreditation models. The most common are institutional and program accreditation. An institution refers to a center, institute, school, college or university in its totality. In contrast, an academic program refers to a group of related courses, packaged in a curriculum and leading to a certificate, diploma or degree. APACC conducts institutional accreditation of TVET institutions of higher technical and non-degree technical education, and vocational training.

1.4 CHARACTERISTICS OF APACC ACCREDITATION

APACC Accreditation is characterized in the following manner:

- 1.4.1 It is voluntary on the part of the TVET institution that may want to be accredited.
- 1.4.2 It adopts the APACC accreditation criteria as defined in this Manual.
- 1.4.3 It is a partnership endeavor between APACC and the applying institution.
- 1.4.4 It is governed by openness and transparency.
- 1.4.5 It is a form of regional regulation as a value-added dimension to augment self-regulation and/or national government regulations.
- 1.4.6 It is aimed at continual improvement leading to excellence.
- 1.4.7 It conducts external evaluations through APACC accreditors

1.5 FUNCTIONS

APACC shall perform the following functions:

- 1.5.1 Develop, review, and update as necessary the accreditation criteria, evaluation instruments, processes and protocols for the accreditation of TVET institutions;
- 1.5.2 Establish linkages or partnership with national accrediting agencies of member countries;
- 1.5.3 Recruit, train, and retrain a pool of Accreditors;
- 1.5.4 Conduct accreditation and certify the corresponding accreditation status earned among TVET institutions in Asia and the Pacific region, giving priority to CPSC member countries;
- 1.5.5 Directly provide services or seek other sources of funds and resources to carry out the program of accreditation and certification; and
- 1.5.6 Be a source of “good practices” for the promotion of quality in TVET systems.

1.6 BENEFITS OF APACC ACCREDITATION

APACC accreditation is an internationally recognized sign of quality. Accredited institutions and stakeholders enjoy the following benefits:

- 1.6.1 International recognition of the institutions' quality;
- 1.6.2 Quality and employable workforce through APACC coordination among its network of institutions, agencies, and other stakeholders;
- 1.6.3 Employer confidence on the selection of employees coming from accredited institutions;
- 1.6.4 Eligibility and reliability of TVET institutions for funding support from donors and other lending agencies; and
- 1.6.5 Membership to the Association of APACC Accreditees for faculty and student exchange and other joint activities

1.7 APACC LOGO



Component	Meaning
Blue Gear with CPSC letters	Promotion of human resources development through technical and vocational education and training (TVET) by the Colombo Plan Staff College (CPSC)
Upturned Hands	Quality assurance for TVET institutions to provide employment and other opportunities for graduates and facilitate workforce mobility
Green Building and Map	Sustainable Development in the Asia Pacific Region
Red	APACC's Commitment to excellence and quality
Blue	Reliability of APACC evaluation results
"Asia Pacific Accreditation and Certification Commission" in white text	Purity, honesty and transparency of APACC accreditation and certification process
"APACC" in yellow text	APACC's hope for the future of TVET stakeholders

1.8 APACC KEY OFFICIALS

1.8.1 President - oversees operations and heads the Board which is the highest policy- and decision-making body.

1.8.2 Board – decides on policies, deliberates and approves the results of on-site visits, and represents the commission in forging and strengthening relationships with stakeholders.

1.8.3 Steering Committee - acts as adviser in various aspects composed of representatives of reputable organizations.

-
- 1.8.4 Secretariat – performs administrative tasks including coordination for the conduct of on-site visits and other activities, and upkeep of documents and records.
- 1.8.5 National Coordinator for Accreditation – coordinates APACC activities in respective countries, identifies and endorses potential TVET institutions for accreditation, and acknowledges/notes the on-site visit results in the country
- 1.8.6 Special Officer – promotes APACC in respective countries and coordinates APACC activities as necessary.
- 1.8.7 Accreditors – evaluates applicant institutions using APACC criteria and prepares on-site visit report.

The following are the eligibility requirements for Accreditors:

- At least a Master's Degree holder or its equivalent in engineering/technology/technical education/education/management. Must have background in engineering/technology/technical education at the Diploma/Bachelor's level if Master's Degree is in Education or Management. Preferably a Doctoral Degree holder;
- must have at least ten (10) years of experience in the education sector, five (5) years of which are in human resource development with Technical and Vocational Education and Training (TVET);
- preferably knowledgeable in quality assurance system in national and/or international level (e.g. ISO);
- must be computer literate, effective communicator, and acknowledged leader in his/her discipline with a high standard of professionalism; and
- should be capable of making objective judgment, a good team player, free from social vices and is in good health.

1.9 PROCESS OF APPLICATION AND ACCREDITATION

Institutions that desire to undergo accreditation have to apply and follow the accreditation process. The process will require the institutions to prepare the necessary documents that will satisfy the requirements in each criterion.

Applicant institution must submit accomplished application form and supporting documents (Appendix II) endorsed by the National Coordinator for Accreditation (NCA) (if available). APACC will process the application and determines if institution can qualify to be accredited and if documents are complete. Upon confirmation, APACC will notify the institution on successful outcome and will inform the institution to prepare and submit a Self-Study Report (SSR) (For Self-Study Form, please refer to Appendix I).

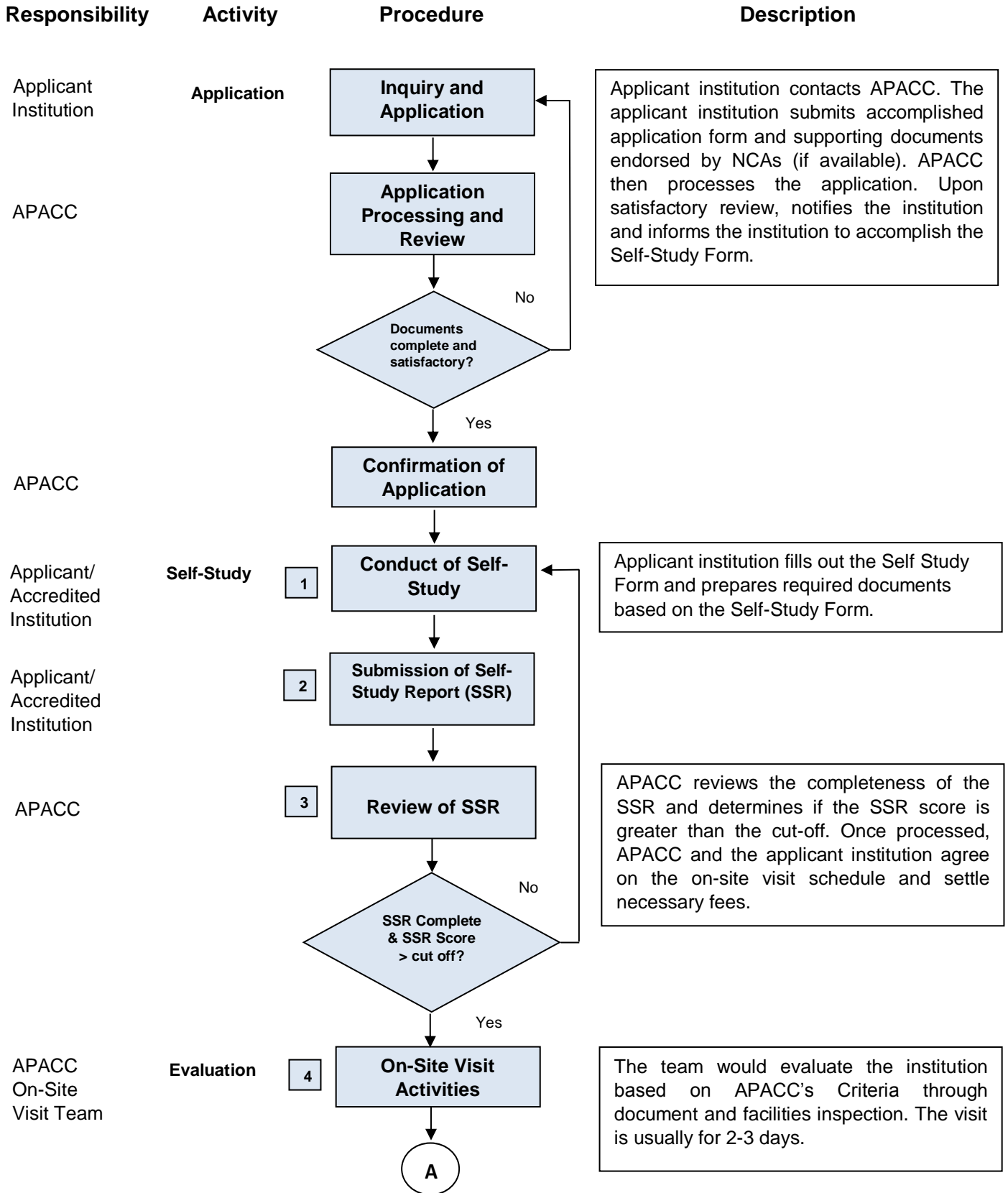
Once the SSR is found to be satisfactory, APACC and the institution must agree on the on-site visit schedule and settle necessary fees. The APACC Team, usually composed of two (2) accreditors and one (1) documentation officer, will conduct an on-site visit to validate the documents submitted by the applicant institution.

During the on-site visit, the team would evaluate the institution based on APACC's Criteria through documents and facilities inspection. The visit is usually for 2-3 days. An opening program starts the on-site visit and closed by presentation of Commendations, Affirmations, and Recommendations of the institution, by the lead accreditor.

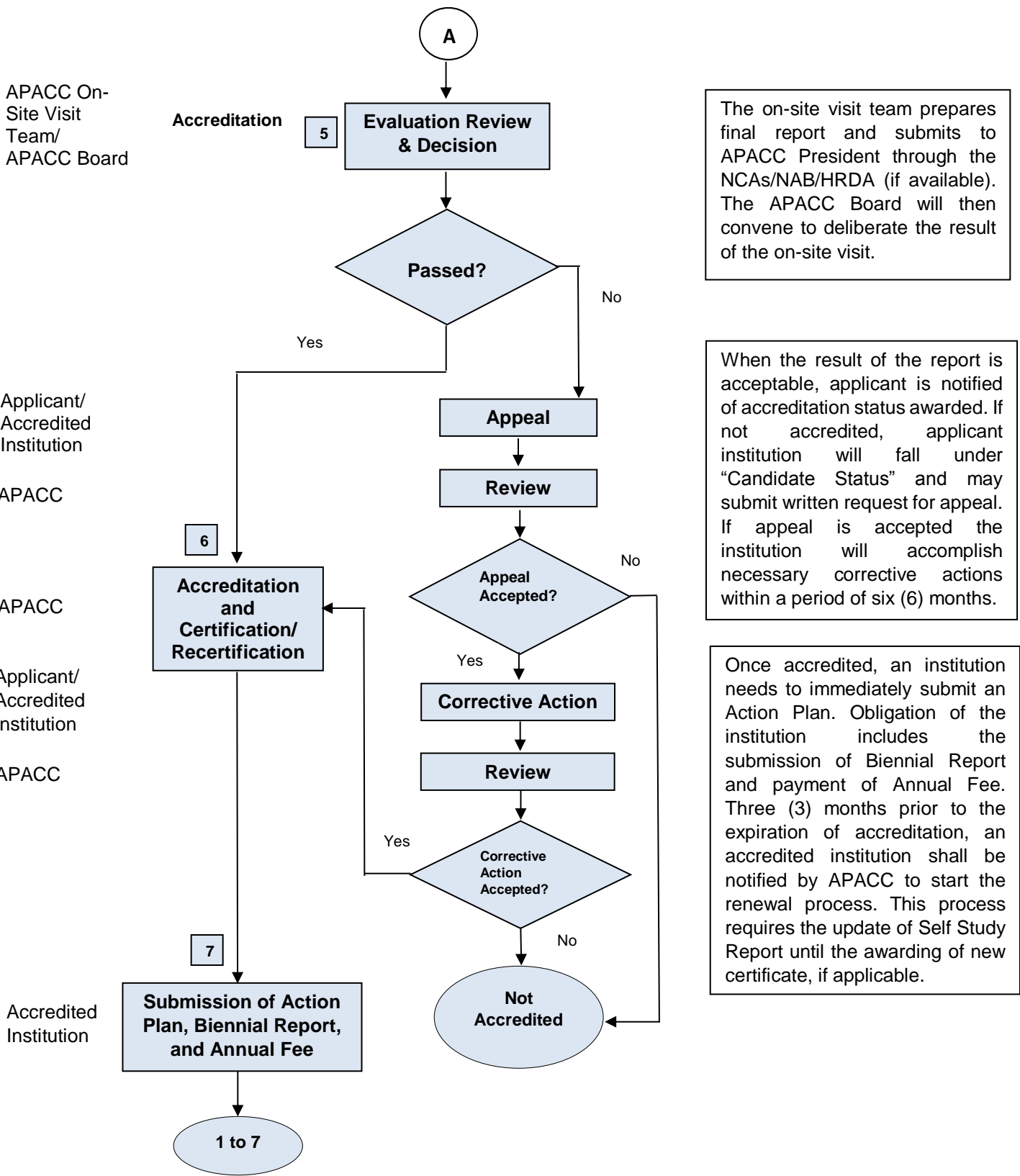
The Board will deliberate the result of the on-site visit, after which, the applicant institution will be notified of the results. If not accredited, applicant may submit written request for appeal. If appeal is accepted, the institution will be advised to accomplish necessary corrective actions within a period of six (6) months. Once accredited, an institution needs to immediately submit an Action Plan (Appendices III and IV).

Obligation of the institution includes the submission of Biennial Report (Appendix V) and payment of Annual Fee. Application fee must be paid upon application, Accreditation fee before the on-site visit, and Annual fee, yearly or lump sum. Three (3) months prior to the expiration of accreditation, an accredited institution shall be notified by the Secretariat to start the renewal process. This process will require the update of Self-Study Report until the awarding of new certificate, if applicable.

APACC INSTITUTIONAL ACCREDITATION FLOW CHART

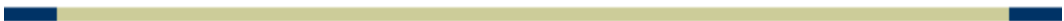


Responsibility	Activity	Procedure	Description
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II. Criteria for Evaluation





The Criteria are the key standards upon which the TVET institution under review will be evaluated. Under each Criterion are Indicators and there are Sub-Indicators within each Indicator.

There are seven (7) Criteria identified in the APACC accreditation system. To arrive at the final evaluation, the Accreditors have to look for evidence to validate the claims in the Self-Study Report and/or search for additional information to cover any other areas that are not in earlier reports or documents.

The seven Criteria are presented in the ensuing discussion.

2.1 CRITERION 1: GOVERNANCE AND MANAGEMENT

The institution's system of governance and management is sufficient to manage existing operations, and to respond to development and change.

Indicators	Sub-Indicators
Indicator 1.1 – Decision Making and Management System	1.1.1 Strategic Plan, Yearly Plan of Operation, and Implementation
	1.1.2 Participation of Institution's Decision Making Body in Policy/Plan Formulation
	1.1.3 Conduct of Management Board Meeting
	1.1.4 Quality Management System (Plan, Implement, Monitoring and Evaluation (M&E), and Feedback)
	1.1.5 Internal Quality Audit
	1.1.6 Academic Committee/Board
Indicator 1.2 – Program and Budgeting	1.2.1 Program Planning and Budget Allocation last fiscal year
	1.2.2 Effectiveness and Efficiency of Program and Budgeting last Fiscal Year
	1.2.3 Management of Income Generating Fund
	1.2.4 Financial and Inventory Auditing
	1.2.5 Records Keeping and Documentation (Archiving, Filing, e-database)

2.2 CRITERION 2: TEACHING AND LEARNING

The institution has a clearly defined mission, and has adopted academic/ technical/ vocational programs with set objectives and learning outcomes at appropriate levels; and has effective mechanism of delivery and testing/assessing to ensure success in meeting these objectives and enable students to achieve the intended outcomes.

Indicators	Sub-Indicators
Indicator 2.1 – Strategic Link of Learning Objectives	2.1.1 Institutional Strategic Directions vs. National Education Policies/Targets
Indicator 2.2 – Curriculum	2.2.1 Curriculum Development and Revision System
	2.2.2 Percentage of Competency Standards/Courses reviewed in the last 3 years
	2.2.3 Involvement of Stakeholders in Curriculum Development and Revision
	2.2.4 Components of the Curriculum
Indicator 2.3 – Instructional Guides	2.3.1 Lesson/Session Plan
Indicator 2.4 – Teaching and Learning Materials	2.4.1 Adequacy of Teaching and Learning Materials
	2.4.2 Financial Management for Instructional Materials
	2.4.3 Compliance of student-instructional materials based on curriculum (relevance and adequacy)
Indicator 2.5 – Teaching and Learning Methods and Techniques	2.5.1 Adoption of teaching and learning pedagogies (teaching and learning methods and techniques)
Indicator 2.6 – Monitoring and Evaluation (M&E) Management	2.6.1 Monitoring and Evaluation System
	2.6.2 Utilization of Monitoring and Evaluation Results

2.3 CRITERION 3: HUMAN RESOURCES

The standard of the institution is greatly measured by the qualification of teaching and non-teaching staff. The institution maintains high ranking teaching staff in terms of their academic qualifications, experience and professional competence. It maintains an effective system of recruiting, maintaining and developing an adequate number of highly qualified and appropriate teaching and non-teaching staff.

Indicators	Sub-Indicators
Indicator 3.1 – Qualifications of Teaching Staff	3.1.1 Academic qualifications and experiences of teaching staff
	3.1.2 Industrial background of teaching staff (at least 2 years)
Indicator 3.2 – Qualification of Non-Teaching Staff	3.2.1 Academic qualifications and experiences of non-teaching staff
Indicator 3.3 – Teaching Staff Assignments and Load	3.3.1 Teaching Staff load/assignments and preparation time
	3.3.2 Teacher-student ratio
Indicator 3.4 – Systems of Recruitment, Evaluation, Development and Motivation	3.4.1 System of teaching and non-teaching staff recruitment
	3.4.2 Filling up of vacant posts
	3.4.3 Stakeholders' involvement in the selection and recruitment process of teaching and non-teaching staff
	3.4.4 Compensation of teaching and non-teaching staff
	3.4.5 Performance Evaluation
	3.4.6 Staff Development
	3.4.7 Scholarships Grants
	3.4.8 Best Performance Awards

2.4 CRITERION 4: RESEARCH AND DEVELOPMENT

Research and Development (R&D) is an avenue through which new knowledge is discovered, applied or verified and through which appropriate technologies are generated. The institution maintains an environment that firmly supports R&D.

Indicators	Sub-Indicators
Indicator 4.1 – Program of Research and Development (R&D)	4.1.1 Research and Development
Indicator 4.2 – Teaching Staff Engagement in R & D	4.2.1 Teaching Staff Engagement in research activities [e.g. joint research, action research in the institution and/or Industry, identification of projects in industry, technology packages]
	4.2.2 Teaching Staff Engagement in development activities based on institution's needs [e.g. modules preparation, workbooks and laboratory manuals development, instructional materials development, fabrication and prototyping, innovation and improvisation]
Indicator 4.3 – Dissemination and Utilization of R&D Outputs	4.3.1 Reporting, Dissemination, Publication, and Utilization of R&D outputs
Indicator 4.4 – Management of R & D	4.4.1 Budget/Resource for R&D programs
	4.4.2 Institutional Linkages for Joint R&D projects
	4.4.3 Monitoring and Evaluation (M&E) of R&D programs
	4.4.4 Policy on Providing Incentives to motivate the teaching and non-teaching staff to conduct R&D programs/projects

2.5 CRITERION 5: IMAGE AND SUSTAINABILITY

The presence of the institution should be recognized by the community. Its image is enhanced by extending its expertise through Outreach Programs, Income Generating Programs, and sharing or getting support to its expertise through Linkages and Networking.

