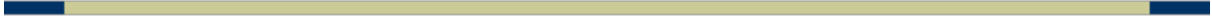


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# **Asia Pacific Accreditation and Certification Commission**

## **Accreditation Manual**

**Version: 2025**



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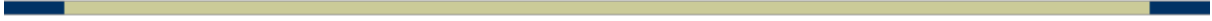
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Eighth Edition.

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Published by the

Asia Pacific Accreditation and Certification Commission  
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## Message from the APACC President



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

In this era of unprecedented technological transformation, the need of the hour is clear: to revamp and revolutionize our TVET and workforce development practices from orthodox models to dynamic, future-ready approaches aligned with the principles of Industry Revolution (IR) 5.0. As the world moves toward a convergence of human-centric innovation, artificial intelligence, and sustainability, our institutions must also evolve to remain relevant, competitive, and globally recognized to be at par with the demands of modern times. And this effort requires a robust system of checks and balances to uphold quality assurance and institutional excellence.

Since its establishment under the Colombo Plan Staff College (CPSC) in 2003, the Asia Pacific Accreditation and Certification Commission (APACC) has stood as a trailblazer in advancing quality assurance, innovation, and institutional excellence across Technical and Vocational Education and Training (TVET) systems in the Asia-Pacific region. Our mission continues to be transformative—to raise institutional standards, foster global competitiveness, and drive inclusive, sustainable development through robust accreditation services.

To meet the demands of this rapidly shifting landscape, APACC is proud to unveil the comprehensively revised APACC Accreditation Manual. These updated benchmarks are more than a symbol of quality—they represent a strategic leap toward IR 5.0-compliant TVET systems that are responsive, resilient, and future-ready.

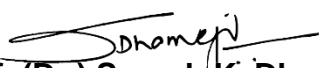
The new benchmarks go beyond conventional measures and aim to:

- Set global standards for workforce excellence, enabling TVET graduates to be globally recognized and industry-compatible;
- Transform TVET institutions into centers of innovation, sustainability, and entrepreneurial excellence; and
- Open new horizons of international recognition and prestige for institutional achievements.

We invite all institutions, accreditors, and partners to explore the newly launched APACC Manual and Self-Study Form, now available on our website ([www.apacc4hrd.org](http://www.apacc4hrd.org)). These tools are designed not just to assess, but to inspire innovation, growth, and transformation within your institutions.

As we step into this new chapter, APACC remains steadfast in upholding transparency, integrity, and continuous improvement in accreditation practices. Let us work together to build a resilient, inclusive, and globally competitive TVET ecosystem, ready to meet the challenges and opportunities of the 21st century—and beyond.

Thank you for your unwavering commitment to quality and for joining us on this journey of excellence.

  
**Prof. (Dr.) Suresh K. Dhameja**  
**APACC President**

---

## Message from the Chief APACC Officer



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

Institutional Accreditation and Quality Assurance under APACC is a hallmark of excellence, an insignia of being top-of-the-line and par excellence. Undergoing APACC Accreditation is indicative that an institution has embraced international best practices, cutting-edge technologies, and inclusive approaches, paving to sustainable prospects of employment and technopreneurship.

With the birth of the new and improved APACC Accreditation Standards Manual-2025, APACC envisages the collective commitment of the whole Asia Pacific to advancing Technical and Vocational Education and Training (TVET) that is aligned with the global industry standards and demands through cross-border sharing of knowledge and best practices. Compliance with the APACC Accreditation standards will help position accredited institutions at the forefront of innovation, societal impact, and workforce readiness. This revamped framework embeds the requirements of Industry 4.0 namely: Artificial Intelligence, Augmented, Virtual and Mixed Reality, Internet of Things, Blockchain, and Data Analytics, transitioning a crystal-clear pathway towards Industry 5.0 for our TVET institutions. The APACC standards which are stipulated on the new manual focus mainly on digitization, greening TVET, eco-friendly practices, and alignment with the Sustainable Development Goals (SDGs). These ensure that TVET institutions are both globally competitive and socially responsible.

Through this compliance-based evaluation that aims to instigate transformation-oriented paradigm shift, the APACC benchmarking framework aspires to empower institutions to produce not only skilled and educated professionals but also job creators, innovators, and change-makers who can shape resilient economies and pave the way for the creation of vibrant communities. After all, APACC Accreditation is more than just a process of compliance—it is a covenant to strive hard for the sustainment of quality and topnotch TVET for the generations to come.

*"APACC Accreditation is not just a mark of quality—it is a hallmark of excellence, empowering institutions to produce leaders who will shape the future with skill, vision, and purpose.*

**Prof. Naeem Yaqoob**  
**Chief APACC Officer**

---

## 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 institutional evaluations. The contents of the manual have been organized into six (6) major parts with a numbering system to allow 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 Institutional Evaluation
- VI. APACC Policies and Procedures

While every attempt has been made to capture the common features among the TVET quality assurance systems of each member country, the manual can be subjected to change as deemed appropriate and necessary.

Please direct any questions, comments, or suggestions to the:

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# **I. The APACC Accreditation and Certification**





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## 1.1 HISTORY

*T*he Colombo Plan Staff College (CPSC) serves as the implementing agency for accreditation and is envisioned as a center of excellence for Technical and Vocational Education and Training (TVET) in the Asia-Pacific region.

CPSC traces its history back to 1974, when the Staff College first found its home in Singapore, as stipulated in its Constitution. Following the amendment of the 1974 Constitution, CPSC was later transferred to the Philippines in 1987. It was during this period that the organization gained momentum in pursuing its mission of improving the quality of technician education and training.

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

Armed with this mandate, CPSC convened an International Conference on Accreditation and Certification in December 2004 in Seoul, Republic of Korea. The conference explored the possibility of establishing a regional body primarily responsible for carrying out this significant undertaking. With participants representing seventeen (17) member governments—Afghanistan, Bangladesh, Fiji, India, Indonesia, Iran, Japan, the Republic of Korea, Malaysia, Maldives, Mongolia, Myanmar, Nepal, Pakistan, Papua New Guinea, the Philippines, and Sri Lanka—signing the CPSC Seoul Declaration 2004, the Asia Pacific Accreditation and Certification Commission (APACC) was formally formed.

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

From 2015 to 2017, several Memoranda of Agreement were established with various countries to promote the institutional accreditation of TVET institutions through APACC standards and to identify and train qualified individuals as APACC Accreditors.

Since then, the implementation of institutional accreditation, which has started in 2008, has been in full swing. Moreover, several reviews and revisions of the APACC documents and processes have been conducted to ensure APACC’s alignment with current global standards and the demands of modern industry.

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## **1.2 DEFINITION OF ACCREDITATION**

Accreditation is viewed as both a process and a status. As a process, it involves a TVET institution evaluating its operations and programs while seeking an independent assessment from an authorized and respected accreditation body. The accreditation process determines whether the TVET institution has substantially achieved its objectives and whether its quality is comparable to that of similar institutions or programs, as defined by the accreditation agency. Upon meeting all prescribed criteria, the accreditation agency formally grants recognition to the institution or program.

## **1.3 THE TVET INSTITUTION AS THE UNIT OF EVALUATION**

There are various accreditation models, of which the most common are institutional and program accreditation. An institution refers to a center, institute, school, college, or university as a whole. Meanwhile, an academic program is defined as a group of related courses structured into a curriculum, leading to a certificate, diploma, or degree. APACC conducts institutional accreditation for TVET institutions, covering higher technical and non-degree technical education, as well as vocational training.

## **1.4 CHARACTERISTICS OF APACC ACCREDITATION**

APACC Accreditation is characterized as follows:

- 1.4.1 It is voluntary for TVET institutions to seek accreditation.
- 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 continuous improvement that leads to excellence.
- 1.4.7 It conducts external evaluations through APACC accreditors.
- 1.4.8 It follows the PDCA (Plan-Do-Check-Act) cycle, which focuses on outcomes and impact.

---

## **1.5 FUNCTIONS**

APACC performs the following functions:

- 1.5.1 Develops, reviews, and updates, as necessary, the accreditation criteria, evaluation instruments, processes, and protocols for the accreditation of TVET institutions;
- 1.5.2 Establishes linkages or partnerships with national accrediting agencies of member countries;
- 1.5.3 Recruits, trains, and retrain a pool of Accreditors;
- 1.5.4 Conducts accreditation and certifies the corresponding accreditation status attained by TVET institutions in the Asia-Pacific region, giving priority to CPSC member countries;
- 1.5.5 Directly provides services or mobilizes other sources of funds and resources to carry out the 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 mark of quality. Accredited institutions and stakeholders enjoy the following benefits:

- 1.6.1 International recognition of the institutional quality;
- 1.6.2 Quality and employable workforce through APACC’s coordination among its network of institutions, agencies, and other stakeholders;
- 1.6.3 Employer confidence in the selection of graduates from accredited institutions;
- 1.6.4 Eligibility and credibility of TVET institutions for funding support from donors and other lending agencies; and
- 1.6.5 Membership in the Association of APACC Accreditees (AAA) 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, the highest policy- and decision-making body of APACC.
- 1.8.2 **Board** - Formulates policies, deliberates on and approves evaluation results, and represents the Commission in forging and strengthening relationships with stakeholders.
- 1.8.3 **Steering Committee** - Acts as an advisory body in various aspects and is composed of representatives from reputable organizations.

- 
- 1.8.4 **Secretariat** – Performs administrative tasks, including coordination of institutional evaluations and other activities, as well as the maintenance of documents and records.
- 1.8.5 **National Coordinator for Accreditation** – Coordinates APACC activities within respective countries, identifies and endorses potential TVET institutions for accreditation, and acknowledges/notes the evaluation results of the country.
- 1.8.6 **APACC Special Officer** – Promotes APACC within respective countries and coordinates APACC activities as necessary.
- 1.8.7 **Accreditors** – Evaluate applicant institutions using APACC criteria and prepare an evaluation 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 a background in engineering/technology/technical education at the Diploma/Bachelor's level. A doctoral degree is preferred;
- Must have at least ten (10) years of experience in the education sector, including at least five (5) years in human resource development with TVET;
- Preferably knowledgeable in quality assurance systems at the national and/or international level (e.g., ISO);
- Must be computer literate, an effective communicator, and a recognized leader in his/her discipline that demonstrates the highest standards of professionalism; and
- Must be capable of making objective judgments, a good team player, free from any social vices, in a good physical condition, and possess the appropriate frame of mind.

## 1.9 PROCESS OF APPLICATION AND SYSTEM OF ACCREDITATION

Institutions that desire to undergo accreditation must fully submit themselves to the necessary accreditation process. This will require the institutions to prepare the necessary documents that will satisfy the requirements for each criterion.

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The applicant institution must submit a duly accomplished application form, along with the supporting documents (Appendix II), endorsed by the National Coordinator for Accreditation (NCA), if available. APACC will review the application and determine whether the institution qualifies to proceed based on the initial document review. The criteria for accepting applications are outlined below.

1. The institution should come from a country with an existing Memorandum of Understanding (MOU) or have any form of agreement established with APACC;
2. Should offer TVET programs with at least 25% of the institution's total program offerings;
3. TVET programs are registered/accredited by the TVET/accrediting agency of the country;
4. Should be operational for at least three years;
5. Has not been denied registration/accreditation by the national TVET/accrediting agency within the past three years;
6. Must be able to submit the following supporting documents:
  - 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/By-Laws/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 Board of Governors/Management Team
  - CV of existing chief executive officer (CEO)
  - Indicative CVs of major staffs (Principal/Director/Deputy Director, Department Heads)
  - Copy of Agreement with partner institutions including MOA/MOU with industry or industrial associations (if any)
  - Undergraduate courses and programs prospects for the last two (2) years
  - Postgraduate courses prospects for the last two (2) years
  - Data about the graduates and their employability status for the last two (2) years

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7. The application has been endorsed by country's NCA.

Upon confirmation, APACC will notify the applicant institution about the successful outcome of the initial document review. The institution will now prepare and submit a Self-Study Report (SSR) (For Self-Study Form, please refer to Appendix I).

In order to proceed with the next step, the following conditions must be satisfied:

- a) SSR score should be 301 and above.
- b) Score per criterion should be at least 20% of the total criterion score (e.g., minimum score of 10 for a criterion with 50 points).
- c) All the required fields are properly filled out.

Once the SSR is satisfactorily accomplished, APACC and the applicant institution must agree on the evaluation schedule and settle necessary fees. The APACC Team, usually composed of two (2) accreditors and one (1) documentation officer, will conduct the evaluation to validate the documents submitted by the applicant institution.

There are two types of evaluation. First is the on-site visit, where team members go to the institution to conduct the evaluation. In any case that travelling is not convenient or advisable due to unwarranted circumstances, including pandemic, natural calamities, and acts of terror, the second type of evaluation, which is the online evaluation, shall ensue. However, this will still be subject to the availability and stability of the internet connection of both the accrediting team and the applicant institution.

During the on-site visit, the team will evaluate the institution's pertinent documents and will conduct a facilities inspection based on the APACC's criteria.

The visit usually lasts for three days, beginning with the opening program, which officially marks the start of the on-site visit, and concluding with the closing ceremony, the culmination of the entire activity. During the closing, the lead accreditor presents the Commendations, Affirmations, and Recommendations.

The online evaluation follows the same program flow but requires a longer evaluation period (four days instead of three days) to give more time for the accrediting team to validate the documents.

The result of the evaluation will be forwarded to the Board for deliberation. The applicant institution will be notified of the results within two (2) months after the

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evaluation. Once accredited, the institution will submit an Action Plan (Appendices III and IV) to the accrediting team.

Part of the responsibilities of an accredited institution is to submit the Biennial Report (Appendix V) and pay the Annual Fee either on a yearly basis or as a lump sum. The application fee must be paid upon submission of the application, while the accreditation fee is paid prior to the evaluation. Three (3) months before the expiration of accreditation, the APACC Secretariat will notify the institution to begin the renewal process. This process requires updating the Self-Study Report until the new certificate is awarded, if applicable.

## **1.10 APPEAL AND CLARIFICATION PROCESSES**

### **A. Appeal Process for Non-Accredited Institutions**

1. To become APACC accredited, an applicant institution must achieve a minimum score of 301 out of 500 points. Applicant institutions that do not meet this requirement may file an appeal and request a maximum period of six (6) months to improve and requalify for accreditation.

To start the process, a non-accredited applicant institution must send an official communication addressed to the APACC President stating their reasons for appeal with appropriate attachments. This should be done within a maximum of one (1) month after the receipt of the evaluation report. The request will then be reviewed by the APACC Board within two (2) weeks upon receipt of the appeal. If the appeal has been accepted, the applicant institution shall assume a “candidate” status and will be advised to accomplish the necessary corrective actions within a period of six (6) months. If no advice has been made on the applicant institution’s status after the prescribed duration time, the appeal is therefore dismissed or unsuccessful. If necessary, a member of the accrediting team who evaluated the applicant institution shall be requested to monitor their improvements within one (1) month after the corrective action period. He/She shall report the results to the Board within one (1) month after the monitoring visit. All expenses related to the monitoring activity shall be borne by the candidate institution, including, but not limited to, the following: honoraria, international/domestic air ticket (if necessary), local travel expenses, and other expenses related to travel, such as travel insurance, accommodation, and meals.

If the APACC Board is satisfied with the corrective actions, the candidate institution will be granted “accredited status,” and the scores will be adjusted accordingly. However, if the corrective actions are deemed unsatisfactory, the institution will not receive accredited status.

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Once accredited, the institution must submit an Action Plan and remit the annual fees.

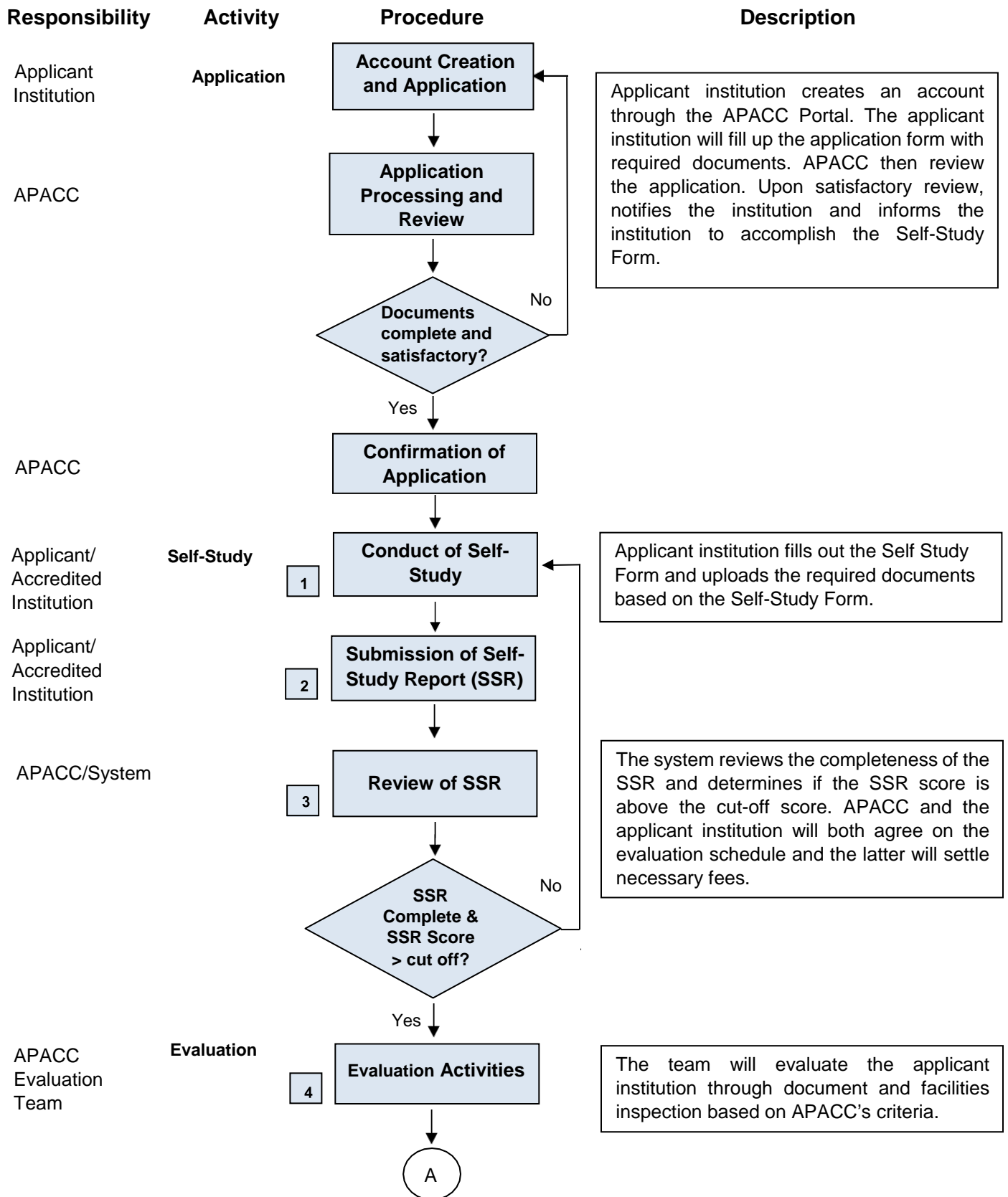
An applicant institution may file for an appeal only once.

The entire appeal process shall not exceed 10 months in terms of duration, starting from the submission of the appeal communication until the receipt of the final institutional status..

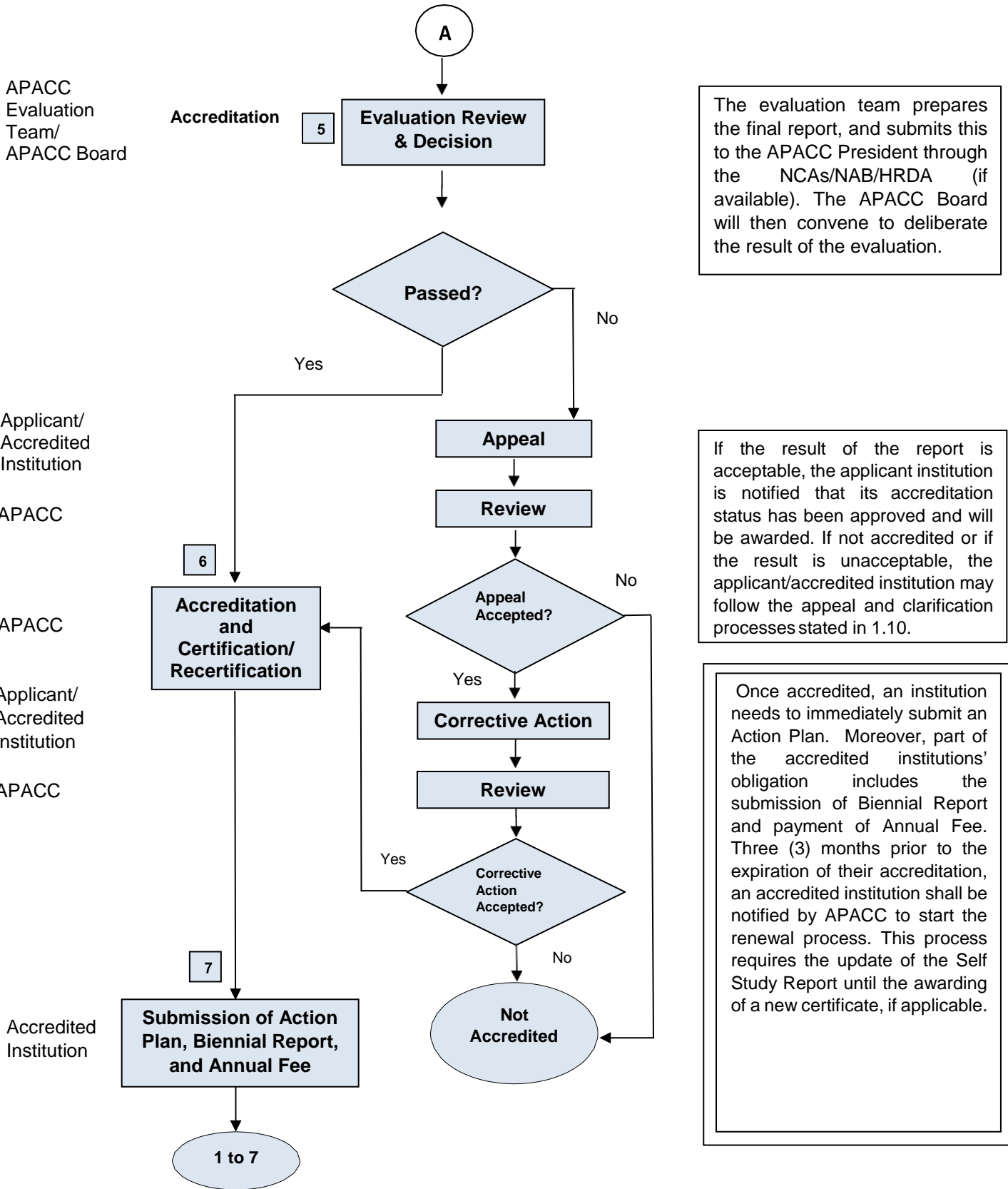
## **B. Clarification Process for Accredited Institutions**

1. Applicant institutions that received a minimum score of 301 points (Bronze) are not eligible to appeal for an increase in their result. Rather, they may only seek clarification on the qualitative results, i.e., commendations, affirmations, and recommendations.
2. To initiate the clarificatory process, accredited institutions must submit an official communication addressed to the APACC President, specifying the qualitative results that require clarification.
3. The APACC Secretariat will then forward the said qualitative results to the accrediting team that evaluated the institution. The team must then respond to this request for clarification within two (2) weeks after receiving the communication.
4. An APACC Board meeting will be convened to discuss and finalize the official response to the inquiry submitted by the accredited institution. The Board may request further clarification from the evaluation team after the review.
5. Once finalized, the final official response will be sent to the accredited institution.
6. The clarificatory process, encompassing the accredited institution's submission to APACC and the issuance of APACC's official response, shall be completed within six (6) weeks.

