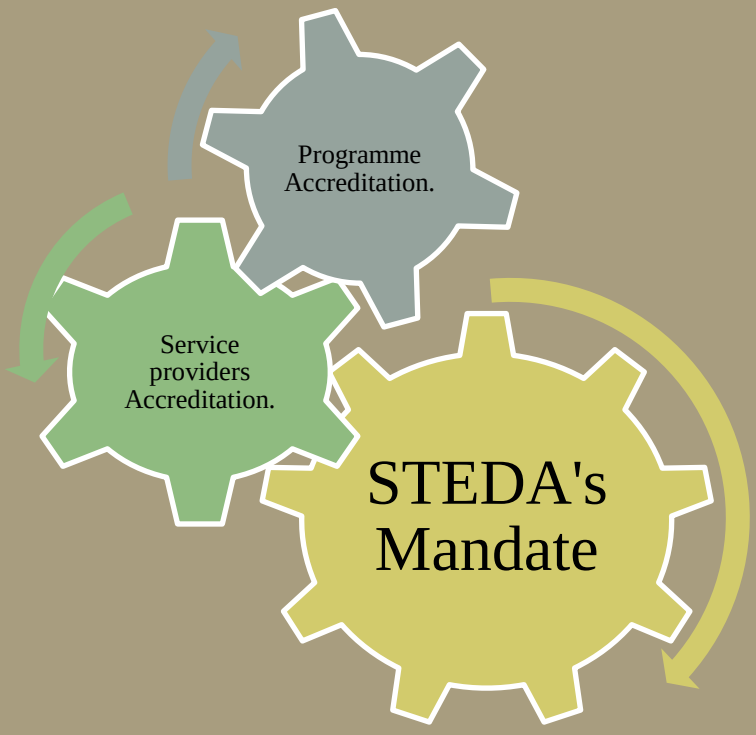
Accreditation of Institutions and Programmes



Sindh Teacher Education Development Authority

Sindh Teacher Education Development Authority
(STEDA)

ACCREDITATION OF INSTITUTIONS AND PROGRAMMES

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Acronym

CPD	Continuous Professional Development
DCAR	Directorate of Curriculum and Research
EOI	Expression of Interest
RTP	Right To Play
SP	Service Provider
STEDA	Sindh Teacher Education Development Authority

Glossary[1] of Key Terms/ Concepts

Accreditation:	Validation of institutions and/or programmes offered by accredited institutions
Accreditor:	Refers to Sindh Teacher Education Development Authority
Standards:	Key specifications/ requirements that have to be met by the institution seeking accreditation
Accredited Institution:	Refers to the institution holding valid accreditation certificate
Accreditation Period:	The period for which accreditation letter has been issued
Programmes	Refers to formal programmes of Continuous Professional Development (CPD)
Service Provider:	The institution potentially interested in accreditation for providing services in CPD
Mission Statement:	Statement indicating purpose/ aims of an organization
Vision Statement:	A statement that articulates what an organization intends to become in future

[1]These are functional definitions of the terms used in the document

1. Introduction

The Sindh Teacher Education Development Authority (STEDA) is endeavoring for achieving obligations and striving for delivery of services as per its mandate, envisaged in STEDA Act, 2012. In this regard Authority has developed close relations with various partners (Public and Private). The Right to Play[2] (RTP) has been working with the Department of Education and Literacy,Government of Sindh, for the provision of quality education. Quality Education is a multi-dimensional concept and, thereby, needs multiple approaches to ensure quality at various levels, including accreditation of the teacher education institutions and that of the Continuous Professional Development (CPD) programmes. With this backdrop, RTP offered technical support to the Sindh Teacher Education Development Authority (STEDA) in order to facilitate the process of peer review of standards and tools related to accreditation. The current document is an outcome of the review process.

This documentoutlines the accreditation process through documenting the proposed revisions of standards and tools related to the accreditation process.

2. Process adopted in developing the document

STEDA's team has been engaged with the development of standards for accreditation of institutions and programmes. The team has also developed tools to implement these standards. A rigorous review process was considered important for the finalization of these standards and tools. The review was carried out by relevant experts from both the public and private institutions of teacher education in the field. The list of participating organizations is annexed with this report

The current document is based on peer review process systematically carried through three consultative workshops facilitated by RTP and hosted by Sindh Teacher Education Development Authority (STEDA). The overview of these consultative workshops is given in Appendix-1.