Indicators	Sub-Indicators
Indicator 5.1 – Outreach Programs	5.1.1 Conduct and Utilization of Outreach programs
	5.1.2 Implementation of Quality Management Cycle for Outreach Programs (Planning, Implementing, M&E, and Reporting)
	5.1.3 Involvement of Teaching and Non-Teaching Staff in Outreach Programs
	5.1.4 Contribution of the Institution to Outreach or Extension Programs
	5.1.5 Institutional Linkages for Conduct of Outreach Programs
Indicator 5.2 – Income Generating Projects (IGPs)	5.2.1 IGPs Implemented
	5.2.2 Net Profit from IGPs (average of the last 3 years)
Indicator 5.3 – Linkages and Networking	5.3.1 Involvement of Enterprises (Industries, SMEs, other business associations) in TVET Programs
	5.3.2 Consortia/Arrangements with Educational Institutions and Government Agencies

2.6 CRITERION 6: OTHER RESOURCES

The institution provides an environment which is conducive to effective teaching and learning that supports the educational programs offered by the institution. The adequacy of financial resources, physical facilities, library, tools and equipment, information and communications technology as well as facilities' repair and management are paramount.

Indicators	Sub-Indicators
Indicator 6.1 – Financial Resources	6.1.1 Operational Budget (Working Capital/Recurrent Cost/Operational Budget)
	6.1.2 Developmental Budget (infrastructure, tools and equipment, HRD)
	6.1.3 Annual Budget Increment [average of last 3 years]
	6.1.4 External Financial Audit
	6.1.5 Contribution of Income generating fund to the annual budget for institutional development
	6.1.6 Budget Preparation and Planning
Indicator 6.2 – Physical Facilities	6.2.1 Area and Accessibility of Institution (Polytechnic, College, School, Center)
	6.2.2 Classrooms
	6.2.3 Furniture
	6.2.4 Labs, Workshops, and other facilities including maintenance management
Indicator 6.3 – Library	6.3.1 Library Resources including Learning Resource Centers (print and non-print, journals, magazines, newspapers, instructional materials)
	6.3.2 Resource Sharing with other libraries
	6.3.3 Library Space and Facilities
	6.3.4 Library Management System
	6.3.5 Budget for the Operation of Library
	6.3.6 Library Staff Quality and Educational Qualifications

Indicator 6.4 – Tools and Equipment	6.4.1 Tools, Equipment, and Accessories (by program)
	6.4.2 Maintenance of tools and equipment
Indicator 6.5 – Information and Communications Technology	6.5.1 Computers and Required Software
	6.5.2 Multimedia Center or Other Information Technology Facilities
	6.5.3 Maintenance of information technology equipment
	6.5.4 ICT Teaching and Non-Teaching Staff (number, qualifications and experience)
Indicator 6.6 – Repair and Maintenance Management	6.6.1 Maintenance of Workshops/Laboratories
	6.6.2 Safety measures and signage

2.7 CRITERION 7: SUPPORT TO STUDENTS

Students are the main customers of educational institutions. It is the responsibility of the institution to develop not only the intellectual ability of the student but his/her total personality as well. Towards this end, a robust program of student personnel services is designed to help the student, throughout his academic life, attain his maximum potential and become a worthy member of the society. Student support services complement the academic program.

Indicators	Sub-Indicators
Indicator 7.1 – Guidance and Career Counselling	7.1.1 Guidance and Career Counselling System (Office, Staff to Student Ratio, Feedback System)
Indicator 7.2 – Student Services	7.2.1 Student Services Staff to Student Ratio
	7.2.2 Student Recruitment System
	7.2.3 Retention
	7.2.4 Scholarship and Financial Aids
	7.2.5 Resources for co-curricular and extra-curricular activities
	7.2.6 Co-Curricular and Extra-Curricular Activities

	7.2.7 Employment Rate in relevant field one (1) year after graduation
	7.2.8 Involvement of Students in Decision Making related to Students' Welfare
	7.2.9 Study Loans
	7.2.10 Health, Sports, and Other Social Services for Students

III. The System of Evaluation





The tool used in the evaluation of the institution or program is the Accreditation Instrument. The bases of institutional accreditation are the seven Criteria, which are reflected in the instrument, as:

- Criterion 1.** Governance and Management
- Criterion 2.** Teaching and Learning
- Criterion 3.** Human Resources
- Criterion 4.** Research and Development
- Criterion 5.** Image and Sustainability
- Criterion 6.** Other Resources
- Criterion 7.** Support to Students

Each of the seven Criteria contains more specific parameters which are called indicators in the APACC accreditation and certification system. The indicators contain one or more sub-indicators. Thus, in this scheme, we have:

- 1. Criterion
 - 1.1 Indicator
 - 1.1.1 Sub-Indicator

3.1 THE RATING SYSTEM

The Accreditors will initially make their own individual evaluation of the institution based on the Self-Study Report. The final evaluation will be made only after validating the Self-Study Report data/information, and gathering additional or missing information by conducting actual interviews, reviewing documents, and making observations during the on-site visit.

The rating system to be used in the instrument is specified in each indicator.

Where an indicator includes multiple sub-indicators, the Accreditor will consider all these sub-indicators. Individual weightages are also assigned to each sub-indicator. A sample is shown in <Table 1>:

<Table 1> Rating Elements in Criterion 1. Indicator 1.1 – Decision Making and Management System

1.1.1 Strategic Plan, Yearly Plan of Operation, and Implementation

Specification	Please tick (✓)	POINTS	
		Maximum = 4	Institution's Evaluation
No Strategic Plan		0	
Prepared and approved strategic plan for recent 5 years (including running year)		1	

Communicated the approved strategic plan (required components) to stakeholders (internal and external per need)		2	
Prepared yearly plan of operation (YPO) / Annual Plan (AP) based on approved Strategic Plan	✓	3	
Implemented programs are based on YPO/AP		4	

In this example, the institution gets a rating of 3 out of a maximum point of 4.

The overall rating of the institution will numerically form a total of **500** points which are distributed to the seven criteria in the following scheme:

<Table 2> The Criteria with Allocated Points

Criteria	Allocated Points
1. Governance and Management	46
2. Teaching and Learning	120
3. Human Resources	74
4. Research and Development	50
5. Image and Sustainability	50
6. Other Resources	110
7. Support to Students	50
Total	500

The allocated points assigned to each Criterion like in **<Table 2>**: Criterion 1: Governance and Management – 46 points are further sub-divided among the indicators within the Criterion. Under Criterion 1, Indicator 1.1 – Decision Making and Management System, is assigned 22 points out of the 46 **<Table 3>**:

3.2 THE PROCEDURE

The rating system will follow this procedure:

3.2.1 The points to be earned for each indicator will be computed by adding all the points earned by an institution in each sub-indicator.

The points to be earned for each Criterion are computed by getting the sum of the earned points of all its indicators. In this case, the total points earned for Criterion 1 is 39.

<Table 3> Summary of points earned for the indicators of Criterion 1.

Criterion 1. Governance and Management

Indicators	Allocated Points	Earned Points
1.1 Decision Making and Management System	22	21
1.2 Programs and Budgeting	24	18
Total	46	39

3.2.2 To complete the overall score, the Summary of Points of all the seven Criteria are prepared. See <Table 4> below:

<Table 4> Summary of points earned for the seven criteria

Criteria	Allocated Points	Earned Points
1. Governance and Management	46	39
2. Teaching and Learning	120	95
3. Human Resources	74	58
4. Research and Development	50	40
5. Image and Sustainability	50	37
6. Other Resources	110	98
7. Support to Students	50	38
Total	500	405

The total number of points (405) will now be used to determine what accreditation status is to be awarded. The cut-off figure is 301 points. Any institution that has earned 301 points or higher gets an accredited status, and those with 300 or less land to “not accredited” status.

There are five awards as shown in <Table 5>:

<Table 5> Awards with Corresponding points

Award	Total Points
Bronze	301-350
Bronze+	351-400
Silver	401-450
Gold	451-490
Platinum	491-500

In this example, the institution qualifies for a Silver Award.

For those institutions who were not able to qualify for Accreditation but wish to further improve will be given “*Candidate Status*” for a maximum period of six (6) months or until the time they are able to get accreditation, whichever is earlier.

Institutions may apply for higher accreditation level at any time within the 4-year period.

3.3 THE INDICATORS OF QUALITY

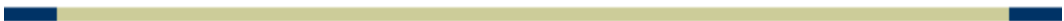
The award of accreditation status as presented above is based on quantitative measures. To capture the qualitative aspects of the institution being evaluated, certain indicators shall be looked into, but this portion of the evaluation will not be rated, and thus, it will not be given weight, nor will it gain points, at this stage of accreditation.

These indicators of quality will be reported as ***Commendations, Affirmations*** and ***Recommendations***.

3.3.1 *Commendations* are noteworthy practices of the institution that are over and above the APACC requirements. It may be in the form of best practices that are unique to the institution and are proven to be doing well with the wide participation of industry, students, staff, parents, alumni, and other stakeholders. These can also be outcomes and impact of programs and activities that are far beyond the plans and expectations. Samples of commendation are special achievements such as winning in Skills Olympics, campus-wide utilization of advanced technologies in teaching and learning, and patenting of research and development outputs.

3.3.2 *Affirmations*. These are acknowledgements of adequacy of provisions to comply with APACC requirements. Samples of affirmation are placement of safety signage in laboratories and workshops, regular updating of curriculum to suit current trends, and provision of adequate number of guidance counsellor based on number of students.

3.3.3 *Recommendations*. These are suggested measures to address gaps in order to comply with APACC requirements. Samples of recommendations are conducting staff development programs based on training needs analysis, observance of Plan-Do-Check-Act in all aspects of the institution, and implementation of programs based on strategic plan.



IV. The Self-Study Form





*A*fter going through orientation, consultations and administrative preparations, an institution may finally decide to undergo accreditation. This accreditation will go through a process with three stages:

1. The preparation and submission of a Self-Study Report, which is the subject of this Part of the Manual. The Self-Study Report may be followed by a mock internal audit, upon the discretion of the institution.
2. The on-site visit to the institution by an external Team of Accreditors; and
3. The review by the NCA concerned (if available) on the Final On-Site Visit Report and the final approval of the APACC Board headed by the APACC President.

The Self-Study Report must provide all the data and information that is relevant to answer the questions based on the different criteria, and must contain the institution's self-study of its effectiveness including the identification of its strengths and weaknesses.

The Self-Study Report must be well-prepared. It must be accurate, complete, and systematically organized in accordance with the APACC-suggested format.

The Self-Study Report must generally follow the sequence of the Criteria for Evaluation outlined in detail in Part 2. It will contain three general Sections: the Profile of the Institution, the Criteria-based Data and Self-Study, and the Institutional SWOT Analysis.

In the Criteria-based Data and Self-Study Section of the Self-Study Form, institutions are also required to accomplish the Annexes provided at the end of the Self-Study Form. Tables are given for the institutions to complete.

The detailed Self-Study Form can be seen at the end of this manual (Appendix I).



V. Conducting and Hosting an On-Site Visit





Accreditation involves a set of procedures designed to gather evidence to enable a decision as to whether an institution should be accredited or not. The responsibility is not only on the applicant institution to ensure that the progress is continuous and transitions should flow smoothly from the lowest to the highest level, but also on the accrediting agency to provide a mechanism of procedures and processes for an objective institutional evaluation.

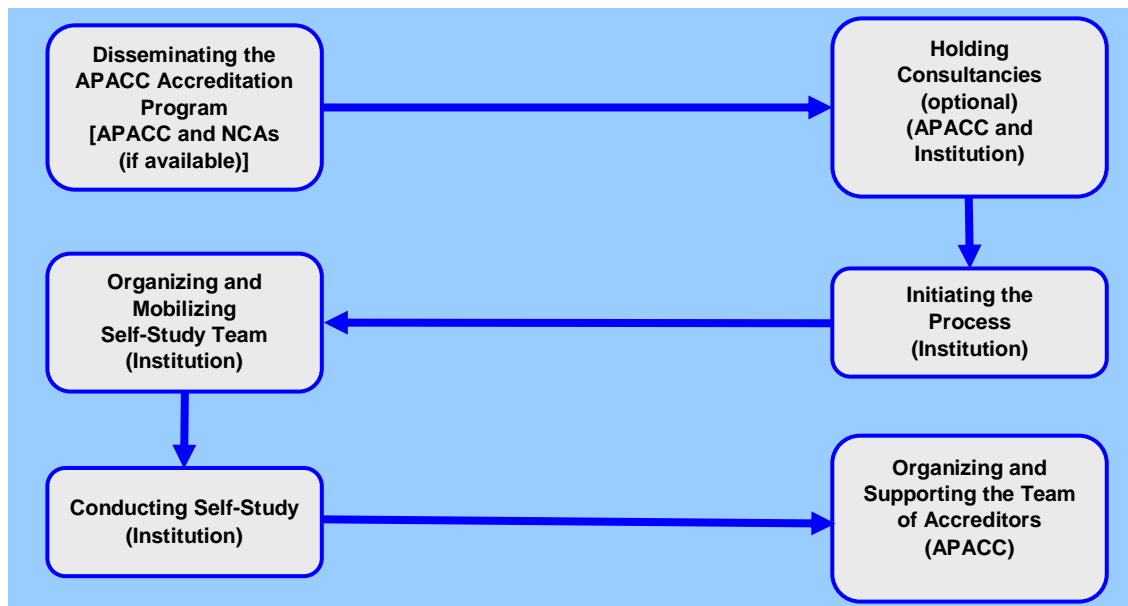
5.1 ACTIVITIES BEFORE ON-SITE VISIT

A thorough preparation must be made before the on-site visit. The following enumerates the series of major activities, arranged in the order they are supposed to take place, although operationally, the sequence need not be strictly followed.

The recommended major activities include the following tasks and the responsible agency:

1. Disseminating the APACC Accreditation Program– APACC and NCAs (if available)
2. Holding Consultancies (optional) – APACC and Institution
3. Initiating the Process - Institution
4. Organizing and Mobilizing the Self -Study Team - Institution
5. Conducting Self-Study (SS) – Institution
6. Organizing and Supporting the Team of Accreditors – APACC

A flowchart for the above-mentioned tasks is presented in <Figure 1>



<Figure 1> Flowchart of Main Activities before On-site Visit

5.1.1 Disseminating the APACC Accreditation Program

APACC's program of accreditation needs to be disseminated to TVET institutions in the different member countries. This may be done through any or a combination of the following media:

- Seminars or workshops to cover such topics as the accreditation criteria and procedures; the role of APACC, the National Coordinators for Accreditation (NCAs) and the APACC Accreditors; requirements for accreditation, responsibilities of the host TVET institutions, etc.
- Longer workshops may be held to discuss the mechanics of accreditation, such as the conduct of self-study, the preparation of the Self-Study Report (SSR); the setting of an Accreditation Center and others.

5.1.2 Holding Consultancies

Initially, accreditation starts with a general knowledge of the accreditation system and this can be reinforced through consultancies.

- A consultancy visit is usually initiated (applied for) on a fee-paying basis by a TVET institution wanting to be accredited.
- APACC maintains a pool of experts as consultants which include knowledgeable people such as NCAs, Accreditors, APACC Staff and other experts.
- The topics taken up or activities pursued in the consultancy visit may include the following:
 - ▶ Activities, criteria and procedures of accreditation
 - ▶ The levels of accreditation
 - ▶ Basic requirements:
 - The responsibilities of the TVET institution; the role of APACC
 - Self-Study Teams and Working Groups
 - Accreditation Center
 - Self-Study process and Self-Study Report
 - ▶ Mechanics of the on-site visit

-
- ▶ Activities before, during, and after the on-site visit
 - ▶ Monitoring the progress of preparations under the basic requirements mentioned above
 - ▶ Administrative matters (financing, accommodation, workplace, computer support, schedules, transportation, etc.)
 - The applying institution will shoulder the cost (transportation, accommodation and honoraria) of the consultancy visits.

5.1.3 Initiating the Process

Initiating the process of accrediting a particular institution takes place when an interested TVET institution files an application with APACC.

- The application is to be filed in the prescribed form. This form broadly contains the following information:
 - ▶ Address
 - ▶ Type and category of institution
 - ▶ Charter or legal basis of the existence of the institution
 - ▶ Establishment Year
 - ▶ Different types of TVET programs offered
 - ▶ Student enrollment
 - ▶ Brief details about teaching- and non-teaching staff
 - ▶ Status of accreditation with the national accrediting agency

The application form is attached as **Appendix II** at the end of this manual.

- APACC, in turn, acknowledges and if found suitable advises the requesting institution to:
 - ▶ Organize Self-Study Team and Working Groups for conducting Self-study;
 - ▶ Put up an Accreditation Center;

-
- ▶ Conduct Self-Study, prepare Self-Study Report (SSR), and possibly conduct internal audit; and
 - ▶ Request for a consultancy service, in case additional assistance is needed, on a fee-paying basis.
 - If the review of SSR is satisfactory, the institution is advised to proceed with accreditation process; else, APACC may request other documents.
 - In case of the former, APACC shall schedule the on-site visit. In some cases, the institution may request the services of Consultants in orienting the constituents on the program of accreditation and its conduct.

5.1.4 Organizing and Mobilizing the Self-Study Team

The Self Study Form shall be accomplished by the institution's SS Team which comprises of seven (7) working groups <Figure 2>. Along with these groups are the SS Overall Coordinator and the SS Editor.