## APACC INSTITUTIONAL ACCREDITATION FLOW CHART



| Responsibility | Activity | Procedure | Description |
|----------------|----------|-----------|-------------|
|----------------|----------|-----------|-------------|





## **II. Criteria for Evaluation**





The Criteria are the key standards upon which the TVET institution under review shall be evaluated. There are also indicators and sub-indicators for every criterion. At present, there are seven (7) criteria that were identified in the APACC accreditation system..

To arrive at the final evaluation, the accreditors must review the evidentiary documents to validate the claims in the Self-Study Report (SSR) and, where necessary, examine additional information to address areas not covered in earlier reports or documents. The seven criteria are presented in the ensuing discussion.

The seven Criteria are presented in the ensuing discussion.

## 2.1 CRITERION 1: GOVERNANCE AND STRATEGIC FRAMEWORK

The institution’s system of governance and management is adequate to manage existing operations and respond to development and change.

| Indicators   | Sub-Indicators  |
|--|---|
| Indicator 1.1 – Institutional Governance Framework | 1.1.1 Strategic Plan and Yearly Plan of Operation   |
|  | 1.1.2 Compliance of Present and Previous Plans  |
|  | 1.1.3 Defined Administrative and Organizational Structure for Decision Making (Chain of Command)  |
|  | 1.1.4 Compliance with Previously Attained Administrative/Policy decisions   |
|  | 1.1.5 Existence of a Governing Board or Council with well-defined TOR with representation from academia and industry                                      |
|  | 1.1.6 Compliance with previously attained Governing Board decisions   |
|  | 1.1.7 Existence of Manual for the Quality Management System   |
|  | 1.1.8 Framework for Periodic Monitoring and Evaluation (M&E), Internal Audit Capacity-Building, Modes of Instructional Delivery (e.g., LMS, Moodle, etc.) |
|  | 1.1.9 Availability of International Quality Audit System (Technical and Financial)  |
|  | 1.1.10 Clearly Defined Structure and TOR of Academic Council/Committee/Board  |

|   |        |   |
|---|--------|---|
|   | 1.1.11 | Focus Area in past years (if any): Academic Policy, Curricula Oversight, Student and Faculty Support, Ethical Governance                                  |
| <b>Indicator 1.2 – Budget Planning and Financial Allocation</b> | 1.2.1  | Diversification of Financial Resources (Revenue Generation through fees, consultancy, government funding, industrial partnership, and donor)              |
|   | 1.2.2  | Fiscal Financial Planning and Budgeting (Financial Plans, etc.)   |
|   | 1.2.3  | Adoption of financial management and inventory record-keeping digital tools (e.g., ERP, SAP, etc.)  |
|   | 1.2.4  | Financial Allocation for Key Institutional Function (Faculty and Student Services, Infrastructure, Equipment/Training Consumables, Curricula Development) |

## 2.2 CRITERION 2: TEACHING LEARNING MANAGEMENT SYSTEM

The institution has a clearly defined mission and has adopted academic/technical/ vocational programs with set objectives and learning outcomes at appropriate levels. Likewise, there are effective mechanisms for delivery and testing/assessing learning to ensure the achievement of these objectives and enable students to attain the intended outcomes..

| Indicators  | Sub-Indicators  |
|---|---|
| <b>Indicator 2.1 – Teaching and Learning Pedagogy</b>                 | 2.1.1 Curricula Alignment with the National Qualification Framework   |
|   | 2.1.2 Alignment with Industrial Requirements  |
|   | 2.1.3 Adoption of Artificial Intelligence (AI)-powered tools like Augmented Reality (AR) and Virtual Reality (VR) |
|   | 2.1.4 Adoption of Learning Management System/Class Management System  |
|   | 2.1.5 Fostering TVET Entrepreneurship through Business Incubation Model (Existence of BIC is mandatory)           |
|   | 2.1.6 Engagement of Industry Mentors, Start-up Founders   |
|   | 2.1.7 Integration of Green Skills and Alignment with SDG  |
| <b>Indicator 2.2 – Curriculum Development and Technology Adoption</b> | 2.2.1 Formulation and Compliance of Lesson/Session Plans  |
|   | 2.2.2 Periodic Review and Alignment with Industrial Job Requirements  |
|   | 2.2.3 Alignment of Occupational Skills Standard with the Requisite Industry-Specific Work Job                     |
|   | 2.2.4 Provision for On-Job-Training, Apprenticeship, Internship in Curricula                                      |
|   | 2.2.5 Provision for Engaging Industry in Assessment Process   |
|   | 2.2.6 Inclusion of Emerging Technology (AI Fundamentals, Data Analytics, Blockchain)                              |
|   | 2.2.7 Availability of Tutorials, TLM, Reference Notes, etc.   |

|  |  |
|--|--|
| <b>Indicator 2.3 – Physical Facilities</b>                       | 2.3.1 Area and Accessibility of Institution (Polytechnic, College, School, Center)   |
|  | 2.3.2 Classrooms   |
|  | 2.3.3 Furniture  |
|  | 2.3.4 Labs, Workshops, and other facilities, including maintenance management  |
| <b>Indicator 2.4 – Library</b>                                   | 2.4.1 Library Resources, including Learning Resource Center (print and non-profit, journals, magazines, newspapers, instructional materials) |
| <b>Indicator 2.5 – Tools and Equipment</b>                       | 2.5.1 Tools, Equipment, and Accessories (by program)   |
| <b>Indicator 2.6 – Information and Communications Technology</b> | 2.6.1 Computers and Required Software  |
|  | 2.6.2 Multimedia Center or Other Information Technology Facilities   |
| <b>Indicator 2.7 – Repair and Maintenance Management</b>         | 2.7.1 Maintenance and Workshop/Laboratories  |
|  | 2.7.2 Safety measures and signage  |

## 2.3 CRITERION 3: TECHNOPRENEURSHIP, RESEARCH, AND TRAINING NEED ASSESSMENT

Research and Development (R&D) is an avenue through which new knowledge is discovered, applied, or verified, and through which appropriate technologies are developed. To meet this criterion, the institution must maintain an environment that firmly supports R&D while fostering technopreneurship by bridging innovation with business opportunities. Additionally, the conduct of Training Needs Assessment (TNA) ensures that the skill development programs are aligned with emerging technological and industry demands.

| Indicators                                      | Sub-Indicators  |
|---|---|
| <b>Indicator 3.1 – Technopreneurship</b>        | 3.1.1 Start-up initiated by the student/alumni/faculty in the past three (3) years  |
|   | 3.1.2 Entrepreneurship/Technopreneurship program, workshops, and seminars organized in the past three (3) years   |
|   | 3.1.3 Integration of TVET Curricula through development of special courses; Case study and Experiential learning project  |
| <b>Indicator 3.2 – Research and Development</b> | 3.2.1 Institutional research policy and fund allocation in the annual budget for research and development   |
|   | 3.2.2 Utilization of the annual research and development budget   |
|   | 3.2.3 Research and Development infrastructure with an equipped laboratory and other facilities  |
|   | 3.2.4 Number of research outputs by faculty, including published papers, journals, e-proceedings, and publications indexed in databases such as Scopus.                           |
|   | 3.2.5 Patents filed by the faculty, staff, and students in the past three (3) years   |
|   | 3.2.6 Academia-Industry collaborative research and development partnerships/projects  |
|   | 3.2.7 Number of post-R&D prototypes and projects developed for the welfare of the community.  |
| <b>Indicator 3.3 – Training Need Assessment</b> | 3.3.1 Labor market and industry trend analyses (conducted or adapted) to align and update training programs, with at least two (2) analyses conducted in the past three (3) years |

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|--|-------|---|
|  | 3.3.2 | Revision and alignment of TVET curricula based on findings from training and assessment             |
|  | 3.3.3 | Training of Trainer for the continuous professional development of staff on emerging training needs |

## 2.4 CRITERION 4: HUMAN RESOURCE MANAGEMENT

The standard of an institution is largely reflected in the qualifications of its teaching and non-teaching staff. The institution must ensure a high-caliber teaching staff in terms of academic qualifications, experience, and professional competence. It should also maintain an effective system for recruiting, retaining, and developing an adequate number of highly qualified teaching and non-teaching staff.

| Indicators   | Sub-Indicators   |
|--|--|
| <b>Indicator 4.1 –</b><br>Instructional Staff<br>Qualification and<br>Competency     | 4.1.1 Instructional Staff with minimum pre-requisite academic plus TVET qualification  |
|  | 4.1.2 Professional Certification and Licensure – NVQF, CBT&E, CPSC Programs, International and Local Programs  |
|  | 4.1.3 Emerging Industrial Technology Specific Certification For Enhanced Pedagogy And Andragogy (AI Cyber Security, Big Data, Industry Automation, etc.)                                 |
|  | 4.1.4 Industrial Emersion Programs (Exposure and Engagement Percentage of Institutional Staff with prior or ongoing industrial exposure, i.e., internship, consultancy, attachment, etc. |
|  | 4.1.5 Training Organized/ Attended by institute faculty for CPD for TVET Pedagogy/Digital Skills Advanced Technology   |
| <b>Indicator 4.2 –</b><br>Non-Instructional<br>Staff Qualification<br>and Competency | 4.2.1 Non-Institutional Staff with minimum pre-requisite academic plus TVET qualification  |
|  | 4.2.2 Professional Certification and Licensure – HRM, TVET Policy, Data Base Decision Making, NVQF, CBT&E, CPSC Programs, International and Local Programs, etc.                         |

|  |   |
|--|---|
|  | 4.2.3 Emerging Industrial Technology Specific Certification for Enhanced Pedagogy and Andragogy (Power BI, AI, Cyber Security, Big Data, Industry Automation, etc.) |
|  | 4.2.4 Training Organized/ Attended by the institute's non-faculty for CPD for TVET Pedagogy/Digital Skills Advanced Technology                                      |
| <b>Indicator 4.3 – Institutional Human Resources Policies and Performance Evaluation Framework</b> | 4.3.1 Structured Policy for Recruitment Promotion gender inclusive and on-boarding process for faculty and non-faculty  |
|  | 4.3.2 Performance Evaluation and Recognition Framework for Incentivization of Top Performers  |
|  | 4.3.3 Staff Well-Being and Work Life Balance (Mental Health Support, Employee Assistance Programs, and Work Load Balancing Policy)                                  |
|  | 4.3.4 Ethical and Professional Norms and Code of Conduct for Faculty and Non-Faculty  |

## 2.5 CRITERION 5: BUDGETARY ALLOCATION

Strategic budgetary allocation ensures sustainable funding for institutional priorities. Financial resources, including Capital Development Expenditures (CAPEX), support infrastructure and technology upgrades. Internally Generated Funds (IGF) complement external financing, whereas systematic financial budget preparation and planning enable efficient resource utilization in line with the organizational goals.

| Indicators   | Sub-Indicators  |
|--|---|
| <b>Indicator 5.1 –</b><br>Financial Resources –<br>Capital Development Expenditures<br>CAPEX | 5.1.1 Infrastructure Development: Construction of buildings, classrooms, workshops, dormitories, and administrative blocks                              |
|  | 5.1.2 Equipment and Machinery Procurement: Purchase of new equipment and machinery for training programs, modernization/upgrading of existing equipment |
|  | 5.1.3 Workshop and Laboratory Establishment and Upgradation: Development and Refurbishment of laboratory, workshops, and simulation centers             |
|  | 5.1.4 Emerging Technology, ICT, Digital Learning, Investment (Purchase of IT Infrastructure, Software, LMS, Smart Laboratories, Simulation, etc.)       |
| <b>Indicator 5.2 –</b><br>Income Generating Projects (IGPs)                                  | 5.2.1 Salaries for trainers, faculty, and administrative staff, and additional allowances and incentives for trainers                                   |
|  | 5.2.2 Utilities and Overheads: Electricity, water, internet, waste management, security   |
|  | 5.2.3 Maintenance and Repairs of Infrastructure, equipment, and machinery 7.5% of the OPEX  |
|  | 5.2.4 Training consumables and raw materials for the practical training cycle   |
|  | 5.2.5 TVET Research and Development   |
|  | 5.2.6 Staff Development   |
|  | 5.2.7 Students Scholarships   |

|   |  |
|---|--|
| <p><b>Indicator 5.3 –</b><br/>Income<br/>Generating<br/>Fund</p>                    | <p>5.3.1 Income Generating Fund<br/> a. Sponsored by the Government<br/> b. Charging Fee<br/> c. Running Development Projects<br/> d. Industrial Sponsorships<br/> e. Commercialization of Technology</p>    |
| <p><b>Indicator 5.4 –</b><br/>Financial Budget<br/>Preparation and<br/>Planning</p> | <p>5.4.1 Financial Budget Preparation and<br/>Planning (Fiscal, Quarter, Monthly<br/>budget plan, books)</p> <p>5.4.2 Financial SOP, Accounting Procedures,<br/>Procurement Committees, Tender<br/>Codes</p> |

## 2.6 CRITERION 6: STUDENT SUPPORT SYSTEM AND DIGITAL HEALTH

The institution provides a comprehensive student support system such as academic guidance, counseling, and student support programs while promoting digital well-being through responsible technology use and mental health initiatives in the virtual learning environment.

| Indicators                                      | Sub-Indicators  |
|---|---|
| <b>Indicator 6.1 – Student Support Programs</b> | 6.1.1 Career Guidance and Counseling Support Services   |
|   | 6.1.2 Connectivity with Artificial Intelligence Augmented Skills-Job Matching and Placement National and International Job Portal                                 |
|   | 6.1.3 Seminars, Conferences, Colloquia on Emerging Trends, Job Alerts, Mental Health, and Assistive Technology  |
|   | 6.1.4 Medical Health Care Facility for the student (Physical and Mental), Availability of Paramedics Staff or a Qualified Doctor                                  |
|   | 6.1.5 Adoption of Digital Career Platforms and Virtual Job Portal for skill endorsement and digital CV building (e.g., LinkedIn, Coursera)                        |
|   | 6.1.6 Scholarship and Financial Aid Grants for the Student (Earn-while-you-learn and student-work-study programs, etc.)   |
|   | 6.1.7 Gender Responsive and Inclusivity Policy for students in TVET (STEM for Women, Gender Inclusivity, Disability Inclusivity, Anti-Bullying/Harassment Policy) |
|   | 6.1.8 Green TVET and Sustainability Initiative for Green TVET Campuses for the student (Eco-friendly and sustainable waste management practices at campus-ESG)    |
|   | 6.1.9 Student Satisfaction and Feedback Mechanism (Student Service and Feedback Collection on Institutional Support Services)                                     |

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|  |  |
|--|--|
|  | 6.1.10 Student Council Engagement for Efficient TVET Delivery and Institutional Affairs Management             |
|  | 6.1.11 Alumni mapping and engagement framework for acquaintance support and integration                        |
|  | 6.1.12 Structure Industrial Attachment and Apprenticeship programs for Student Facilitating OJT and Internship |
|  | 6.1.13 Conduct of Hackathons and webinars for the students and faculty on emerging IR.4.0 technologies         |

## 2.7 CRITERION 7: INDUSTRY-ACADEMIA-COMMUNITY LINKAGES

This criterion evaluates the institution's ability to establish and sustain strong industry-academia-community linkages through collaborative research, extension services, and outreach programs. By implementing best practices in institutional partnerships, it addresses gaps between theory and real-world solutions that contribute to sustainable development and positive societal impact.

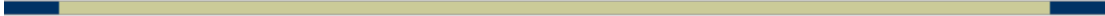
| Indicators  | Sub-Indicators  |
|---|---|
| <b>Indicator 7.1 – Institutional Linkages and Industry, Academia, and Community</b> | 7.1.1 Existence of formal industry-academia linkages (MOUs, partnerships, collaborations)                                   |
|   | 7.1.2 Participation of industry in curriculum, occupational/skills standards alignment, review, and skill training programs |
|   | 7.1.3 Industry-support training, internships, and apprenticeships   |
|   | 7.1.4 Research and Development (R&D) collaborations with industry and academia  |
|   | 7.1.5 Engagement in community service and corporate social responsibility (CSR) projects                                    |
| <b>Indicator 7.2 – Industry and Community</b>                                       | 7.2.1 Involvement of industry and community stakeholders in governance and policy-making                                    |
|   | 7.2.2 Support for industry in terms of funding, sponsorships, and resource-sharing  |
|   | 7.2.3 Advisory board and committees involving industry, academia, and community representatives                             |
| <b>Indicator 7.3 – Extension and Outreach Services</b>                              | 7.3.1 Institutional initiatives for technology transfer and community development   |
|   | 7.3.2 Skills training and lifelong learning programs for marginalized sectors   |
|   | 7.3.3 Knowledge-sharing platforms and technical assistance to industries and communities                                    |

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|  |   |
|--|---|
| <b>Indicator 7.3 – Best Practices in Linkages and Extension Services</b> | 7.4.1 Recognition and awards received for industry and community linkages   |
|  | 7.4.2 Benchmarking with international institutions for knowledge exchange, improved linkages, networking, and TVET service delivery |

### **III. The System of Evaluation**





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The primary tool used in evaluating the institution or program is the Accreditation Instrument. The following criteria serve as the basis for institutional accreditation:

**Criterion 1.** Governance and Strategic Framework

**Criterion 2.** Teaching and Learning Management System

**Criterion 3.** Technopreneurship, Research, and Training Needs Assessment (TNA)

**Criterion 4.** Human Resources Management

**Criterion 5.** Budgetary Allocation

**Criterion 6.** Student Support System and Digital Health

**Criterion 7.** Industry-Academia-Community Linkages

Each of the seven criteria comprises more specific parameters, which are referred to as **indicators** in the APACC accreditation and certification system. The indicators further contain one or more **sub-indicators**. Accordingly, in this scheme, APACC follows the format below:

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 submitted Self-Study Report. The final evaluation will only be completed after the successful validation of the Self-Study Report data/information, supplemented by any additional or missing information obtained through the actual interviews, document reviews, and observations during the evaluation.

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

In the presence of 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 – Institutional Governance Framework**

**1.1.1 Strategic Plan and Yearly Plan of Operation**

| Specification   | Please tick (✓) | POINTS      |                          |
|---|-----------------|-------------|--------------------------|
|   |                 | Maximum = 5 | 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) | ✓               | 3           |                          |
| Prepared yearly plan of operation (YPO) / Annual Plan (AP) based on approved Strategic Plan                     |                 | 4           |                          |
| Implemented programs are based on YPO/AP  |                 | 5           |                          |

In this example, the institution gets a rating of 3 out of a maximum point of 5.

The overall rating of the institution will numerically form a total of **100** points which are distributed to the seven criteria in the following scheme:

**Table 2.** The Criteria with Allocated Points

| <b>Criteria</b>   | <b>Allocated Points</b> |
|---|-------------------------|
| 1. Governance and Strategic Vision                          | 100                     |
| 2. Teaching & Learning Management System                    | 250                     |
| 3. Technopreneurship, Research and Training Need Assessment | 100                     |
| 4. Human Resource Management                                | 150                     |
| 5. Budgetary Allocation                                     | 200                     |
| 6. Student Support System and Digital Health                | 100                     |
| 7. Industry-Academia-Community Linkages and Best-Practices  | 100                     |
| <b>Total</b>  | <b>1000</b>             |

The allocated points assigned to each criterion, like in **Table 2**: Criterion 1: Governance and Strategic Vision – 100 points are further subdivided among the indicators within the same criterion. Under Criterion 1, Indicator 1.1 – Institutional Governance Framework, is assigned 50 points out of the 100 **Table 3**:

### **3.2 THE PROCEDURE**

The rating system will follow this procedure:

**3.2.1** To compute for the points for each indicator, the accreditor will add all the points that were earned from its sub-indicator.

In this case, the total points earned for Criterion 1 is 80.

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

**Criterion 1. Governance and Strategic Vision**

| Indicators                                   | Allocated Points | Earned Points |
|--|------------------|---------------|
| 1.1 Institutional Governance Framework       | 50               | 40            |
| 1.2 Budget Planning and Financial Allocation | 50               | 40            |
| <b>Total</b>                                 | <b>100</b>       | <b>80</b>     |

**3.2.2** To complete the overall score, the Summary of Points for all the seven criteria were prepared as reference for computation. See **Table 4** below:

**Table 4.** Summary of points earned for the seven criteria

| Criteria                     | Allocated Points | Earned Points |
|------------------------------|------------------|---------------|
| 1. Governance and Management | 100              | 80            |
| 2. Teaching and Learning     | 250              | 150           |
| 3. Human Resources           | 100              | 80            |
| 4. Research and Development  | 150              | 60            |
| 5. Image and Sustainability  | 200              | 60            |
| 6. Other Resources           | 100              | 80            |
| 7. Support to Students       | 100              | 60            |
| <b>Total</b>                 | <b>1000</b>      | <b>590</b>    |

The total number of points (590) will now be used to determine the accreditation status to be awarded to the institution. The cut-off figure is 500 points. Any institution that has earned 500 points or higher will attain an accredited status. However, those with 499 points or less will have the “not accredited” status.

There are five awards as shown in **Table 5**:

**Table 5.** Awards with Corresponding points

| Award    | Total Points |
|----------|--------------|
| Bronze   | 550-649      |
| Silver   | 650-749      |
| Gold     | 750-849      |
| Platinum | 850-949      |
| Diamond  | 950-1000     |

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

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The accreditation is valid for four (4) years for all award levels. Institutions may apply for a higher accreditation level at any time within the 4-year validity period.

### 3.3 THE INDICATORS OF QUALITY

The award of accreditation status, as presented above, is based solely on quantitative measures. To capture the qualitative aspects of the institution under evaluation, certain indicators will also be examined. However, this component of the evaluation will not be rated and, therefore, will not carry additional weight or points at this stage of accreditation.

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

**3.3.1 Commendations.** These are noteworthy practices of the institution that exceed APACC requirements. These may be best practices that are unique to the institution and demonstrably effective, with broad participation from industry, students, staff, parents, alumni, and other stakeholders. Commendations may also include outcomes and impacts of programs and activities that significantly exceed planned objectives and expectations. Examples of commendable practices include special achievements such as winning Skills Olympics, campus-wide utilization of advanced technologies in teaching and learning, and the patenting of research and development outputs.

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

**3.3.3 Recommendations.** These are suggested measures to address identified gaps and ensure compliance with APACC requirements. These may include conducting staff development programs based on training needs analysis, observing the Plan–Do–Check–Act (PDCA) cycle across all institutional processes, and implementing programs aligned with the institution’s strategic plan.