3. STEDA's Role in Accreditation

The Sindh Teacher Education Development Authority (STEDA)was established through the Act No. XVIII of the Sindh Provincial Assembly in 2012. The preamble of the Act states that the raison d'être of STEDA is'to manage and regulate the teachers education and professional developmentin theProvince of Sindh' (p.85).

[2]Right To Play is a global non-governmental organization that uses transformative power of play and sports to educate and empower children. Right To Play engages more than 1 million children on regular basis in structured play and sports activities for building essential life skills in 20 countries across the globe.

The Act, under the section of 'Powers and Functions of Authority', explicitly mentions STEDA's role in relation to accreditation. See section 4 (1) (p) of the STEDA Act), which states:

> "…accredit and oversee public and private sector and other service providers for teachers education and professional development." (p.89)

The above provision emphasizes that STEDA should develop standards and processes to undertake the accreditation of service providers. In addition to the accreditation of institutions, the STEDA Act also highlights the need to accredit programmes offered by accredited institutions. Section 4 (1) (g) reads as:

> "…lay down guidelines for compliance by accredited institution for starting new courses, programmes or training and for providing physical and instructional facilities, staffing pattern and staff qualifications." (p.88)

The following box provides some description of the concept of 'accreditation'.

Box 1:

Accreditation – Some Description

National Accreditation Council for Teacher Education (NACTE) describes accreditation as 'an evaluation process to determine the quality of an institution or programme using preset standards'. The standards for accreditation are set through peer review process. The members of peer review forum include faculty members from different accredited institutions and experts in the field. The standards prepared will be applied to the institutions seeking for accreditation. The crux of accreditation is: formal judgment (and recognition of) about the quality of service provider and the quality of service (programme offered).

Given the mandate provided through the Act, STEDA is responsible for the matters related to the accreditation of institutions and the new programmes offered by the accredited institutions. The standards for accreditation will be applicable both to public and private institutions. The role of STEDA as an accrediting body is depicted in Fig. 1 below.

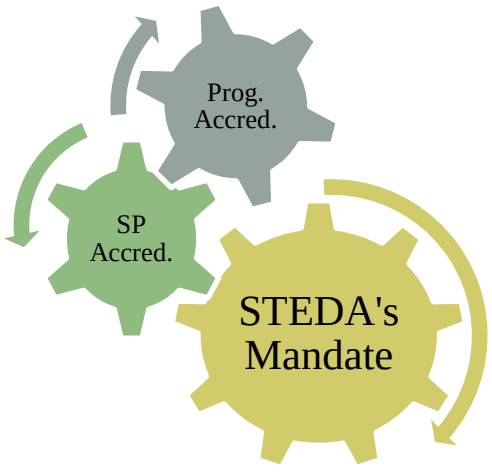

Figure 1: STEDA's Role as an Accrediting Body

3.1 Rationale for Accreditation of Teacher Education Institutions and Programmes

Accreditation is closely linked to quality assurance mechanisms. The quality provision of teacher education requires that provider institutions and the programmes offered by them are of high quality. Quality assurance needs framework that provides overall guidance and certain mechanisms. Accreditation provides such framework based on standards.

3.2 Conceptual Framework

STEDA is an apex body to regulate and manage activities associated with teacher education in Sindh. Given the emphasis on quality in strategic/ legal documents – such as SETDA Act (2012), Teacher Education Policy 2009, Teacher Education Strategy (TES), Sindh Education Sector Plan (SESP) and others, STEDA has developed an Accreditation Mechanism to ensure quality as a sustainable mechanism in Teacher Education. The key features of the mechanism are outlined below:

- Accreditation is seen as a mechanism of quality assurance in teacher education.
- Accreditation mechanism is based on standards for CPD providers and for CPD programmes.
- These standards have been peer reviewed; the peers were invited both from public and private sector.
- The operationalization of the standards has been carried out through tools and guidelines.
- Meeting some standards is mandatory; for example, Standard No.1 (Mission and Vision Statement) and Standard No.2 (Legal Status). If any institute fails to meet the mandatory standards, its application for accreditation will not be entertained.

4. Process – Accreditation of Institutes/ Service Providers

The process of accreditation of service providers will be informed and guided by the 'Standards for Service Providers'. The overall process of accreditation is mapped through the following exhibit (cf. Table 1).