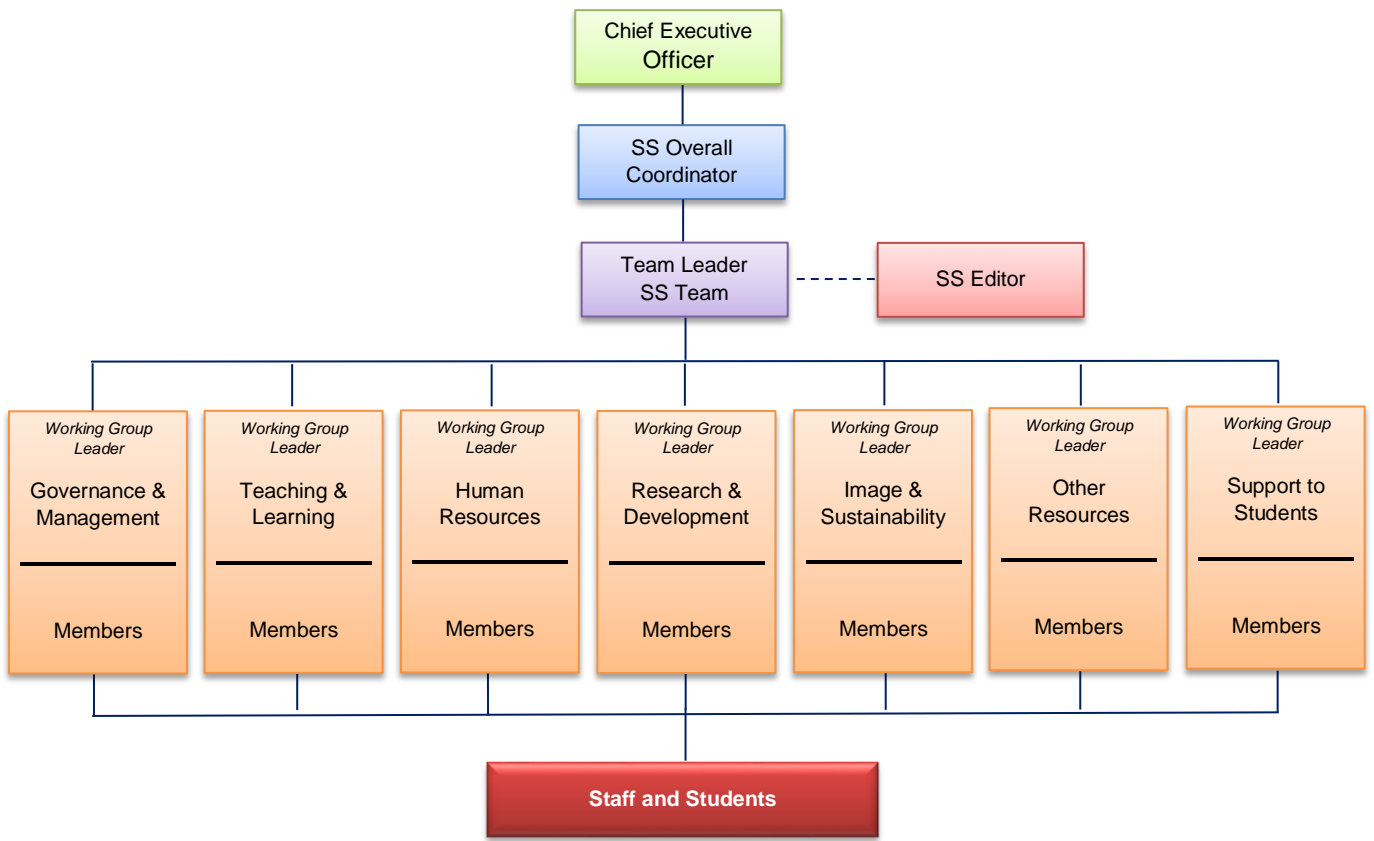
The institution has to perform the following activities:

- Designate an Overall SS Coordinator. He/She is the focal person in the institution who supervises the preparation of the SS Report, staffing the SS Team and communicates with APACC to obtain answers to questions. Preferably, he/she should be a senior academic official who could identify institutional policies and information sources, explain institutional processes and assure wide administrative, teaching staff and student participation. A successful accreditation endeavor starts with him/her exhibiting strong leadership and keeping his/her constituents informed of the latest developments.

Organize the SS Team. The SS Team shall be organized to prepare the SS Plan detailing the design of the total SS process and providing an accreditation roadmap. It shall be headed by a Lead Accreditor Team Leader and seven (7) members, each representing the seven criteria for accreditation. The responsibilities of the SS Team include:

- ▶ Initiating the SS by developing its design, organizing the working group structure, developing task assignments for each working group and determining the overall schedule for the self-study;
- ▶ Overseeing the conduct of the SS by monitoring the progress of the working groups and providing support for their work as appropriate to the task, settling questions of conflicting issues among the working groups, and developing editorial guidelines for the drafts of the working group reports;

-
- ▶ Developing a procedure for reviewing drafts of the working group reports, and ensuring the support of all constituency of the institution and acceptance of the report to the head of the institution and its governing board before submission to APACC; and
 - ▶ Assisting in the development of a plan in connection with the follow-up and implementation of the SS recommendations.
 - Create seven (7) working groups. These groups correspond to the seven (7) criteria for APACC accreditation and are responsible for evaluating those aspects of the institution related to the accreditation criteria. These groups are the lead groups in the following activities:
 - ▶ Conducting the Self-Study;
 - ▶ Compiling the materials and preparing the SSR;
 - ▶ Putting up an Accreditation Center, and filling it with materials, documents and exhibits;
 - ▶ Liaise with their counterparts among the external accreditors in:
 - locating and identifying documents or materials;
 - arranging interviews between the accreditors and the staff, school officials, students, the community and other stakeholders;
 - guiding the accreditors to classrooms for class observations, and to different physical facilities, like, library, laboratories, sports complex, offices, etc.; and
 - arranging visits to research and outreach sites.
 - Designate a SS editor. The Editor brings the various working group reports, background materials, exhibits and appendices into a coherent, usable institutional report that should serve the needs of the institution, the SS Team and Working groups, and the APACC Accreditation Team. Each member should be well informed about issues, either because of their positions within the institution or because of their experiences in the service.



<Figure 2> Organization of Self-Study Team (SS)

5.1.5 Conducting Self-Study

- Self-study is required to be conducted in all types of accreditation exercises before the on-site visit by external Accreditors takes place.
 - ▶ The sources of information to conduct self-study vary.
 - ▶ In preliminary surveys, the go-signal to conduct one for the applicant institution is given once the application is approved by APACC.
 - ▶ The self-study is conducted by the TVET institution with or without assistance from external consultants.
 - ▶ The APACC criteria are used in the self-study.
 - ▶ The self-study is intended to test the institution's chances to pass the accreditation criteria, and determine its readiness for the on-site visit. An internal audit is helpful in preparing for the on-site visit.

-
- Self-Study Report (SSR)
 - ▶ Each working group responsible for the various aspects of the self-study shall prepare a report which sets forth the problem or problems addressed, the questions to which it sought answers, the data gathered and the means by which they were gathered, the techniques employed in analyzing the data and a statement indicating how the results have been used to increase institutional effectiveness.
 - ▶ The working groups' reports shall be submitted to the SS Team point person which has the responsibility of preparing a single, unified report. The final editing shall be done by the SS Editor. A thorough review shall be undertaken by the SS Team before it will be finally edited by the SS Editor. The completed report is presented to the Head of the institution or other officials; and upon approval, it will be submitted to APACC.
 - ▶ The SSR must contain three (3) major parts:
 - The Profile of the Institution;
 - Criteria-Based Data and Self-Study; and
 - Institutional SWOT Analysis.
 - ▶ To facilitate the on-site visit, an accreditation center is necessary to assemble the documents, written materials, pieces of information, and exhibits that have to be reviewed during the on-site visit. In member countries where English is not an official language, the mentioned documents, materials, information and exhibits should be presented in English. Some guidelines regarding the center are the following:
 - The center shall contain all the materials prepared by the institution.
 - It must be large enough to store all the materials, and to accommodate at least ten (10) persons at a time during on-site visit.
 - The center shall be equipped and properly maintained with the following facilities:
 - ◆ working tables and chairs;
 - ◆ cabinets for display and filing needs;
 - ◆ good ventilation and lighting facilities; and
 - ◆ computer system.

-
- The documents/pictures/exhibits in the center should be:
 - ◆ kept regularly updated;
 - ◆ labeled;
 - ◆ properly filed following the sequence in the accreditation criteria, i.e., by parts and by section per part; and
 - ◆ be readily available.
 - Some documents/materials, e.g., classified matters and bulky materials, may not be placed at the center. In this case, they should be filed or located in any office, provided that they are accessible to Accreditors during the on-site visit.
 - For second and succeeding on-site visits, the institution should submit a compliance report together with the SSR. This report should:
 - ▶ Indicate the extent of compliance with the recommendations made in the immediate previous on-site visit;
 - ▶ Specify the activities, projects, processes, etc. actually undertaken, to comply with the recommendations; and
 - ▶ Justify or explain why certain recommendations, if any, were not accomplished.

5.1.6 Organizing and Supporting the APACC Team

Once the on-site visit schedule is confirmed, it is APACC's responsibility to organize and set provisions to support the team. APACC pursues three major sets of activities:

- Select the Accreditors from a pool of Accreditors possessing the following qualifications:
 - ▶ he/she is in the active list of qualified Accreditors;
 - ▶ must not come from the same administrative region of the institution; and
 - ▶ must not be identified as "unacceptable" to the host institution.
- The administrative arrangements for the team's travel are usually as follows:

-
- ▶ Applicant institution will purchase the air tickets/tickets for other mode of transportation and send to the Accreditation Team; or APACC purchases the tickets and get reimbursed by applicant institution;
 - ▶ Applicant institution will provide accommodation and meals during the conduct of the on-site visit; and
 - ▶ Honoraria will be paid and expenses incurred by the team will be reimbursed on-site.

5.2 ACTIVITIES DURING ON-SITE VISIT

Accreditation activities usually peak during the actual on-site visit by a team of two (2) Accreditors and one (1) APACC Documentation Officer, for a period of two (2) to three (3) days depending on the size of the institution. The NCA (if available) may also be part of the Team, as deemed necessary.

The major activities in an accreditation on-site visit include the following:

- Reception for the Arrival of APACC Team
- Initial Team meeting
- Opening Program
- Gathering/validating data or information
- Second Team meeting
- Continue Gathering/validating of data or information
- Preparation of Draft Quantitative and Qualitative Report
- Clearing of Obligations
- Closing program

As general guidelines to ensure professional dealings and better time management during on-site visits, institutions should avoid:

- grand welcoming receptions (e.g. posting huge banners with APACC team members' photos, students lining up near the entrance)
- lengthy dinners and programs not related to the evaluation process

A flowchart for the above-mentioned tasks is presented in <Figure 3>. The details of these activities are given after the flowchart.

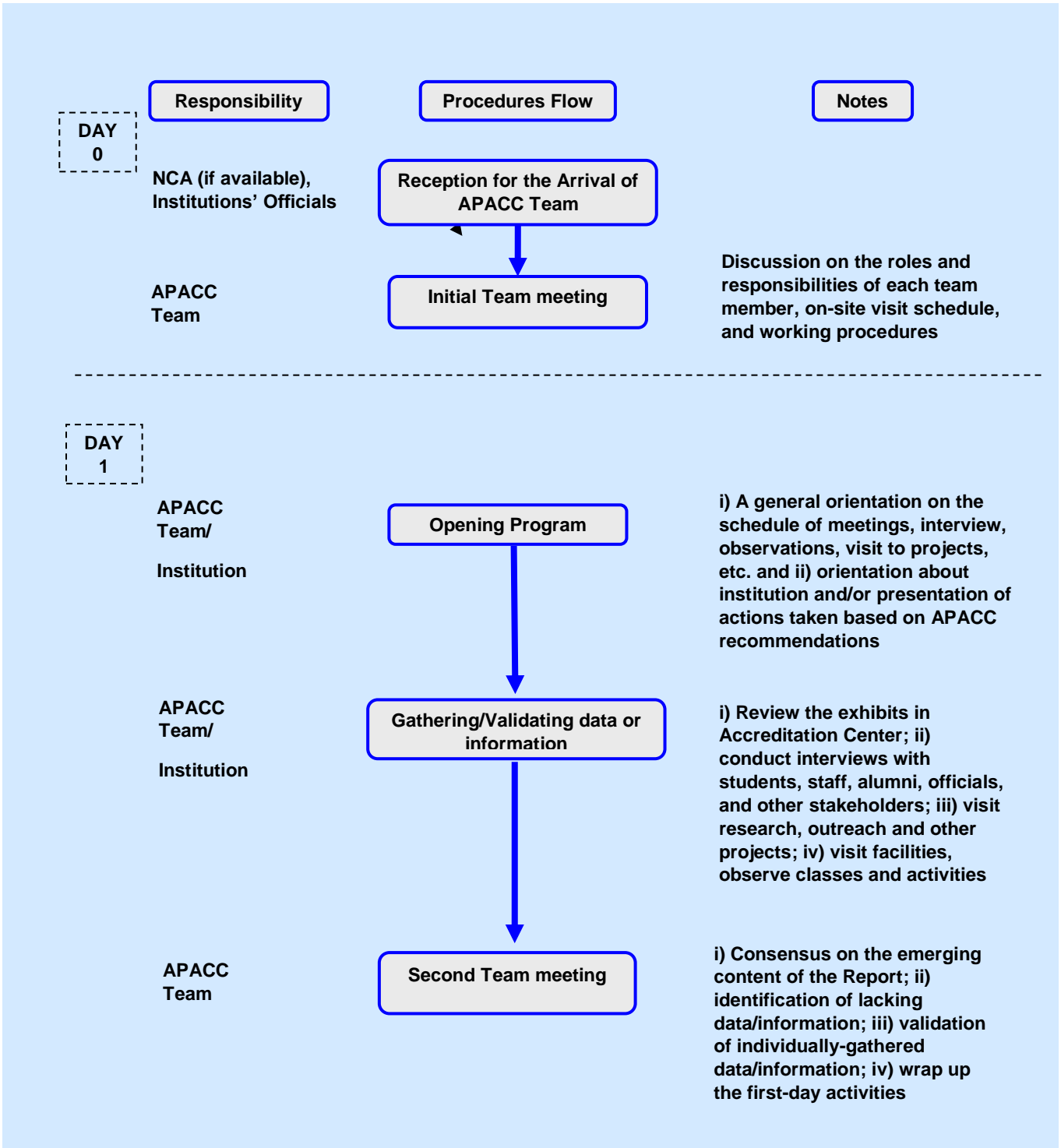
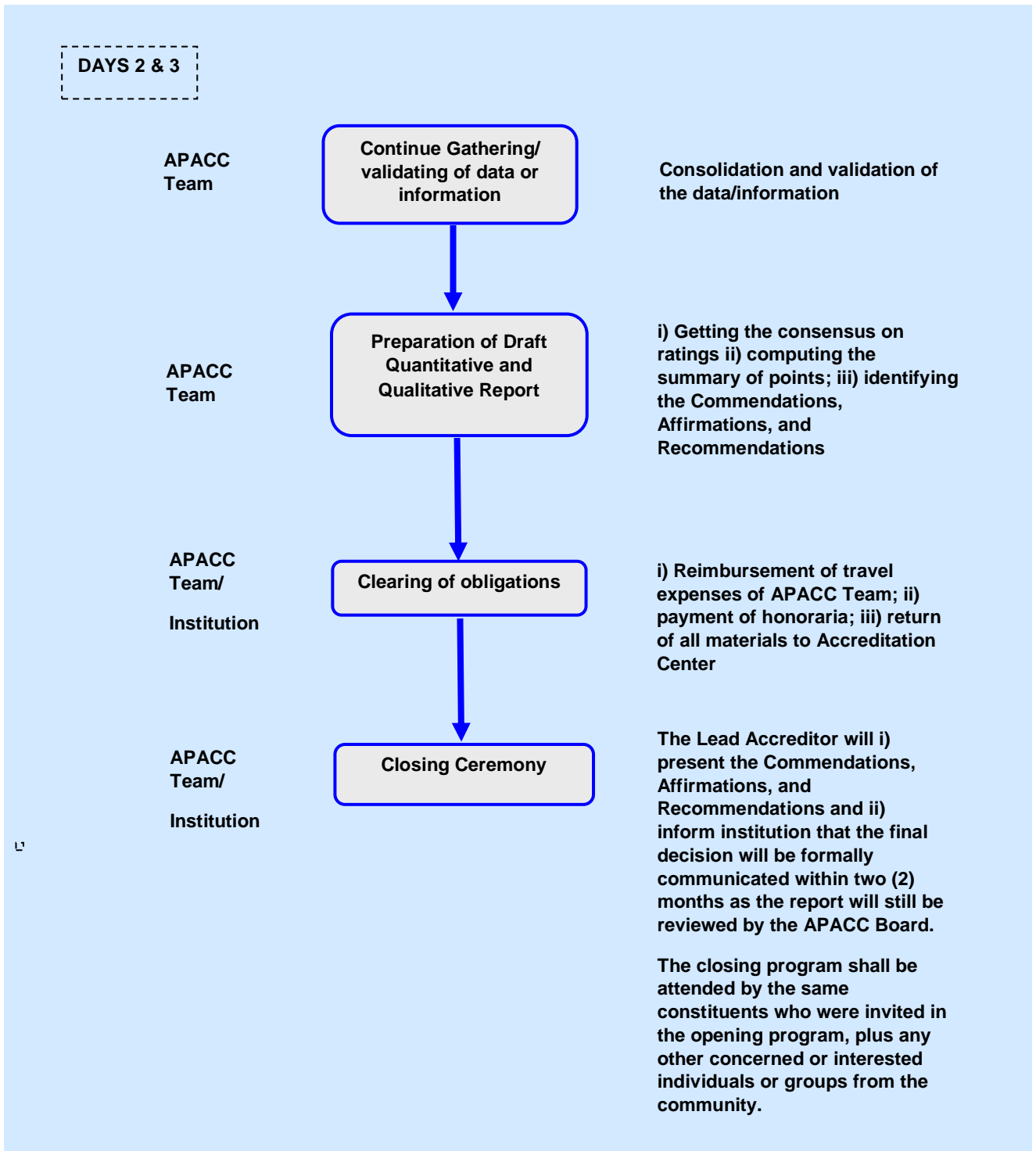


Fig 3. Flowchart of Main Activities During On-site Visit



Cont ... Fig. 3. Flowchart of Main Activities During On-site Visit

5.2.1 DAY 0: Reception of APACC Team

The on-site visit effectively starts in **Day 0**, i.e. a day before the on-site visit proper. After gathering the team at various points,

- They are received and billeted at the institution's guest house or at a nearby hotel, and are briefed on simple details like the program of activities on the next day, time and place for breakfast, escorts to lead the Team to the venue of the opening program, etc.
- The Team holds its first meeting to discuss the role and responsibilities of each team member, on-site visit schedule, and working procedures.

5.2.2 DAY 1: Preliminary Activities

Day 1 of the on-site visit will be composed of the following activities:

- A short Opening Program of about one (1) hour which will be attended by the constituents of the institution. During the opening program, the institution has to provide a general orientation about the whole institution. In the case of revisits, the actions taken by the institution based on the recommendations provided by APACC will be reported as well.

The APACC Lead Accreditor will give a brief orientation on the process and the schedule of activities to be observed during the on-site visit.

- APACC Team will then gather additional data/information or validate those already collected by:
 - ▶ reviewing the exhibits in the Accreditation Center;
 - ▶ conducting interviews with appropriate students, staff, alumni, officials, and other stakeholders;
 - ▶ visiting research, outreach and other projects;
 - ▶ observing classes and the operation of the library, laboratories and workshops; and observing student activities, staff meetings, etc.; and
 - ▶ holding individual or group conferences.
- The Second Team meeting will be held in the evening of the first day. This meeting will:
 - ▶ be presided over by the Lead Accreditor;

-
- ▶ cover in the agenda the following:
 - comparison of notes related to the individual findings particularly on the strengths and weaknesses of the institution;
 - consensus on the emerging report;
 - identification of lacking details/information;
 - validation of individually gathered data/information; and
 - any problem that spoil the flow of the accreditation process.
 - ▶ wrap-up the first-day activities.

5.2.3 DAYS 2 & 3: Validation of Data and Finalization

Days 2 and 3 will be devoted to continue the gathering/validation of data/information and analysis, finalization of the report, consultation with the officials and staff of the host institution, and concluding the on-site visit.