## **IV. The Self-Study Form**





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*A*fter going through orientation, consultations and administrative preparations, an institution may finally decide to undergo the accreditation process. This process is divided into the following 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. Actual evaluation of the institution by an external Team of Accreditors; and
3. The review by the NCA concerned (if available) on the Final Evaluation 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 II. This 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 Institutional Evaluation**





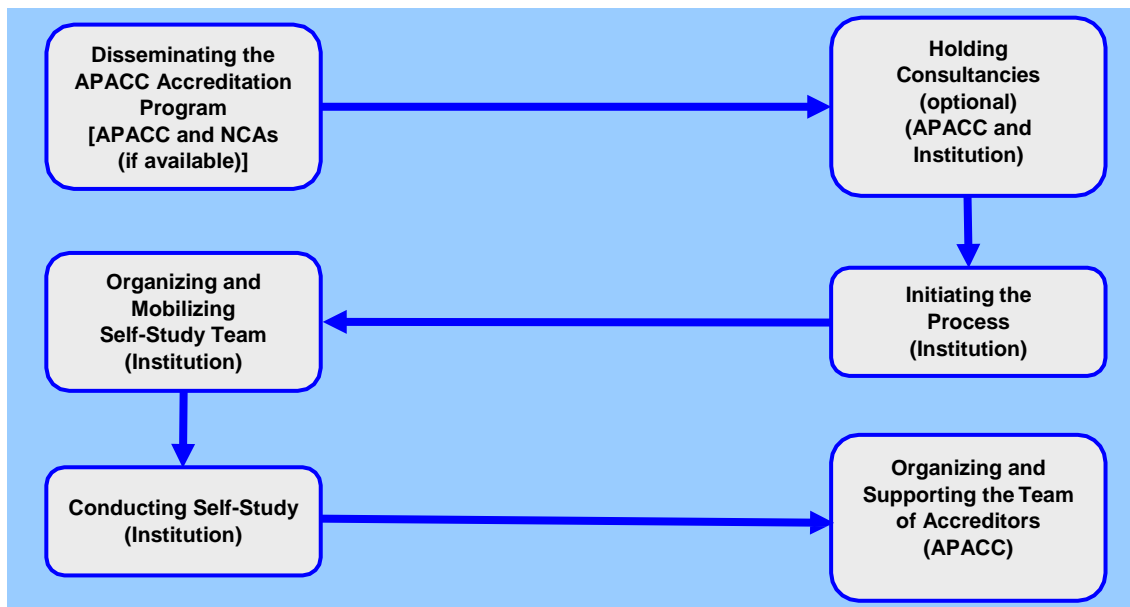
Accreditation involves a set of procedures designed to gather evidence to determine whether an institution meets the required standards for accreditation. Upholding the prestige of accreditation is not the sole responsibility of the applicant institution. While the institution must ensure continuous progress and smooth transitions from the lowest to the highest level of performance, the accrediting agency must also provide clear procedures and mechanisms to enable an objective institutional evaluation.

## 5.1 ACTIVITIES BEFORE EVALUATION

A thorough preparation must be made before the evaluation. The following enumerates the series of major activities under the preparation phase in chronological order. The recommended major activities include the following tasks and the responsible agency. However, it is important to note that the sequence need not be strictly followed operationally:

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 Evaluation

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### 5.1.1 Disseminating the APACC Accreditation Program

**APACC's accreditation program should be disseminated to TVET institutions across the 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 conducted to discuss the mechanics of accreditation, including the conduct of self-study, preparation of the Self-Study Report (SSR), establishment of accreditation centers, and other related activities.

### 5.1.2 Holding Consultancies

Initially, accreditation begins with a general understanding of the accreditation system, which can be further reinforced through consultancies.

- A consultancy visit is usually initiated (applied for) on a fee-paying basis by a TVET institution that is vying for accreditation.
- APACC maintains a pool of experts as consultants, which includes 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 and the role of APACC
    - Self-Study Teams and Working Groups
    - Accreditation Center
    - Self-Study Process and Self-Study Report
  - ▶ Mechanics of the evaluation

- 
- ▶ Activities before, during, and after evaluation
  - ▶ Monitoring the progress of preparations under the basic requirements mentioned above
  - ▶ Administrative matters (financing, accommodation, workplace, computer support, schedules, transportation, etc.)
- The applicant institution shall bear the costs of consultancy visits, including transportation, accommodation, and honoraria.

### 5.1.3 Initiating the Process

Initiating the accreditation process for a particular institution takes place when an interested TVET institution submits an application to APACC.

- The application should be filed using 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 return, must acknowledge the application. If found suitable, it 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 the accreditation process; otherwise, APACC may request other supporting documents.
- In case of the former, APACC shall schedule the evaluation. In some cases, the institution may request the services of consultants in orienting the constituents about the program of accreditation and its procedures.

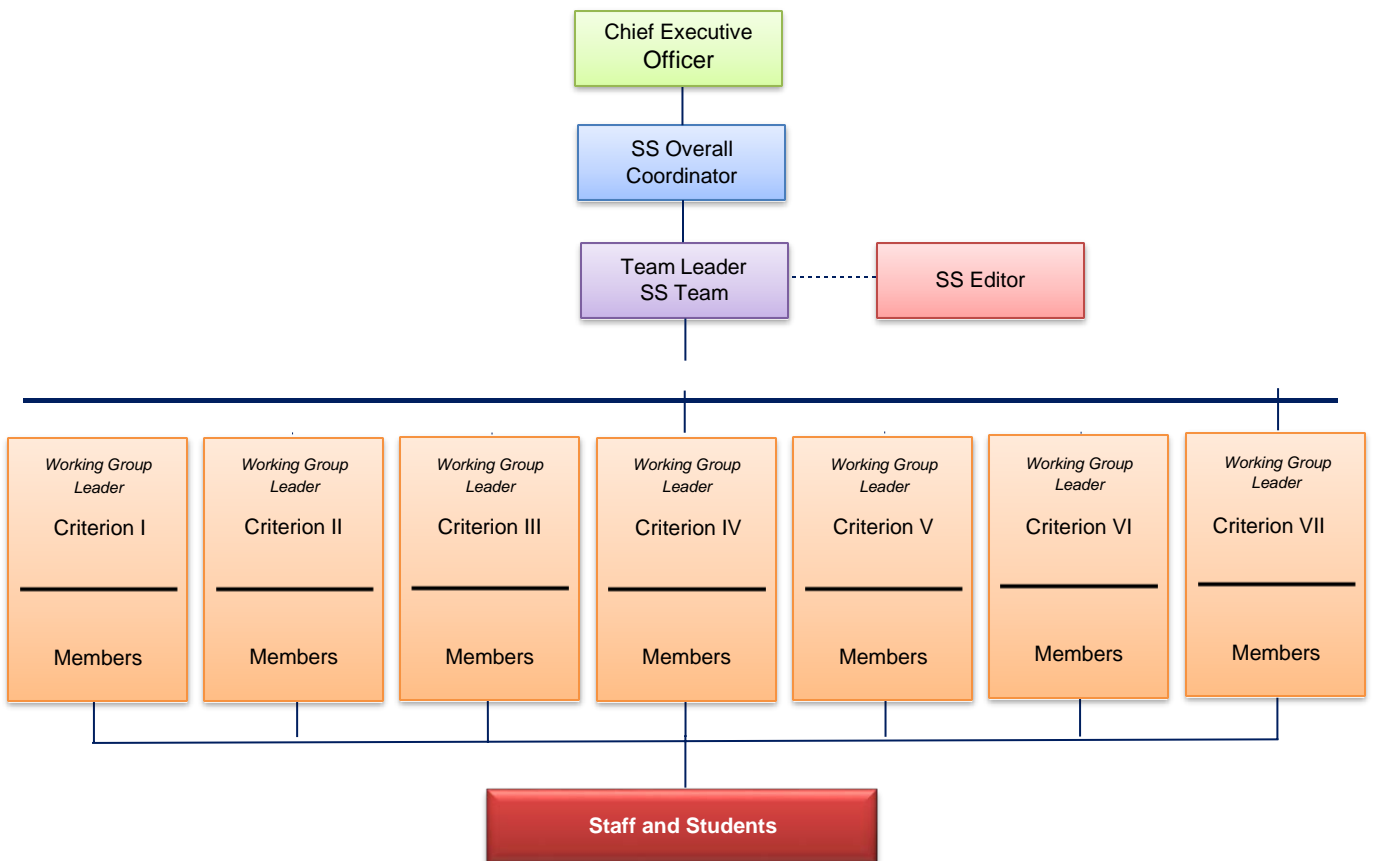
#### 5.1.4 Organizing and Mobilizing the Self-Study Team

The Self Study Form shall be accomplished by the institution's SS Team, which comprises seven (7) working groups as shown in 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.** The SS Coordinator will serve as the institution's focal person, overseeing the preparation of the Self-Study Report, staffing the SS Team, and communicating with APACC to address queries. Ideally, this person should be a senior academic official capable of identifying institutional policies and information sources, explaining institutional processes, and ensuring broad participation from administration, faculty, and students. A successful accreditation process begins with the SS Coordinator demonstrating strong leadership and keeping all stakeholders informed of the latest developments.
- Organize the SS Team.** The SS Team shall be organized to prepare the Self-Study Plan, detailing the design of the overall SS process and providing an accreditation roadmap. The team shall be led by a Team Leader and include seven (7) members, each representing one of the seven accreditation criteria. The responsibilities of the SS Team include:
  - ▶ Initiate 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;;
  - ▶ Oversee 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;

- 
- ▶ Develop a procedure for reviewing drafts of the working group reports, and ensuring the support of all constituencies of the institution and acceptance of the report by the head of the institution and its governing board before submission to APACC; and
  - ▶ Assist in the development of a plan in connection with the follow-up and implementation of the SS recommendations.
- Create the 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:
- ▶ Conduct the Self-Study;
  - ▶ Compile the materials and prepare the SSR;
  - ▶ Set up an Accreditation Center 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 an SS editor.** The SS Editor integrates the various working group reports, background materials, exhibits, and appendices into a coherent and usable institutional report that serves the needs of the institution, the SS Team and working groups, as well as the APACC Accreditation Team. Each team member should be well-informed about institutional matters, either through their official positions or their professional experience.



**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 actual evaluation takes place.
  - ▶ the sources of information to conduct a self-study vary.
  - ▶ for the conduct of preliminary surveys to the applicant institution, the go signal shall be issued once the application is approved by the 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 actual evaluation. An internal audit is helpful in preparing for the evaluation.

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Self-Study Report (SSR)

- ▶ Each working group that is 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, and 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 focal point person, who 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 the final editing of the SS Editor. The completed report is then presented to the Head of the applicant institution or other officials for checking and approval. Once approved, this will be submitted to the 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 are needed 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 can accommodate at least ten (10) persons at a time during the 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
    - ◆ are 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 the Accreditors during the on-site visit.
  - ▶ For online evaluation, it is a must for the institution to collate all the pertinent materials in online folders, and share these with APACC two weeks before the start of the process.
  - The institution must create online folders and upload the supporting documents required per sub-indicator.

Example:

Folder: **Criterion 1** > subfolder: **1.1.1 Strategic Plan, Yearly Plan of Operation and Implementation**

Documents inside subfolder:

- a. Annex 1. Strategic Management of Institution
  - b. Strategic Plan
  - c. Evidences of dissemination of strategic plan components [e.g. in posters, letters, website, handbook, employees' manual, newsletter]
  - d. Annual Plan
  - e. Feedback from the stakeholders
- The institution must also create a separate folder with the following documents:
    - a. Current strategic plan
    - b. Annual operational plans [three years under review]
    - c. Budget [three years under review]
    - d. Financial statements [three years under review]
    - e. Quality Manual
    - f. Procedures Manual
    - g. Government standard

- 
- An agreed upon video conferencing tool must be installed by all concerned.
  - Institutions may use appropriate audio-visual technologies to show the physical facilities during the tour of the facilities.
  - On a mutually agreed schedule, APACC and the institution's core team should test the video and sound quality and perform technical adjustments as necessary before the evaluation.
- For second and succeeding evaluations, 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 evaluation;
  - ▶ Specify the actual activities, projects, processes, etc., undertaken in compliance with the recommendations; and
  - ▶ Justify or explain why certain recommendations, if any, were not accomplished.

#### **5.1.6 Performing Administrative Arrangements**

- Once the evaluation schedule is confirmed, APACC will 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.
- For on-site visits, apart from payment of application and accreditation fees, institutions applying for APACC accreditation are required to bear the following direct costs of the accreditation procedures: international/domestic air ticket (if necessary), local travel expenses, and other expenses related to travel, such as travel insurance, accommodation, and meals of the APACC Team during the evaluation proper.

#### **TRAVEL**

- Round-trip restricted economy air ticket or travel on any suitable mode of transportation via the most direct route shall be provided to the Team Members by the applicant institution.
- APACC Team members shall be provided with comprehensive travel

insurance with Medical Treatment Benefit of US\$10,000 to US\$30,000 (PhP500,000 to PhP1,500,000) or equivalent. Insurance must also be inclusive of benefits such as hospital income, funeral and burial expenses, personal accident, personal liability, baggage delay, loss or damage to baggage and personal effects, loss of travel documents, trip cancellation, trip termination, flight delay, missed connecting flight, and trip postponement. It is understood that only official travel dates shall be covered by the travel insurance, and days in excess will be borne by the Team Member.

- Visa fees, travel taxes, and terminal departure fees shall be covered by the applicant institution.
- Gratuities, excess baggage charges, porter services, and baggage cart rentals shall not be covered.
- In the event of cancellation/postponement of on-site visit or non-attendance of one or more team members due to various reasons after purchasing air ticket and/or travel insurance, the following rules would apply:

| <b>Circumstance</b>   | <b>Action</b>   |
|---|---|
| a. Cancellation/postponement of on-site visit due to force majeure, political instability of the country where applicant institution is located, or sudden unavailability of applicant institution for any reason | Applicant institution will shoulder the net amount of air ticket booking/rebooking fees |
| b. Cancellation/postponement of on-site visit due to sudden unavailability of one or more team members  | APACC will shoulder the net amount of air ticket booking/rebooking fees                 |

### **ACCOMMODATION**

- Applicant institution shall provide suitable accommodation for the Team Members, preferably with a meeting area and in close proximity to the institution.
- Accommodation shall be provided for the official nights of stay only. This is usually three (3) nights for a two-day on-site visit and four (4) nights for a three-day on-site visit.
- For authorized travel stopover requiring overnight stay, the team member may present the receipt of accommodation and travel costs to and from the hotel for reimbursement sourced through the applicant institution. The amount to be received will be the actual amount or equivalent to 50% of the UN Per Diem Rate of the place of stopover, whichever is lower.

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## **MEALS**

- Applicant institution shall provide all required meals during the on-site visit, including meals from official arrival up to official departure schedules.
- Meals during approved travel stopover shall likewise be shouldered by the applicant institution, but not exceeding 12% of the UN Per Diem Rate of the place of stopover for lunch or dinner, and 6% for breakfast. Official receipts should be surrendered prior to reimbursement.

### **5.2 ACTIVITIES DURING EVALUATION**

The accreditation activities are at their peak during the actual evaluation by a team of two (2) Accreditors and one (1) Documentation Officer.

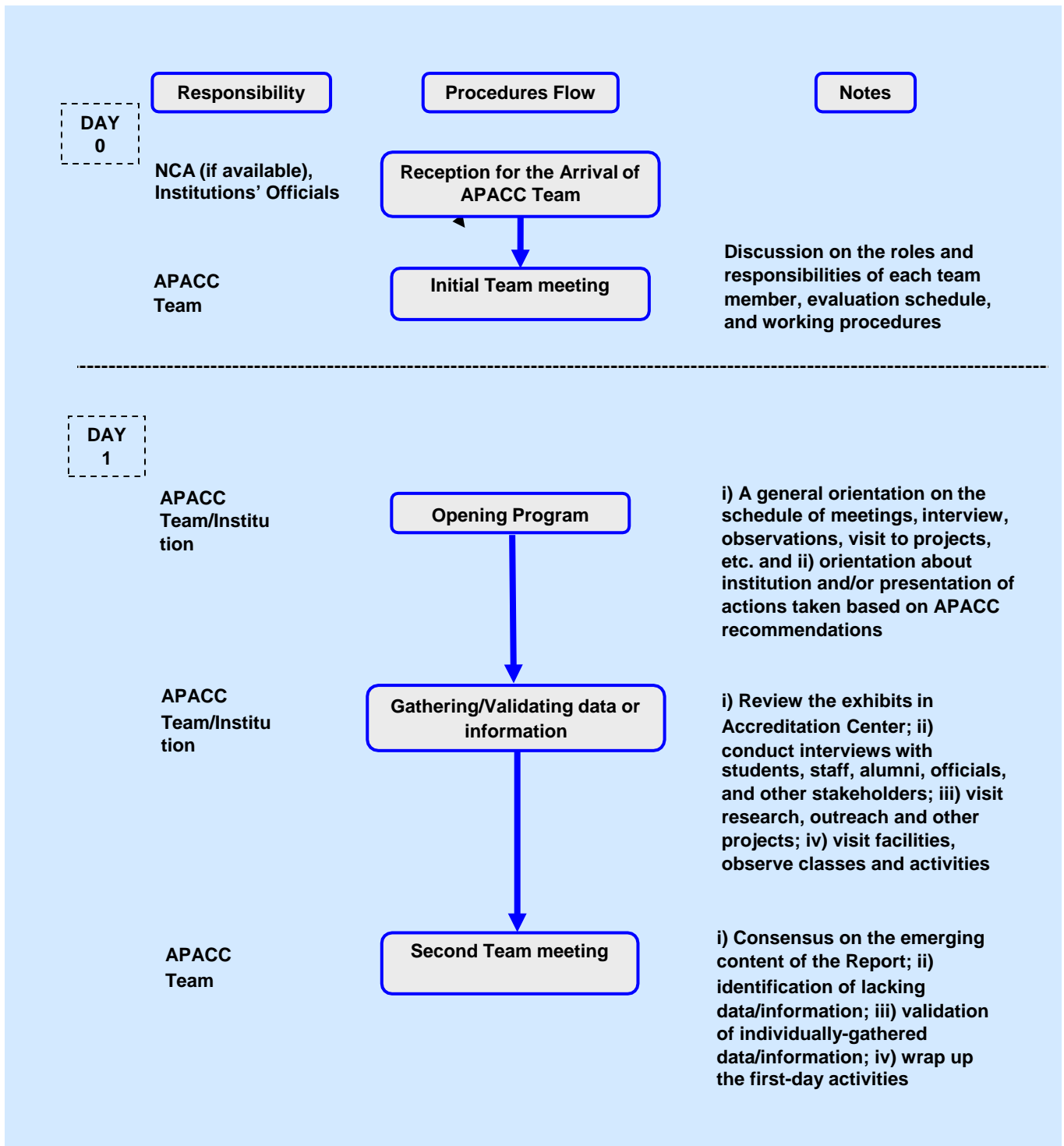
The major activities in an on-site visit include the following:

- Reception for the Arrival of the 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

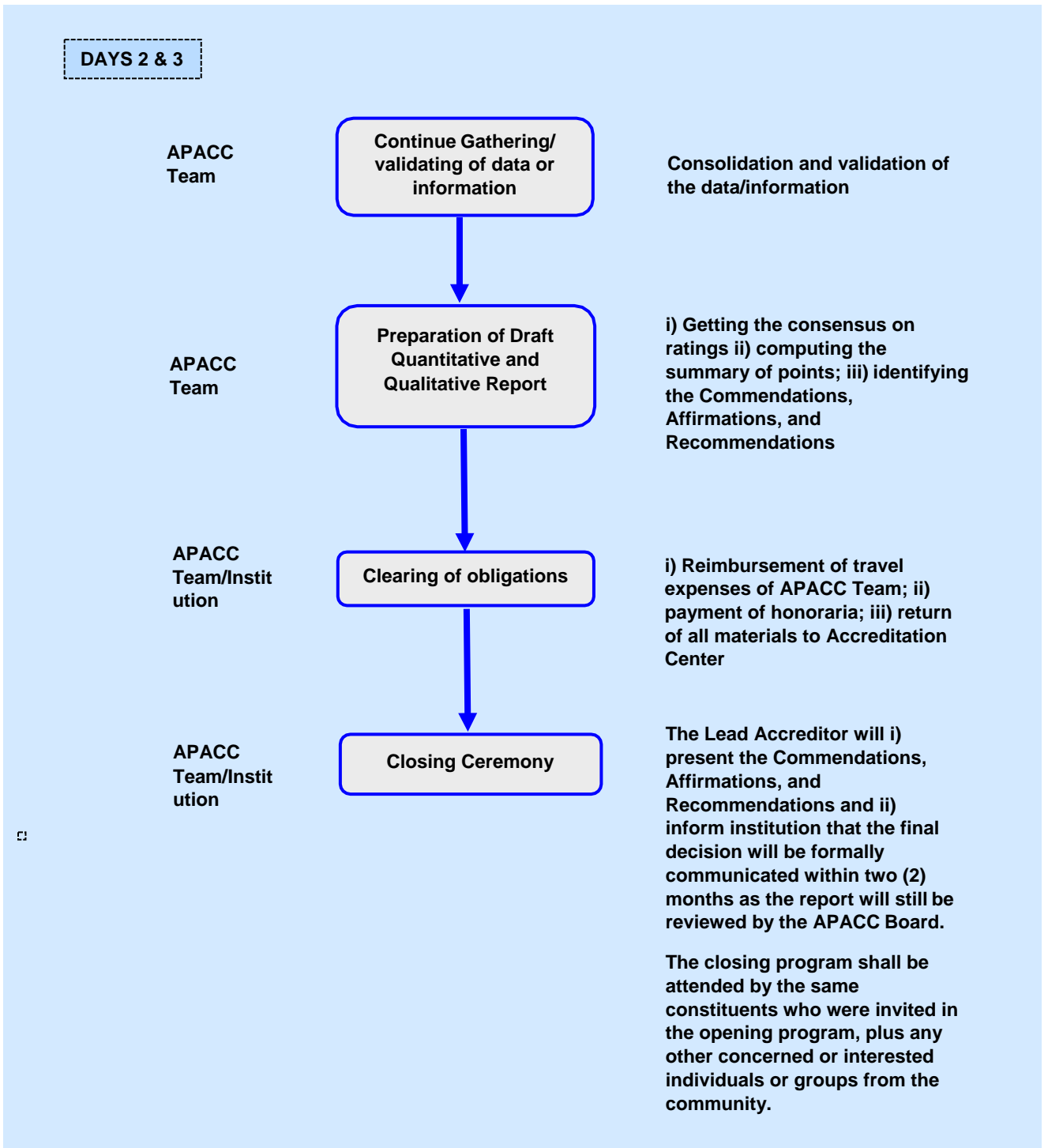
To ensure professional dealings and better time management during on-site visits, the institutions should avoid:

- 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.