Table 1: Accreditation of Service Providers (Process)

Steps/ Stage	Description	Responsibility/ Comments
Expression of Interest (EOI)	The interested institution/ service provider expresses their interest through a formal letter to STEDA	Service Provider (SP) will send formal EOI to STEDA. On receiving EOI, STEDA will dispatch the information package (within one week) to SP to help in formal submission of the application for accreditation
Submission of formal application	The application will accompany important documents to establish credentials	SP will submit a carefully prepared application to STEDA
Review of application	A rigorous process of facilitation, support and review in accordance with the documents submitted by the SP	The STEDA team will engage with SP and guide and support them to fulfill the requirements, ask for more information when required and then at the fulfillment of requirements of the application.
Visit of institution seeking accreditation	The visit of the SP will be carried out by a committee of External Evaluators comprising of members from public and private institutes of credibility/ repute	The application by SP will be a key reference document for this visit besides some additional interactions and observations. The visit will be scheduledbased on mutual consent of SP and STEDA
Accreditation or Resubmission	Based on the observations on the documents and visit by the external evaluators, any of the following decisions can be made: A. Approved for accreditation B. Approval contingent upon some modifications/adjustments C. Rejections based on major comments	The accreditation will be for the period of 3 Years (renewable). SP with resubmission may apply after one year/ 6 months OR any other time period as mutually agreed by external evaluators, STEDA and the institute

4.1 Accreditation: Duration, Renewal and Reaccreditation

The period of accreditation for a CPD Provider will be 3 years. However, the maintenance of this accreditation during this period will be dependent upon compliance to the standards set by STEDA.

After 3 years of successful accreditation, the SP, if interested, will apply freshly for the accreditation. This will allow STEDA for a comprehensive and fresh review of the institution for accreditation purpose.

4.2 Process-Accreditation of Programmes

Only institutions with valid accreditation can pursue the accreditation of any programme. The process of accreditation is illustrated in Fig. 2.

Figure 2: Course Accreditation Process

The details for each process is given in table 2.

Table 2: Accreditation of Programmes

Steps/ Stage	Description	Responsibility	Comments
Expression of Interest (EOI)	EOI is based on identifications of need by STEDA/any other relevant organization	STEDA sends out EOI to accredited institutions with the timelines.	EOIs may also be initiated by accredited institutions based on their empirical work
Submission of EOI	Proposals will be developed and submitted using standards for programmes	Accredited institutes will submit their EOI to STEDA within the stipulated time frame	Standards for programmes provide basic framework for proposal submissions
Review of the EOI	The EOI will be scrutinized against the standards for programmes	STEDA team – may include experts from other organizations	The review team should not have any conflict of interest
Decision	The review may result in any of the following decisions: A. Approved with or without comments B. Resubmission	STEDA	In case of Resubmission , the

Steps/ Stage	Description	Responsibility	Comments
	C. Rejection		STEDA will facilitate and provide technical guidance to the SP to fulfill the requirements of the accreditation standards and the SP will resubmit after one year/ 6 months OR any other time period as mutually agreed by external evaluators, STEDA and the institute In case of rejection the accredited institutions will not resubmit the proposal.

4.3 Standards for Accreditation of Teacher Education Institutes

Table 3below provides the standards.

Table 3: Standards for Accreditation of Teacher Education Institutes

Standards	Indicators	Sources of evidence	✓
1. Vision and Mission Statement The institute/ organization has clear vision and mission statement aligned with its legal mandate	1.1 The institute/ organization has stated its vision and mission, aligned with its mandate.	Vision Statement	☑
	1.2 The contents and aspirations of the vision/ mission statement is clearly observable in stakeholders' actions – i.e. Teachers, Students, Administration, and Nonteaching Staff,the professional development needs of school teachers, located in the jurisdiction of the TEI, the goal of education as given in the national/provincial education policy and the national commitments made at international forums.	Mission Statement	☑
	1.3 The vision/ mission statement has been formulated through appropriate consultation with the above mentioned stakeholders	Minutes of consultative meetings	☑
	1.4 The vision and mission statement is properly displayed and disseminated and all the stakeholders demonstrate the awareness of the vision & mission of the institute	displayed/disseminated	☑
	1.5 The statement is reviewed and updated annually.	Statement is reviewed and updated Minutes of reviewed meeting	☐