On these days, the following activities will be held:

- Continuous gathering/validating of data.
- Accreditors' preparation of individual reports to be presented to the Team during its meeting. The individual reports are prepared by undergoing the following process:
 - ▶ consolidation and validation of the data/information;
 - ▶ analysis of the data/information;
 - ▶ rating the institution based on the criteria, indicators and sub-indicators;
 - ▶ computing the Summary of Points; and
 - ▶ identifying the findings (strengths and weaknesses) and making recommendations.
- The most critical activity is the team meeting to prepare the quantitative and qualitative report. Ordinarily, the report is produced through this process:
 - ▶ The Lead Accreditor presides over the meeting.

-
- ▶ The ratings and other decisions are discussed and decided criterion by criterion.
 - ▶ The Team adopts a consensus in all ratings, comments, findings (Commendations/Affirmations) and recommendations, and the final decision to award, or not to award accredited status. The recommendations are for implementation and evaluation in the next on-site visit.
 - Before the closing program, it must be ascertained that all obligations are cleared, including, but not necessarily limited to the following:
 - ▶ reimbursement of travel expenses of APACC Team;
 - ▶ payment of honoraria; and
 - ▶ return of all materials from the Accreditation Center.
 - The closing program will formally end the on-site visit. These are some guidelines in holding this final activity:
 - ▶ The closing program shall be attended by the same constituents who were invited in the opening program, plus any other concerned or interested individuals or groups from the community.
 - ▶ It must be brief, lasting not longer than one hour.
 - ▶ The Lead Accreditor will provide the qualitative results through the commendations, affirmations, and recommendations and will inform that the final decision will be formally communicated to the institution within two (2) months as the report will be reviewed by the APACC Board.

5.3 ACTIVITIES AFTER ON-SITE VISIT

As a matter of APACC procedures, the report which was prepared during the on-site visit will be fine-tuned by the team and presented to the Board within one (1) month after on-site visit, for approval.

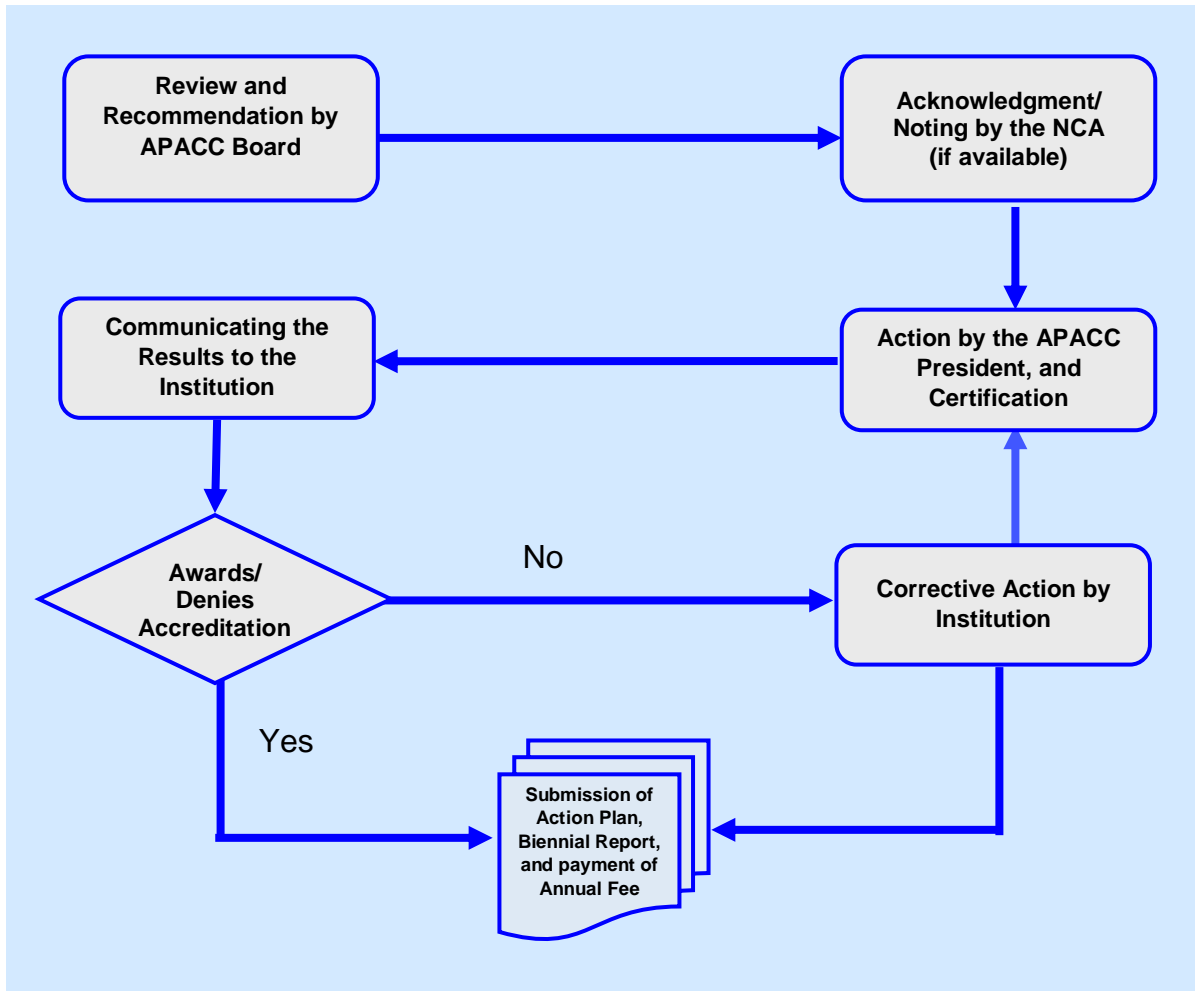
The following are the major activities after on-site visit:

1. Review and Recommendation by APACC Board
2. Acknowledgment/Noting by the NCA (if available)
3. Action by the APACC President, and Certification
4. Communicating the Results to the Institution

5. Awards and Complaints

6. Submission of Action Plan, Biennial Report and payment of annual fee

A flowchart for the above-mentioned tasks is presented in **<Figure 4>**



<Figure 4> Flowchart of Main Activities after On-site Visit

5.3.1 Review and Recommendation by APACC Board

The Board must check:

- the consistency of the findings on the criteria and the ratings; and
- the rationality of the Commendations, Affirmations and Recommendations.

5.3.2 Acknowledgement/Noting by the NCA (if available)

Within one (1) week after receipt of the On-Site Visit Report, the NCA (if available), should sign the on-site visit report and send back to APACC for further processing.

5.3.3 Action by the APACC President and Certification

The decision of the APACC President will include the following:

- Confirmation of the information used in the review made by the APACC Board; or if there are questions, the action on a particular report may be tabled for further study.
- The award of the appropriate accreditation status which will either be:
 - ▶ Approval of the recommended award; or
 - ▶ accreditation denied, and the reason for said status.
- The final decision of the APACC President awarding an accreditation status will eventually be documented in the form of “Certification”.

5.3.4 Communicating the Results to the Institution

The results of the accreditation visit will be packaged in a set of documents. The results will then be communicated to the institution concerned by the APACC President. The results to be communicated will include the following information:

- Summary of points
- Award
- Award Validity
- Indicators of Quality (Commendations, Affirmations, Recommendations)
- Suggested actions to be taken by the institution in preparation for the next on-site visit, such as
 - ▶ Preparation of Action Plan or
 - ▶ reapplying for accreditation after taking necessary corrective actions, if not accredited.

5.3.5 Awards and Complaints

- The APACC Certificate, Desk Plaque, and Unique Logo will be sent to the institution concerned after submission of Action Plan and Payment of Annual Fee.
- There will be three (3) levels of addressing complaints or errors;
 - ▶ The APACC Board may initiate a review of doubtful or questionable findings or decisions of the Team brought about by the apparent inconsistencies in any part of the Report.
 - ▶ At the level of the NCA (if available), errors are immediately corrected even before the Final On-Site Visit Report is submitted to the APACC Board.
 - ▶ Formal complaints may be submitted to the APACC President for review and final decision.

5.3.6 Submission of Action Plan, Biennial Report, and Payment of Annual Fee

Once accredited, an institution needs to immediately submit an Action Plan to improve the rating (or points) in particular sub-indicators; and/or carry out APACC's recommendations. The Action Plan Template for submission to APACC and the Detailed Action Plan Template for the institution's internal use are attached as **Appendices III and IV**.

The accredited institution should keep APACC updated of its activities and changes that take place every two (2) years to check if the institution remains in compliance with accreditation expectations. A biennial (two-year) report stating the actions taken on recommendations and any activity that substantially changes the status of the institution such as human resources, curriculum, and other resources in support of the institution should be accomplished by the institution and sent to APACC. The report must also include documents and photos of changes based on APACC's recommendations and institution's own initiative. Please see **Appendix V** for the Biennial Report Format.

Institution is also required to pay annual fees or make lump sum payment for four years.



VI. APACC Policies and Procedures







This part highlights the intent of several policies that are important to TVET institutions.

APACC Accreditation Status

The institution's status/award is only bestowed by the APACC President.

Certificates

The accreditation certificate is property of APACC and must be returned if accreditation is suspended or withdrawn. Misuse of the APACC certificate is a ground for removal of accreditation.

Complaints

Complaints made regarding an institution not meeting accreditation criteria must be written and signed. Serious complaints or a trend of complaints received by APACC will be reported to the institution and will be kept on file for reference in future accreditation reviews. Institutions are expected to respond to complaints as a condition of accreditation.

Extensions

Requests for extension of accreditation period may be made to the APACC President in cases of natural calamities, changes in key personnel, inability to ensure the safety of Accreditors, or for any valid reason.

Non-compliance

Any non-compliance to APACC policies and procedures should be reported to APACC. Non-compliance may result in the institution being warned or denied continuing accreditation.

Renewal of APACC Accreditation

The application for renewal should be submitted at least three (3) months before the expiry date of the institution's APACC accreditation.

Single Institution Accreditation

Institutions may not “share” accreditation with any other institution (i.e. other branch or sister institution). Proof of sharing accreditation with other institutions is a ground for the removal of the accreditation status.

Use of Unique Logo and APACC’s Name

APACC will provide a unique logo to accredited institutions, which may be placed in institutional certificates, letterheads, and other documents. Use of the logo should be within the validity of certificate.



APACC Accredited
PHL-ABC-50-2018-Gold
Valid until: September 4, 2022

Sample Unique Logo where “ABC” is the acronym of the accredited institution

Only institutions that have been granted valid accreditation status by APACC may advertise that it is “accredited by the Asia Pacific Accreditation and Certification Commission”. Misuse of the APACC’s logo and name are grounds for the removal of accreditation.

Voluntary Withdrawal

At any time after an application form has been submitted, an institution may voluntarily withdraw its application. An institution that enters into the APACC accreditation process may end its participation at any point by notifying APACC of its intention in writing. Voluntary withdrawal from the process does not relieve an institution of any financial obligations to APACC incurred prior to formal withdrawal.

Upon formal notification, APACC will confirm the termination of membership with the institution. Withdrawal from the process does not preclude the possibility of re-entering the process at a later date.

APPENDICES





APPENDIX I
SELF-STUDY FORM

Section 1. The Profile of the Institution

1. Information about the Institution

Name of Institution	:	_____
Parent Institution	:	_____
Country	:	_____
Address	:	_____ _____ _____
Telephone No.	:	_____
Fax No.	:	_____
E-mail	:	_____
Website	:	_____
Social Media	:	_____

2. Status of the Institution [please tick (✓)]

<input type="checkbox"/>	Autonomous University/College
<input type="checkbox"/>	Constituent College
<input type="checkbox"/>	Affiliated College
<input type="checkbox"/>	Polytechnic/Technical College
<input type="checkbox"/>	Technical School/Technical Centers/Vocational Training Institute
<input type="checkbox"/>	Department/Unit
<input type="checkbox"/>	Autonomous University/College

3. Law/Ordinance that created the Institution, and date of establishment

4. Information about the Head of the Institution

Name	:	_____
Position	:	_____
Country	:	_____
Address	:	_____

Telephone No.	:	_____
Fax No.	:	_____
E-mail	:	_____

5. Information for Communication about Other Important Officials (at least four)

Name	Position	Tel. No.	Fax No.	E-Mail

6. Any Quality Management System adopted by the institution? Please specify.

7. A. Vision of the Institution

B. Mission Statement

C. Goals

8. Area of the Institution (in acres)

Total Area

Built-up Area

9. Other Campuses of the Institution

Name of Campus	Address

10. Classification of current TVET programs offered [please tick (✓)]

Degree **Undergraduate (UG)**

() Bachelor

Postgraduate (PG)

() Master's

() Doctoral

Diploma () Diploma

() Postgraduate Diploma

Certificate () Certificate Course

() Twinning Programs

Others, please specify

Section 2. Criteria-Based Data and Self-Assessment

Criterion 1 - Governance and Management

The institution's system of governance and management is sufficient to manage existing operations, and to respond to development and change.

Indicator 1.1 – Decision Making and Management System

1.1.1 Strategic Plan, Yearly Plan of Operation, and Implementation

Specification	Please tick (✓)	POINTS	
		Maximum = 4	Institution's Evaluation
No Strategic Plan		0	
Prepared and approved strategic plan for recent 5 years (including running year)		1	
Communicated the approved strategic plan (required components) to stakeholders (internal and external per need)		2	
Prepared yearly plan of operation (YPO) / Annual Plan (AP) based on approved Strategic Plan		3	
Implemented programs are based on YPO/AP		4	

Data Required and Means of Verification:

Annex 1. Strategic Management of Institution

- Strategic Plan
- Evidences of Dissemination of Strategic Plan Components [e.g. in posters, letters, website, handbook, employees' manual, newsletter]
- Annual Plan
- Feedback from the Stakeholders

1.1.2 Participation of Institution's Decision Making Body in Policy/Plan Formulation

Specification	Please tick (✓)	POINTS	
		Maximum = 2	Institution's Evaluation
No participation		0	
75% and below participation		1	
More than 75% participation		2	

Data Required and Means of Verification: (Please provide data for the last 3 years, where applicable)

Annex 2. Composition of the Institution's Management Board/ Decision Making Body

- Records of attendance
- Minutes of Meetings

1.1.3 Conduct of Management Board Meeting

Specification	Please tick (✓)	POINTS	
		Maximum = 4	Institution's Evaluation
Never		0	
Once a year		1	
Two times a year		2	
Three times a year		3	
Four times a year		4	

Data Required and Means of Verification: (Please provide data for the last 3 years, where applicable)

Annex 3. List of Meetings of the Institution's Management Board (for the last 3 years)

- Minutes of the Meetings
- Attendance Record of the Meetings
- Yearly Plan of Operation/Annual Plan

1.1.4 Quality Management System [Plan, Implement, Monitoring and Evaluation (M&E), and Feedback]

Specification	Please tick (✓)	POINTS	
		Maximum = 4	Institution's Evaluation
No Quality Management System		0	
Quality Management System in Place		4	

Data Required and Means of Verification:

- Quality Manual
- Operations Manual
- Procedures Manual
- Customer Feedback
- Corrective/Preventive Action Reports
- Results of Internal Quality Audits

1.1.5 Internal Quality Audit

Specification (Frequency of IQA)	Please tick (✓)	POINTS	
		Maximum = 4	Institution's Evaluation
Once in more than three years or never		0	
Once in three years		1	
Once in two years		2	
Once a year		3	
Twice a year		4	

Data Required and Means of Verification:

- Quality Manual
- Operations Manual
- Procedures Manual
- Customer Feedback
- Memoranda on Internal Quality Audits
- Minutes of Meetings
- Results of Internal Quality Audits
- Corrective/Preventive Action Reports

1.1.6 Academic Committee/Board

Specification	Please tick (✓)	POINTS	
		Maximum = 4	Institution's Evaluation
None		0	
Formed Academic Board		1	
Organized Regular Meeting and Consultation with the Board Members		2	
Implementation of the Board Decisions		3	
Feedback and Suggestion Mechanism		4	

Data Required and Means of Verification:

Annex 4. Composition of Academic Committee/Board

Annex 5. Involvement of Academic Committees/Board in Decision Making

- Terms of Reference (TOR) of Academic Board
- Minutes of Meetings
- Sample of the Activities performed based on Board Decisions
- Flowchart of the Feedback Management System

Indicator 1.2 – Program and Budgeting

1.2.1 Program Planning and Budget Allocation last fiscal year

Specification	Please tick (✓)	POINTS	
		Maximum = 8	Institution's Evaluation
No Annual Program and Budgeting Plan		0	
Prepared Annual Program and Budget Plan		2	
Implemented according to the Plan		4	
Installed Monitoring and Evaluation System		6	
Created Feedback System for next plan		8	

Note: Program means listed activities in the operational plan

Data Required and Means of Verification:

Annex 6: Implementation Status of Programs and Budget

- Program and Budgeting Plan
- Operational Plan
- Monitoring and Evaluation Report

1.2.2 Effectiveness and Efficiency of Program and Budgeting last Fiscal Year

Specification	Please tick (✓)	POINTS	
		Maximum = 4	Institution's Evaluation
Less than 50% program completion and budget utilization		0	
51 – 65% program completion and budget utilization		1	
66 – 80% program completion and budget utilization		2	
81 – 95% program completion and budget utilization		3	
Above 95% program completion and budget utilization		4	

Note: If the budget expenditure percentage is less than program completion within 15%, it is acceptable.

Data Required and Means of Verification:

Annex 7. Program Completion Report

- Annual Plan/Operational Plan
- Annual Report
- Financial Statement
- Program Completion Report
- Monitoring and Evaluation Report

1.2.3 Management of Income Generating Fund

Specification (Utilization Percentage of Income Generating Funds for Institutional Development Activities)	Please tick (✓)	POINTS	
		Maximum = 4	Institution's Evaluation
Less than 15		0	
15 – 35		1	
36 - 55		2	
56 - 75		3	
Above 75		4	

Data Required and Means of Verification: (Please provide data for the last 3 years, where applicable)

Annex 8. Financial Statement of Income Generating Fund/s for the last three years

- List of Development Activities utilizing IGF
- Report of IGFs
- Operational Plan for current fiscal year
- IGF Implementation Guidelines

1.2.4 Financial and Inventory Auditing

Specification (Frequency)	Please tick (✓)	POINTS	
		Maximum = 4	Institution's Evaluation
Biennial		0	
Annual		2	
Semi Annual		4	

Data Required and Means of Verification:

Annex 9. Audit and Procurement Management

- Audit Plan
- Procurement Plan
- Inventory Record
- Audit Report

1.2.5 Records Keeping and Documentation (Archiving, Filing, e-database)

Specification	Please tick (✓)	POINTS	
		Maximum = 4	Institution's Evaluation
No Procedure/Guideline		0	
Records keeping and documentation using hard copy only		2	
Records keeping and documentation using hard copy and digitized version		4	

Data Required and Means of Verification:

Annex 10. List of Major Records

- Filing System
- Records Management System
- Report on types of Incoming and Outgoing Communications
- Method of Records Disposal / Archiving

Criterion 2 - Teaching and Learning

The institution has a clearly defined mission, and has adopted academic/ technical/ vocational programs with set objectives and learning outcomes at appropriate levels; and has effective mechanism of delivery and testing/assessing to ensure success in meeting these objectives and enable students to achieve the intended outcomes.