**Figure 3. Flowchart of Main Activities during Evaluation**



(cont.) Figure 3. Flowchart of Main Activities during Evaluation

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### 5.2.1 DAY 0: Reception of APACC Team

The on-site visit officially starts on **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, the 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 during the on-site visit.
- APACC Team will then gather additional data/information or validate those that were 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 might spoils 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 continuing 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 the final activity:
    - ▶ The closing program shall be attended by the same constituents who were invited in the opening program, and any other concerned or interested individuals or groups from the community.
    - ▶ It must be brief and should not be 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.
  - Online evaluation generally follows the schedule of an on-site visit, except for those pertaining to travel and reception. Online evaluation is also longer by one day to give more time for document inspection.
    - ▶ During the evaluation, everyone must ensure that his/her microphone is muted when not speaking.
    - ▶ Accreditors will ask specific questions, and the representative from the institution will answer directly and share evidence online. Institution representatives may submit answers to the questions or additional evidence through e-mail by the end of the day, if needed.
    - ▶ The following may join or observe the online evaluation.
-

| <b>Institution side</b>   | <b>APACC side</b>  |
|---|--|
| Representatives from institution for evaluation                     | APACC President  |
| Representatives from ministry/department overseeing the institution | APACC team composed of two accreditors and one documentation officer |
| Other observers as needed (please get prior consent from APACC)     | Representatives from the Colombo Plan Staff College                  |

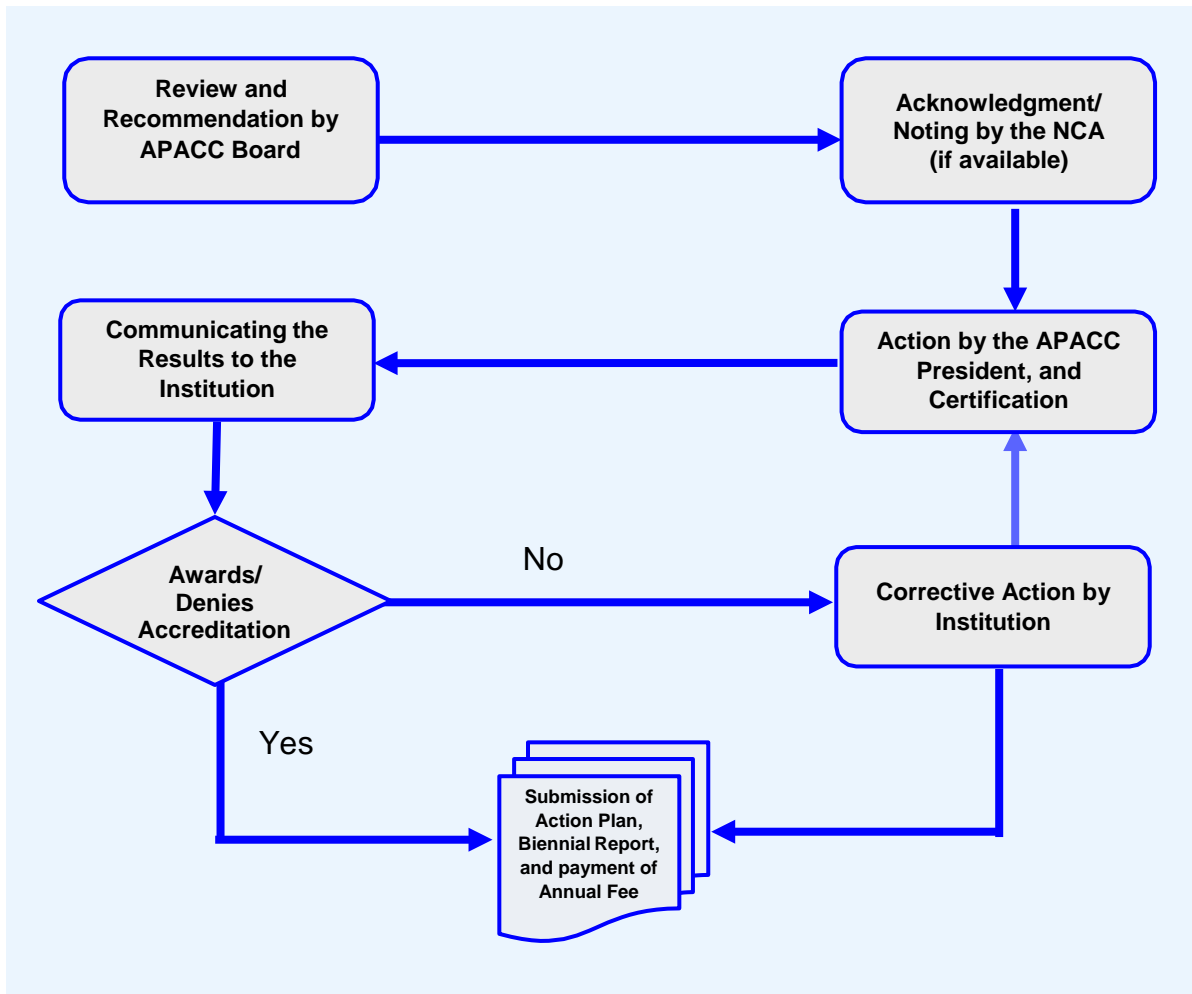
### **5.3 ACTIVITIES AFTER EVALUATION**

As a matter of APACC procedures, the report will be fine-tuned by the team and presented to the Board within one (1) month after evaluation, for approval.

The following are the major activities after evaluation:

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 Evaluation**

### 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 the receipt of the Evaluation Report, the NCA (if available), should sign the evaluation report and send back to APACC for further processing.

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### **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/justification for the 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 evaluation such as:
  - Preparation of Action Plan
  - 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 the Action Plan and Payment of the Annual Fee.

- 
- There are three (3) levels that are involved in terms of addressing complaints or errors in the evaluation process, as deemed applicable.
    - ▶ 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 Evaluation 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 about its activities and changes every two (2) years to check if the institution remains in compliance with the 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 the institution's own initiative. Please see **Appendix V** for the Biennial Report Format.

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

## **VI. APACC Policies and Procedures**





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**T**his 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 Board through the APACC President.

### **Certificates**

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

### **Non-compliance**

Any non-compliance with 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.

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## 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 the 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 they are “accredited by the Asia Pacific Accreditation and Certification Commission”. Misuse of the APACC’s logo and name is 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 in writing of its intention. Voluntary withdrawal from the process does not absolve the institution of any financial obligations to APACC incurred prior to the 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             | : | _____<br>_____<br>_____ |
| Telephone No.       | : | _____                   |
| Fax No.             | : | _____                   |
| E-mail              | : | _____                   |
| Website             | : | _____                   |
| Social Media        | : | _____                   |

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

- Autonomous University/College
- Constituent College
- Affiliated College
- Polytechnic/Technical College
- Technical School/Technical Centers/Vocational Training Institute
- Department/Unit
- Autonomous University/College

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

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4. Information about the Head of the Institution

|               |   |       |
|---------------|---|-------|
| Name          | : | _____ |
| Position      | : | _____ |
| Country       | : | _____ |
| Address       | : | _____ |
|               |   | _____ |
| Telephone No. | : | _____ |
| Fax No.       | : | _____ |
| E-mail        | : | _____ |
| Mobile No.    | : | _____ |

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

| Name | Position | Mobile. No. | Fax No. | E-Mail |
|------|----------|-------------|---------|--------|
|      |          |             |         |        |
|      |          |             |         |        |
|      |          |             |         |        |
|      |          |             |         |        |

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

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7. A. Vision of the Institution

B. Mission Statement

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C. Goals

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8. Area of the Institution (in acres)

Total Area  
Built-up Area

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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

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## Section 2. Criteria-Based Data and Self-Assessment

### Criterion 1 - Governance and Strategic Framework

Governance and strategic framework provide the foundation for effective decision-making and organizational success. A strong governance structure ensures accountability, transparency, and compliance, while a well-defined strategic framework aligns goals, resources, and actions to achieve long-term objectives. Together, they enable organizations to navigate complexity, mitigate risks, and drive sustainable growth by fostering clear leadership, stakeholder engagement, and adaptive planning. Strong governance supported by a strategic framework enhances efficiency, builds trust, and ensures that an organization remains focused on its mission and vision.

#### Indicator 1.1 – Institutional Governance Framework

##### 1.1.1 Strategic Plan and Yearly Plan of Operation

| Specification   | Please tick (✓) | POINTS      |                          |
|---|-----------------|-------------|--------------------------|
|   |                 | Maximum = 5 | 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) |                 | 3           |                          |
| Prepared yearly plan of operation (YPO) / Annual Plan (AP) based on approved Strategic Plan                     |                 | 4           |                          |
| Implemented programs are based on YPO/AP  |                 | 5           |                          |

#### Data Required and Means of Verification: Annex 1. Strategic Management of Institution

- Strategic Plan and Record of its Formulation Process
- Evidences of Dissemination of Strategic Plan Components [e.g. in posters, letters, website, handbook, employees' manual, newsletter]
- Annual Plans including current Annual Plan and its Formulation Process
- Feedback from the Stakeholders (both Internal and External)

### 1.1.2 Compliance of Strategic and Annual Plan (Current and the past 3 years)

| Specification      | Please tick (✓) | POINTS      |                          |
|--------------------|-----------------|-------------|--------------------------|
|                    |                 | Maximum = 5 | Institution's Evaluation |
| No Compliance      |                 | 0           |                          |
| Partial Compliance |                 | 3           |                          |
| Full Compliance    |                 | 5           |                          |

**Data Required and Means of Verification: Annex 2.** Training Need Assessment, Geographical Skill Maps depicting Demand and Supply Analysis of workforce

- Annual Institutional Plan [Physical and Financial]
- Evidences of Dissemination of Strategic Plan Components [e.g. in posters, letters, website, handbook, employees' manual, newsletter]

### 1.1.3 Defined Administrative and Organizational Structure for Decision Making (Chain of Command)

| Specification                              | Please tick (✓) | POINTS      |                          |
|--|-----------------|-------------|--------------------------|
|  |                 | Maximum = 4 | Institution's Evaluation |
| No defined structure                       |                 | 0           |                          |
| Basic structure exists                     |                 | 1           |                          |
| Structure defined and partially followed   |                 | 2           |                          |
| Structure well-defined and mostly followed |                 | 3           |                          |
| Fully functional chain of command          |                 | 4           |                          |

**Data Required and Means of Verification: Annex 3.** Administrative and Organizational Structure

- Organizational Chart
- Delegation of Authority and Job Description
- Minutes of Key Meetings
- Approval Record
- Annual Report

#### 1.1.4 Compliance of previously (past 3 years) attained administrative/policy decisions

| Specification                      | Please tick (✓) | POINTS      |                          |
|------------------------------------|-----------------|-------------|--------------------------|
|                                    |                 | Maximum = 4 | Institution's Evaluation |
| No Compliance                      |                 | 0           |                          |
| Partial Compliance ( $\leq 50\%$ ) |                 | 1           |                          |
| Moderate Compliance (51-80%)       |                 | 2           |                          |
| High Compliance (81-99%)           |                 | 3           |                          |
| Full Compliance (100%)             |                 | 4           |                          |

**Data Required and Means of Verification:**

- Policy Manual/Minutes of Meeting
- Administrative Directives/Action Trackers/Follow-up Reports
- Compliance Checklists/Policy Revision Log

#### 1.1.5 Existence of Governing Board or Council with well define TOR with representation from academia and industry

| Specification   | Please tick (✓) | POINTS      |                          |
|---|-----------------|-------------|--------------------------|
|   |                 | Maximum = 4 | Institution's Evaluation |
| No Governing Body/Council Exist   |                 | 0           |                          |
| Body exists but lacks formal TOR or lacks required stakeholder representation                               |                 | 1           |                          |
| Body exists with basic TOR but has incomplete representation (either academia or industry missing)          |                 | 2           |                          |
| Fully constituted with TOR and representation, but meeting frequency/participation below requirements       |                 | 3           |                          |
| Fully functional with: (1) Clear TOR, (2) Requisite representation, (3) Regular meetings, (4) Documentation |                 | 4           |                          |

**Data Required and Means of Verification:**

- Board or Council/Charter/Establishment Statute
- Terms of Reference (TOR) Document
- Current Membership List
- CVs/Profiles of Members/Appointment Letters
- Minutes of Meeting
- Annual Reports/Strategic Document

### 1.1.6 Compliance of previously (past 3 years) attained Governing Board decisions

| Specification                        | Please tick<br>(✓) | POINTS      |                             |
|--------------------------------------|--------------------|-------------|-----------------------------|
|                                      |                    | Maximum = 4 | Institution's<br>Evaluation |
| Non-Compliant (0-20% implementation) |                    | 0           |                             |
| Minimally Compliant (21-50%)         |                    | 1           |                             |
| Partially Compliant (51-80%)         |                    | 2           |                             |
| Substantially Compliant (81-99%)     |                    | 3           |                             |
| Fully Compliant (100%)               |                    | 4           |                             |

**Data Required and Means of Verification: Annex 4.** Composition of Governing Committee/Board

- Terms of Reference (TOR) of Governing Committee/Board
- Minutes of Meetings
- Sample of the Activities performed based on Board Decisions
- Flowchart of the Feedback Management System and its implementations

### 1.1.7 Existence of Manual for the Quality Management System

| Specification                      | Please tick<br>(✓) | POINTS      |                             |
|------------------------------------|--------------------|-------------|-----------------------------|
|                                    |                    | Maximum = 4 | Institution's<br>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
- Financial and Accounting Procedures/Standard Operating Procedures

### 1.1.8 Framework for Periodic M&E, Internal Audit, Capacity Building, Modes of Instructional Delivery (e.g. LMS, Moodle, etc.)

| Specification  | Please tick (✓) | POINTS      |                          |
|--|-----------------|-------------|--------------------------|
|  |                 | Maximum = 4 | Institution's Evaluation |
| No formal frameworks exist for any component                                   |                 | 0           |                          |
| Basic frameworks exist but are ad hoc or undocumented                          |                 | 1           |                          |
| Frameworks documented but unevenly implemented (e.g., only for 1-2 components) |                 | 2           |                          |
| Frameworks operational for all components but lack periodic review             |                 | 3           |                          |
| Comprehensive, integrated frameworks with evidence of continuous improvement   |                 | 4           |                          |

**Data Required and Means of Verification: Annex 5. Monitoring & Evaluation (M&E) Framework**

- M&E policy/manual
- Quarterly/periodic M&E reports
- Minutes of M&E review meetings
- Internal Audit Framework
- Capacity Building Framework
- Instructional Delivery Framework

### 1.1.9 Availability of Internal Quality Audit System (Technical and Financial)

| Specification   | Please tick (✓)      | POINTS      |                          |
|---|----------------------|-------------|--------------------------|
|   |                      | Maximum = 8 | Institution's Evaluation |
| No audit system exists for technical or financial processes   |                      | 0           |                          |
| Audit policy exists but not implemented. No reports available |                      | 1           |                          |
| Regular audits with reports and partial corrective actions    |                      | 2           |                          |
| Regular audits with reports and completed corrective actions  |                      | 5           |                          |
| No. of Available Audit Reports in past three (3) years        | Each report = 1 mark | 3           |                          |

**Data Required and Means of Verification:**

- Internal Audit Policy/Annual Audit Plan (past 3 years)
- Minutes of the Internal Audit Report/Risk Assessment Matrix
- Complete audit reports (technical & financial)

### 1.1.10 Clearly defined structure and TOR of academic council/committee/board

| Specification  | Please tick (✓) | POINTS      |                          |
|--|-----------------|-------------|--------------------------|
|  |                 | Maximum = 4 | Institution's Evaluation |
| No academic council/committee/board in place   |                 | 0           |                          |
| Academic council/committee/board exists but lacks formal documentation (no TOR or structure)       |                 | 1           |                          |
| TOR and structure defined but not fully implemented  |                 | 2           |                          |
| Academic council/committee/board operational with regular meetings and partial compliance with TOR |                 | 3           |                          |
| Fully functional with documented impact, adherence to TOR, and continuous improvement              |                 | 4           |                          |

**Data Required and Means of Verification:**

- Organizational Structure/Chart
- Appointment Letters of Members/TOR/Annual Work Plan/ Annual Review Reports
- Minutes of Meeting/Attendance Records/Policy/Curriculum Approval Records

### 1.1.11 Focus area in past years (if any); Academic Policy, Curricula Oversight, Student and Faculty Support, Ethical Governance

| Specification  | Please tick (✓) | POINTS      |                          |
|--|-----------------|-------------|--------------------------|
|  |                 | Maximum = 4 | Institution's Evaluation |
| No documented initiatives in any mentioned focus area                                  |                 | 0           |                          |
| Minor, unstructured efforts in 1-2 areas. No policy/docs                               |                 | 1           |                          |
| Formal initiatives in 2-3 areas, but limited implementation                            |                 | 2           |                          |
| Structured programs in all 4 areas with partial outcomes                               |                 | 3           |                          |
| Fully institutionalized, data-driven initiative with considerable impacts in all areas |                 | 4           |                          |

**Data Required and Means of Verification:**

- New/Revised academic policies/Policy approval records
- Stakeholder consultation reports/ Anti-discrimination/harassment policies
- Curriculum review reports/Student mentoring/counseling reports
- Faculty training/professional development records

## Indicator 1.2 – Budget Planning and Financial Allocation

### 1.2.1 Diversification of Financial Resources (Revenue Generation through government funding, industrial partnership/donor, consultancy, fee)

| Specification   | Please tick (✓) | POINTS       |                          |
|---|-----------------|--------------|--------------------------|
|   |                 | Maximum = 20 | Institution's Evaluation |
| Fee charging only   |                 | 5            |                          |
| Fee charging + Government funding (Partially sustain)   |                 | 5            |                          |
| Fee charging + Government funding + Industrial cooperation + Donor funding  |                 | 5            |                          |
| Fee charging + government funding + Industrial cooperation + donor funding + consultancy/ commercialization of technology |                 | 5            |                          |

#### Data Required and Means of Verification: Annex 6: Diversification of Financial Resources

- Financial Reports/ Consultancy project contracts/funds receipt
- Government Funding (e.g. Grant allocation letters/federal/state funding agreements)
- Industry/Donor Partnerships (e.g. MoUs with corporate/NGO partners)
- Continuing education/short course enrollment data

### 1.2.2 Fiscal Financial Planning and Budgeting (Financial Plans, etc.)

| Specification   | Please tick (✓) | POINTS      |                          |
|---|-----------------|-------------|--------------------------|
|   |                 | Maximum = 5 | Institution's Evaluation |
| No formal planning or budgeting process exists                    |                 | 0           |                          |
| Basic budgets created but not aligned with strategic goals        |                 | 1           |                          |
| Annual budgets with some multi-year projections                   |                 | 2           |                          |
| Comprehensive 3–5-year financial plans linked to strategic goals  |                 | 3           |                          |
| Rolling forecasts with scenario planning and performance tracking |                 | 5           |                          |

#### Data Required and Means of Verification: Annex 7. Financial Plans

- Institutional Financial Policy/ Strategic Financial Plan/Annual Budget Report
- Budget Formulation Process (e.g. Budget Preparation Guidelines)
- Budget Execution and Monitoring (e.g. Budget vs. Actual expenditure analyses)
- KPIs/Program/Projects funding outcomes

### 1.2.3 Adoption of Financial Management and Inventory record keeping digital tools (e.g. ERP, SAP, etc.)

| Specification   | Please tick (✓) | POINTS      |                          |
|---|-----------------|-------------|--------------------------|
|   |                 | Maximum = 5 | Institution's Evaluation |
| Fully paper-based or Excel-only systems. No digital tools                           |                 | 0           |                          |
| Basic digital tools (e.g., standalone accounting software) with limited integration |                 | 1           |                          |
| Partial ERP/SAP modules (e.g., only finance OR inventory)                           |                 | 2           |                          |
| Full ERP/SAP for finance+ inventory, but not all departments use it                 |                 | 3           |                          |
| Cloud-based ERP/SAP with AI/analytics, used across all departments                  |                 | 5           |                          |

**Data Required and Means of Verification: Annex 8.** Financial Management and Inventory Records

- ERP/SAP procurement/contract documents/System implementation roadmap
- User manuals/training guides
- Automated workflow diagrams (e.g., approval chains)
- API integration proofs (e.g., payroll-bank linkage)
- Data migration reports

### 1.2.4 Financial Allocation for Key Institutional Function (Faculty and Student Services, Infrastructure, Equipment/Training Consumables, Curricula Development)

| Specification                  | Please tick (✓) | POINTS       |                          |
|--------------------------------|-----------------|--------------|--------------------------|
|                                |                 | Maximum = 20 | Institution's Evaluation |
| Faculty and Student Services   |                 | 5            |                          |
| Infrastructure                 |                 | 5            |                          |
| Equipment/Training Consumables |                 | 5            |                          |
| Curricula Development          |                 | 5            |                          |

**Data Required and Means of Verification: Annex 9.** Financial Allocation

- Budget Allocation Report
- Financial Statements
- Procurement Records
- Infrastructure Project Completion Reports
- Faculty/student support services reports

## Criterion 2 – Teaching and Learning Management System

A **Teaching–Learning Management System (TLMS)** is an essential digital platform that enhances the institution’s educational delivery by integrating course management, interactive learning, and performance tracking. It empowers educators to efficiently organize lessons, distribute resources, conduct assessments, and monitor student progress in real time. For students, the TLMS provides a user-friendly interface to access course materials, participate in discussions, submit assignments, and receive personalized feedback. By adopting a robust TLMS, the institution can foster a more engaging, flexible, and data-driven learning environment, ultimately improving educational outcomes and institutional efficiency. This platform aligns with modern pedagogical trends, supporting both in-person and remote learning to accommodate diverse learner needs.