Standards	Indicators	Sources of evidence	✓
2. Legal Status The institution/ organization has been established through legal process	2.1 The institute/ organization is a registered legal entity with the right to conduct Teacher Education through a regulatory competent body	Certification of incorporation/ Association/Registration/Chartered	✓
	2.2 The organization/institution offers or intends to offer Teacher Education as a core programme		✓
	2.3 Affiliation of Teacher Education Institutes with examination bodies (National/provincial).	Notification of affiliation from examination body	✓
	2.4 The memorandum of association contains the organization's capacity to operate as a provider of continuous professional development		✓
3. Profile of Human Resource (HR) The organization/ institute is equipped with qualified staff, recruited through formal recruitment policy	3.1 There is a formal recruitment policy for all staff	Recruitment policy	✓
	3.2 Recruitment procedures are conducted according to notified criteria	Notified criteria and procedures / recruitment rules	✓
	3.3 Staff has appropriate qualifications as per required criteria	Curriculum Vitae of staff	✓
	3.4 All the staff exhibit the awareness of their well-defined roles and responsibilities	• Interviews with the staff • Job descriptions	✓
	3.5 Staff appraisal system is in place and is linked to CPD of its own staff	Appraisal mechanism Appraisal reports	✓ ✓
	3.6 Induction training program of faculty/staff is in place	Training program reports	✓
	3.7 Provision of funds for staff/ faculty development is ensured	• Budget copy • relevant record	✓

Standards	Indicators	Sources of evidence	✓
			☑
4. Institutional/ Organizational Experience in CPD The Institution/ organization has experience as CPD provider, especially in the field of education	4.1 The organization/ institute has a record of successful engagement in the provision of CPD activities (training/ research/ seminar/ exposure visits) or training over the previous 3 years	Program evaluation reports along with relevant document	☑
	4.2 The organization has successfully completed CPD activities	Annual Reports	☑
	4.3 The organization/ institute has external and internal review of CPD programme in place	Program internal/external reports	☑
	4.4 The organization/institute has record of carrying out professional need assessment of cooperating schools and inviting their input in CPD programs.	Record of communications between schools and TEI	☑
5. Financial Stability and Management The organization/ institute maintains transparent, competent, resourceful and strategic management of administrative and financial matters	5.1 The organization/ institute has an adequate/ multisource financing mechanism	Financial records/statements	☑
	5.2 The organization/ institute maintains its budget by abiding financial rules and following the standard procedures	Audit report Bank statement Balance sheet	☑
	5.3 A separate and regular budget is allocated for updating and maintaining libraries, laboratory (Science and IT facility) and other support services	Budget Copy Cash book of relevant lab	☐ ☐
	5.4 The organization/ institute monitors CPD activities as per Standard Operating Procedures	SOPs and Monitoring report /s	☐

Standards	Indicators	Sources of evidence	✓
	(SOPs)		
	5.5 A procedure for appeal and complaints is in place and is operational	Complaints/Grievance procedure	☐
	5.6 There is a well-established performance based award system for the staff	Performance based increments/incentives/ awards policy	☐
	5.7 The fund for staff's welfare plan is in place	Staff welfare policy document EOBI /Pension /Gradutay	☐ ☐
	5.8 The annual calendar of organization/ institute is available and disseminated to all stakeholders	Copy of Annual calendar	☐
6. Quality Assurance Mechanism The organization/ institute has internal and external quality assurance and feedback mechanism to review and update the CPD programmes	6.1 A Quality Assurance policy is in place and is shared with all staff	Quality assurance policy Interviews from staff	☐ ☐
	6.2 Quality Assurance Committee is constituted	Notification of QAC	☐
	6.3 The TOR of the QAC are in place	The TOR document	☐
	6.4 There is a mechanism to execute the quality assurance process	Evaluation standards Internal-evaluation reports	☐
	6.5 Self-evaluation is conducted periodically by the organization against set standards	Feedback form Analysis report	☐
	6.6 Mechanism for collecting and analyzing feedback from all stakeholders is in place	Feedback rubrics/ documents received from stakeholders	☐
	6.7 Evidence for using feedback for further improvement is available	Reviewed plan	☐