Indicator 2.1 – Strategic Link of Learning Objectives

2.1.1 Institutional Strategic Directions vs. National Education Policies/Targets

Specification	Alignment with National Education Policies/Targets (Please tick)		Institution's Evaluation
	Yes (4)	No (0)	
Vision			
Mission			
Goals			
Student Enrollment (Access and Equity)			
Teaching and Learning Opportunities for Students (Equal opportunities)			
Program Focus based on government priorities			
MAXIMUM POINTS: 24			

Data Required and Means of Verification:

Annex 11. Teaching and Learning Systems

- National policy on education affecting TVET Systems
- Institutional Strategic Plan
- List of Program Offerings
- Government Policy Guidelines
- List of benchmarked institutions
- Recent Labor Market Information

Indicator 2.2 – Curriculum

2.2.1 Curriculum Development and Revision System

Specification	Please tick (✓)	Points	
		Maximum = 4	Institution's Evaluation
No prepared curriculum based on national competency standards		0	
Prepared curriculum based on national competency standards		1	
Use of curriculum for instruction (teaching and learning materials development and delivery)		2	
Conducted Evaluation/Assessment of students based on curriculum		3	
Developed feedback system for curriculum revision		4	

Data Required and Means of Verification:

- Current curriculum
- Flowchart of Curriculum Development Process
- Sample Summative Assessment Tools
- Inventory Record of Tools and Equipment

2.2.2 Percentage of Competency Standards/Courses reviewed in the last 3 years

Specification	Please tick (✓)	Points	
		Maximum = 4	Institution's Evaluation
20% or less		0	
21 – 40%		1	
41 – 60%		2	
61 – 80%		3	
81% and above		4	

Data Required and Means of Verification: (Please provide data for the last 3 years, where applicable)

- List of Reviewed Curriculum
- Minutes of meeting on curriculum review
- Record of attendance

2.2.3 Involvement of Stakeholders in Curriculum Development and Revision

Specification	Frequency of Involvement Please tick (✓)					Institution's Evaluation
	Never (0)	As per policy (1)	When required (2)	By initiation of higher authorities (3)	Regular Undertaking (4)	
Enterprises (Business, Industry, SMEs)						
Teaching and Non- Teaching Staff						
Alumni						
Subject Experts						
MAXIMUM POINTS: 16						

Data Required and Means of Verification:

- Memorandum inviting special participation of teaching staff to review and revise curriculum
- Proposals written and submitted to proper authorities for curriculum revision
- List of Participants in Curriculum Development Process

2.2.4 Components of the Curriculum

Specification	Points	Please tick (✓)		Institution's Evaluation
		Yes	No (0)	
Basic Competencies	1			
Core Competencies/Elective Competencies	1			
Soft Skills (attitude, behavior, communication, etc.)	1			
Entrepreneurship	0.5			
Sustainability/Greening Competencies	0.5			
MAXIMUM POINTS: 4				

Data Required and Means of Verification:

- Current curriculum

Indicator 2.3 – Instructional Guides

2.3.1 Lesson/Session Plan

Specification	Please tick (✓)	Points	
		Maximum = 4	Institution's Evaluation
No Lesson/Session Plan Developed		0	
Less than 40% of teachers developed Lesson/Session Plan based on curriculum		1	
41-60% of teachers developed Lesson/Session Plan based on curriculum		2	
61-80% of teachers developed Lesson/Session Plan based on curriculum		3	
Above 80% of teachers developed Lesson/Session Plan based on curriculum		4	

Data Required and Means of Verification:

- List of teaching staff with subjects for the last 3 years
- Sample Lesson/Session Plan
- Teacher Teaching Methodology Observation Tools

Indicator 2.4 – Teaching and Learning Materials

2.4.1 Adequacy of Teaching and Learning Materials

Specification	Ratio	Please tick (✓)	POINTS	
			Maximum = 16	Institution's Evaluation
No Self Developed Teaching and Learning Materials			0	
Institutions developed teaching and learning materials based on curriculum per program			2	
Teaching and Learning Materials	1:5 and above		0	
	1:4		1	
	1:3		2	

<ul style="list-style-type: none"> Print-based (hand-outs, modules, workbooks, manuals, etc.) Non-print based (e-books, videos, CDs, DVDs, etc.) (Material vs. Student Ratio)	1:2		3	
	1:1		4	
<ul style="list-style-type: none"> Use of tools and equipment (computer, machines, hand tools, etc.) per class or session (Tools/Equipment vs. Student Ratio)	1:5 and above		0	
	1:4		1	
	1:3		2	
	1:2		3	
	1:1		4	
<ul style="list-style-type: none"> Audio visual aids (multimedia projector, CDs, DVDs, etc.) (Equipment vs. Classroom Ratio)	1:4 and above		0	
	1:3		1	
	1:2		2	
	1:1		3	
<ul style="list-style-type: none"> Innovative Laboratories (Business incubation lab, teleconferencing, speech lab, reading and writing lab, science lab, greening technology lab, virtual lab, etc.) (Number of laboratories)	None		0	
	1		1	
	2		2	
	3		3	

Data Required and Means of Verification:

Annex 12. List of Teaching and Learning Materials

- Students' Data
- Prepared Teachers' Developed Learning Materials
- Inventory of Tools and Equipment/Audio-Visuals

2.4.2 Financial Management for Instructional Materials

Specification	Please tick (✓)	POINTS	
		Maximum = 4	Institution's Evaluation
Allocated budget for only 1 material (e.g. print, non-print, consumables, tools & equipment, audio-visual aids, laboratories)		0	
Allocated budget for 2 materials		1	
Allocated budget for 3 materials		2	
Allocated budget for 4 materials		3	
Allocated budget for more than 4 materials to ensure requirements of curriculum		4	

Data Required and Means of Verification: (Please provide data for the last 3 years, where applicable)

- Annual Budget
- Budget allocation for instructional materials
- Financial statements
- List of Procured/Developed Items

2.4.3 Compliance of student-instructional materials based on curriculum (relevance and adequacy)

Specification	National Standards	Institution's Status	Average Percent Compliance based on curriculum	Please tick (✓)	POINTS	
					Maximum = 4	Institution's Evaluation
Instructional Materials			20 or less		0	
			21 – 40		1	
			41 – 60		2	
			61 – 80		3	
			81 and above		4	

Data Required and Means of Verification:

- List of Students Enrolled
- List of instructional materials, including location
- Inventory of instructional materials
- Government Prescribed Requirements (Specified by curriculum, minimum requirements document)

Indicator 2.5 – Teaching and Learning Methods and Techniques

2.5.1 Adoption of teaching and learning pedagogies (teaching and learning methods and techniques)

Specification	Please tick (✓)	POINTS	
		Maximum = 20	Institution's Evaluation
Only Traditional Method (Lecture) Applied		0	
Developed session plan indicating 1 teaching and learning method which has been implemented, in addition to traditional method		4	
Developed session plan indicating 2 teaching and learning methods which have been implemented, in addition to traditional method		8	
Developed session plan indicating 3 teaching and learning methods which have been implemented, in addition to traditional method		12	
Developed session plan indicating 4 teaching and learning methods which have been implemented, in addition to traditional method		16	
Developed session plan indicating 5 or more teaching and learning methods which have been implemented, in addition to traditional method		20	

Data Required and Means of Verification:

Annex 13: Teaching and Learning Methods Applied

- Authentic Lesson/Session Plan
- Students' Feedback
- Teacher Evaluation by Student
- Supervisors' Class Observation Report

Indicator 2.6 – Monitoring and Evaluation (M&E) Management

2.6.1 Monitoring and Evaluation System

Specification	Please tick (✓)	POINTS	
		Maximum = 12	Institution's Evaluation
No M&E Plan of Teaching and Learning System		0	
Developed M&E Plan of Teaching and Learning System		4	
Implemented M&E Plan of 40 – 60% of programs and instructors		6	
Implemented M&E Plan of 61 – 80% of programs and instructors		8	
Implemented M&E Plan of 80% and above programs and instructors		10	
Implemented M&E Plan of all programs and instructors		12	

2.6.2 Utilization of Monitoring and Evaluation Results

Specification	Please tick (✓)	POINTS	
		Maximum = 8	Institution's Evaluation
Utilized M&E Results to improve teaching and learning process of less than 20 % of the programs		0	
Utilized M&E Results to improve teaching and learning process of 21- 40% of the programs		2	
Utilized M&E Results to improve teaching and learning process of 41-60% of the programs		4	
Utilized M&E Results to improve teaching and learning process of 61-80% of the programs		6	
Utilized M&E Results to improve teaching and learning process of all programs		8	

Data Required and Means of Verification:

- Monitoring and Evaluation Plan
- Monitoring and Evaluation Report
- Student assessment
- Teaching Staff Classroom Observation/Performance Results
- HRD programs based on feedback from M&E

Criterion 3 - Human Resources

The standard of the institution is greatly measured by the qualification of teaching and non-teaching staff. The institution maintains high ranking teaching staff in terms of their academic qualifications, experience and professional competence. It maintains an effective system of recruiting, maintaining and developing an adequate number of highly qualified and appropriate teaching and non-teaching staff.

Indicator 3.1 - Qualifications of Teaching Staff

3.1.1 Academic qualifications and experiences of teaching staff

Specification	Prescribed minimum qualification	Prescribed minimum experience	Percentage of teaching staff having the prescribed qualifications & experiences					Institution's Evaluation
			Below 20 (0)	21 – 40 (1)	41 – 60 (2)	61 - 80 (3)	81 and above (4)	
Principal/Head of Institute/Program Director/Program Coordinator/Academic Head								
Chief Instructor/Head of the Department/Assistant Professor/Senior Academic Officer/Vocational Instruction Supervisor								
Senior Lecturer/Lecturer/ Instructor								
Junior Instructor/or its equivalent								
Teaching/Lab Assistant								
MAXIMUM POINTS: 20								

Data Required and Means of Verification:

Annex 14. Teaching Staff Information

- Profile of teaching staff
- Job Description
- Government Standards
- Policy on recruitment, selection and orientation of teaching staff

3.1.2 Industrial background of teaching staff (at least 2 years)

Specification (Percentage of teaching staff coming from the industry or have industry background)	Please tick (✓)	POINTS	
		Maximum = 4	Institution's Evaluation
0		0	
1 – 15		1	
16 – 30		2	
31 – 45		3	
46 and above		4	

Note: Industrial background can be work experience, immersion, and occupational skills training

Data Required and Means of Verification:

Annex 14. Teaching Staff Information

- Profile of teaching staff

Indicator 3.2 – Qualification of Non-Teaching Staff

3.2.1 Academic qualifications and experiences of non-teaching staff

Specification	Prescribed minimum Qualification	Prescribed minimum experience	Percentage of non-teaching staff having the prescribed qualification & experience					Institution's Evaluation
			50 or less (0)	51-60 (1)	61-70 (2)	71-80 (3)	81 and above (4)	
Regular (regular status- a continuing appointment)/ Probationary (an appointment to a position for a designated period) / Temporary (an appointment to provide a non-regular appointment to a vacant position)								
MAXIMUM POINTS: 4								

Data Required and Means of Verification:**Annex 15. Non-Teaching Staff Information**

- Profile of Non-Teaching Staff
- Job Description
- Government Standard
- Policy on recruitment, selection and orientation of non-teaching staff

Indicator 3.3 – Teaching Staff Assignments and Load**3.3.1 Teaching Staff load/assignments and preparation time**

Specification (Percentage of Compliance)	Please tick (✓)	Maximum = 4	POINTS	
			Established government or institutional standards	Institution's Evaluation
60 or less		0	Teaching load/ assignments: (Hours/Week) Preparation Time:	
61 – 70		1		
71 – 80		2		
81 – 90		3		
91 and above		4		

Data Required and Means of Verification:

- Written Policy of Teaching Staff Loading and Assignments explaining how instruction, research, outreach, consultancy, administrative and other duties are factored into the computation of the workload
- Detailed Copy of Individual Teaching Staff Workload and Schedule
- Standard Workload Guidelines

3.3.2 Teacher-student ratio

Specification (Percentage of Compliance For Theory Class [Desired Teacher-Student Ratio = 1:20])	Please tick (✓)	POINTS	
		Maximum = 4	Institution's Evaluation
60 or less		0	
61 – 70		1	
71 – 80		2	
81 – 90		3	
91 and above		4	

Specification (Percentage of Compliance For Practical Class [Desired Teacher-Student Ratio = 1:10])	Please tick (✓)	POINTS	
		Maximum = 4	Institution's Evaluation
60 or less		0	
61 – 70		1	
71 – 80		2	
81 – 90		3	
91 and above		4	

Note: Percentage compliance pertains to the percentage of classes complying with the national standard or desired teacher to student ratio (for countries with no national standard)

Data Required and Means of Verification:

- Number of students in theory and practical classes
- Detailed Copy of Individual Teaching Staff Workload and Schedule
- Standard Workload Guidelines

Indicator 3.4 – Systems of Recruitment, Evaluation, Development and Motivation

3.4.1 System of teaching and non-teaching staff recruitment

Specification (Percentage of compliance with national/institutional recruitment policies)	Please tick (✓)	POINTS	
		Maximum = 4	Institution's Evaluation
60 or less		0	
61 – 70		1	
71 – 80		2	
81 – 90		3	
91 and above		4	

Data Required and Means of Verification:

- Policy on Selection and Recruitment of teaching and non-teaching staff
- List of approving bodies/persons
- List of teaching staff
- List of non-teaching staff

3.4.2 Filling up of vacant posts

Specification (Percentage of posts for teaching and non-teaching staff that is filled)	Please tick (✓)	POINTS	
		Maximum = 4	Institution's Evaluation
0 – 20		0	
21 – 40		1	
41 – 60		2	
61 – 80		3	
81 and above		4	

Data Required and Means of Verification:

Annex 16: Teaching and Non-Teaching Staff Posts and Designated Personnel

- Mechanisms or strategies used in filling up vacant positions, such as newspaper advertisements, online ads

3.4.3 Stakeholders' involvement in the selection and recruitment process of teaching and non-teaching staff

Specification (Average Percentage Involvement of Stakeholders [e.g. industry, external subject specialists, community and alumni] in selection and recruitment process)	Please tick (✓)	POINTS	
		Maximum = 4	Institution's Evaluation
No involvement		0	
1 – 10		1	
11 – 20		2	
21 – 30		3	
31 and above		4	

Data Required and Means of Verification:

- Composition of recruitment and selection committee/authority
- Minutes of meetings
- Record of attendance

3.4.4 Compensation of teaching and non-teaching staff

Specification (Percentage of Compliance to Norms)	Please tick (✓)	POINTS	
		Maximum = 4	Institution's Evaluation
60 or less		0	
61 – 70		1	
71 – 80		2	
81 – 90		3	
91 and above		4	

Data Required and Means of Verification:

Annex 17. Type of Compensation in addition to salary

- List of teaching staff

- List of non-teaching staff
- Written policy on compensation and rewards
- Report of teaching and non-teaching staff recipients for the last 3 years

3.4.5 Performance Evaluation

Specification (Frequency of teaching and non-teaching staff evaluation)	Please tick (✓)	POINTS	
		Maximum = 4	Institution's Evaluation
Never		0	
Only when complaints are received		1	
Only when promotions are done/ vacant positions are to be filled up		2	
Once a year or as required		3	
Twice a year		4	

Data Required and Means of Verification:

- Procedure on Teaching and Non-Teaching Staff Performance Evaluation
- Report of Teaching and Non-Teaching Staff Performance evaluation for the last 3 years

3.4.6 Staff Development

Specification (Percentage of Teaching Staff Participation in Development Programs [e.g. seminars, workshops, in-service training])	Please tick (✓)	POINTS	
		Maximum = 4	Institution's Evaluation
20 or less		0	
21 – 40		1	
41 – 60		2	
61 – 80		3	
81 and above		4	

Specification (Percentage of Non-Teaching Staff Participation in Development Programs [e.g. seminars, workshops, in-service training])	Please tick (✓)	POINTS	
		Maximum = 4	Institution's Evaluation
20 or less		0	
21 – 40		1	
41 – 60		2	
61 – 80		3	
81 and above		4	

Data Required and Means of Verification:

- Teaching Staff Development Program
- Non-Teaching Staff Development Program
- Report on training, workshops, seminars conducted
- Report of teaching and non-teaching staff participation
- Training Needs Analysis Survey

3.4.7 Scholarship Grants

A type of *financial aid* in the form of a *grant* that does not have to be repaid by the recipient. Scholarships are most often given to recipients for one of two reasons or both: achievement or financial need. Scholarships are set up for all of the tuition and even things like board, food, books and allowances. However, some scholarships won't cover all of such benefits but on a partial basis.

Professional Development of teaching and non-teaching staff			
Specification (Percentage of staff in the last three years)	Please tick (✓)	POINTS	
		Maximum = 4	Institution's Evaluation
None		0	
Less than 5%		1	
5-10%		2	
11–20%		3	
Above 20%		4	

Data Required and Means of Verification:

Annex 18. List of Recipients of Different Grants/Fellowships/Scholarships in the last three (3) years

- Teaching and Non-Teaching Staff Development Program
- Summary of scholarship grants through training programs
- Summary of scholarship grants through higher degrees
- List of sponsors/donors

3.4.8 Best Performance Awards

Specification	Please tick (✓)		POINTS
	YES (1)	NO (0)	Institution's Evaluation
Institution awards best performing teaching staff			
Institution awards best performing non-teaching staff			
MAXIMUM POINTS: 2			

Data Required and Means of Verification:

- Report of Teaching and Non-Teaching staff recipients for the last 3 years
- Written policy on rewards

Criterion 4 - Research and Development

Research and Development (R&D) is an avenue through which new knowledge is discovered, applied or verified and through which appropriate technologies are generated. The institution maintains an environment that firmly supports R&D.

Research

- An output of a rational and nagging desire to improve the way we work and do our work. Research means searching for a clarifying explanation of an observed phenomenon or finding a solution to an existing problem in the workplace or environment.

Development Activity

- Refers to the systematic knowledge gained from research and/or practical experience that is directed to producing new materials, products and devices; to installing new processes, systems, and services; and to improving substantially those already produced or installed (Catane, 2000). In other words, this is applied in prototyping, inventing, innovating, in improvising and fabricating. It can also refer to instructional materials development like in the production of modules, workbooks and manuals, etc.