### Indicator 2.1 – Teaching and Learning Pedagogy

#### 2.1.1 Curricula alignment with National Qualification framework

| Specification  | Marks | Institution’s Evaluation |
|--|-------|--------------------------|
| Effectivity of Pedagogical Approach for content delivery (Technical Content, Syllabus, Assessment packs, Outcomes) | 5     |                          |
| Technology tools being adopted for effectivity of pedagogy   | 2     |                          |
| Add-on soft skills in pedagogy   | 1     |                          |
| Technopreneurship  | 1     |                          |
| Inclusivity & Access   | 1     |                          |
| <b>MAXIMUM POINTS: 10</b>  |       |                          |

#### Data Required and Means of Verification: Annex 10. Teaching and Learning Pedagogy

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

## 2.1.2 Alignment with Industrial Requirements

| Specification   | Marks | Institution's Evaluation |
|---|-------|--------------------------|
| Curriculum - Industry Alignment<br>Evidence validated by industry partner   | 3     |                          |
| Use of Industry based training tools and learning packages (simulator, training kits, software or modules used in industry) | 2     |                          |
| Realtime industrial exposure and immersion activities (OJT, Apprenticeship)   | 3     |                          |
| Instructors' familiarity with current and emerging industry practices   | 2     |                          |
| <b>MAXIMUM POINTS: 10</b>   |       |                          |

### Data Required and Means of Verification: Annex 11. Alignment with Industrial Requirements

- MOUs, Industry Validation Report/Feedback
- Industry Aligned Lesson Plans, Tools inventory
- Curriculum Matrix, Assessment Reports
- Immersion Report, CPD Records
- Instructor Interaction

### 2.1.3 Adoption of Artificial Intelligence (A.I.) powered tools like Augmented Reality (AR), Virtual Reality (VR)

| Specification   | Marks | Institution's Evaluation |
|---|-------|--------------------------|
| Availability and Accessibility of AI power tools and infrastructure (headset, simulator and digital lab)              | 3     |                          |
| Integration of AI augmented module in curricula (map to AR, VR, MR modules, map to specific competency of curriculum) | 3     |                          |
| Faculty competence in using AR, VR tools  | 2     |                          |
| Student Accessibility to use AR, VR, MR facility infrastructure   | 2     |                          |
| <b>MAXIMUM POINTS: 10</b>   |       |                          |

**Data Required and Means of Verification: Annex 12.** Report of A.I. powered tools like AR, VR

- Course syllabi showing AI/AR/VR integration/Equipment inventory and usage logs
- Training attendance records/Partnership agreements with technology providers

### 2.1.4 Adoption of Learning Management System/Class Management System

| Specification                       | Implementation Status (Please tick ) |        | Institution's Evaluation |
|-------------------------------------|--------------------------------------|--------|--------------------------|
|                                     | Yes (2)                              | No (0) |                          |
| LMS Implementation                  |                                      |        |                          |
| Faculty Training on LMS             |                                      |        |                          |
| Student Access & Usage              |                                      |        |                          |
| Integration with Academic Processes |                                      |        |                          |
| Technical Support System            |                                      |        |                          |
| <b>MAXIMUM POINTS: 10</b>           |                                      |        |                          |

**Data Required and Means of Verification: Annex 13.** Adoption of Learning Management System/Class Management System

- LMS usage statistics and reports/Training schedules and attendance records
- Students/Faculty satisfaction surveys/Support ticket resolution metrics

### 2.1.5 Fostering TVET Entrepreneurship through Business Incubation Model (Existence of BIC is mandatory)

| Specification                           | (Please tick) |        | Institution's Evaluation |
|---|---------------|--------|--------------------------|
|   | Yes (2)       | No (0) |                          |
| Existence of Functional BIC             |               |        |                          |
| Entrepreneurship Curriculum Integration |               |        |                          |
| Industry Linkages for Startups          |               |        |                          |
| Student Startup Participation Rate      |               |        |                          |
| Successful Graduate Ventures            |               |        |                          |
| <b>MAXIMUM POINTS: 10</b>               |               |        |                          |

**Data Required and Means of Verification: Annex 14.** Fostering TVET Entrepreneurship through Business Incubation Model (Existence of BIC is mandatory)

- BIC operational license/Partnership agreements/Student participation records
- Graduate business registration certificates/Financial sustainability plan

## 2.1.6 Engagement of Industry Mentors, Startup Founders

| Specification  | Marks | Institution's Evaluation |
|--|-------|--------------------------|
| Integration of Technopreneurship Content in Curriculum and Modules                           | 2     |                          |
| Structured Engagement with Industry Experts, Mentors, and Startup Founders                   | 2     |                          |
| Regularly scheduled mentorship, talks, or workshops facilitated by real-world technopreneurs | 2     |                          |
| Access to Startup Support Facilities and Innovation Labs                                     | 2     |                          |
| Student Involvement in Innovation Challenges, Pitching Competitions, or Hackathons           | 2     |                          |
| <b>MAXIMUM POINTS: 10</b>  |       |                          |

### Data Required and Means of Verification: Annex 15. Engagement of Industry Mentors, Startup Founders

- Curriculum documents, lesson plans, module guides.
- MOUs, activity logs, attendance records, speaker profiles
- Lab documentation, project samples, utilization records
- Event reports, certificates, competition entries, student testimonials

## 2.1.7 Integration of Green Skills and Alignment with SDG

| Specification   | Marks | Institution's Evaluation |
|---|-------|--------------------------|
| Curriculum Integration of Green Skills and SDG-Oriented Content       | 3     |                          |
| Use of Green and Sustainable Learning Materials                       | 2     |                          |
| Institutional Practices Supporting TVET-Based Green Learning          | 3     |                          |
| Student Involvement in Green TVET Projects and SDG-Focused Activities | 2     |                          |
| <b>MAXIMUM POINTS: 10</b>   |       |                          |

**Data Required and Means of Verification: Annex 16.** Integration of Green Skills and Alignment with SDG

- Curriculum guide, lesson plans, module outlines with SDG tagging
- Sample TLMs, material usage policy, procurement records
- Photos, project reports, sustainability audits, facility walk-throughs
- Student portfolios, documentation of projects, participation in green campaigns or events

## Indicator 2.2 – Curriculum Development and Technology Adoption

### 2.2.1 Formulation and Compliance of Lesson/Session plans

| Specification   | Please tick<br>(✓) | Points       |                             |
|---|--------------------|--------------|-----------------------------|
|   |                    | Maximum = 10 | Institution's<br>Evaluation |
| Lesson/session plans are systematically developed and documented                        |                    | 2            |                             |
| Lesson/session plans comply with the prescribed curriculum and learning outcomes        |                    | 5            |                             |
| Teachers integrate technology (e.g., digital tools, LMS, multimedia) in lesson delivery |                    | 8            |                             |
| Regular monitoring and feedback mechanisms to ensure adherence to lesson plans          |                    | 10           |                             |

#### Data Required and Means of Verification:

- Sample Lesson/Session Plans/Classroom Observation Report
- Teacher Training Records/Monitoring & Evaluation Reports

### 2.2.2 Periodic Review and Alignment with Industrial Job Requirements

| Specification  | Please tick<br>(✓) | Points       |                             |
|--|--------------------|--------------|-----------------------------|
|  |                    | Maximum = 10 | Institution's<br>Evaluation |
| Curriculum is reviewed periodically (at least once every 2–3 years) with industry input                                  |                    | 2            |                             |
| Course content reflects up-to-date industrial practices and technological trends   |                    | 5            |                             |
| Partnerships with industries (e.g., advisory boards, internships, guest lectures) exist to validate curriculum relevance |                    | 8            |                             |
| Graduate employability data or feedback from employers is used to refine curriculum                                      |                    | 10           |                             |

#### Data Required and Means of Verification:

- Curriculum Review Reports/Updated Course Syllabi
- Technology Integration Proof/Industry Collaborative Records
- Employer/Graduate Feedback

### 2.2.3 Alignment of Occupational Skills Standard with the Requisite Industry Specific Work Job

| Specification  | Please tick (✓) | Point       |                          |
|--|-----------------|-------------|--------------------------|
|  |                 | Maximum = 5 | Institution's Evaluation |
| Curriculum Based on National or Sectoral Occupational Standards (NOS/SOS)  |                 | 2           |                          |
| Availability and Use of Job-Aligned Training Packages and Learning Modules |                 | 1           |                          |
| Industry Validation and Review of Skill Standards and Learning Materials   |                 | 1           |                          |
| Integration of Work Simulation or Task-Based Learning Tools                |                 | 1           |                          |

#### Data Required and Means of Verification:

- Curriculum mapping documents, Training Regulations reference, CBLM
- Work-oriented modules, lesson plans with job tasks, learning materials
- Validation reports, meeting minutes, signed endorsements, advisory board records/Training lab setup, SOPs, student task sheets, equipment inventory

### 2.2.4 Provision for OJT, Apprenticeship, Internship in Curricula

| Specification  | Please tick (✓) | Point       |                          |
|--|-----------------|-------------|--------------------------|
|  |                 | Maximum = 5 | Institution's Evaluation |
| Minimal provision (only when required by policy)             |                 | 1           |                          |
| Occasional provision (when specifically requested/needed)    |                 | 3           |                          |
| Systematic provision (initiated by institutional leadership) |                 | 5           |                          |

#### Data Required and Means of Verification:

- Curriculum Documents showing integrated OJT/apprenticeship/internship components
- Partnership agreements with industry partners for training programs
- Student placement records in OJT/apprenticeship/internship programs
- Assessment reports of work-based learning outcomes
- Policy documents mandating work-integrated learning

## 2.2.5 Provision for Engaging Industry in Assessment Process

| Specification  | Please tick (✓) | Point        |                          |
|--|-----------------|--------------|--------------------------|
|  |                 | Maximum = 10 | Institution's Evaluation |
| Minimal involvement (only when required by policy)                 |                 | 4            |                          |
| Occasional involvement (for specific programs/courses)             |                 | 7            |                          |
| Systematic involvement (initiated through institutional framework) |                 | 10           |                          |

### Data Required and Means of Verification:

- Assessment policies documenting industry involvement
- Records of industry participation in exam boards, project evaluations, or practical assessments
- Partnership agreements with industry partners specifying assessment roles
- Student assessment samples showing industry input/feedback
- Meeting minutes/reports from industry-involved assessment activities

## 2.2.6 Inclusion of Emerging Technology (AI Fundamentals, Data Analytics, Block chain)

| Specification   | Please tick (✓) | Point       |                          |
|---|-----------------|-------------|--------------------------|
|   |                 | Maximum = 5 | Institution's Evaluation |
| Curriculum Integration of Emerging Technology Concepts                        |                 | 2           |                          |
| Availability of Instructional Materials and Digital Content for Emerging Tech |                 | 1           |                          |
| Faculty Readiness and Training in Emerging Technologies                       |                 | 1           |                          |
| Project-Based Learning and Capstone Integration Using Emerging Tech           |                 | 1           |                          |

### Data Required and Means of Verification:

- Curriculum documents, subject outlines, module content
- Sample materials, LMS content, access to platforms like Python, Jupyter, IBM SkillsBuild, etc.
- Training certificates, participation in webinars/workshops, credentials
- Capstone/project documentation, evaluation rubrics, sample student work

## 2.2.7 Availability of Tutorials, TLM, Reference notes, etc

| Specification  | Please tick<br>(✓) | Point        |                             |
|--|--------------------|--------------|-----------------------------|
|  |                    | Maximum = 10 | Institution's<br>Evaluation |
| Completeness and Relevance of Teaching-Learning Materials            |                    | 4            |                             |
| Access to Tutorials, Video Lessons, and Learning Aids                |                    | 2            |                             |
| Provision of Reference Materials and Supplementary Reading Resources |                    | 2            |                             |
| Digital and Offline Accessibility of Learning Materials              |                    | 2            |                             |

### Data Required and Means of Verification:

- Printed or digital TLM repository, lesson plans with TLMs, competency-based module samples
- Video libraries, LMS portals, QR code-enabled materials, multimedia tools
- Library catalogues, digital resource subscriptions, reference lists in lesson plans
- Device compatibility reports, offline access logs, printed copies inventory

## Indicator 2.3 – Physical Facilities

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

| Specification | National Standards | Institution's Status | Percent Compliance   | Please tick (✓) | POINTS       |                          |
|---------------|--------------------|----------------------|--|-----------------|--------------|--------------------------|
|               |                    |                      |  |                 | Maximum = 20 | Institution's Evaluation |
| Area          |                    |                      | Less than 80%  |                 | 0            |                          |
|               |                    |                      | 80 - 99%   |                 | 5            |                          |
|               |                    |                      | 100%   |                 | 10           |                          |
| Accessibility |                    |                      | Not accessible by any means of transportation                                  |                 | 0            |                          |
|               |                    |                      | Accessible by privately owned transportation                                   |                 | 5            |                          |
|               |                    |                      | Accessible by public transportation or institution's own transportation system |                 | 10           |                          |

#### Data Required and Means of Verification:

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

### 2.3.2 Classrooms

| Specification  | National Standards | Institution's Status | Percent Compliance | Please tick (✓) | POINTS       |                          |
|----------------|--------------------|----------------------|--------------------|-----------------|--------------|--------------------------|
|                |                    |                      |                    |                 | Maximum = 20 | Institution's Evaluation |
| Classroom Size |                    |                      | Less than 80%      |                 | 0            |                          |
|                |                    |                      | 80 – 99%           |                 | 10           |                          |
|                |                    |                      | 100%               |                 | 20           |                          |

#### Data Required and Means of Verification:

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

### 2.3.3 Furniture

| Specification | National Standards | Institution's Status | Percent Compliance | Please tick (✓) | POINTS       |                          |
|---------------|--------------------|----------------------|--------------------|-----------------|--------------|--------------------------|
|               |                    |                      |                    |                 | Maximum = 20 | Institution's Evaluation |
| Furniture     |                    |                      | Less than 60%      |                 | 0            |                          |
|               |                    |                      | 60 – 69%           |                 | 5            |                          |
|               |                    |                      | 70 – 79%           |                 | 10           |                          |
|               |                    |                      | 80 – 89%           |                 | 15           |                          |
|               |                    |                      | 90% and above      |                 | 20           |                          |

#### Data Required and Means of Verification: Annex 17. Furniture

- Government Standards in Education/Inventory of Furniture

### 2.3.4 Labs, Workshops, and other facilities including maintenance management

| Specification   | POINTS Please tick (✓)          |                                      |                                   |                                      | Total |
|---|---------------------------------|--------------------------------------|-----------------------------------|--------------------------------------|-------|
|   | Safety and Security (2.5 point) | Operational Requirements (2.5 point) | Structural and Safety (2.5 point) | Environmental Compliance (2.5 point) |       |
| Office and academic buildings/ Workshops/Labs                       |                                 |                                      |                                   |                                      |       |
| Hostels/Dormitories/Kitchen and Dining and Other Service Facilities |                                 |                                      |                                   |                                      |       |
| <b>MAXIMUM POINTS: 20</b>   |                                 |                                      |                                   |                                      |       |

#### Data Required and Means of Verification:

**Annex 18.** Office and Academic Buildings/Rooms

**Annex 19.** Workshops and Laboratories

**Annex 20.** 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 2.4 – Library

### 2.4.1 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 = 5 | Institution's Evaluation |
| Library Collection: Resource vs Users Ratio |                    |                      | Less than 20%    |                 | 1           |                          |
|   |                    |                      | 20 – 40%         |                 | 2           |                          |
|   |                    |                      | 41– 60%          |                 | 3           |                          |
|   |                    |                      | 61 – 80%         |                 | 4           |                          |
|   |                    |                      | 81% and above    |                 | 5           |                          |

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

**Data Required and Means of Verification: Annex 21.** Library Collection based on TVET Program Offerings/Courses

- List of Library materials and Inventory of print and non- print, journals, magazines, newspapers, instructional materials
- Guidelines and Policies of Library including Digital Library

## Indicator 2.5 – Tools and Equipment

### 2.5.1 Tools, Equipment, and Accessories (by program)

| Specification                     | National Standards | Institution's Status | Percent Adequacy | Please tick (✓) | POINTS       |                          |
|-----------------------------------|--------------------|----------------------|------------------|-----------------|--------------|--------------------------|
|                                   |                    |                      |                  |                 | Maximum = 20 | Institution's Evaluation |
| Tools, Equipment, and Accessories |                    |                      | 20% or less      |                 | 1            |                          |
|                                   |                    |                      | 21 – 40%         |                 | 4            |                          |
|                                   |                    |                      | 41 – 60%         |                 | 10           |                          |
|                                   |                    |                      | 61 – 80%         |                 | 15           |                          |
|                                   |                    |                      | 81% and above    |                 | 20           |                          |

**Data Required and Means of Verification: Annex 22.** Tools and Equipment

- Manual of Operation
- The prescribed requirements
- Safety Measures

## Indicator 2.6 – Information and Communications Technology

### 2.6.1 Computers and Required Software

| Specification                                    | National Standards | Institution's Status | Percent Adequacy | Please tick (✓) | POINTS      |                          |
|--|--------------------|----------------------|------------------|-----------------|-------------|--------------------------|
|  |                    |                      |                  |                 | Maximum = 5 | Institution's Evaluation |
| State-of-the-art computers and required software |                    |                      | 30% or less      |                 | 1           |                          |
|  |                    |                      | 31 – 40%         |                 | 2           |                          |
|  |                    |                      | 41 – 60%         |                 | 3           |                          |
|  |                    |                      | 61 – 80%         |                 | 4           |                          |
|  |                    |                      | 81% and above    |                 | 5           |                          |

**Data Required and Means of Verification: Annex 23.** 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

### 2.6.2 Multimedia Center or Other Information Technology Facilities

| Specification  | POINTS Please Tick (✓)                                    |  |   |   | Total |
|--|---|--|---|---|-------|
|  | Availability of Multimedia Center/Facilities (1.25 point) | Updated Inventory of IT Equipment and Required Software (1.25 point) | Developed instructional and administrative outputs (1.25 point) | Training of Teaching and Non- Teaching Staff on Multimedia Utilization (1.25 point) |       |
| Multimedia Center or Other Information Technology Facilities |   |  |   |   |       |
| <b>MAXIMUM POINTS: 5</b>                                     |   |  |   |   |       |

**Data Required and Means of Verification: Annex 24.** General Multimedia and other Information Technology of the Institution

- 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

## Indicator 2.7 – Repair and Maintenance Management

### 2.7.1 Maintenance of Workshops/Laboratories

| Specification            | POINTS Please Tick (✓)      |                              |                                  |                              | Total |
|--------------------------|-----------------------------|------------------------------|----------------------------------|------------------------------|-------|
|                          | Adequate Space (1.25 point) | Well-Ventilated (1.25 point) | Properly Maintained (1.25 point) | Time Allocation (1.25 point) |       |
| Workshops/Laboratories   |                             |                              |                                  |                              |       |
| <b>MAXIMUM POINTS: 5</b> |                             |                              |                                  |                              |       |

#### Data Required and Means of Verification:

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

### 2.7.2 Safety measures and signage

| Specification               | National Standards | Institution's Status | Percent Compliance | Please tick (✓) | POINTS      |                          |
|-----------------------------|--------------------|----------------------|--------------------|-----------------|-------------|--------------------------|
|                             |                    |                      |                    |                 | Maximum = 5 | Institution's Evaluation |
| Safety measures and signage |                    |                      | 30% or less        |                 | 1           |                          |
|                             |                    |                      | 31 – 40%           |                 | 2           |                          |
|                             |                    |                      | 41 – 60%           |                 | 3           |                          |
|                             |                    |                      | 61 – 80%           |                 | 4           |                          |
|                             |                    |                      | 81% and above      |                 | 5           |                          |

#### Data Required and Means of Verification:

- Safety measures and signage
- Accident/No Accident Reports



## Criterion 3 – Technopreneurship, Research and Training Need Assessment

Technopreneurship is a key driver of innovation and economic growth, blending technology and entrepreneurship to create sustainable business solutions. For institutions, fostering technopreneurship requires research to identify emerging trends, market gaps, and opportunities for disruptive innovation. Conducting a Training Needs Assessment (TNA) is essential to design targeted programs that equip students, faculty, and aspiring entrepreneurs with critical skills—such as digital transformation, startup management, and emerging tech applications. By aligning training initiatives with industry demands and institutional goals, TNA ensures that the institution remains a hub for cutting-edge technopreneurial development, preparing learners to excel in a competitive, tech-driven economy.

### Indicator 3.1 - Technopreneurship

#### 3.1.1 Start-up initiated by the student/alumni/faculty in past three (3) years

| Specification   | Please tick (✓) | POINTS       |                          |
|---|-----------------|--------------|--------------------------|
|   |                 | Maximum = 10 | Institution's Evaluation |
| Few or no start-ups launched; those that exist are informal, inactive, or lack a clear business mode  |                 | 3            |                          |
| Several registered and operational start-ups, showing evidence of early traction and institutional support  |                 | 6            |                          |
| A significant number of high-growth start-ups, with many showing substantial traction, funding, and market impact, directly supported by institutional mechanisms |                 | 10           |                          |

#### Data Required and Means of Verification:

- Start-up Portfolio List/Proof of Registration/Evidence of Operation
- Start-up Directory/ Legal and Financial Documents
- Awards and Recognition /institutional integration

**3.1.2 Entrepreneurship/Technopreneurship program, workshops, seminars organized in the past three (3) years**

| Specification  | Please tick (✓) | POINTS       |                          |
|--|-----------------|--------------|--------------------------|
|  |                 | Maximum = 10 | Institution's Evaluation |
| At least 1-2 programs, workshop, seminars conducted for faculty and staff development in entrepreneurship and innovation   |                 | 3            |                          |
| At least 3 - 4 programs, workshop, seminars conducted for faculty and staff development in entrepreneurship and innovation |                 | 6            |                          |
| 5 and above programs, workshop, seminars conducted for faculty and staff development in entrepreneurship and innovation    |                 | 10           |                          |

**Data Required and Means of Verification:**

- Policy and Guidelines of the program
- Program Books and Completion Reports/ Attendance
- Outcome of the Programs

### 3.1.3 Integration of TVET curriculum through development of special courses; Case study and Experiential learning projects

| Specification  | Please tick (✓) | POINTS       |                          |
|--|-----------------|--------------|--------------------------|
|  |                 | Maximum = 10 | Institution's Evaluation |
| No integration of technopreneurship and digital business in TVET curriculum                          |                 | 0            |                          |
| Partially integrated in shape of module of technopreneurship and digital business in TVET curriculum |                 | 5            |                          |
| Fully integrated of technopreneurship and digital business in TVET curriculum                        |                 | 10           |                          |

#### Data Required and Means of Verification:

- Guidelines and Policy in Integrating of entrepreneurship and digital business in Curriculum

### Indicator 3.2 – Research

#### 3.2.1 Institutional research policy and fund allocation in annual budget for Research and Development (R&D)

| Specification   | Please tick (✓) | POINTS      |                          |
|---|-----------------|-------------|--------------------------|
|   |                 | Maximum = 5 | Institution's Evaluation |
| No formal research policy or dedicated R&D budget exists  |                 | 0           |                          |
| A research policy exists but is not fully implemented, and/or R&D funding is minimal, ad-hoc, and not integrated into the formal annual budget  |                 | 3           |                          |
| A well-defined and officially approved research policy is in place, and a specific, recurring budget line for R&D is allocated in the annual institutional budget, demonstrating a clear commitment to fostering research |                 | 5           |                          |

#### Data Required and Means of Verification:

- Approved Annual Budget and Planning frameworks
- Current ratified Institutional Research Policy documents
- Financial Reports or statement showing the disbursement and utilization of the allocated R&D funds

### 3.2.2 Utilization of annual Research and Development (R&D) budget

| Specification   | Please tick (✓) | POINTS      |                          |
|---|-----------------|-------------|--------------------------|
|   |                 | Maximum = 5 | Institution's Evaluation |
| 20% to 39%  |                 | 1           |                          |
| 40% to 69%  |                 | 3           |                          |
| 5 and above programs for mentorship for student/faculty technopreneurs per year |                 | 5           |                          |

#### Data Required and Means of Verification:

- Financial Report
- Mid-Year/Annual Financial Statement
- Annual Audited Financial Statement or detailed Budget vs. Actual Expenditure Report
- Research Output Reports/Portfolio of Funded Projects

### 3.2.3 Research and Development infrastructure with equip laboratories and other facilities

| Specification   | Please tick (✓) | POINTS      |                          |
|---|-----------------|-------------|--------------------------|
|   |                 | Maximum = 5 | Institution's Evaluation |
| No dedicated R&D infrastructure. Laboratories are non-functional, severely outdated, or completely inaccessible for research purposes   |                 | 0           |                          |
| Basic infrastructure exists but is limited, partially functional, or inconsistently maintained. Access may be restricted or poorly managed  |                 | 3           |                          |
| Modern, well-equipped, and fully operational laboratories and facilities are available. Equipment is state-of-the-art, well-maintained, and accessible via a clear and equitable institutional policy |                 | 5           |                          |

#### Data Required and Means of Verification: Annex 25. Inventory list of available equipment and facilities

- Annual Procurement Reports
- Maintenance Records showing sporadic repairs
- Regular maintenance log sheets

### 3.2.4 Number of research paper publish and journals/e-proceedings, indexed data base, scopus, etc. by faculty member

| Specification   | Please tick (✓) | POINTS       |                          |
|---|-----------------|--------------|--------------------------|
|   |                 | Maximum = 10 | Institution's Evaluation |
| At least 1-2 publications, or publications are in non-indexed, unrecognized platforms   |                 | 2            |                          |
| 3-4 publications annually, primarily in national journals, UGC-CARE list journals, or conferences with ISSN. Some publications may be in lower-quartile (Q3/Q4) Scopus/Web of Science indexed sources |                 | 5            |                          |
| 5 and above publications annually, with a substantial proportion in high-impact, Q1/Q2 Scopus/Web of Science journals, or top-tier conference proceedings   |                 | 10           |                          |

#### Data Required and Means of Verification: Annex 26. A complied list of publication from all the departments

- Detailed and verified annual report of publications (including author names departments, and journals metrics )
- Scopus/Web of Science citation report for the article
- Institutional repository (e.g., IR) Listing all publications with stable links