Standards	Indicators	Sources of evidence	✓
7. Institutional Development, Operational Plans and Networking The organization/ institute develops and implements an annual plan which is aligned with its vision and mission	7.1 The institution regularly plans and executes development plans	Development Plan Operational Plan(s)	☐ ☐
	7.2 The development plans have been established through appropriate and professional consultation	Minutes of planning meetings Minutes of management meetings	☐ ☐
	7.3 The strategic objectives are reflected in respective operational activities (or action) of the organization	Copy of updated plan	☐
	7.4 The plans include clear monitoring and evaluation mechanism	Monitoring & evaluation reports	☐
	7.5 Feedback received from monitoring and evaluation of the plans is effectively used to update the development plans on a regular basis	Updated Improvement plans	☐
	7.6 Improvement plans include clearly defined, specific, measurable and achievable targets, priorities, tasks, responsibilities, timescales, and success criteria	Improvement plans	☐
	7.7 Improvement plans are aligned with financial resources	Budget copy	☐
	7.8 The institute had developed Linkages with curriculum developers	Memorandums of understanding or any other letters of cooperation for linking CPD with curriculum	☐
8. Quality of Learning Environment The organization/ institute has adequate facilities and learning	8.1 Standard classrooms with proper lighting, moveable furniture and ventilation are available	pictorial evidence	☐
	8.2 Updated and functional Laboratoriesare available	laboratory Stock registers Time table	☐ ☐
	8.3 Updated and functional library/digital library is available	Issue register Stock registers	☐

Standards	Indicators	Sources of evidence	✓
resources, which promote quality learning environment	with standard number of books, journals and other teaching resources	lib. cards list of library Books, journals, E-books, E-journals Time table	☐ ☐ ☐
	8.4 Updated computer laboratory with IT facilities is available	Stock register List of Devices/Accessories Paid bills Time table	☐ ☐ ☐ ☐
	8.5 Institutional and school partnership is in place for real, contextual experiences	Notification regarding practicing school and institutional/ organizational partnership	☐
	8.6 The facilities of organization/ institute reflect inclusiveness and equal opportunities for all	Policy document Pictorial evidence	☐ ☐
	8.7 A structured support mechanism is available to learners/ trainees as per their needs	Mentoring / counseling mechanism Learner/trainees counseling time table	☐ ☐
	8.8 Academic supervisors are available to provide individual counseling and academic supervision	List of academic supervisor schedule for counseling Academic supervisors reports on counseling and academic support	☐ ☐
	8.9 Variety of learning opportunities such as use of ICT, schools for practicum, quality assignments are integral part of CPD programs	Participants work samples	☐
9. Quality and capacity for designing professional development programmes The organization/ institute has a trained staff capable of	9.1 Adequate capacity of the staff to design and write effective CPD/ teacher education programs	Staff updated CVs/experience record	☐
	9.2 The staff has received relevant training on CPD programmes/ teacher education	Certificate on completion of CPD programme	☐
	9.3 The services of different professionals are availed to support the programmes	List of consultants/professionals	☐

Standards	Indicators	Sources of evidence	✓
developing professional development programmes	9.4 The CPD programmes reflect the integration of theory with practice	Standardized/approved Training manuals	☐
	9.5 The institution has a track record of offering successful CPD programmes to the government sector teachers, managers and other staff	Examples of courses designed Impact / evaluation studies of CPD	☐
	9.6 The design of CPD programmes enables learners to be fully engaged in their learning	Pictorial and record of activity charts/ lesson plans	☐
	9.7 Level of satisfaction of learners is ensured in CPD programme	Evaluation forms/ Feedback reports	☐
10. Research, Advocacy and Publication The organization/ institute has potential for conducting research and disseminating the findings through advocacy and publications among all stakeholders	10.1 The organization/ institute has clearly defined policy on research	Research policy Research profile of staff	☐ ☐
	10.2 The organization/ institute develops and executes research plan(s)	Research plan	☐
	10.3 Appropriate research findings are developed and disseminated among stakeholders	Research reports Dissemination reports	☐ ☐
	10.4 The research findings are used for improving the CPD Programmes	Improvement plan	☐
	10.5 The institute/ organization has allocated financial resources for Research study and Publication	Budget copy	☐

2.5 Standards for Accreditation of Programmes

Table4below provides the standards.