Indicator 4.1 – Program of Research and Development (R&D)

4.1.1 Research and Development

Specification	Please Tick (✓)	POINTS	
		Maximum = 12	Institution's Evaluation
No R & D Plan		0	
Prepared R & D Plan based on institutional initiatives and industrial needs		2	
R & D activities carried out with industries/other organizations		2	
Utilized research findings in the regular program planning/implementation		2	
Conducted above process for more than one R & D project		2	
All conducted R & D projects provided positive impact to stakeholders		4	

Data Required and Means of Verification: (Please provide data for the last 3 years, where applicable)

- R&D Plans and Programs (e.g. tracer study, labor market study, action research, product research, market assessment)
- R&D Project Proposals
- Research Reports
- Proof of development initiatives based on research (innovations, technology, methods, etc.)
- Proof of curriculum revision
- Formal agreements with institutions on R&D

Indicator 4.2 – Teaching Staff Engagement in R & D

4.2.1 Teaching Staff Engagement in research activities [e.g. joint research, action research in the institution and/or Industry, identification of projects in industry, technology packages]

Specification (Percentage of teaching staff engaged in at least 1 research activity in the last 3 years)	Please tick (✓)	POINTS	
		Maximum = 4	Institution's Evaluation
20 or less		0	
21 – 40		1	
41 – 60		2	
61 – 80		3	
81 and above		4	

Data Required and Means of Verification: (Please provide data for the last 3 years, where applicable)

Annex 19. List of Teaching Staff Involved in R&D

Annex 20. List of completed R&D Activities (conducted/supervised by teaching staff for the last 3 years)

Annex 21. List of published R&D Activities (conducted by teaching staff for the last 3 years)

- List of Teaching Staff and Profile
- Duties and Responsibilities of Teaching Staff
- Research Plans and Programs
- Research Project Proposals
- Research Reports

4.2.2 Teaching Staff Engagement in development activities based on institution's needs [e.g. modules preparation, workbooks and laboratory manuals development, instructional materials development, fabrication and prototyping, innovation and improvisation]

Specification (Percentage of Involvement)	Please tick (✓)	POINTS	
		Maximum = 4	Institution's Evaluation
20 or less		0	
21 – 40		1	
41 – 60		2	
61 – 80		3	
81 and above		4	

Data Required and Means of Verification: (Please provide data for the last 3 years, where applicable)

Annex 19. List of Teaching Staff Involved in R&D

Annex 20. List of completed R&D Activities (conducted/supervised by teaching staff for the last 3 years)

Annex 21. List of published R&D Activities (conducted by teaching staff for the last 3 years)

- List of Teaching Staff and Profile
- Duties and Responsibilities of Teaching Staff
- Development Activity Plans and Programs
- Development Activity Proposals
- Development Activity Reports
- Copies of Granted Intellectual Property Rights

Indicator 4.3 – Dissemination and Utilization of R&D Outputs

4.3.1 Reporting, Dissemination, Publication, and Utilization of R&D Outputs

Specification	Please tick (✓)	POINTS	
		Maximum = 12	Institution's Evaluation
Publication (internal and/or external) and Dissemination of R&D outputs		4	
Facilitation of R&D outputs replication in the community and industry		4	
Commercialization of developed products or services (Income-generating purpose)		4	

Data Required and Means of Verification: (Please provide data for the last 3 years, where applicable)

- R&D Project Proposals
- R&D Reports
- Copies of Newsletters with write-ups about the R&D Outputs
- List of published R&D
- Modes of dissemination used and sample write-ups
- R&D Implementation Plans
- Marketing plan for R&D outputs for commercialization
- Commercialization plan for R&D Outputs
- Feedback with regard to the commercialized R&D

Indicator 4.4 – Management of R&D

4.4.1 Budget/Resource for R&D programs

Specification	Please tick (✓)	POINTS	
		Maximum = 4	Institution's Evaluation
0 – 24% of budget utilized based on approved R&D plan/proposal		0	
25 - 49% of budget utilized based on approved R&D plan/proposal		1	
50 - 74% of budget utilized based on approved R&D plan/proposal		2	
75 - 99% of budget utilized based on approved R&D plan/proposal		3	
100% of budget utilized based on approved R&D plan/proposal		4	

Data Required and Means of Verification: (Please provide data for the last 3 years, where applicable)

- R&D project proposals
- R&D plans and programs
- R&D reports
- Record of R&D budget allocation
- Institution’s annual budget

4.4.2 Institutional Linkages for Joint R&D projects

Specification	Please tick (✓)	POINTS	
		Maximum = 4	Institution’s Evaluation
Conducted joint R&D with less than 10% of identified organizations based on plan		0	
Conducted joint R&D with 10 - 49% of identified organizations based on plan		1	
Conducted joint R&D with 50 - 74% of identified organizations based on plan		2	
Conducted joint R&D with 75 – 99% of identified organizations based on plan		3	
Conducted joint R&D with all identified organizations based on plan		4	

Data Required and Means of Verification: (Please provide data for the last 3 years, where applicable)

- Record of institutional linkages with other agencies and organizations for R&D projects
- Memoranda of Agreement
- R&D plans and programs
- R&D reports
- Record of R&D budget allocation

4.4.3 Monitoring and Evaluation (M&E) of R&D programs

Specification	Please tick (✓)	POINTS	
		Maximum = 4	Institution's Evaluation
No M&E plan		0	
Prepared M&E plan		1	
Implemented M&E plan		2	
Prepared M&E Report		3	
Utilized M&E Results		4	

Data Required and Means of Verification: (Please provide data for the last 3 years, where applicable)

- Monitoring and evaluation plan
- Monitoring and evaluation tools
- List of M&E Staff (Teaching or Non-Teaching)
- R&D plans and programs
- Policy on monitoring and evaluation of R&D programs
- Project End Reports
- Monitoring and evaluation of R&D reports

4.4.4 Policy on Providing Incentives to motivate the teaching and non-teaching staff to conduct R&D programs/projects

Specification	Please tick (✓)	POINTS	
		Maximum = 6	Institution's Evaluation
No policy		0	
Developed policy		2	
Implemented the policy		4	
Monitored and evaluated the policy		5	
Reviewed the policy		6	

Data Required and Means of Verification: (Please provide data for the last 3 years, where applicable)

- R&D Budget Allocation
- List of opportunities for research capability building
- Financial proposal of R&D Projects
- Policy on Incentives for R&D projects

Criterion 5 - Image and Sustainability

The presence of the institution should be recognized by the community. Its image is enhanced by extending its expertise through Outreach Programs, Income Generating Programs, and sharing or getting support to its expertise through Linkages and Networking.

Indicator 5.1 – Outreach Programs

- A program for extending assistance and services to the community primarily through livelihood and training programs. It is sometimes referred to as extension program or community service program which covers efforts to increase the availability and utilization of services, especially through direct intervention and interaction with the target population.

5.1.1 Conduct and Utilization of Outreach Programs

Specification	Please tick (✓)	POINTS	
		Maximum = 8	Institution's Evaluation
No outreach program based on community needs		0	
1 – 4 outreach programs implemented, and knowledge and skills transferred to the communities/stakeholders		2	
5 – 8 outreach programs implemented, and knowledge and skills transferred to the communities/stakeholders		4	
9 - 12 outreach programs implemented, and knowledge and skills transferred to the communities/stakeholders		6	
More than 12 outreach programs implemented, and knowledge and skills transferred to the communities/stakeholders		8	

Data Required and Means of Verification: (Please provide data for the last 3 years, where applicable)

Annex 22. List of Outreach Programs and its Utilization by Beneficiaries

- Memoranda of Agreement

- Proposals for Outreach programs (including possible beneficiaries of the service)
- Status reports of Outreach programs
- End of program reports on Outreach programs conducted
- Feedback from the community
- Outcomes/Impact Evaluation Report of Outreach programs
- Compilation of Pictures/Videos of Activities

5.1.2 Implementation of Quality Management Cycle for Outreach Programs (Planning, Implementing, M&E, and Reporting)

Specification	Please tick (✓)	POINTS	
		Maximum = 4	Institution's Evaluation
Planning		1	
Implementation		1	
Monitoring and Evaluation		1	
Utilization of M&E Report		1	

Data Required and Means of Verification: (Please provide data for the last 3 years, where applicable)

- Outreach program reports
- Mechanism of monitoring and evaluation system
- Monitoring and evaluation reports
- M&E Report Implementation

5.1.3 Involvement of Teaching and Non-Teaching Staff in Outreach Programs

Specification (Percentage of teaching and non-teaching staff engaged in Outreach Programs in the last 3 years)	Please tick (✓)	POINTS	
		Maximum = 4	Institution's Evaluation
20 or less		0	
21 – 40		1	
41 – 60		2	
61 – 80		3	
81 and above		4	

Data Required and Means of Verification: (Please provide data for the last 3 years, where applicable)

Annex 23. List of Teaching and Non-Teaching Staff and their Involvement in Outreach Programs

- List of Teaching and Non-Teaching Staff
- Outreach Program Reports with list of involved staff
- Teaching and Non-Teaching Staff profile
- Duties and responsibilities of teaching and non-teaching staff

5.1.4 Contribution of the Institution to Outreach or Extension Programs

Specification	Please tick (✓)	POINTS	
		Maximum = 4	Institution's Evaluation
0 – 24% of budget utilized based on approved outreach plan/proposal		0	
25 - 49% of budget utilized based on approved outreach plan/proposal		1	
50 - 74% of budget utilized based on approved outreach plan/proposal		2	
75 - 99% of budget utilized based on approved outreach plan/proposal		3	
100% of budget utilized based on approved outreach plan/proposal		4	

Data Required and Means of Verification: (Please provide data for the last 3 years, where applicable)

- Annual Reports
- MOUs/MOAs
- Budget allocation for Outreach
- Program budget for Outreach
- Outreach Program Reports
- Institutional annual budget

5.1.5 Institutional Linkages for Conduct of Outreach Programs

Specification	Please tick (✓)	POINTS	
		Maximum = 4	Institution's Evaluation
Conducted joint outreach programs with less than 10% of identified organizations based on plan		0	
Conducted joint outreach programs with 10 - 49% of identified organizations based on plan		1	
Conducted joint outreach programs with 50 - 74% of identified organizations based on plan		2	
Conducted joint outreach programs with 75 – 99% of identified organizations based on plan		3	
Conducted joint outreach program with all identified organizations based on plan		4	

Data Required and Means of Verification: (Please provide data for the last 3 years, where applicable)

- Memoranda of Understanding/Agreement
- Outreach program proposals
- Outreach program reports

Indicator 5.2 – Income Generating Projects (IGPs)

5.2.1 IGPs Implemented

Specification	Please tick (✓)	POINTS	
		Maximum = 4	Institution's Evaluation
No IGP Implemented		0	
Prepared IGP Guidelines and Plan; Implemented less than 50% of planned IGPs		1	
Implemented 50 - 74% of planned IGPs		2	
Implemented 75 - 99% of planned IGPs		3	
Implemented all planned IGPs		4	

Data Required and Means of Verification: (Please provide data for the last 3 years, where applicable)

- IGP Guidelines
- IGP Plan
- Project Completion Report

5.2.2 Net Profit from IGPs (average of the last 3 years)

Specification	Please tick (✓)	POINTS	
		Maximum = 4	Institution's Evaluation
No net profit		0	
Net profit is 1 – 3% of project's cost		1	
Net profit is 4 – 6% of project's cost		2	
Net profit is 7 – 9% of project's cost		3	
Net profit is more than 10% of project's cost		4	

Data Required and Means of Verification: (Please provide data for the last 3 years, where applicable)

- IGP Completion Report
- IGP Financial Statements for the last 3 years

Indicator 5.3 - Linkages and Networking

5.3.1 Involvement of Enterprises (Industries, SMEs, other business associations) in TVET Programs

Specification	No. of Enterprises	Please tick (✓)	POINTS	
			Maximum = 12	Institution's Evaluation
Curriculum-related Curriculum design, implementation and evaluation	0		0	
	1 – 5		1	
	6 – 10		2	
	11 – 15		3	
	16 and above		4	
Student-related	0		0	
	1 – 5		1	

Industrial Training, OJT and apprenticeship	6 – 10		2	
	11 – 15		3	
	16 and above		4	
Teaching Staff-related/ Non-Teaching Staff-related	0		0	
	1 – 5		1	
	6 – 10		2	
	11 – 15		3	
	16 and above		4	

Data Required and Means of Verification: (Please provide data for the last 3 years, where applicable)

- Memoranda of Agreement with Enterprises
- Minutes of Meetings About Curriculum
- Record of On-The-Job Training
- List of OJT and Apprenticeship conducted
- Project Proposals
- End of Project Reports
- Evaluation Reports
- Reports of Alumni Affairs
- Reports from Career Guidance and Counselling Office

5.3.2 Consortia/Arrangements with Educational Institutions and Government Agencies

Specification	No. of consortia/arrangements	Please tick (✓)	POINTS	
			Maximum = 6	Institution's Evaluation
Student-related (Student Exchanges, Joint Research and Outreach Activities)	0		0	
	1 – 5		1	
	6 – 10		2	
	11 and above		3	
Teaching Staff-related (Teaching Staff Exchanges, Joint Research and Outreach Activities)	0		0	
	1 – 6		1	
	6 – 10		2	
	11 and above		3	

Data Required and Means of Verification: (Please provide data for the last 3 years, where applicable)

- Memoranda of Agreement on Consortia or Other Arrangements
- Reports on Consortia/Arrangements
- Research Reports
- Mechanism for student and teaching staff exchange
- HRD Plan
- List of students and teaching staff who have availed of the exchange program

Criterion 6 - Other Resources

The institution provides an environment which is conducive to effective teaching and learning that supports the educational programs offered by the institution. The adequacy of financial resources, physical facilities, library, tools and equipment, information and communications technology as well as facilities' repair and management are paramount.

Indicator 6.1 – Financial Resources

6.1.1 Operational Budget (Working Capital/Recurrent Cost/Operational Budget)

Specification (allocated budget vs. planned budget)	Please tick (✓)	POINTS	
		Maximum = 4	Institution's Evaluation
Less than 40%		0	
40 – 60%		1	
61 – 80%		2	
81 – 99%		3	
100%		4	

Data Required and Means of Verification: (Please provide data for the last 3 years, where applicable)

- Budget Allocation
- Budget Proposal
- Financial Statements
- Strategic Plan

6.1.2 Developmental Budget (infrastructure, tools and equipment, HRD)

Specification (allocated budget vs. planned budget)	Please tick (✓)	POINTS	
		Maximum = 4	Institution's Evaluation
Less than 40%		0	
40 – 60%		1	
61 – 80%		2	
81 – 99%		3	
100%		4	

Data Required and Means of Verification: (Please provide data for the last 3 years, where applicable)

- Budget Allocation
- Budget Proposal
- Financial Statements

6.1.3 Annual Budget Increment [average of last 3 years]

Specification (Percentage Increase)	Please tick (✓)	POINTS	
		Maximum = 4	Institution's Evaluation
0		0	
1 – 5		1	
6 – 10		2	
11 – 15		3	
16 and above		4	

Data Required and Means of Verification: (Please provide data for the last 3 years, where applicable)

Annex 24. Sources of Additional Budget

- Proposed Annual Budget
- Current Annual Budget
- Budget Reports

6.1.4 External Financial Audit

Specification (Frequency)	Please tick (✓)	POINTS	
		Maximum = 4	Institution's Evaluation
None in 3 years and beyond		0	
Only when applying for accreditation or certification		1	
Once in 3 years		2	
Once in 2 years		3	
Once a year		4	

Data Required and Means of Verification: (Please provide data for the last 3 years, where applicable)

- Auditing Manual
- Accounting Manual
- Audited Financial Statements
- Financial Audit Reports (Regular and Special)

6.1.5 Contribution of Income generating fund to the annual budget for institutional development

Specification (Percentage contribution of income generating fund to the annual budget for institutional development)	Please tick (✓)	POINTS	
		Maximum = 4	Institution's Evaluation
0		0	
1 – 5		1	
6 - 10		2	
11 – 15		3	
16 and above		4	

Data Required and Means of Verification: (Please provide data for the last 3 years, where applicable)

- Budget Manual/Financial Plan
- Approved budget (contribution from regular funding sources vs. income generating fund)
- List of IDP's outputs

6.1.6 Budget Preparation and Planning

Specification (Percentage of Management Team involved in budget preparation, allocation, management, and control)	Please tick (✓)	POINTS	
		Maximum = 4	Institution's Evaluation
0		0	
1 – 20		1	
21 – 40		2	
41 – 60		3	
61 and above		4	

Data Required and Means of Verification: (Please provide data for the last 3 years, where applicable)

- Duties and Responsibilities of Management Team as defined by institution
- Budget Reports
- Minutes of Meetings
- Organizational Chart
- Departmental Budget Proposal
- Annual Work Plan

Indicator 6.2 - Physical Facilities

6.2.1 Area and Accessibility of Institution (Polytechnic, College, School, Center)

Specification	National Standards *	Institution's Status	Percent Compliance	Please tick (✓)	POINTS	
					Maximum = 4	Institution's Evaluation
Area			Less than 80%		0	
			80 - 99%		1	
			100%		2	
Accessibility			Not accessible by any means of transportation		0	
			Accessible by privately owned transportation		1	
			Accessible by public transportation or institution's own transportation system		2	

Data Required and Means of Verification:

- Government Standards in Education
- Institution Map
- Master Plan of the Institution
- Building Permits
- Public transportation service details

6.2.2 Classrooms

Specification	National Standards	Institution's Status	Percentage of Compliance	Please tick (✓)	POINTS	
					Maximum = 4	Institution's Evaluation
Classroom Size			Less than 80		0	
			80 – 99		2	
			100		4	

Data Required and Means of Verification:

- Government Standards in Education
- Inventory of Classrooms indicating size
- Student enrollment
- Class schedule

6.2.3 Furniture

Specification	National Standards	Institution's Status	Percentage Compliance	Please tick (✓)	POINTS	
					Maximum = 4	Institution's Evaluation
Furniture			Less than 60		0	
			60 – 69		1	
			70 – 79		2	
			80 – 89		3	
			90 and above		4	

Data Required and Means of Verification: (Please provide data for the last 3 years, where applicable)

Annex 25. Furniture

- Government Standards in Education
- Inventory of Furniture

6.2.4 Labs, Workshops, and other facilities including maintenance management

Specification	POINTS Please tick (✓)				Total
	Safety and Security (1 point)	Operational Requirements (1 point)	Structural and Safety (1 point)	Environmental Compliance (1 point)	
Office and academic buildings/rooms					
Workshops/Labs					
Hostels/Dormitories/Kitchen and Dining and Other Service Facilities					
MAXIMUM POINTS: 12					

Data Required and Means of Verification: (Please provide data for the last 3 years, where applicable)

Annex 26. Office and Academic Buildings/Rooms

Annex 27. Workshops and Laboratories

Annex 28. Hostels/Dormitories/Kitchen and Dining and other Service Facilities

- Masterplan and List of Buildings
- Repair and maintenance system
- Completion Report or repair and maintenance
- Environmental management policy
- Occupational Health and Sanitation System
- Emergency Management (Fire Fighting Equipment, Emergency Exit, Map of gathering point during emergencies, emergency building escape etc.)
- Copy of contract between institution and external provider

Indicator 6.3 – Library

6.3.1 Library Resources including Learning Resource Centers (print and non-print, journals, magazines, newspapers, instructional materials)

Specification	National Standards	Institution's Status	Percent Adequacy	Please tick (✓)	POINTS	
					Maximum = 4	Institution's Evaluation
Library Collection: Resource vs Users Ratio			20 or less		0	
			20 – 40		1	
			41– 60		2	
			61 – 80		3	
			81 and above		4	

Note: Library materials should be related to TVET program offerings in the institution

Data Required and Means of Verification:

Annex 29. Library Collection based on TVET Program Offerings/Courses

6.3.2 Resource Sharing with other libraries

Specification	Number of Agreements	Please tick (✓)	POINTS	
			Maximum = 4	Institution's Evaluation
Consortia agreements/networking /cooperative activities and resource sharing with other libraries or agencies	0		0	
	1		1	
	2 – 3		2	
	4 – 5		3	
	6 and above		4	

Data Required and Means of Verification: (Please provide data for the last 3 years, where applicable)

Annex 30. Networking with Other Libraries

- Memoranda of Understanding/Agreement on Library Linkages with related institutes
- Output of Agreement (Number of Students and Teachers benefitted)

6.3.3 Library Space and Facilities

Specification	National Standards	Institution's Status	Percent Adequacy	Please tick (✓)	POINTS	
					Maximum = 4	Institution's Evaluation
Library Space			less than 40		0	
			40 - 59		1	
			60 - 79		2	
			80 - 99		3	
			100		4	