### 3.2.5 Patents filed by the faculty staff and student in past three (3) years

| Specification   | Please tick (✓) | POINTS      |                          |
|---|-----------------|-------------|--------------------------|
|   |                 | Maximum = 5 | Institution's Evaluation |
| At least 1-2 patents filed, with little institutional support for the process   |                 | 1           |                          |
| 3-4 patents filed (e.g., 1-2 per year), primarily at the national level. Evidence of an institutional process for supporting filings of Science indexed sources |                 | 3           |                          |
| 5 and above patents filed annually (e.g., 3+ per year), including international (PCT) filings. Demonstrates a robust, well-supported culture of innovation      |                 | 5           |                          |

#### Data Required and Means of Verification:

- Support Policy and Guidelines of patent filing
- Comprehensive portfolio list
- A detailed summarized table of all patents filed in the last three (3) years

### 3.2.6 Academia-Industry collaboration research and development partnerships/projects

| Specification   | Please tick (✓) | POINTS      |                          |
|---|-----------------|-------------|--------------------------|
|   |                 | Maximum = 5 | Institution's Evaluation |
| At least 1-2 patents filed, with little institutional support for the process   |                 | 1           |                          |
| 3-4 patents filed (e.g., 1-2 per year), primarily at the national level. Evidence of an institutional process for supporting filings of Science indexed sources |                 | 3           |                          |
| 5 and above patents filed annually (e.g., 3+ per year), including international (PCT) filings. Demonstrates a robust, well-supported culture of innovation      |                 | 5           |                          |

**Data Required and Means of Verification: Annex 27. A comprehensive list and copies of signed MOUs/Agreements with leading industry partners**

- Portfolio of MoUs/Contracts/Signed MoUs/Agreements/Joint Outputs
- Project Reports/Financial Reports
- Tangible Outcome Proof/Testimonials

### 3.2.7 Post research and development number of prototypes, projects developed for welfare of community

| Specification   | Please tick (✓) | POINTS      |                          |
|---|-----------------|-------------|--------------------------|
|   |                 | Maximum = 5 | Institution's Evaluation |
| At least 1-2 prototypes; projects are conceptual or in very early stages without community engagement                             |                 | 1           |                          |
| 3-4 prototypes have been developed and tested; projects are implemented with direct community involvement and observable benefits |                 | 3           |                          |
| 5 and above prototypes and projects that demonstrate sustainable solutions, widespread adoption, and measurable social impact     |                 | 5           |                          |

**Data Required and Means of Verification: Annex 28. A detailed portfolio listing completed community welfare projects and prototypes**

- Reports on 1-2 deployed community welfare projects, including objectives, methodology, and photos/videos of implementation

- Photographs, videos, or demonstrations of functional prototypes designed for community use.
- Simple survey results, thank-you letters, or testimonials from community partners or beneficiaries
- Logs or reports from faculty/student field visits for project deployment

### Indicator 3.3 – Training Need Assessment

#### 3.3.1 Labor market and industry trend analysis (conducted or adapted) to align and update training programs at least 2 in past three (3) years

| Specification  | (Please tick) (✓) |        | Institution's Evaluation |
|--|-------------------|--------|--------------------------|
|  | Yes (5)           | No (0) |                          |
| A formal labor market/industry trend analysis was conducted or adapted and used to update training programs within the past three years                  |                   |        |                          |
| A second, distinct formal labor market/industry trend analysis was conducted or adapted and used to update training programs within the past three years |                   |        |                          |
| <b>MAXIMUM POINTS: 10</b>  |                   |        |                          |

#### Data Required and Means of Verification:

- Revised Syllabus, new course module, update curriculum documents
- Analysis Report/Proof of Adoption

### 3.3.2 Revision and alignment of TVET curricula based on finding from training and assessment

| Specification  | Please tick (✓) | POINTS       |                          |
|--|-----------------|--------------|--------------------------|
|  |                 | Maximum = 10 | Institution's Evaluation |
| At least 1-2 curricula updated; changes are minor, undocumented, or not linked to training/assessment findings                             |                 | 0            |                          |
| 3-4 curricula revised and aligned with findings from training/assessment, with documented evidence of updates and observable benefits      |                 | 5            |                          |
| 5 and above curricula revised and aligned with robust findings from training/assessment, demonstrating a culture of continuous improvement |                 | 10           |                          |

#### Data Required and Means of Verification:

- Approved updated curricula and syllabi with version numbers dates
- Detailed Analysis Report/Proof of Adoption/Stakeholder Involvement
- Pre and post revision metrics (e.g., improved scored, higher learner satisfaction) showing the effectiveness of changes

### 3.3.3 Training of Trainer for continuous professional development of staff on emerging training needs

| Specification   | Please tick (✓) | POINTS       |                          |
|---|-----------------|--------------|--------------------------|
|   |                 | Maximum = 10 | Institution's Evaluation |
| At least 1-2 formal training sessions for staff; sessions are irregular, outdated, or not based on identified emerging needs                                |                 | 0            |                          |
| 3-4 documented ToT/CPD sessions conducted in the past 3 years, aligned with some identified emerging needs (e.g., new technology, methodology)              |                 | 5            |                          |
| 5 and above ToT/CPD sessions conducted in the past 3 years, directly linked to a rigorous needs assessment and resulting in measurable upskilling of staff. |                 | 10           |                          |

#### Data Required and Means of Verification: Annex 28. Detailed Session Portfolio

- Workshops attendance and certificates/Session documentation
- Feedback and Evaluation/Improvement Plan

## Criterion 4 - Human Resource Management

Human Resource Management (HRM) is crucial for the success of TVET institutions. It ensures the recruitment, development, and retention of skilled instructors, administrative staff, and leadership teams who can deliver quality education and training. By fostering a supportive work environment, promoting continuous professional development, and aligning HR strategies with institutional goals, HRM enhances productivity, innovation, and stakeholder satisfaction. In the dynamic TVET sector, strong HR practices are key to adapting to industry demands, improving learner outcomes, and sustaining institutional growth.

### Indicator 4.1 – Instructional Staff Qualification and Competency (Pedagogical)

#### 4.1.1 Instructional Staff with minimum pre-requisite academic + TVET qualification

| Specification  | Please Tick (✓) | POINTS       |                          |
|--|-----------------|--------------|--------------------------|
|  |                 | Maximum = 30 | Institution's Evaluation |
| Less than 49%  |                 | 0            |                          |
| 50% - 69% with minimum pre-requisite academic + TVET qualification |                 | 10           |                          |
| 70% - 99% with minimum pre-requisite academic + TVET qualification |                 | 20           |                          |
| 100% with pre-requisite academic + TVET qualification              |                 | 30           |                          |

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

- Academic transcripts/degree certificates
- TVET certification (e.g., NVQ, NATED, Trade Test)
- Teaching licenses (where applicable)
- Course assignment records showing subject expertise
- Industry experiences proofs (for TVET trainers)
- Staff development plans
- Recent training certificates (pedagogical/technical)

#### 4.1.2 Professional Certification and Licensure – NVQF, CBT&E, CPSC, APACC Programs, International and Local Programs (Percentage of Faculty with TVET specific teaching certification)

| Specification  | Please Tick (✓) | POINTS       |                          |
|--|-----------------|--------------|--------------------------|
|  |                 | Maximum = 10 | Institution's Evaluation |
| Less than 29%  |                 | 3            |                          |
| 30% - 49% Faculty with TVET specific teaching certification    |                 | 5            |                          |
| 50% - 79% Faculty with TVET specific teaching certification    |                 | 7            |                          |
| 80% or above Faculty with TVET specific teaching certification |                 | 10           |                          |

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

- **NVQF** (National Vocational Qualification Framework)
- **CBT&A** (Competency-Based Training & Assessment)
- **CPSC** (Colombo Plan Staff College)
- **APACC** (Asia Pacific Accreditation and Certification Commission)
- Other national/international certs (e.g., City & Guilds, GTEC)

#### 4.1.3 Emerging Industrial Technology Specific Certification for Enhance Pedagogy and Andragogy (AI Cyber Security, Big Data, Industry Automation, etc.)

| Specification   | Please Tick (✓) | POINTS       |                          |
|---|-----------------|--------------|--------------------------|
|   |                 | Maximum = 10 | Institution's Evaluation |
| Less than 29%   |                 | 3            |                          |
| 30% - 49% Faculty certified in ≥1 emerging tech   |                 | 5            |                          |
| 50% - 69% Faculty certified with some course integration                                    |                 | 7            |                          |
| 70% or above Faculty certified with systematic tech integration and proven student outcomes |                 | 10           |                          |

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

- Digital badge profiles (e.g., Credly) /Certification-body verification reports
- Course outlines showing tech-certified faculty assignments
- Lab manuals/lesson plans incorporating certified tech
- Student certification passes rates
- Graduate employment in tech roles
- Industry feedback on tech readiness

**4.1.4 Industrial Immersion Programs (Exposure and Engagement Percentage of Instructional Staff with prior or on-going industrial exposure i.e. internship, consultancy, attachments, etc.)**

| Specification   | Please Tick<br>(✓) | POINTS       |                          |
|---|--------------------|--------------|--------------------------|
|   |                    | Maximum = 10 | Institution's Evaluation |
| Less than 29%   |                    | 3            |                          |
| 30% - 49% Instructional Staff with prior or on-going industrial exposure    |                    | 5            |                          |
| 50% - 69% Instructional Staff with prior or on-going industrial exposure    |                    | 7            |                          |
| 70% or above Instructional Staff with prior or on-going industrial exposure |                    | 10           |                          |

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

- Staff industry placement logs (past 3 years)
- Internship/consultancy agreements/Timesheets/attendance proofs
- Approved policy with HR guidelines
- Promotion criteria linking to industry hours
- Updated course content post-exposure
- Student projects with industry inputs
- Employer feedback on curriculum relevance

**4.1.5 Trainings Organized/Attended by institute faculty for Continuous Professional Development (CPD-TVET) Pedagogy/Digital Skills and Advanced Technology**

| Specification                                     | Please Tick<br>(✓) | POINTS       |                          |
|---|--------------------|--------------|--------------------------|
|   |                    | Maximum = 10 | Institution's Evaluation |
| 3 and below training attended by faculty for CPD  |                    | 2            |                          |
| 4 – 5 training attended by faculty for CPD        |                    | 5            |                          |
| 6 – 9 training attended by faculty for CPD        |                    | 7            |                          |
| 10 and above training attended by faculty for CPD |                    | 10           |                          |

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

- Annual CPD calendar with focus areas: (TVET pedagogy, Digital skills, Advanced tech)
- Training attendance registers (min. 70% participation)
- Workshop materials and facilitator credentials
- Digital badges/certificates earned

## Indicator 4.2 – Non- Instructional Staff Qualification and Competency

### 4.2.1 Non- Instructional Staff with minimum pre-requisite academic + TVET qualification

| Specification  | Please Tick (✓) | POINTS       |                          |
|--|-----------------|--------------|--------------------------|
|  |                 | Maximum = 30 | Institution's Evaluation |
| Less than 49%  |                 | 0            |                          |
| 50% - 69% with minimum pre-requisite academic + TVET qualification |                 | 10           |                          |
| 70% - 99% with minimum pre-requisite academic + TVET qualification |                 | 20           |                          |
| 100% with pre-requisite academic + TVET qualification              |                 | 30           |                          |

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

- Job descriptions with minimum qualification requirements
- Academic certificates (diplomas/degrees)
- TVET certifications (e.g., NVQ, trade certificates)
- Technical staff equipment competency proofs
- Administrative staff process certification (e.g., ISO training)
- Support staff safety training records

### 4.2.2 Professional Certification and Licensure – HRM, TVET Policy, Data Base Decision Making, NVQF, CBT&E, CPSC, APACC Programs, International and Local Programs, etc.

| Specification   | Please Tick (✓) | POINTS       |                          |
|---|-----------------|--------------|--------------------------|
|   |                 | Maximum = 10 | Institution's Evaluation |
| Less than 29%   |                 | 3            |                          |
| 30% - 49% Non-Instructional Staff with specified certification    |                 | 5            |                          |
| 50% - 69% Non-Instructional Staff with specified certification    |                 | 7            |                          |
| 70% or above Non-Instructional Staff with specified certification |                 | 10           |                          |

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

- HRM (SHRM-CP, CIPD Level 5)
- TVET Policy (CPSC Leadership Cert)
- Data Analytics (Tableau, Power BI)
- Quality Assurance (ISO 29990 Lead Auditor)
- Technical (AWS Certified Cloud Practitioner)

### 4.2.3 Emerging Industrial Technology Specific Certification for Enhance Policy Information and Strategic Implementation Knowledge of TVET (Power BI, AI Cyber Security, Big Data, Industry Automation, etc.)

| Specification  | Please Tick<br>(✓) | POINTS       |                          |
|--|--------------------|--------------|--------------------------|
|  |                    | Maximum = 10 | Institution's Evaluation |
| Less than 29%  |                    | 3            |                          |
| 30% - 49% Non-Instructional Staff with emerging industry technology certification    |                    | 5            |                          |
| 50% - 69% Non-Instructional Staff with emerging industry technology certification    |                    | 7            |                          |
| 70% or above Non-Instructional Staff with emerging industry technology certification |                    | 10           |                          |

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

- Updated SOPs referencing tech-certified staff
- Automation logs (e.g., Power BI dashboards for decision-making)
- Cybersecurity incident reports (pre/post certification)
- Annual tech certification roadmap
- Approved CPD budgets
- Staff rotation schedules for tech mentoring

### 4.2.4 Trainings Organized/Attended by institute's non-faculty members for Continuous Professional Development CPD for TVET Digital Skills and Advanced Technology

| Specification  | Please Tick<br>(✓) | POINTS       |                          |
|--|--------------------|--------------|--------------------------|
|  |                    | Maximum = 10 | Institution's Evaluation |
| 3 and below training attended by non-faculty for CPD |                    | 2            |                          |
| 4 – 5 training attended by non-faculty for CPD       |                    | 5            |                          |
| 6 – 9 training attended by non-faculty for CPD       |                    | 7            |                          |
| 10 and above attended by non-faculty for CPD         |                    | 10           |                          |

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

- Pre/post-training assessments
- Workplace application reports (e.g., new digital tools adopted)
- Process efficiency metrics
- Budget allocations for non-faculty CPD
- HR policies linking CPD to career progression
- Tech infrastructure for training (e.g., simulation labs)

## Indicator 4.3 –Institutional Human Resource Policies and Performance Evaluation Framework

### 4.3.1 Structured Policy for Recruitment, Promotion, gender inclusivity and on-boarding process for faculty and non-faculty

| Specification      | Please Tick<br>(✓) | POINTS      |                          |
|--------------------|--------------------|-------------|--------------------------|
|                    |                    | Maximum = 5 | Institution's Evaluation |
| Non-existent       |                    | 0           |                          |
| Partially In-place |                    | 3           |                          |
| Well Established   |                    | 5           |                          |

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

- Pre/post-training assessments
- Workplace application reports (e.g., new digital tools adopted)
- Process efficiency metrics
- Budget allocations for employees CPD
- HR policies linking CPD to career progression
- Tech infrastructure for training (e.g., simulation labs)

### 4.3.2 Performance Evaluation and Recognition Framework for Incentivization of Top Performers

| Specification      | Please Tick<br>(✓) | POINTS      |                          |
|--------------------|--------------------|-------------|--------------------------|
|                    |                    | Maximum = 5 | Institution's Evaluation |
| Non-existent       |                    | 0           |                          |
| Partially In-place |                    | 3           |                          |
| Well Established   |                    | 5           |                          |

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

- Pre/post-training assessments
- Workplace application reports (e.g., new digital tools adopted)
- Process efficiency metrics
- Budget allocations for employees CPD
- HR policies linking CPD to career progressio

### 4.3.3 Staff Well-Being and Work Life Balance (Mental Health Support, Employee Assistance Programs and Work Load Balancing Policy)

| Specification                     | Please Tick<br>(✓) | POINTS      |                          |
|-----------------------------------|--------------------|-------------|--------------------------|
|                                   |                    | Maximum = 5 | Institution's Evaluation |
| Non-existent                      |                    | 0           |                          |
| Partially In-place                |                    | 3           |                          |
| Well Established and Dissiminated |                    | 5           |                          |

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

- Pre/post-training assessments
- Workplace application reports (e.g., new digital tools adopted)
- Process efficiency metrics
- Budget allocations for employees CPD
- HR policies linking CPD to career progression

### 4.3.4 Ethical and Professional Norms and Code of Conduct for Faculty and Non-Faculty

| Specification                     | Please Tick<br>(✓) | POINTS      |                          |
|-----------------------------------|--------------------|-------------|--------------------------|
|                                   |                    | Maximum = 5 | Institution's Evaluation |
| Non-existent                      |                    | 0           |                          |
| Well Established and Dissiminated |                    | 5           |                          |

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

- Pre/post-training assessments
- Workplace application reports (e.g., new digital tools adopted)
- Process efficiency metrics
- Budget allocations for employees CPD
- HR policies linking CPD to career progression



## Criterion 5 - Budgetary Allocation

Budgetary Allocation is crucial for TVET institutions to deliver quality education, modern infrastructure, and industry-relevant training. Strategic funding supports equipment upgrades, instructor development, and student resources, bridging the skills gap and enhancing employability. By prioritizing equitable and efficient budget distribution, TVET institutions can foster innovation, meet labor market demands, and drive socio-economic growth. This criteria is delved into how the institute optimizes its financial resources to strengthen TVET systems for long-term impact.

### Indicator 5.1 – Financial Resources – Capital Development Expenditures (CAPEX) (Infrastructures, laboratories, facilities): Retain 20% of its whole budget

#### 5.1.1 Infrastructures Development, New construction of buildings, classrooms, workshops, dormitories, administrative blocks

| Specification  | Please tick<br>(✓) | POINTS       |                          |
|--|--------------------|--------------|--------------------------|
|  |                    | Maximum = 20 | Institution's Evaluation |
| No budget allocation or master plan.   |                    | 0            |                          |
| Partial budget (10% of CAPEX benchmark for infra) with a basic/deficient master plan; or Limited budget but good master plan.                  |                    | 10           |                          |
| Significant budget (15-20% of CAPEX benchmark for infra) and a good, largely implemented Master Plan.  |                    | 15           |                          |
| Budget allocation meets or exceeds benchmark (approx. 25% of CAPEX for infrastructure) and Comprehensive, well-utilized Master Plan available. |                    | 20           |                          |

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

- Annual budgets & financial statements showing infrastructure allocations & expenditures/Audited reports/Ledger entries/invoices.
- List of new construction projects/Architectural plans/Building permits/Completion certificates/Project documents/Permits/Physical inspection
- Approved Master Plan for infrastructure expansion/Official Master Plan document.

### 5.1.2 Equipment And Machinery Procurement - Purchase of new equipment & machinery, Modernization/upgrading of existing equipment

| Specification   | Please tick (✓) | POINTS       |                          |
|---|-----------------|--------------|--------------------------|
|   |                 | Maximum = 20 | Institution's Evaluation |
| No budget or no equipment   |                 | 0            |                          |
| Insufficient budgetary allocation (<10% of CAPEX benchmark for equipment) |                 | 10           |                          |
| Moderate budgetary allocation (11-20% of CAPEX benchmark for equipment)   |                 | 15           |                          |
| Significant budgetary allocation (>20% of CAPEX benchmark for equipment)  |                 | 20           |                          |

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

- Annual budgets & financial statements showing CAPEX and allocations/expenditures for equipment (new/upgraded)/Audited reports/ledger entries
- Inventory lists of new/upgraded equipment (dates, costs, specifications)/Asset registers/Physical Inspection/photographic/video evidence.
- Needs assessment reports justifying procurement/Curriculum documents/training outlines.

**5.1.3 Workshop and Laboratory Establishment and Upgradation - Development and refurbishment of labs, workshops, and simulation centers**

| Specification  | Please tick (✓) | POINTS       |                          |
|--|-----------------|--------------|--------------------------|
|  |                 | Maximum = 20 | Institution's Evaluation |
| No development/refurbishment in past 3 years.  |                 | 0            |                          |
| Labs/workshops upgraded at least twice in the past 3 years.  |                 | 10           |                          |
| Labs/workshops upgraded thrice in the past 3 years   |                 | 15           |                          |
| State of the art and top of the line labs/workshops upgraded in accordance with the latest skill demand of industry and job market |                 | 20           |                          |

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

- Records of lab/workshop development/refurbishment (dates, scope)/Project completion reports
- Financial records of expenditure on these projects and financial statements (past 3 years)
- Plans/Designs and lists of equipment/facilities added/improved/ Design documents/inventory lists/physical inspection.

#### 5.1.4 Emerging Technologies, ICT, Digital Learning, Investments (Purchase of IT Infrastructure, Software, LMS, Smart Labs, simulation, etc.)

| Specification   | Please tick (✓) | POINTS       |                          |
|---|-----------------|--------------|--------------------------|
|   |                 | Maximum = 15 | Institution's Evaluation |
| No evidence of digital learning investments or extremely outdated infrastructure  |                 | 0            |                          |
| Minimal investment or obsolete ICT infrastructure with limited upgrades   |                 | 5            |                          |
| Moderate investment to establish and make functional ICT infrastructure in shape of LMS/Smart Lab/Simulation, Software and etc.     |                 | 10           |                          |
| Considerable investment to establish and make functional ICT infrastructure in shape of LMS/Smart Lab/Simulation, Software and etc. |                 | 15           |                          |

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

- Budgets & financial records of investments in IT infrastructure/Software/LMS/Smart labs/Audited reports/License agreements.
- Inventory of IT hardware & software/IT asset inventory/ Demonstration of functional systems.
- Usage reports from digital platforms/Staff/student training records/LMS analytics/Training Certificates/User feedback.

**Indicator 5.2 – Emolument & Compensation/ Financial Resources – Operational Development Expenditures (OPEX): Retain 80% of the total budget**

**5.2.1 Salaries for trainers, faculty, and administrative staff and Additional allowances and incentives for trainers**

| Specification   | Please tick (✓) | POINTS       |                          |
|---|-----------------|--------------|--------------------------|
|   |                 | Maximum = 20 | Institution's Evaluation |
| Less than 30% of total OPEX budget allocated for salaries; or no allowances or incentives provided to trainers; or trainer-to-student ratio worse than 1:40.                                  |                 | 0            |                          |
| 30-44% of total OPEX for salaries; or basic allowances/incentives; or trainer-to-student ratio between 1:31 and 1:40.   |                 | 10           |                          |
| 45-59% of total OPEX for salaries; and some allowances/incentives that motivate; and trainer-to-student ratio between 1:26 and 1:30.  |                 | 15           |                          |
| Allocate 60% or more of total OPEX budget to salaries; and provide comprehensive allowances and incentives that motivate trainers; and maintain a trainer-to-student ratio of 1:25 or better. |                 | 20           |                          |

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

- Annual budgets & payroll records detailing OPEX, salary allocations & expenditures; Audited reports, payroll summaries.
- Policy documents for allowances/incentives for trainers; Official policy documents.
- Records of allowances/incentives disbursed; Sample pay slips.
- Staff lists, student enrollment data, trainer deployment records (for ratio); HR records, registrar's data, academic schedules

## 5.2.2 Utilities & Overheads and Electricity, water, internet, waste management and security

| Specification  | Please tick<br>(✓) | POINTS       |                             |
|--|--------------------|--------------|-----------------------------|
|  |                    | Maximum = 10 | Institution's<br>Evaluation |
| Less than 3% of total operational budget allocated for utilities or frequent interruptions.                    |                    | 0            |                             |
| 3-5% of total OPEX for utilities and generally stable availability with occasional interruptions.              |                    | 4            |                             |
| 6-9% of total OPEX for utilities and consistent availability with minimal interruptions.                       |                    | 7            |                             |
| Allocate 10% or more of total OPEX budget to utilities and ensure uninterrupted availability of all utilities. |                    | 10           |                             |

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

- Annual budgets detailing OPEX and allocations for utilities/overheads; Audited reports.
- Monthly/quarterly bills & payment records for utilities, waste management, security; Utility bills, payment receipts, service contracts.
- Records of service interruptions/actions; Logbooks, physical inspection.