Table 4: Standards for Accreditation of Programmes

Domain/ Area/ Standards	Indicators	Sources of evidence	✓
1. Accreditation	1.1 The provider must be accredited by and registered with Sindh Teacher Education & Development Authority (STEDA)	Accreditation certificate Registration reference No.	☐ ☐
	1.2 The accreditation must be valid according to length of program	Schedule of program	☐
2. Development and Design of CPD Programmes	2.1 The specific CPD programme is developed in accordance with the requirements of the specific stakeholders	NeedAssessment report	☐
	2.2 The structure and content of the training programme observe and meet the requirements regarding format, length, pattern of delivery and desired outcomes	Program Manuals	☐
	2.3 The programme has clearly stated learning objectives and outcomes aligned with teachers professional development standards and school education standards		
3. Quality of CPD Programmes	3.1 The selection and registration procedures for learners in the training programme are based on the principle of equal opportunities	Participant selection criteria	☐
	3.2 The design and delivery of training programme enables learners to be fully engaged in their learning	Work sheets Assignments tools Analysis process	☐ ☐ ☐
	3.3 The programme is		

Domain/ Area/ Standards	Indicators	Sources of evidence	✓
	designed to achieve learning outcomes 3.4 The programme is developed based on a proper TNA		
4. Learning Materials and Resources	4.1 The learning material of the CPD programme meets the learners' needs 4.2 Materials and resources are provided to support the CPD programme 4.3 The materials and resources are contextually relevant and easily accessible to all learners in all contexts	Worksheets checklist Supplementary material/ Resources	☐ ☐ ☐
5. Support for Learners	5.1 Arrangements for access to information regarding procedures, assessment and certification for the programme are accessible to all learners. 5.2 The planned teaching and learning strategies enable all learners to be fully engaged in learning process. 5.3 There is a procedure for tracking and enabling all learners to fully achieve the programme objectives. 5.4 A mentoring /counseling process is accessible to all learners.	Advertisement /Letter to stakeholders/Flyers/ E-media Activity Plan Activity sheets Monitoring mechanism: i. Observation sheet ii. Reflection format iii. Evaluation form Mentoring &counselling mechanism	☐ ☐ ☐ ☐ ☐ ☐ ☐

Domain/ Area/ Standards	Indicators	Sources of evidence	✓
6. Quality and Appropriateness of Trainers	6.1 Qualified and experienced educators are available for ensuring effective delivery of the programme 6.2 The educators for the CPD programme take part in the review and update	Curriculum Vitae of trainers (Trainer "profiles") Selection Criterion Notified Selection committee Minutes of review meeting	☐ ☐ ☐ ☐ ☐
7. Assessment of learners	7.1 The programme design includes assessment strategies and procedures, which enable all learners to demonstrate their learning in variety of ways like in presentations, micro teaching, resource development and at all stages during the process and at the conclusion of the program. 7.2 Enables learners to be actively engaged in assessment of their performance/ learning outcomes 7.3 The assessment of learners is based on agreed criteria and guidelines	Assessment procedures and guidelines Demonstration procedure Lesson plan Activity sheet Assessment guideline	☐ ☐ ☐ ☐ ☐
8. Quality Assurance of	8.1 There is a rigorous and criterion-referenced	Evaluation procedure	☐

Domain/ Area/ Standards	Indicators	Sources of evidence	✓
Programs	evaluation procedure in place to systematically assess the effectiveness the programme		
	8.2 Evaluation reports are used to improve the quality of the programme design, delivery and outcomes	Evaluation reports Format	☐
	8.3 Regular and systematic reviews of the CPD programmes to ensure quality	Trainer feedback tool for evaluation of the programme	☐
	8.4 Trainers use feedback for improving their professional competency		
9. Database of Participants	9.1 Database system of trainees is in place and effectively maintained	Registers / computer based data base Attendance sheet	☐ ☐
	9.2 Updated CPD database is available	Website/ database links	☐
10. Quality of facilities	10.1 Institution building etc. is based on safety measures	Architectural design/map List of security measures	☐ ☐
	10.2 The premises/ training room/ location where the training or CPD event is to take place meets the health and safety regulations, and is adequate in terms of size and provision	Pictorial evidence	☐

Domain/ Area/ Standards	Indicators	Sources of evidence	✓
11. Linkages/ Participation in Community Development	11.1.The institution has link and interacts with the general community and community of professionals to mutually support each other to develop and strengthen an equitable society.		
	11.2 The institution has developed and offers a well thought out plan of extension projects based on social needs, integration, social/ educational issues of the community, other teachersand educational institutions.	Project Documents	☐
	11.3.There are activities in the program whereall stakeholders participate in the planning, leading, managing and implementation of education projects, programs for community development, teacher development, school development, headteachers development (e.g. school community development plans, capacity building of teachers, capacity building of females through education, literacy enhancements).	Program Plans, Modules and documents.	☐
	11.4 Members of the staff, teacher educators and trainee teachers have active roles in the Community development and outreach projects.	Notifications of such project committees, plans and meeting minutes.	☐