Specification	POINTS Please tick (✓)				Total
	Learning Resource Center/ Reading Rooms/Reference and Information Desk (1 point)	Online Public Access Catalog (OPAC) (1 point)	Reprographic Facilities (1 point)	Internet (Wired and Unwired) (1 point)	
Facilities					
MAXIMUM POINTS: 4					

Data Required and Means of Verification: (Please provide data for the last 3 years, where applicable)

- Student Population
- Teaching Staff, Personnel and Other Library Users
- Library Standards
- Floor Area of the Library
- Library Building/Room

6.3.4 Library Management System

Specification	POINTS Please tick (✓)				Total
	Cataloguing (1 point)	Library Orientation (Book exhibits, Book fairs, Information Dissemination Drive, Promoting Reading Habits, etc.) (1 point)	E-library (Computerization of Library Services) (1 point)	Use of Emerging Trends and Techniques (e.g. Digitization of Books) (1 point)	
Effectiveness of Library Management System					
MAXIMUM POINTS: 4					

Data Required and Means of Verification: (Please provide data for the last 3 years, where applicable)

- Schedule of Classes
- Library Standards
- Library Schedule
- Classification and Cataloguing
- Charging and Discharging (circulation)
- Inter-library loans and exchange
- Book bank facility
- Computerization of library services
- Feedback from clients
- Inventory of Facilities
- Inventory of Subscription from Newspaper and Magazines
- Inventory of IT Related Facilities
- Discussion of the overall plan of upgrading the library

6.3.5 Budget for the Operation of Library

Specification	Please tick (✓)	POINTS	
		Maximum = 4	Institution's Evaluation
No budget allocated		0	
Budget allocated and spent less than 30% of allocation		1	
Budget allocated and spent 30 - 60% of allocation		2	
Budget allocated and spent 61 - 90% of allocation		3	
Budget allocated and spent more than 90% of allocation		4	

Data Required and Means of Verification: (Please provide data for the last 3 years, where applicable)

- Annual Budget
- Library Budget
- Procurement Plan
- List of Procured Resources

6.3.6 Library Staff Quantity and Educational Qualifications

Specification	National Standards	Institution's Status	Percent Adequacy	Please tick (✓)	POINTS	
					Maximum = 6	Institution's Evaluation
Chief Librarian's Qualifications (Education, License)			Not complied with		0	
			Complied with		3	
Quantity of library staff			Not complied with		0	
			Complied with		3	

Data Required and Means of Verification:

Annex 31. Library Staff Profile

- Library Organogram

Indicator 6.4 – Tools and Equipment

6.4.1 Tools, Equipment, and Accessories (by program)

Specification	National Standards	Institution's Status	Percent Adequacy	Please tick (✓)	POINTS	
					Maximum = 4	Institution's Evaluation
Tools, Equipment, and Accessories			20 or less		0	
			21 – 40		1	
			41 – 60		2	
			61 – 80		3	
			81 and above		4	

Data Required and Means of Verification: (Please provide data for the last 3 years, where applicable)

Annex 32. Tools and Equipment

- Manual of Operation
- The prescribed requirements
- Safety Measures

6.4.2 Maintenance of tools and equipment

Specification	Please tick (✓)	POINTS	
		Maximum = 4	Institution's Evaluation
No maintenance plan or Maintained less than 40% of tools and equipment as per plan/need		0	
Maintained 40 - 59% of tools and equipment as per plan/need		1	
Maintained 60 - 79% of tools and equipment as per plan/need		2	
Maintained 80 - 99% of tools and equipment as per plan/need		3	
Maintained all tools and equipment as per plan/need		4	

Data Required and Means of Verification: (Please provide data for the last 3 years, where applicable)

- Inventory of Tools and Equipment
- Manual of Operation
- The prescribed requirements

- Safety Measures
- System of Maintenance
- Plan of Maintaining Tools and Equipment
- Records, forms, or computer-based scheme used
- Maintenance Reports

Indicator 6.5 - Information and Communications Technology

6.5.1 Computers and Required Software

Specification	National Standards	Institution's Status	Percentage Adequacy	Please tick (✓)	POINTS	
					Maximum = 4	Institution's Evaluation
State-of-the-art computers and required software			30 or less		0	
			31 – 40		1	
			41 – 60		2	
			61 – 80		3	
			81 and above		4	

Data Required and Means of Verification: (Please provide data for the last 3 years, where applicable)

Annex 33. General Computing Facilities of the Institution

- Inventory of Information Technology Equipment and Required Software
- Description of the internet service available
- National Standards/Requirements
- Description of the technology program and technical support and training provided for students, teaching staff and technicians

6.5.2 Multimedia Center or Other Information Technology Facilities

Specification	POINTS Please Tick (✓)				Total
	Availability of Multimedia Center/Facilities (1 point)	Updated Inventory of IT Equipment and Required Software (1 point)	Developed instructional and administrative outputs (1 point)	Training of Teaching and Non-Teaching Staff on Multimedia Utilization (1 point)	
Multimedia Center or Other Information Technology Facilities					
MAXIMUM POINTS: 4					

Data Required and Means of Verification: (Please provide data for the last 3 years, where applicable)

- Description of the multi-media center or other information technology facilities
- Instructional requirements related to ICT
- Inventory of Information Technology Equipment and Required Software
- Give the following details if your institution has a central computer facility.
 - Configuration and other hardware and software details
 - Required software
 - Working hours
 - Training of ICT personnel
 - Output in developing CAI/CAL and software for administration/ accounts, etc.

6.5.3 Maintenance of information technology equipment

Specification (Frequency)	Please tick (✓)	POINTS	
		Maximum = 4	Institution's Evaluation
No system of maintenance		0	
Only when problems arise		1	
Once a month		2	
Twice a month		3	
Once a week		4	

Data Required and Means of Verification: (Please provide data for the last 3 years, where applicable)

- Policy on maintenance, repair and disposal
- Maintenance report
- Inventory of Information Technology Equipment (Internet, Multi-media, Equipment, Software)
- Forms Used

6.5.4 ICT Teaching and Non-Teaching Staff (number, qualifications and experience)

Specification	National Standards	Institution's Status	Percentage Adequacy	Please tick (✓)	POINTS	
					Maximum = 4	Institution's Evaluation
Adequacy of ICT Teaching and Non-Teaching Staff			30 or less		0	
			31 – 40		1	
			41 – 60		2	
			61 – 80		3	
			81 and above		4	

Data Required and Means of Verification: (Please provide data for the last 3 years, where applicable)

Annex 34. Teaching and Non-Teaching Staff Trained in ICT

- Profile of ICT Teaching and Non-Teaching Staff
- Proof of Trainings attended
- Performance Evaluation
- Students' Evaluation

Indicator 6.6 – Repair and Maintenance Management

6.6.1 Maintenance of Workshops/Laboratories

Specification	POINTS Please Tick (✓)				Total
	Adequate Space (1 point)	Well-Ventilated (1 point)	Properly Maintained (1 point)	Time Allocation (1 point)	
Workshops/Laboratories					
MAXIMUM POINTS: 4					

Data Required and Means of Verification: (Please provide data for the last 3 years, where applicable)

- Laboratories/Workshops
- Program plan for replacement, modernization of laboratory
- System of maintenance for the laboratories
- Maintenance report

6.6.2 Safety measures and signage

Specification	National Standards	Institution's Status	Percent Compliance	Please tick (✓)	POINTS	
					Maximum = 4	Institution's Evaluation
Safety measures and signage			30 or less		0	
			31 – 40		1	
			41 - 60		2	
			61 - 80		3	
			81 and above		4	

Data Required and Means of Verification: (Please provide data for the last 3 years, where applicable)

- Safety measures and signage
- Accident/No Accident Reports

Criterion 7 - Support to Students

Students are the main customers of educational institutions. It is the responsibility of the institution to develop not only the intellectual ability of the student but his/her total personality as well. Towards this end, a robust program of student personnel services is designed to help the student, throughout his academic life, attain his maximum potential and become a worthy member of the society. Student support services complement the academic program.

Indicator 7.1 – Guidance and Career Counselling

7.1.1 Guidance and Career Counselling System (Office, Staff to Student Ratio, Feedback System)

Specification	National Standards	Institution's Status	Percent Compliance	Please tick (✓)	POINTS	
					Maximum = 4	Institution's Evaluation
Guidance and Career Counselling System			20 or less		0	
			21 – 40		1	
			41 - 60		2	
			61 – 80		3	
			81 and above		4	

Data Required and Means of Verification: (Please provide data for the last 3 years, where applicable)

- National Standard
- Enrollment Report
- Guidance and Counseling Program Plan
- List of Guidance Counselors
- List of Programs and Services Provided by the Counselors
- Students' feedback
- Drop-out ratio

Indicator 7.2 - Student Services

7.2.1 Student Services Staff to Student Ratio

Specification	National Standards /Benchmarked Standards	Institution's Status	Percentage Adequacy	Please tick (✓)	POINTS	
					Maximum = 4	Institution's Evaluation
Student Services Staff to Student Ratio			20 or less		0	
			21 – 40		1	
			41 – 60		2	
			61 – 80		3	
			81 and above		4	

Data Required and Means of Verification: (Please provide data for the last 3 years, where applicable)

Annex 35. Student Services Program

Annex 36. Profile of Student Services Unit Staff

- Student Population
- Organizational chart of Student Services Unit
- Programs and Activities offered by the Student Services Unit
- Students' Feedback

7.2.2 Student Recruitment System

Specification	National Standards	Institution's Status	Percent Compliance	Please tick (✓)	POINTS	
					Maximum = 4	Institution's Evaluation
Student Recruitment System			20 or less		0	
			21 – 30		1	
			41 – 60		2	
			61 – 80		3	
			81 and above		4	

Data Required and Means of Verification: (Please provide data for the last 3 years, where applicable)

Annex 37. Rates of Enrollment, Retention, Graduation, and other Student Statistics

- Mechanism of student recruitment, selection and admission
- Student Population
- Inquiries from prospective students
- Modes of Information dissemination and sample of write-ups
- Criteria and eligibility for admission

7.2.3 Retention

Refers to the extent to which learners remain within an educational institution, and complete a program of study in a pre-determined time-period. The emphasis is on the retention of students on courses and their successful completion of courses within a specific time-period.

Specification (Percentage of Students Retained for the last 3 years)	Please tick (✓)	POINTS	
		Maximum = 4	Institution's Evaluation
20 or less		0	
21 – 40		1	
41 – 60		2	
61 – 80		3	
81 and above		4	

Data Required and Means of Verification: (Please provide data for the last 3 years, where applicable)

Annex 37. Rates of Enrollment, Retention, Graduation, and other Student Statistics

- Description of the retention program
- Student Population
- Student Retention Mechanism and Criteria for retention
- List of students who participated in counselling service as part of the retention program
- Enrollment vs. Graduation Report

7.2.4 Scholarship and Financial Aids

A type of *financial aid* in the form of a *grant* that may or may not have to be repaid by the recipient. Scholarships are most often given to recipients for one or two reasons or both: achievement or financial need. Scholarships are set up for all of the tuition and even things like board, food, books and allowances. However, some scholarships won't cover all of such benefits but on a partial basis.

Specification (Percentage of Students granted scholarships in the last 3 years)	Please tick (✓)	POINTS	
		Maximum = 4	Institution's Evaluation
0		0	
1 – 10		1	
11 – 20		2	
21 – 30		3	
31 and above		4	

Data Required and Means of Verification: (Please provide data for the last 3 years, where applicable)

Annex 38. Scholarship Program and Financial Aids

- Scholarship Programs
- Financial Aids
- Memoranda of Agreement with Scholarship-giving bodies
- Student Population
- List of students who have availed of the scholarships and grants

7.2.5 Resources for co-curricular and extra-curricular activities

Specification	Please tick (✓)	POINTS	
		Maximum = 2	Institution's Evaluation
Not Available		0	
Available		2	

7.2.6 Co-Curricular and Extra-Curricular Activities

Specification	Percentage Compliance based on Plan	Please tick (✓)	POINTS	
			Maximum = 8	Institution's Evaluation
Co-Curricular activities	20 or less		0	
	21 – 40		1	
	41 – 60		2	
	61 – 80		3	
	81 and above		4	
Extra-curricular activities	20 or less		0	
	21 – 40		1	
	41 – 60		2	
	61 – 80		3	
	81 and above		4	

Data Required and Means of Verification: (Please provide data for the last 3 years, where applicable)

Annex 39. Co-curricular and Extra-Curricular Programs/Activities

- Student Population
- Student's Feedback
- Curriculum
- Program Calendar

7.2.7 Employment Rate in relevant field one (1) year after graduation

Specification (Percentage of Graduates)	Please tick (✓)	POINTS	
		Maximum = 4	Institution's Evaluation
30 or less		0	
31 - 50		1	
51 - 70		2	
71 - 90		3	
91 or above		4	

Note: Relevant means job/entrepreneurship in the field of studied TVET program

Data Required and Means of Verification: (Please provide data for the last 3 years, where applicable)

Annex 40. Graduates' Employment Data

- Placement and Alumni Affairs
- Information on the employment and placement program of the institution
- Student Population
- Alumni Feedback
- Company Feedback
- Tracer Study/Employment Survey Report

7.2.8 Involvement of Students in Decision Making related to Students' Welfare

Specification (Percentage involvement of Students compared to the number of decision making body)	Please tick (✓)	POINTS	
		Maximum = 4	Institution's Evaluation
0		0	
1 – 3		1	
4 – 7		2	
8 – 10		3	
11 and above		4	

Data Required and Means of Verification: (Please provide data for the last 3 years, where applicable)

- Composition of Decision Making Body
- Minutes of Meetings on Student Welfare
- List of Existing Student Associations
- Student Feedback

7.2.9 Study Loans

Specification	Please tick (✓)	POINTS	
		Maximum = 4	Institution's Evaluation
No MOA with loan-providing organizations (financial institutions) or loan providing system		0	
Less than 10% of students received		1	
11-20% of students received		2	
21-30% of students received		3	
More than 30% of students received or free tuition fee for TVET students by government		4	

Data Required and Means of Verification: (Please provide data for the last 3 years, where applicable)

Annex 41. Policy on Study Loan

- Description, terms, and conditions of each study loan
- MOA of collaboration made
- List of students who availed of the study loans

7.2.10 Health, Sports, and Other Social Services for Students

Specification	National Regulations	Institution's Status	Percent Compliance	Please tick (✓)	POINTS	
					Maximum = 8	Institution's Evaluation
Health and Sports Services			20 or less		0	
			21 – 40		1	
			41 – 60		2	
			61 – 80		3	
			81 and above		4	
Social Services			20 or less		0	
			21 – 40		1	
			41 – 60		2	
			61 – 80		3	
			81 and above		4	

Data Required and Means of Verification:

Annex 42. Other Student Services

- Students' feedback

Section 3. Institutional SWOT Analysis

The applicant institution shall conduct a SWOT analysis. The institution's ability to collectively assess its **strengths**, **weaknesses**, **opportunities** for continuous improvement and **threats** because of issues like globalization, commercialization and standardization of education is vital to accreditation.

- Strengths
- Weaknesses
- Opportunities
- Threats

Annex 1. Strategic Management of Institution

Evidence	Status [please tick (✓)]		Remarks (Date of Approval, Frequency, Programs)
	Yes	No	
Approved Strategic Plan			
Communication of Strategic Plan (required components) <ul style="list-style-type: none"> • Posters, letters, website, handbook, employees' manual, newsletter, etc. • Feedback from Stakeholders (internal and external per need) 			
Yearly Plan of Operation/Annual Plan			
Programs based on Yearly Plan of Operation/Annual Plan			

Annex 2. Composition of the Institution's Management Board/Decision Making Body

No.	Name	Position	Department/Organization

Annex 3. List of Meetings of the Institution's Management Board (for the last 3 years)

No.	Meeting Number (Identifier)	Date	Venue

Annex 4. Composition of Academic Committee/Board

No.	Name	Position	Organization

Annex 5. Involvement of Academic Committees/Board in Decision Making

No.	Academic Board Meetings	Date of the Meeting	Number of Attendees	Major Decisions (No need to state confidential decisions)

Annex 6. Implementation Status of Programs and Budget

No.	Name of Program	Status [please tick (✓)]		Budget		Means/Source of Verification
		Planned	Implemented and Monitored	Allocated	Utilized	

Annex 7. Program Completion Report

No.	Completed Program	Budget		Percentage of achievement of Objectives (targets) of the Program	Remarks
		Allocated	Utilized		

Annex 8. Financial Statement of Income Generating Fund/s for the last three years

Name of Income Generating Fund	Amount Generated	Remarks
Total Amount Generated		
Percentage utilization of generated fund for institutional development		

Annex 9. Audit and Procurement Management

Means of Verification	Availability [please tick (✓)]	
	Yes	No
Audit Plan		
Procurement Plan		
Inventory Record		
Audit Report		

Annex 10. List of Major Records

Document	Hard Copy [please tick (✓)]		e-copy (Digitized) [please tick (✓)]		Remarks
	Yes	No	Yes	No	
1. Minutes of Meetings					
2. Personnel Files					
3. Consolidated Reports					
4. Plans					
5. Performance Evaluation					
6. Directories					
7. Statistics (Facts and Figures) of the Organization					
8. Financial Reports					
9. Scholarship Records					
10. Others, please specify					

Annex 11. Teaching and Learning Systems

Compare and Contrast the National Education Policies/Targets and the Institutional Strategic Directions based on given parameters.