**5.2.3 Maintenance and Repairs – Upkeeps of Infrastructure, equipment and machinery 7.5% of the OPEX = highest marking and the relative marking**

| Specification  | Please tick<br>(✓) | POINTS       |                             |
|--|--------------------|--------------|-----------------------------|
|  |                    | Maximum = 10 | Institution's<br>Evaluation |
| Less than 3% of total OPEX allocated for maintenance or frequent neglect of upkeep.                            |                    | 0            |                             |
| 3-4% of total OPEX for maintenance and basic upkeep evident.   |                    | 4            |                             |
| 5-7% of total OPEX for maintenance and systematic upkeep evident.  |                    | 7            |                             |
| Allocate 7.5% or more of total OPEX to maintenance and repairs and evidence of thorough and systematic upkeep. |                    | 10           |                             |

**Data Required and Means of Verification:**

- Annual budgets detailing OPEX and allocations for maintenance/repairs/Audited reports.
- Financial records of actual expenditure; Ledger entries, invoices.
- Maintenance logs & schedules for infrastructure, equipment, machinery; Maintenance logbooks, service records, physical inspection.

## 5.2.4 Training Consumable and raw materials for practical training cycle

| Specification   | Please tick<br>(✓) | POINTS       |                             |
|---|--------------------|--------------|-----------------------------|
|   |                    | Maximum = 15 | Institution's<br>Evaluation |
| <50% sufficiency or <3% of OPEX for consumables.        |                    | 0            |                             |
| 50-74% sufficiency and 3-4.9% OPEX for consumables.     |                    | 5            |                             |
| 75-99% sufficiency and 5-7.4% OPEX for consumables.     |                    | 10           |                             |
| 100% sufficiency and $\geq 7.5\%$ OPEX for consumables. |                    | 15           |                             |

### Data Required and Means of Verification:

- Annual budgets detailing OPEX and allocations for consumables/raw materials/Audited reports.
- Financial records of expenditure/inventory records (stock, issuance)/Invoices/store records/physical inspection of stores/workshops.
- Syllabi detailing required consumables; Curriculum documents, trainer/student feedback.

## 5.2.5 TVET Research and Development

| Specification   | Please tick<br>(✓) | POINTS       |                             |
|---|--------------------|--------------|-----------------------------|
|   |                    | Maximum = 10 | Institution's<br>Evaluation |
| Less than 2% of total OPEX allocated for R&D or no active research initiatives.   |                    | 0            |                             |
| 2% to 2.9% of total OPEX for R&D and few, limited research initiatives.   |                    | 4            |                             |
| 3% to 4.9% of total OPEX for R&D with minimal research output and initiatives   |                    | 6            |                             |
| 5% or more of total OPEX to TVET research with minimal research output and initiatives  |                    | 8            |                             |
| 5% or more of total OPEX to TVET research and development and demonstrate multiple active and impactful research initiatives. |                    | 10           |                             |

### Data Required and Means of Verification:

- Annual budgets detailing OPEX and R&D allocations; Audited reports.
- Financial records of R&D expenditure; Ledger entries.
- List of active TVET R&D projects, proposals, published research/reports/patents; Project documents, publications, patent filings.

## 5.2.6 Staff Development

| Specification  | Please tick<br>(✓) | POINTS       |                             |
|--|--------------------|--------------|-----------------------------|
|  |                    | Maximum = 10 | Institution's<br>Evaluation |
| Less than 2% of total OPEX allocated for staff development or no training provided.                          |                    | 0            |                             |
| 2% to 2.9% of total OPEX for staff development and limited/ad-hoc training provided                          |                    | 4            |                             |
| 3% to 4.9% of total OPEX for staff development and structured training programs in place.                    |                    | 7            |                             |
| 5% or more of total OPEX to staff development programs and demonstrate comprehensive and impactful programs. |                    | 10           |                             |

### Data Required and Means of Verification:

- Annual budgets detailing OPEX and staff development allocations; Audited reports/Financial records of expenditure; Invoices for training.
- Staff development plan/policy, list of programs attended by staff, certificates; Policy document, training records, certificates.

## 5.2.7 Students Scholarship

| Specification  | Please tick<br>(✓) | POINTS       |                             |
|--|--------------------|--------------|-----------------------------|
|  |                    | Maximum = 10 | Institution's<br>Evaluation |
| Less than 2% of total OPEX allocated to scholarships or no scholarships awarded                                |                    | 0            |                             |
| 2% to 2.9% of total OPEX for student scholarship and limited/ad-hoc training provided.                         |                    | 4            |                             |
| 3% to 4.9% of total OPEX for student scholarship and structured training programs in place.                    |                    | 7            |                             |
| 5% or more of total OPEX to student scholarship programs and demonstrate comprehensive and impactful programs. |                    | 10           |                             |

### Data Required and Means of Verification:

- Annual budgets detailing OPEX and scholarship allocations; Audited reports/Financial records of scholarship expenditure; Ledger entries.
- Scholarship policy, list of scholarships, list of awarded students; Policy document, awardee lists, agreements with sponsors.

## Indicator 5.3 - Income Generating Fund

### 5.3.1 Income Generating Fund (IGF): a. Sponsored by Government, b. Charging Fee, c. Running Development Projects, d. Industrial Sponsorships, e. Commercialization of Technology

| Specification   | Please tick<br>(✓) | POINTS            |                             |
|---|--------------------|-------------------|-----------------------------|
|   |                    | Maximum = 20      | Institution's<br>Evaluation |
| No IGF sources or no record of income generation from any of the scenarios                  |                    | 0                 |                             |
| Active and documented IGF from 1-2 of the 5 sources.  |                    | 8 (4 per source)  |                             |
| Active and documented IGF from 3-4 of the 5 sources.  |                    | 16 (4 per source) |                             |
| Active and documented IGF from all 5 listed sources with substantial and documented income. |                    | 20 (4 per source) |                             |

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

- Financial records detailing income from each of the 5 IGF sources; Audited statements, grant letters, receipt books, project reports, sponsorship agreements, licensing agreements.
- Agreements/MOUs related to IGF activities; Signed agreements.
- Bank statements showing IGF income; Bank records.

## Indicator 5.4 – Financial Budget Preparation and Planning

### 5.4.1 Financial Budget Preparation and Planning (Fiscal, Quarter, Monthly budget plan, books,)

| Specification   | Please tick<br>(✓) | POINTS       |                             |
|---|--------------------|--------------|-----------------------------|
|   |                    | Maximum = 10 | Institution's<br>Evaluation |
| No budget planning or documentation available   |                    | 0            |                             |
| Basic fiscal budget planning documented; Quarterly/monthly plans inconsistent/poorly documented.          |                    | 4            |                             |
| Comprehensive fiscal and quarterly planning documented and generally followed; Monthly plans exist.       |                    | 7            |                             |
| Comprehensive fiscal, quarterly, monthly plans documented, consistently followed, and regularly reviewed. |                    | 10           |                             |

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

- Annual, quarterly, monthly budget documents & plans; Official budget documents.
- Documentation of budget preparation process, stakeholder consultations, approval minutes; Process narratives, meeting minutes.
- Ledgers, journals, accounting books, budget variance reports; Accounting records.

**5.4.2 Financial SOP, Accounting Procedures, Procurement Committees, tender codes)**

| Specification   | Please tick<br>(✓) | POINTS       |                             |
|---|--------------------|--------------|-----------------------------|
|   |                    | Maximum = 10 | Institution's<br>Evaluation |
| No SOPs or procedures, no procurement committee or tender codes in place  |                    | 0            |                             |
| Some SOPs/procedures exist with inconsistencies; OR Committee exists but not fully effective; OR Basic tender codes.                        |                    | 4            |                             |
| Clear SOPs/procedures largely followed; Active committee; Tender codes generally adhered to.  |                    | 7            |                             |
| All elements (SOPs, accounting, procurement committee, tender codes) are clear, comprehensive, consistently followed, and highly effective. |                    | 10           |                             |

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

- Documented Financial SOPs, Accounting Procedures Manual, tender codes; Official policy/procedure documents.
- Records of Procurement Committee (composition, minutes); Committee TORs, meeting minutes.
- Evidence of adherence to tender codes (notices, bid evaluations); Tender documents, audit reports.

## Criterion 6 - Student Support System and Digital Health

Student Support System in TVET institutions is essential for fostering academic success, career readiness, and digital well-being among learners. By integrating personalized counseling, mentorship, and mental health resources, TVET institutions can address students' academic and emotional needs. Digital well-being initiatives such as responsible technology use, cyber safety training, and balanced screen-time practices ensure learners thrive in an increasingly digitalized learning environment. Together, these systems promote holistic development, equipping students with both technical skills and the resilience needed to navigate educational and workplace challenges effectively.

### Indicator 6.1 – Student Support Programs

#### 6.1.1 Career Guidance and Counseling Support Services

| Specification  | Please tick<br>(✓) | POINTS       |                          |
|--|--------------------|--------------|--------------------------|
|  |                    | Maximum = 10 | Institution's Evaluation |
| Non-existent service   |                    | 0            |                          |
| Basic/occasional career guidance; Ad-hoc counseling or by untrained staff.   |                    | 5            |                          |
| Established career guidance and formal counseling by qualified staff, with some limitations in accessibility or range.             |                    | 7            |                          |
| Comprehensive, well-staffed, accessible services with evidence of positive student placement impact and feedback with tracer study |                    | 10           |                          |

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

- Policy for career guidance/counseling, organizational structure, staff qualifications; Policy document, staff CVs.
- Annual plans, schedules, records of student availment (anonymized), activity reports; Event calendars, logbooks, reports, student feedback surveys, physical inspection of facilities.

### 6.1.2 Connectivity with AI Augmented Skills-Job Matching and Placement National and International Job Portal

| Specification   | Please tick (✓) | POINTS      |                          |
|---|-----------------|-------------|--------------------------|
|   |                 | Maximum = 5 | Institution's Evaluation |
| No connectivity or access   |                 | 0           |                          |
| Access to 1-2 national portals; or Limited/experimental use of AI tools with minimal student reach.   |                 | 2           |                          |
| Full connectivity to multiple relevant national and international portals and/or active, integrated use of AI tools with student training and engagement. |                 | 5           |                          |

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

- Evidence of access/subscription to job portals, description of AI matching tools; Agreements, platform demonstration.
- Records of student usage, placement reports via portals, student training records; Usage statistics, placement records, training materials

### 6.1.3 Seminars, Conferences, Colloquia on Emerging Trends, Job Alerts, Mental Health, Assistive/Emerging Technology

| Specification<br>(Percentage Increase)   | Please tick<br>(✓) | POINTS       |                             |
|--|--------------------|--------------|-----------------------------|
|  |                    | Maximum = 10 | Institution's<br>Evaluation |
| No seminars or conferences conducted   |                    | 0            |                             |
| 1-4 relevant events conducted in the past 3 years.   |                    | 4            |                             |
| 5-9 relevant events in 3 years with good student participation.  |                    | 7            |                             |
| ≥10 relevant, high-quality events in 3 years with significant student/faculty participation and positive impact. |                    | 10           |                             |

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

- Annual list/calendar of events (dates, topics, attendees), program materials/program report/event calendars, brochures, attendance records, feedback reports, photographic/video evidence.
- Appointment Letter/Minute of Meeting/Committee Members

#### 6.1.4 Medical health care facility for the student (Physical and Mental)

| Specification   | Please tick<br>(✓) | POINTS       |                             |
|---|--------------------|--------------|-----------------------------|
|   |                    | Maximum = 10 | Institution's<br>Evaluation |
| No paramedics or qualified medical staff available  |                    | 0            |                             |
| Basic first aid available; qualified staff (e.g. nurse) present only occasionally or for specific events.                     |                    | 3            |                             |
| Dedicated facility with qualified nurse regularly available; Clear mental health referral system.                             |                    | 6            |                             |
| Well-equipped facility with regular doctor & nurse availability; Comprehensive physical & mental health programs and support. |                    | 10           |                             |

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

- Description of medical facilities, equipment inventory, medical staff credentials & schedule; Facility description, inventory, including ambulance lists, staff licenses, duty rosters.
- Records of students availing services (anonymized), MOUs with hospitals, health program records; Logbooks, signed MOUs, program brochures, physical inspection.

**6.1.5 Adoption of Digital Career Platforms and Virtual Job Portal (LinkedIn, Coursera, etc. for skill endorsement and Digital CV Building)**

| Specification  | Please tick (✓) | POINTS      |                          |
|--|-----------------|-------------|--------------------------|
|  |                 | Maximum = 5 | Institution's Evaluation |
| No adoption or use of digital platforms  |                 | 0           |                          |
| Awareness created, but limited institutional support or student adoption of platforms like LinkedIn, Coursera for skills.  |                 | 3           |                          |
| Active promotion, training, and significant student adoption/use of these platforms for skill endorsement and CV building. |                 | 5           |                          |

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

- Evidence of institutional promotion of LinkedIn, Coursera, etc.; Screenshots of promotional materials, training materials.
- Records of workshops, sample student profiles/CVs (with consent), partnership agreements; Attendance records, sample profiles, agreements.

**6.1.6 Scholarship and Financial Aid Grants for the Student (Earn-while-you-learn and student-work-study programs, etc.,)**

| Specification  | Please tick<br>(✓) | POINTS       |                             |
|--|--------------------|--------------|-----------------------------|
|  |                    | Maximum = 10 | Institution's<br>Evaluation |
| No scholarships or financial aid programs  |                    | 0            |                             |
| At least 2% of the whole school strength scholarship/aid programs available, or few earn-while-you-learn/work-study opportunities. |                    | 5            |                             |
| >2% and above diverse, accessible, and well-utilized scholarship, financial aid, and work-study programs.                          |                    | 10           |                             |

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

- Policies for scholarships, aid, earn-while-you-learn/work-study programs; Policy documents.
- List of aid programs, application/award numbers, financial disbursement records, work-study details; Brochures, awardee lists, financial statements, job descriptions for work-study.

**6.1.7 Gender Responsive and Inclusivity Policy for student in TVET [Science, Technology, Engineering, and Mathematics/Science, Technology, Engineering, Arts, and Mathematics (STEM/STEAM), Gender inclusivity, Disability inclusivity, Anti-bullying/harassment Policy]**

| Specification   | Please tick<br>(✓) | POINTS      |                             |
|---|--------------------|-------------|-----------------------------|
|   |                    | Maximum = 5 | Institution's<br>Evaluation |
| No gender or inclusivity policies   |                    | 0           |                             |
| Some relevant policies documented (e.g., anti-bullying); Limited evidence of implementation or awareness campaigns.   |                    | 3           |                             |
| Active and documented comprehensive policies covering gender inclusivity, disability, anti-bullying, STEM/STEAM, with evidence of regular awareness programs, support structures, and monitoring. |                    | 5           |                             |

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

- Official policies (STEM/STEAM, gender/disability inclusivity, anti-bullying/harassment); Policy documents.
- Records of awareness campaigns/training, enrollment data (gender, disability), grievance reports (anonymized), evidence of accessible facilities; Training records, enrollment statistics, committee reports, photographic evidence.

**6.1.8 Green TVET and Sustainability Initiative for Green TVET Campuses for the student (Eco-friendly and sustainable waste management practices at campus-Environment Social Governance)**

| Specification  | Please tick<br>(✓) | POINTS      |                          |
|--|--------------------|-------------|--------------------------|
|  |                    | Maximum = 5 | Institution's Evaluation |
| No eco-friendly or sustainable waste management practices  |                    | 0           |                          |
| Some basic eco-friendly practices (e.g., some waste bins); or isolated green initiatives with limited student involvement. |                    | 3           |                          |
| Complete, integrated green initiatives, effective waste/resource management, and reasonable student involvement.           |                    | 5           |                          |

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

- Institutional environmental policy, details of initiatives (waste segregation, recycling, conservation), student participation records; Policy document, project reports, photographic evidence.
- Waste management plan/records, resource consumption data; Waste disposal contracts, utility bills.

**6.1.9 Student Satisfaction and Feedback Mechanism (Student Service and Feedback Collection on Institutional Support Services)**

| Specification   | Please tick (✓) | POINTS       |                          |
|---|-----------------|--------------|--------------------------|
|   |                 | Maximum = 10 | Institution's Evaluation |
| No feedback collection or response mechanisms   |                 | 0            |                          |
| Ad-hoc feedback collection (e.g., occasional informal collection); or Feedback collected but not systematically analyzed or acted upon.                         |                 | 5            |                          |
| Regular, systematic student feedback collected through multiple channels, analyzed, and evidently used to improve services with communication back to students. |                 | 10           |                          |

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

- Documented feedback procedure, sample forms/surveys; Policy/procedure document, sample questionnaires.
- Records of collected feedback, analysis, evidence of actions taken based on feedback; Compiled survey results, "action taken" reports, communication to students.

### 6.1.10 Student Council Engagement for Efficient TVET Delivery and Institutional Affairs Management

| Specification  | Please tick<br>(✓) | POINTS      |                          |
|--|--------------------|-------------|--------------------------|
|  |                    | Maximum = 5 | Institution's Evaluation |
| No student council or engagement   |                    | 0           |                          |
| Student council exists and is occasionally consulted or involved in minor student-related activities.  |                    | 3           |                          |
| Active and democratically functional student council regularly involved in relevant institutional committees/decision-making with documented contributions to student welfare and institutional affairs. |                    | 5           |                          |

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

- Student Council constitution/bylaws, election records, meeting minutes; Official documents, minutes.
- Evidence of SC involvement in institutional committees/decision-making, activity reports; Committee minutes showing SC representation, SC reports
- Statement of Financial Allocation made to student council/Bookkeeping

### 6.1.11 Alumni mapping and engagement framework for remittance/finance support and integration

| Specification   | Please tick<br>(✓) | POINTS       |                          |
|---|--------------------|--------------|--------------------------|
|   |                    | Maximum = 10 | Institution's Evaluation |
| No alumni engagement  |                    | 0            |                          |
| Basic alumni database maintained; Occasional alumni events or communication with limited engagement.  |                    | 5            |                          |
| Structured alumni mapping with an updated database, an active alumni association, and a regular engagement framework demonstrating benefits through activities (e.g., mentoring, networking, feedback). |                    | 10           |                          |

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

- Alumni engagement framework/policy, alumni database (privacy-compliant); Policy document, database demonstration.
- Records of alumni association activities, evidence of alumni involvement (guest lectures, mentoring), tracer study reports; Meeting minutes, event photos, remittance/finance support.

**6.1.12 Structure Industrial Attachment and Apprenticeship programs for Student Facilitating On-Job-Training (OJT) and Internship**

| Specification  | Please tick (✓) | POINTS       |                          |
|--|-----------------|--------------|--------------------------|
|  |                 | Maximum = 10 | Institution's Evaluation |
| No MOAs/MOUs or < 5 signed or industrial attachment programs   |                 | 0            |                          |
| Fewer MOAs/MOUs i.e. 5 – 10 exist with limited number of students participation through unstructured/ad-hoc OJT/internship programs.         |                 | 4            |                          |
| Considerable MOAs/MOUs i.e. 11 - 20 exist with limited number of students participation through unstructured/ad-hoc OJT/internship programs. |                 | 7            |                          |
| Extensive MOAs/MOUs i.e. > 20 exist with limited number of students participation through fully structured OJT/internship programs.          |                 | 10           |                          |

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

- Policy/guidelines for industrial attachment/OJT/internship/apprenticeship; Official policy.
- List of partner companies, MOAs/MOUs, student participation numbers, training plans; Partner database, signed agreements, placement lists, sample training plans, student/industry feedback.

**6.1.13 Conduct of Hackathons and Webinars for the students and faculty on emerging IR.4.0 technologies**

| Specification   | Please tick<br>(✓) | POINTS      |                             |
|---|--------------------|-------------|-----------------------------|
|   |                    | Maximum = 5 | Institution's<br>Evaluation |
| No hackathons or webinars conducted   |                    | 0           |                             |
| 1-2 hackathons/webinars on IR4.0 and 5.0 conducted in the past 3 years.                           |                    | 2           |                             |
| 3-5 hackathons/webinars on IR4.0 conducted in the past 3 years with good participation.           |                    | 3           |                             |
| ≥6 relevant, high-quality events in 3 years with significant participation and tangible outcomes. |                    | 5           |                             |

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

- List of hackathons/webinars (dates, IR4.0 topics, participants), promotional materials; Event calendars, flyers, attendance records.
- Agendas, speaker lists, participant feedback, outcomes (projects, recordings); Event programs, feedback summaries, project links/photos

## Criterion 7 - Industry-Academia – Community Linkages

Effective collaboration between TVET institutions, industries, and local communities ensures that education remains aligned with workforce demands while fostering innovation and social impact. Best practices include dual training programs, industry-driven curriculum development, and community-based projects that provide hands-on experience and address real-world challenges. Partnerships with local businesses enable apprenticeships, technology transfer, and upskilling opportunities, while community engagement initiatives promote sustainable development and inclusive growth. By integrating industry experts as trainers, establishing shared training facilities, and conducting joint research, TVET institutions can bridge the skills gap, enhance employability, and empower learners to drive economic and social progress in their communities.

### Indicator 7.1 – Institutional Linkages with Industry, Academia, and Community

#### 7.1.1 Existence of formal industry-academia linkages (MOUs, partnerships, collaborations)

| Specification  | Please tick<br>(✓) | POINTS       |                          |
|--|--------------------|--------------|--------------------------|
|  |                    | Maximum = 10 | Institution's Evaluation |
| No MOUs or <5 partnerships signed in past 3 years  |                    | 0            |                          |
| 6-10 active MOUs/partnerships in past 3 years with limited collaborative activities.   |                    | 4            |                          |
| 11-20 active MOUs/partnerships in past 3 years with evidence of regular collaborative activities and considerable outcomes.            |                    | 7            |                          |
| >20 active MOUs/partnerships signed/renewed in past 3 years with evidence of diverse, ongoing, and impactful collaborative activities. |                    | 10           |                          |

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

- List of formal linkages (industry, academia), signed MOUs/MOAs/partnership agreements (dates, scope); Partnership database, signed agreements, activity reports under linkages.

**7.1.2 Participation of industry in curriculum, occupational / skills standards alignment, review and skill training programs**

| Specification  | Please tick (✓) | POINTS       |                          |
|--|-----------------|--------------|--------------------------|
|  |                 | Maximum = 10 | Institution's Evaluation |
| No industry consultations for curriculum or training improvements in the past 3 years.   |                 | 0            |                          |
| Ad-hoc or infrequent industry consultation with limited impact on curriculum or training programs.   |                 | 4            |                          |
| Regular or once in a year industry participation in curriculum review/alignment; Some involvement in skill training delivery.                                    |                 | 7            |                          |
| Systematic, regular, and impactful by annual industry participation in all aspects: curriculum design, review, standards alignment, and skill training delivery. |                 | 10           |                          |

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

- Records of curriculum review meetings with industry participation (minutes, attendance, feedback); Meeting minutes, industry feedback forms.
- List of industry experts involved, curriculum documents showing industry inputs; Expert list, revised curricula, records of industry guest lectures.