Parameter	National Policies/Targets	Institutional Strategic Directions
Vision		
Mission		
Goals		
Student Enrollment (Access and Equity)		
Teaching and Learning Opportunities for Students (Equal opportunities)		
Program Focus based on government priorities		

Annex 12. List of Teaching and Learning Materials

Teaching and Learning Materials	Name	Copyright Date/Date of Publication/Development
<p>1. Print-Based</p> <ul style="list-style-type: none"> • Hand-outs • Modules • Workbooks • Manuals • Others, please specify <p>Non-print Based</p> <ul style="list-style-type: none"> • E-books • Videos • CDs • DVDs • Others, please specify 		
<p>2. Use of Tools and Equipment</p> <ul style="list-style-type: none"> • Computer • Machines • Hand tools • Others, please specify 		
<p>3. Audio visual aids</p> <ul style="list-style-type: none"> • Multimedia Projector • CDs • DVDs • Others, please specify 		

Teaching and Learning Materials	Name	Copyright Date/Date of Publication/Development
4. Innovative Laboratories <ul style="list-style-type: none"> • Business Incubation lab • Teleconferencing • Speech lab • Reading and Writing lab • Science lab • Greening Technology lab • Virtual lab • Other, please specify 		

Annex 13. Teaching and Learning Methods Applied

Program	Teaching and Learning Methods	Status [please tick (✓)]	
		Yes	No
(Program 1)	Problem Solving		
	Experiments		
	Simulation		
	Hands-on (Practical Exercise)		
	Group Discussion/Brainstorming		
	Presentation of Assignments		
	Experience Sharing		
	Workshop/Seminar		
	Project-based Learning		
	Case Study		
	Multimedia Presentation		
	Video Conferencing		
	On-the-job Training (industry placement)		
	Study Visit		
	Action Research		
	Business Incubation Center		
	Role Play		
Others (please specify)			
(Program 2)			

Annex 14. Teaching Staff Information

No.	Name of Teaching Staff	Designation	Employment Status	Age	Sex	Highest Educational Attainment	Length of Service	Years of Industrial Experience

Annex 15. Non-Teaching Staff Information

No.	Name of Non-Teaching Staff	Designation	Employment Status	Age	Sex	Highest Educational Attainment	Length of Service

Annex 16. Teaching and Non-Teaching Staff Posts and Designated Posts

No.	Approved Posts (Level wise)	Designated Posts (Level wise)
1		
2		
3		
4		
5		
	Total Number of Approved Posts: _____	Total Number of Filled Up Posts: _____
Percentage of Filled Post	(Total Number of Filled Up Posts/Total Number of Approved Posts) x 100% = _____ %	

Annex 17. Type of Compensation in addition to salary

Activity/Performance	Cash Value [please tick (✓)]		Service Credits [please tick (✓)]	
	Yes	No	Yes	No
1. Overload				
2. Overtime				
3. Outstanding Performance				
4. Others, please specify				

Annex 18. List of Recipients of Different Grants/Fellowships/Scholarships in the last three (3) years

Title	Sponsoring Agency (SA)	Name of Recipient/s	Inclusive Dates of Attendance	Level/Nature of SA		
				Institutional	National	International
PhD/EdD/DS						
MS/MA/M						
Sabbatical Benefits						
Research Fellowship						
Training Grants						
Professional Internship						
Others, please specify						
Total						

Annex 19. List of Teaching Staff Involved in R& D

No.	Name	No. of R&D Project/Activity		Related publications
		Completed	In-progress	
Research				
Development Activities				

Annex 20. List of Completed R&D Activities (conducted/supervised by teaching staff for the last 3 years)

Title	Date of Completion	Researcher/ Adviser
Teaching Staff R&D Activity		
1.		
2.		
3.		
4.		
Student R&D Activity		
1.		
2.		
3.		
Others, please specify		

Annex 21. List of Published R&D Activities (conducted by teaching staff for the last 3 years)

Title	Author	ISSN No.	Volume/No.	Date	Publisher
International					
1.					
2.					
3.					
National					
1.					
2.					
3.					
Local					
1.					
2.					
3.					

Annex 22. List of Outreach Programs and its Utilization by Beneficiaries (Please provide data for the last 3 years)

No.	Title of Outreach Program	Date (From – To)	Address	Beneficiaries	No. of Beneficiaries	Utilization by Beneficiaries (if applicable)

Annex 23. List of Teaching and Non-Teaching Staff and their Involvement in Outreach Programs

No.	Outreach Program Title	Name of Teaching/ Non-Teaching Staff	Extent of Involvement

Annex 24. Sources of Additional Budget

Indicate the sources of additional budget for the last 5 years

Sources of Additional Budget	Amount in US\$				
	Year 1	Year 2	Year 3	Year 4	Year 5
Income-Generating Projects					
Tuition Fee					
Enhanced Government Allocation					
Others, please specify					

Annex 25. Furniture

Please indicate the furniture available in one typical classroom.

Furniture	
Type	Number

Annex 26. Office and Academic Buildings/Rooms

No.	Name of Building	Total Area	Number of Rooms/Offices			
			CR	SO	RR	FR

CR-Classroom

SO-Staff Offices

RR-Rest Room, Toilets

FR-Function Room

Annex 27. Workshops and Laboratories

No.	Workshops and Laboratories	Total Area

Annex 28. Hostels/Dormitories/Kitchen and Dining and Other Service Facilities

Name of Facility	Number of Units	Total Area
Hostel		
Dormitory		
Kitchen		
Dining		
Medical Clinic		
Dental Clinic		
Student Center		
Guidance and Counselling Center		
Other Service Facilities, please specify		

Annex 29. Library or Learning Resource Collection based on TVET Program Offerings/Courses

Item	No. of Titles	No. of Volumes
Print Materials		
1. Books (Subject Related)		
2. Books (General Education)		
3. Journals/Magazines		
4. Newspapers		
Non-Print Materials		
1. Visuals		
2. Audio-Based		
3. Video-Based		
4. Computer-Based		

Annex 30. Networking with Other Libraries

No.	Name of Library	Type of Partnership	Details of Partnership

Annex 31. Library Staff Profile

No.	Name	Designation	Highest Educational Attainment	License (if applicable)	Duties and Responsibilities

Annex 32. Tools and Equipment

Name of Laboratory/Workshop	Number of Tools	Number of Equipment
Computer		
Science		
Mechanics		
Electronics		
Machine		
Instrumentation		
Carpentry		
Fitting Shop		
Smithy		
Welding		
Painting and Sheet Metal Work Shop		
Others (please specify)		

Annex 33. General Computing Facilities of the Institution

Computer Type	No. of Terminals Available	Location/Building	Software Facility	Other Attachments

Annex 34. Teaching and Non-Teaching Staff Trained in ICT

No.	Name	Designation	Highest Educational Attainment	Relevant Training	Duties and Responsibilities

Annex 35. Student Services Program

No.	Student Services Program	Program Objectives	Specific Projects/ Activities	Monitoring & Evaluation System Employed	Average Annual Budget

Annex 36. Profile of Student Services Unit Staff

No.	Name	Designation	Highest Educational Attainment	Relevant Training	Duties and Responsibilities

Annex 37. Rates of Enrollment, Retention, Graduation, and other Student Statistics

Parameter	School Year 1	School Year 2	School Year 3
Enrollment			
Retention			
Graduation			
Others, please specify			

Annex 38. Scholarship Programs and Financial Aids (Please provide data for the last 3 years)

No.	Name of Scholarship Programs/Financial Aids	No. of Student-Recipients	Amount of Grant per Student per Period

Annex 39. Co-curricular and Extra-Curricular Programs/Activities (Please provide data for the last 3 years)

No.	Title of Program or Activity	Sponsoring Unit, Organization, Club	Inclusive Dates
Co-Curricular Programs/Activities			
Extra-Curricular/Activities			

Annex 40. Graduates' Employment Data

Year 1		Year 2		Year 3	
Percentage of graduates employed in relevant fields	Percentage of graduates employed in non-relevant fields	Percentage of graduates employed in relevant fields	Percentage of graduates employed in non-relevant fields	Percentage of graduates employed in relevant fields	Percentage of graduates employed in non-relevant fields
Average percentage (relevant fields)					
Average percentage (non-relevant fields)					

Notes:

Relevant: Job/entrepreneurship in the field of studied TVET program

Non-relevant: Job/entrepreneurship in fields other than studied TVET program

Annex 41. Policy on Study Loan

No.	Name of Study Loan	Description	Amount of Loan per Student per Semester

Annex 42. Other Student Services

Program	Description	Facilities/Equipment Available	Activities per Program
1. Health Services			
2. Food Services (Clean and Sanitary Services)			
3. Sports Development Program			
4. Student Publication			
5. Socio-Cultural Development Program			
6. Housing Services			
7. Others, please specify			





COLOMBO PLAN STAFF COLLEGE

ASIA PACIFIC ACCREDITATION AND CERTIFICATION COMMISSION
CPSC Bldg. Blk. C DepEd Complex, Meralco Avenue, Pasig City, Metro Manila, Philippines
Phone (+63-2) 631-0991, 93 to 96 Fax (+63-2) 633-8425
E-mail: apacc@cpsctech.org Website <http://www.apacc4hrd.org>



Application No. _____
(To be filled up by APACC)

Date: _____

**APPLICATION FORM
FOR INSTITUTIONAL ACCREDITATION**

Please complete all information requested below.

DATE OF APPLICATION _____

1. NAME OF INSTITUTION _____

2. COUNTRY/LOCATION _____

3. TYPE OF INSTITUTION (*Please tick "✓"*)

Public

National: _____

State: _____

Private others, please specify: _____

4. INSTITUTIONAL STATUS. The institution is: (*Please tick "✓" all that apply*)

Under auspices of a university/college/institute/school

Affiliated with a university/college/institute/school

Independent free standing

5. CATEGORY OF INSTITUTIONS (Please tick “√”)

Institutions	Category of Institutions	
Polytechnic	University	
	College	
	Institute	
	School	
College	Technical	
	Engineering	
	Junior	
	Community	
Vocational Institution	Vocational Training School	
	TVET Modules of Universities /colleges	
	Technical High School	
	Career Schools	
Others, please specify		

6. DATE AND REFERENCE NO. OF APPROVAL BY GOVERNMENT (OR LAW/ ORDINANCE) TO ESTABLISH INSTITUTION

7. DATE OF COMMENCEMENT _____

8. CURRENT TVET PROGRAMS OFFERED (Please tick “√” and give number also)
 Also indicate duration of program.

Programs			Duration	
Degree	Undergraduate (UG)	Bachelor's		
	Postgraduate (PG)	Masters		
		Doctoral		
Diploma	Diploma			
	Postgraduate Diploma			
Certificate	Certificate Course			
Others, please specify				

9. LANGUAGE/S OF INSTRUCTION

10. CAMPUS (ES)

No. of Campuses	Location	Area (in sq.)	
		Built-up	Total

11. CURRENT STUDENT ENROLLMENT

Average Number of Students /per annum/ _____

Total Student Enrollment _____

Maximum Number of Students that can be accommodated at one time _____

12. STUDENT HOUSING

Does the institution have a Student Housing? Yes No

If yes, how many dormitories and how much is the total capacity _____

13. NUMBER OF CURRENT TEACHING STAFF AND NON-TEACHINGSTAFF

Number of Teaching Staff Full time _____ Part time _____

Number of Non-Teaching Staff Full time _____ Part time _____

14. HEAD OF INSTITUTION: _____

Position/Title: _____

Mailing Address: _____

City: _____ State: _____

Country: _____ Zip Code: _____

Telephone No. _____ Fax No. _____

E-mail Address: _____

Mobile No. _____ Website: _____

15. CONTACT PERSON (responsible person for accreditation & certification):

_____ Title: _____

Telephone No. _____ Fax No. _____

E-mail Address: _____

Mobile No. _____ Website: _____

16. MEMBERSHIP WITH ANY NATIONAL ACCREDITING AGENCY (IF APPLICABLE):

Agency: _____

Dates: _____

Outcomes: _____

17. HAS THE INSTITUTION EVER BEEN DENIED ACCREDITATION? TERMINATED?

Yes _____ No _____ Please list agency and date:

Agency

Date

Agency

Date

18. DOCUMENTS TO BE SUBMITTED WITH THE APPLICATION FORM

(Please check "✓")

- Certificate from the national accrediting body of your country (if applicable)
- Copy of the Letter granting approval to establish the institution (if applicable)
- Details of registration (from the respective Ministry/ Authority)
- Copy of Institution's Charter/Bylaw/Constitution
- Authorized signatories for all companies involved (for Private institutions)
- Copies of documents showing ownership of land (if applicable); blueprint for buildings and grounds
- Proposed or current organization chart
- List of Members of the Governing Board
- CV of existing chief executive officer (CEO)
- Indicative CVs of major administrative officials
- Copy of Agreement with partnership institution, including MOA/MOU with industry or industrial associations (if any)
- Undergraduate courses and programs prospects for last 2 years
- Postgraduate courses prospects for last 2 years
- Data on Graduates and their employability for last 2 years

19. CERTIFICATION:

I hereby authorize this application and attest that all statements made are true, complete, and correct to the best of my knowledge and belief and are made in good faith.

APPLICANT (Authorized Representative):


Designation: _____

Printed Name: _____

Signature: _____

Institution's Name _____

Date: _____

<p>Endorsed by: National Coordinators for Accreditation (NCA) or National Accreditation Board (NAB) (if applicable)</p>	<p>Please submit accomplished application form to:</p> <p>The President Asia Pacific Accreditation and Certification Commission (APACC)</p> <p>CPSC, Building Block C, Department of Education (DepEd) Complex, Meralco Avenue, Pasig City 1600 Metro Manila, Philippines Phone: +63-2-631-0991; 93-96 Fax: +63-2-633-8425 Email: apacc@cpsctech.org Website: http://www.apacc4hrd.org</p> 
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**ACTION PLAN TEMPLATE
(Period Covered)**

Recommendations by APACC	Plan of Action/Activities	Target Date
Criterion 1: GOVERNANCE AND MANAGEMENT		
Criterion 2: TEACHING AND LEARNING		
Criterion 3: HUMAN RESOURCES		
Criterion 4: RESEARCH AND DEVELOPMENT		
Criterion 5: IMAGE AND SUSTAINABILITY		
Criterion 6: OTHER RESOURCES		
Criterion 7: SUPPORT TO STUDENTS		



ASIA PACIFIC ACCREDITATION AND CERTIFICATION COMMISSION

DETAILED ACTION PLAN

(Period Covered: From: _____ To: _____)

Name of Institution: _____

Address: _____

Award Validity: From: _____ To: _____

S. No.	Recommendations made by APACC Team	Activities	Expected Outputs	By When	How	Responsible	Budget/Resources	Remarks
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
10.								
11.								
12.								
13.								
14.								
15.								

(for internal use only)



ASIA PACIFIC ACCREDITATION AND CERTIFICATION COMMISSION

BIENNIAL REPORT

(Period Covered: From: _____ To: _____)

Name of Institution: _____

Address: _____

Award Validity: From: _____ To: _____

No.	Recommendations made by APACC Team	Action Plan	Actions Taken (put ✓ on appropriate column)		¹ Means of Verification	Remarks
			Yes	No		
1.						
2.						
3.						
4.						
5.						
Other Improvements/Updates						
1.						
2.						

Notes:

1. Please attach evidences of actions taken, improvements, or updates (e.g. documents and photos)
2. Use additional pages, as necessary

GLOSSARY



Terms	Definitions
Accreditation	Process of assessing the TVET institutions to certify their quality management standard based on APACC criteria.
Accreditation Body	An organization delegated to make decisions about the status, legitimacy or appropriateness of an institution or a program
Accreditation System	System that has APACC rules, policies, procedures and management for carrying out accreditation
Accreditor	A qualified official with the major tasks of evaluating applicant institutions using APACC criteria and preparing on-site visit reports
Appeal	A request by institution to APACC for reconsideration to review a non-accreditation decision
Applicant Institution	An institution that has submitted an application and intends to fulfill the criteria for accreditation
Articulation	More specifically course articulation. Course articulation is the process by which one institution matches its courses or requirements to course work completed at another institution. Students use course articulation to assure that the courses they complete will not have to be repeated at the institution to which they are transferring.
Authority	The Commission/Agency that has legal powers and rights and responsible for preparing and adopting regulations
Benchmark	A point of reference against which something may be measured
Benchmarking	A process that enables comparison of inputs, processes or outputs between institutions (or parts of institutions) or within a single institution over time
Biennial Report	A report submitted by accredited institutions every two (2) years which allows APACC to monitor the institution
Candidate Status	Status given to institutions that were not able to qualify for APACC accreditation but wish to further improve for a maximum period of six (6) months or until the time they are able to get APACC accreditation, whichever is earlier
Commission	Asia Pacific Accreditation and Certification Commission
Complaint	An objection or accusation to APACC accredited institution and APACC staff
Compliance	This is the process of checking that the conditions of APACC criteria are met or not. A checklist assesses whether an institution is complying with the conditions of the criteria.
Conflict of Interest	Disclosure of any personal, financial, and/or professional interest that might create a conflict with the ability to fairly and objectively carry out one's responsibilities as an APACC member

Consultancy	Provision of professional or expert advice on a particular area or special field which would not be feasible in-house. Service is purchased usually for a fee. Service rendered by the consultant is not part of his/her work and is outside of his/her official time
Consultant	A professional doing consultancy work
Credit transfer	The process of acceptance by one institution of earned credit, from another institution, as applicable towards its degree requirements, i.e. "transferring credit"
Criteria	The specification against which a judgment is made. The institutions to be accredited by APACC must meet its Criteria, which involve expectations about quality, attainment, effectiveness, financial viability, outcomes, and sustainability.
Curriculum	The embodiment of a program of learning and includes philosophy, content, approach and assessment
Development Activity	Refers to the systematic knowledge gained from research and/or practical experience that is directed to producing new materials, products and devices; to installing new processes, systems, and services; and to improving substantially those already produced or installed (Catane, 2000). In other words, this is applied in prototyping, inventing, innovating, in improvising and fabricating. It can also refer to instructional materials development like in the production of modules, workbooks and manuals, etc.
Experience	Number of years in teaching or in the current position
Governance	The system and structure for defining policy, providing leadership, and managing and coordinating the procedures and resources that ensure the quality of an institution's services
Governing Board/School Board or equivalent	The decision-making body of an organization or institution that adopts policies which are consistent with the established vision, mission, goals and objectives
HRDA	Human Resource Development Agency
Institutional Accreditation	Institutional accreditation focuses on the institution as a whole, giving attention not only to the overall educational program but to such areas as: mission/vision, governance and management, teaching and learning, research and development, extension, consultancy and linkages, financial, facility and human resources, and student services.
Lifelong Learning	Learning acquired from the institution that empowers the students to solve problems on their own even beyond schooling
Mission Statement	A relatively short (generally a few paragraphs) written document that states in clear and succinct terms the fundamental values and beliefs of the institution

Mutual Recognition	Agreement between two organizations to recognize each other's processes or programs
National Standards	The national standards are a set of 'outcomes' that institutions should aim to achieve. APACC expects institutions to demonstrate how they achieve each of the standards.
NAB	National Accrediting Bodies
NCA	National Coordinator for Accreditation
On –Site Visit	An on-site visit is when an external evaluation team goes to an institution to evaluate written and visual evidences to establish whether an applicant institution meets the accreditation standards.
Outreach	A program for extending assistance and services to the community primarily through livelihood and training programs. It is sometimes referred to as extension program which covers efforts to increase the availability and utilization of services, especially through direct intervention and interaction with the target population.
Program accreditation	Program accreditation establishes the academic standing of the program or the ability of the program to produce graduates with professional competence to practice.
Recognition	The formal acknowledgement of the status of an organization, institution or program
Regional accreditation	Recognition of an institution within a regional context: it is much the same as national accreditation but is not restricted to national boundaries.
Research	An output of a rational and nagging desire to improve the way we work and do our work. Research means searching for a clarifying explanation of an observed phenomenon or finding a solution to an existing problem in the workplace or environment.
Retention	Refers to the extent to which learners remain within an educational institution, and complete a program of study in a pre-determined time-period. The emphasis is on the retention of students on courses and their successful completion of courses within a specific time-period. This includes “graduation rate”, “completion rate” and “student success”.
Scholarship	A type of <i>financial aid</i> in the form of a <i>grant</i> that does not have to be repaid by the recipient. Scholarships are most often given to recipients for one of two reasons or both: achievement or financial need. Scholarships are set up for all of the tuition and even things like board, food, books and allowances. However, some scholarships won't cover all of such benefits but on a partial basis.

Self-Study	The process of critically reviewing the quality of one's own performance and provision. It is a form of data collection by which APACC allows the candidate institution to document its accomplishments, assess areas where improvements may be necessary and outline a plan for making those improvements.
Stakeholder	A person (or group) that has an interest in the activities of an institution or organization
TVET	Technical Vocational Education and Training
Vision	Long-term future desired state of an organization usually expressed in a 7 to 20 years' time frame. Often included in the vision statement are areas that the organization needs to care about in order to succeed.
Withdrawal	Termination of an application, without prejudice to any future applications, prior to the date on which an official decision is made. APACC may also withdraw accreditation of the institution for serious lack of conformity to the Criteria for failure to participate in the process, or for not meeting financial obligations to APACC.