**7.1.3 Industry-Institute training support programs (scholarships, equipment provision, research grants, and other assistive program)**

| Specification   | Please tick<br>(✓) | POINTS       |                          |
|---|--------------------|--------------|--------------------------|
|   |                    | Maximum = 10 | Institution's Evaluation |
| No Industry-Institute training support programs involved in industry-based programs   |                    | 0            |                          |
| 1-2 distinct Industry-Institute training support programs active in past 3 years or limited student/faculty participation.  |                    | 4            |                          |
| 3-4 distinct Industry-Institute training support programs active in past 3 years with moderate student/faculty participation and structured learning experiences. |                    | 7            |                          |
| ≥5 high-quality Industry-Institute training support programs with significant participation, strong industry support, and clear outcomes.                         |                    | 10           |                          |

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

- List of Industry-Institute training support programs, student/faculty participation numbers; Program list, participant lists.
- MOUs/agreements with industries for these programs, training plans, feedback from participants/supervisors; Signed agreements, sample training plans, evaluation forms/ research grants/scholarships

#### 7.1.4 Research and Development (R&D) collaborations with industry and academia

| Specification  | Please tick<br>(✓) | POINTS       |                             |
|--|--------------------|--------------|-----------------------------|
|  |                    | Maximum = 10 | Institution's<br>Evaluation |
| No joint research or technology transfer projects with collaboration with industry academia  |                    | 0            |                             |
| 1-2 joint R&D projects initiated or completed in past 3 years with limited scope or outcomes with collaborations with industry academia                        |                    | 4            |                             |
| 3-4 joint R&D projects in past 3 years with evidence of collaboration and some tangible outputs with collaboration with industry and academia                  |                    | 7            |                             |
| ≥5 significant joint projects with active collaboration and demonstrable tangible outcomes and financial outputs with collaboration with industry and academia |                    | 10           |                             |

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

- List of joint R&D projects, MOUs/research agreements; Project list, signed agreements.
- Project proposals, progress/final reports, list of publications/patents/prototypes from collaborations; Project documents, research outputs.

### 7.1.5 Engagement in community service and Corporate Social Responsibility (CSR) projects

| Specification  | Please tick (✓) | POINTS       |                          |
|--|-----------------|--------------|--------------------------|
|  |                 | Maximum = 10 | Institution's Evaluation |
| No community engagement or CSR projects  |                 | 0            |                          |
| 1-2 community/CSR projects in past 3 years with student/staff involvement or impact.                             |                 | 4            |                          |
| 3-4 community/CSR projects in past 3 years with student/staff involvement and some documented community benefit. |                 | 7            |                          |
| ≥5 distinct projects with significant involvement, relevance, and demonstrated positive, sustainable impact.     |                 | 10           |                          |

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

- List & description of community service/CSR projects (objectives, beneficiaries, activities); Project list, proposals.
- Student/staff involvement records, partnerships with NGOs/LGUs (MOUs), outcome reports; Volunteer lists, signed MOUs, project reports, photographic/video evidence.

## Indicator 7.2 - Industry and Community Participation in Institutional Development

### 7.2.1 Involvement of industry and community stakeholders in governance and policy-making

| Specification  | Please tick<br>(✓) | POINTS      |                             |
|--|--------------------|-------------|-----------------------------|
|  |                    | Maximum = 5 | Institution's<br>Evaluation |
| No industry representation on institutional boards or committees                               |                    | 0           |                             |
| <15% representation OR representation exists but with minimal active participation and output. |                    | 2           |                             |
| 15-29% representation with active participation and output.                                    |                    | 3           |                             |
| ≥30% representation with clear evidence of active participation and output.                    |                    | 5           |                             |

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

- List of institutional boards/committees & their composition (identifying industry/community reps); Official board/committee lists.
- Appointment letters for industry/community reps, meeting minutes showing their attendance/contributions; Appointment letters, signed minutes.

## 7.2.2 Support from industry in terms of funding, sponsorships, and resource-sharing

| Specification  | Please tick<br>(✓) | POINTS      |                             |
|--|--------------------|-------------|-----------------------------|
|  |                    | Maximum = 5 | Institution's<br>Evaluation |
| No funding, sponsorship, or in-kind support from industry  |                    | 0           |                             |
| Occasional or minor support from industry (e.g., small one-time donations, limited resource sharing).  |                    | 2           |                             |
| Regular documented support from industry in terms of some funding, sponsorships, or resource-sharing, indicating a developing partnership.   |                    | 3           |                             |
| Significant, diverse, and sustained documented support from multiple industry partners in terms of funding, sponsorships, and resource-sharing, demonstrably benefiting the institution. |                    | 5           |                             |

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

- List of industry funding, sponsorships, resource-sharing (nature, value, date, purpose); Contribution list.
- MOUs, donation deeds, financial records showing receipt of support, inventory for donated items; Signed agreements, financial statements, asset registers, acknowledgement letters

### 7.2.3 Advisory board and committees involving industry, academia, and community representatives

| Specification   | Please tick (✓) | Points      |                          |
|---|-----------------|-------------|--------------------------|
|   |                 | Maximum = 5 | Institution's Evaluation |
| No advisory boards or collaborative activities such as job fairs, career guidance   |                 | 0           |                          |
| Advisory boards exist but meet infrequently/limited impact; or few collaborative activities.  |                 | 3           |                          |
| Advisory boards meet regularly providing documented advice that is considered/acted upon; and regular impactful collaborative activities are conducted. |                 | 5           |                          |

**Data Required and Means of Verification:** (Please provide data for the past 3 years, when applicable)

- List & composition of advisory boards/committees (highlighting external reps), TORs; Official board lists, TORs.
- Meeting minutes, evidence of actions on recommendations, records of collaborative activities (job fairs); Signed minutes, "action taken" reports, event reports

### Indicator 7.3 – Extension and Outreach Services

#### 7.3.1 Institutional initiatives for technology transfer and community development

| Specification  | Please tick (✓) | POINTS      |                          |
|--|-----------------|-------------|--------------------------|
|  |                 | Maximum = 5 | Institution's Evaluation |
| 1-2 community training programs conducted; programs are ad-hoc, poorly documented, or lack clear objectives and impact   |                 | 2           |                          |
| 3-4 community-based training programs conducted in the past 3 years, with clear objectives, documentation, and some evidence of community benefit  |                 | 3           |                          |
| 5 or more high-quality community-based training programs conducted in the past 3 years, with robust documentation, clear technology transfer, and demonstrated sustainable community development |                 | 5           |                          |

**Data Required and Means of Verification: Annex 29. Comprehensive Program Portfolio of Community Training Programs**

- List of institutional community training program conducted in the past three (3) years
- Proposal Plan/Implementation Evidence/ Community Feedback

### 7.3.2 Skills training and lifelong learning programs for marginalized sectors

| Specification   | Please tick<br>(✓) | POINTS      |                             |
|---|--------------------|-------------|-----------------------------|
|   |                    | Maximum = 5 | Institution's<br>Evaluation |
| 1-2 skills training and lifelong learning programs conducted for marginalized sectors       |                    | 2           |                             |
| 3-4 skills training and lifelong learning programs conducted for marginalized sectors       |                    | 3           |                             |
| 5 or more skills training and lifelong learning programs conducted for marginalized sectors |                    | 5           |                             |

#### Data Required and Means of Verification: Annex 30. Comprehensive Program Portfolio of Skill training and lifelong learning programs

- List of institutional skills training and lifelong learning programs conducted for marginalized sectors
- Proposal Plan/Implementation Evidence/ Community Feedback

### 7.3.3 Knowledge-sharing platforms and technical assistance to industries and communities

| Specification  | Please tick<br>(✓) | POINTS      |                             |
|--|--------------------|-------------|-----------------------------|
|  |                    | Maximum = 5 | Institution's<br>Evaluation |
| 1 knowledge sharing venues tapped with industry for technical assistance         |                    | 2           |                             |
| 2 knowledge sharing venues tapped with industry for technical assistance         |                    | 3           |                             |
| 3 or more knowledge sharing venues tapped with industry for technical assistance |                    | 5           |                             |

#### Data Required and Means of Verification:

- Proposal Plan/Implementation Evidence/ Community Feedback

## Indicator 7.4 – Best Practices in Linkages and Extension Services

### 7.4.1 Recognition and awards received for industry and community linkages

| Specification  | Please tick<br>(✓) | POINTS       |                             |
|--|--------------------|--------------|-----------------------------|
|  |                    | Maximum = 10 | Institution's<br>Evaluation |
| No awards or only internal/self-generated recognition; minimal evidence of externally validated partnerships   |                    | 0            |                             |
| At least one (1) credible award or formal recognition from an industry body, government agency, or community organization for partnership initiatives in the past three years                        |                    | 5            |                             |
| Two (2) or more significant awards or formal recognitions from prestigious industry bodies, government agencies, or international organizations for outstanding partnerships in the past three years |                    | 10           |                             |

#### Data Required and Means of Verification:

- Official Award Certificate
- Detailed Documentation (case study or report detailing the partnered projects, initiatives, or programs that led to the recognition)
- Data or reports demonstrating the tangible outcomes

#### 7.4.2 Benchmarking with international institutions for knowledge exchange improved linkages, networking and TVET service delivery

| Specification  | Please tick (✓) | POINTS       |                          |
|--|-----------------|--------------|--------------------------|
|  |                 | Maximum = 10 | Institution's Evaluation |
| No formal partnerships, exchanges, or participation in global forums; activities are ad-hoc or undocumented  |                 | 0            |                          |
| At least one (1) credible collaborative program or initiative with an international institution in the past three years (e.g., student/faculty exchange, joint workshop, benchmarking visit)                       |                 | 5            |                          |
| Two (2) or more substantive collaborative programs or initiatives with international institutions in the past three years, demonstrating clear impact on TVET service delivery, knowledge exchange, and networking |                 | 10           |                          |

#### Data Required and Means of Verification:

- MoU or agreement with the international institution outlining the scope of collaboration (e.g., exchange, research, capacity building)
- Participation certificates or reports from international forums, conferences, or workshops where the institution was actively involved
- Documentation showing long-term strategies for maintaining and expanding international linkages

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## 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 are vital to accreditation.

- Strengths
- Weaknesses
- Opportunities
- Threats

## Annex 1. Strategic Management of Institution

| Evidence   | Remarks (Date of Approval, Frequency, Programs) |
|--|---|
| Strategic Plan   |   |
| Evidences of Dissemination of Strategic Plan Components [e.g. in posters, letters, website, handbook, employees' manual, newsletter] |   |
| Annual Plan  |   |
| Feedback from Stakeholders   |   |

## Annex 2. Annual Training Plan Compliant with National Priorities

| Evidence   | Remarks (Date of Approval, Frequency, Programs) |
|--|---|
| Annual Institutional Plan [Physical and Financial]   |   |
| Evidences of Dissemination of Strategic Plan Components [e.g. in posters, letters, website, handbook, employees' manual, newsletter] |   |

## Annex 3. Administrative and Organizational Structure

| Evidence                  | Remarks (Date of Approval, Frequency, Programs) |
|---------------------------|---|
| Organizational Chart      |   |
| Delegation of Authorities |   |
| Minutes of Key meetings   |   |
| Approval Record           |   |
| Annual Report             |   |

#### Annex 4. Composition of Governing Committee/Board

| Evidence  | Remarks (Date of Approval, Frequency, Programs) |
|---|---|
| Terms of Reference (TOR) of Governing Committee Board       |   |
| Minutes of Meeting  |   |
| Sample of the Activities performed based on Board Decisions |   |
| Flowchart of the Feedback Management System                 |   |

## Annex 5. Monitoring & Evaluation (M&E) Framework

| Evidence                         | Remarks (Date of Approval, Frequency, Programs) |
|----------------------------------|---|
| M&E Policy/Manual                |   |
| Quarterly/Periodic M&E Reports   |   |
| Minutes of M&E Review Meetings   |   |
| Internal Audit Framework         |   |
| Capacity Building Framework      |   |
| Instructional Delivery Framework |   |

## Annex 6. Diversification of Financial Resources

| Evidence  | Remarks (Date of Approval, Frequency, Programs) |
|---|---|
| Financial Reports/Consultancy Project Contracts                                 |   |
| Government Funding (e.g. Grant allocation letters/UGC/state funding agreements) |   |
| Industry/Donor Partnerships (e.g. MoUs with corporate/ NGO partners)            |   |
| Continuing education/short course enrollment data                               |   |

## Annex 7. Financial Plans

| Evidence   | Remarks (Date of Approval, Frequency, Programs) |
|--|---|
| Institutional Financial Policy/Strategic Financial Plan/<br>Annual Budget Report |   |
| Budget Formulation Process (e.g. Budget Preparation Guidelines)                  |   |
| Budget Execution and Monitoring (e.g. Budget vs. Actual<br>expenditure analyses) |   |
| KPIs/Program/Projects funding outcomes   |   |

## Annex 8. Financial Management and Inventory Records

| Evidence   | Remarks (Date of Approval, Frequency, Programs) |
|--|---|
| ERP/SAP procurement/contract documents/System implementation roadmap |   |
| User manuals/training guides   |   |
| Automated workflow diagrams (e.g., approval chains)                  |   |
| API integration proofs (e.g., payroll-bank linkage)                  |   |
| Data migration reports   |   |

## Annex 9. Financial Allocation

| Evidence                                  | Remarks (Date of Approval, Frequency, Programs) |
|---|---|
| Budget Allocation Report                  |   |
| Financial Statements                      |   |
| Procurement Records                       |   |
| Infrastructure Project Completion Reports |   |
| Faculty/student support services reports  |   |

## Annex 10. Teaching and Learning Pedagogy

| Evidence  | Remarks (Date of Approval, Frequency, Programs) |
|---|---|
| National policy on education affecting TVET Systems |   |
| Students Interviews                                 |   |
| Institutional Strategic Plan                        |   |
| List of Program Offerings                           |   |
| Government Policy Guidelines                        |   |
| List of Benchmarked Institutions                    |   |
| Recent Labor Market Information                     |   |

## Annex 11. Alignment with Industrial Requirements

| Evidence                                       | Remarks (Date of Approval, Frequency, Programs) |
|--|---|
| MOUs, Industry Validation Report/Feedback      |   |
| Industry Aligned Lesson Plans, Tools inventory |   |
| Curriculum Matrix, Assessment Reports          |   |
| Immersion Report, CPD Records                  |   |
| Instructor Interaction                         |   |

### Annex 12. Adoption of A.I. powered tools like AR VR

| Evidence   | Remarks (Date of Approval, Frequency, Programs) |
|--|---|
| Course syllabi showing AI/AR/VR integration/Equipment inventory and usage logs |   |
| Training attendance records/Partnership agreements with technology providers   |   |

### Annex 13. Adoption of Learning Management System/Class Management System

| Evidence   | Remarks (Date of Approval, Frequency, Programs) |
|--|---|
| LMS usage statistics and reports/Training schedules and attendance records |   |
| Students/Faculty satisfaction surveys/Support ticket resolution metrics    |   |

**Annex 14. Fostering TVET Entrepreneurship through Business Incubation Model (Existence of BIC is mandatory)**

| Evidence   | Remarks (Date of Approval, Frequency, Programs) |
|--|---|
| BIC operational license/Partnership agreements/Student participation records |   |
| Graduate business registration certificates/Financial sustainability plan    |   |

**Annex 15. Engagement of Industry Mentors, Startup Founders**

| Evidence   | Remarks (Date of Approval, Frequency, Programs) |
|--|---|
| BIC operational license/Partnership agreements/Student participation records |   |
| Graduate business registration certificates/Financial sustainability plan    |   |
| Lab documentation, project samples, utilization records                      |   |
| Event reports, certificates, competition entries, student testimonials       |   |

### Annex 16. Integration of Green Skills and Alignment with SDG

| Evidence  | Remarks (Date of Approval, Frequency, Programs) |
|---|---|
| Curriculum guide, lesson plans, module outlines with SDG tagging                          |   |
| Sample TLMs, material usage policy, procurement records                                   |   |
| Photos, project reports, sustainability audits, facility walk-throughs                    |   |
| Student portfolios, documentation of projects, participation in green campaigns or events |   |

### Annex 17. Furniture

| Evidence   | Remarks (Date of Approval, Frequency, Programs) |
|--|---|
| Government Standards in Education/Inventory of Furniture |   |

### Annex 18. Office and Academic Buildings/Rooms

| Evidence   | Remarks (Date of Approval, Frequency, Programs) |
|--|---|
| Government Standards in Education/Inventory of Furniture |   |

### Annex 19. Workshops and Laboratories

### Annex 20. Hostels/Dormitories/Kitchen and Dining and other Service Facilities

| Evidence  | Remarks (Date of Approval, Frequency, Programs) |
|---|---|
| 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  |   |

**Annex 21. Library Collection based on TVET Program Offerings/Courses**

| Evidence   | Remarks (Date of Approval, Frequency, Programs) |
|--|---|
| BIC operational license/Partnership agreements/Student participation records |   |
| Graduate business registration certificates/Financial sustainability plan    |   |

**Annex 22. Tools and Equipment**

| Evidence                    | Remarks (Date of Approval, Frequency, Programs) |
|-----------------------------|---|
| Manual of Operation         |   |
| The prescribed requirements |   |
| Safety Measures             |   |

**Annex 23. General Computing Facilities of the Institution**

| <b>Evidence</b>  | <b>Remarks (Date of Approval, Frequency, Programs)</b> |
|--|--|
| 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 |  |

**Annex 24.** General Multimedia and other Information Technology of the Institution

| <b>Evidence</b>  | <b>Remarks (Date of Approval, Frequency, Programs)</b> |
|--|--|
| 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  |  |

**Annex 25.** Inventory list of available equipment and facilities

| <b>Evidence</b> | <b>Remarks (Date of Approval, Frequency, Programs)</b> |
|-----------------|--|
|                 |  |
|                 |  |
|                 |  |
|                 |  |
|                 |  |

**Annex 26.** List of publication from all the departments

| <b>Evidence</b> | <b>Remarks (Date of Approval, Frequency, Programs)</b> |
|-----------------|--|
|                 |  |
|                 |  |
|                 |  |
|                 |  |
|                 |  |

**Annex 27.** List and copies of signed MOUs/Agreements with leading industry partners

| <b>Evidence</b> | <b>Remarks (Date of Approval, Frequency, Programs)</b> |
|-----------------|--|
|                 |  |
|                 |  |
|                 |  |
|                 |  |
|                 |  |

**Annex 28.** Portfolio listing completed community welfare projects and prototypes

| <b>Evidence</b> | <b>Remarks (Date of Approval, Frequency, Programs)</b> |
|-----------------|--|
|                 |  |
|                 |  |
|                 |  |
|                 |  |
|                 |  |

**Annex 29.** List of Comprehensive Program Portfolio of Community Training Programs

| <b>Evidence</b> | <b>Remarks (Date of Approval, Frequency, Programs)</b> |
|-----------------|--|
|                 |  |
|                 |  |
|                 |  |
|                 |  |
|                 |  |

**Annex 30.** List of Comprehensive Program Portfolio of Skill training and lifelong learning programs

| <b>Evidence</b> | <b>Remarks (Date of Approval, Frequency, Programs)</b> |
|-----------------|--|
|                 |  |
|                 |  |
|                 |  |
|                 |  |
|                 |  |



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) 8631-0991, 93 to 96 Fax (+63-2) 8633-8425  
E-mail: [apacc@cpsctech.org](mailto: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               |  |
|-------------------------------|--|--|
| <b>Polytechnic</b>            | University                             |  |
|                               | College                                |  |
|                               | Institute                              |  |
|                               | School                                 |  |
| <b>College</b>                | Technical                              |  |
|                               | Engineering                            |  |
|                               | Junior                                 |  |
|                               | Community                              |  |
| <b>Vocational Institution</b> | Vocational Training School             |  |
|                               | TVET Modules of Universities /colleges |  |
|                               | Technical High School                  |  |
|                               | Career Schools                         |  |
| <b>Others, please specify</b> |  |  |

**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><b>Endorsed by:<br/>National Coordinators<br/>for Accreditation (NCA)<br/>or National<br/>Accreditation Board<br/>(NAB) (if applicable)</b></p> | <p><b>Please submit accomplished application form to:</b></p> <p><b>The President<br/>Asia Pacific Accreditation and Certification<br/>Commission (APACC)</b></p> <p>CPSC, Building Block C, Department of Education<br/>(DepEd) Complex, Meralco Avenue, Pasig City 1600<br/>Metro Manila, Philippines<br/>Phone: +63-2-8631-0991; 93-96<br/>Fax: +63-2-8633-8425<br/>Email: <a href="mailto:apacc@cpsctech.org">apacc@cpsctech.org</a><br/>Website: <a href="http://www.apacc4hrd.org">http://www.apacc4hrd.org</a></p>  |
|--|--|

**ACTION PLAN TEMPLATE  
(Period Covered)**

| Recommendations by APACC   | Plan of Action/Activities | Target Date |
|--|---------------------------|-------------|
| <b>Criterion 1: GOVERNANCE AND STRATEGIC FRAMEWORK</b>                       |                           |             |
|  |                           |             |
|  |                           |             |
|  |                           |             |
| <b>Criterion 2: TEACHING AND LEARNING MANAGEMENT SYSTEM</b>                  |                           |             |
|  |                           |             |
|  |                           |             |
|  |                           |             |
| <b>Criterion 3: TECHNOPRENEURSHIP, RESEARCH AND TRAINING NEED ASSESSMENT</b> |                           |             |
|  |                           |             |
|  |                           |             |
|  |                           |             |
| <b>Criterion 4: HUMAN RESOURCE MANAGEMENT</b>                                |                           |             |
|  |                           |             |
|  |                           |             |
|  |                           |             |
| <b>Criterion 5: BUDGETARY ALLOCATION</b>                                     |                           |             |
|  |                           |             |
|  |                           |             |
|  |                           |             |
| <b>Criterion 6: STUDENT SUPPORT SYSTEM AND DIGITAL HEALTH</b>                |                           |             |
|  |                           |             |
|  |                           |             |
|  |                           |             |
| <b>Criterion 7: INDUSTRY-ACADEMIA-COMMUNITY LINKAGES</b>                     |                           |             |
|  |                           |             |
|  |                           |             |
|  |                           |             |



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<br>(put ✓ on appropriate column) |    | <sup>1</sup> Means of Verification | Remarks |
|-----------------------------------|------------------------------------|-------------|--|----|------------------------------------|---------|
|                                   |                                    |             | Yes  | No |                                    |         |
| 1.                                |                                    |             |  |    |                                    |         |
| 2.                                |                                    |             |  |    |                                    |         |
| 3.                                |                                    |             |  |    |                                    |         |
| 4.                                |                                    |             |  |    |                                    |         |
| 5.                                |                                    |             |  |    |                                    |         |
| <b>Other Improvements/Updates</b> |                                    |             |  |    |                                    |         |
| 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 evaluation 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  |
| Online Evaluation      | Evaluation done online if travelling is not convenient or advisable due to circumstances including pandemic, natural calamities, and acts of terror. This will be done subject to availability and stability of internet connection of everyone concerned.  |
| 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 and 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. |