Domain/ Area/ Standards	Indicators	Sources of evidence	✓
	11.5 There is evidence that services of different professionals in the community are used to support and improve the programs.	Professionals feedback Revised programs	

3 ACCREDITATION TOOLS

The following tools have been provided in the document:

Tool 1: Self-Evaluation for Institutions Seeking Accreditation

Tool 2: Guidelines for Accreditation Application

Tool 3: Evaluation of Accreditation Application

Tool 4: Interview Guide for Head of Institution

Tool 5: Interview Guide for Faculty

Tool 5: Guidelines for Course Accreditation

Tool 6: Evaluation - Course Accreditation

Tool 1: Self-Evaluation for Institutions Seeking Accreditation

The following self-evaluation tool is for institutions seeking accreditation with STEDA. This will help them to prepare formal application and also understand the key requirements of accreditation.

Self – Evaluation		YES	NO
Standard 1: **Vision and Mission Statement**			
1.1	The institute/ organization has stated its vision and mission, aligned with its mandate		
1.2	The contents and aspirations of the vision/ mission statement is clearly observable in stakeholders' actions – i.e. Teachers, Students, Administration, and Nonteaching Staff and cooperating schools		
1.3	The vision/ mission statement has been formulated through appropriate consultation with the above mentioned stakeholders		
1.4	The vision and mission statement is properly displayed and disseminated		
1.5	The statement is reviewed and updated annually		
Standard2: **Legal Status**			
2.1	The institute/ organization is a registered legal entity with the right to conduct Teacher Education through a regulatory competent body		
2.2	The organization offers or intends to offer the core programme/s (Teacher Education)		
2.3	Affiliation of Teacher Education Institutes with examination bodies (national/ provincial)		
2.4	The memorandum of association contains the organization's capacity to operate as a provider of continuous professional development		
Standard 3: **Profile of Human Resource (HR)**			
3.1	There is a formal recruitment policy for all staff		
3.2	Recruitment procedures are conducted in a transparent manner, following the notified criteria		
3.3	Staff has appropriate qualifications as per required criteria		
3.4	Roles and responsibilities are well defined for all the staff as per recruitment policy		
3.5	Staff appraisal system is in place and is linked to CPD		
3.6	Induction training programme of faculty is in place		
3.7	Provision of funds for staff/ faculty development is ensured		
Standard 4: **Institutional/ organizational experience in CPD**			
4.1	The organisational provision of funds for staff/ faculty development is available		
4.2	The organization/ institute has a record of successful engagement in the provision of CPD activities (training/ research/ seminar/ exposure visits) or training over the previous 3 years		
4.3	The organization has successfully completed CPD activities		
4.4	The organization/ institute has external and internal review of CPD programme in place		
Standard 5: **Financial Stability and Management**			
5.1.	The organization/ institute maintains its budget by abiding financial rules and		

	Self – Evaluation	YES	NO
	following the standard procedures		
5.2.	A separate and regular budget is allocated for updating and maintaining libraries, laboratory (Science and IT facility) and other support services		
5.3.	The organization/ institute monitors CPD activities as per Standard Operating Procedures (SOPs)		
5.4.	A procedure for appeal and complaints is in place and is operational		
5.5.	There is a well-established performance based award system for the staff		
5.6.	The fund for staff's welfare plan is in place		
5.7.	The annual calendar of organization/ institute is available and disseminated to all stakeholders		
Standard 6: **Quality Assurance Mechanism**			
6.1.	A quality assurance policy has been in place and shared with all staff		
6.2.	There is a workable mechanism to execute the quality assurance process		
6.3.	Self-evaluation is conducted periodically by the organization against set standards		
6.4.	Mechanism for collecting and analyzing feedback from all stakeholders is in place		
6.5.	Evidence for using feedback for further improvement is available		
Standard 7: **Institutional Development and Operational Plans**			
7.1	The institution regularly plans and executes development plans		
7.2	The development plans have been established through appropriate and professional consultation		
7.3	The strategic objectives are reflected in respective operational activities (or action) of the organization		
7.4	The plans include clear monitoring and evaluation mechanism		
7.5	Feedback received from monitoring and evaluation of the plans is effectively used to update the development plans on a regular basis		
7.6	Improvement plans include clearly defined, specific, measurable and achievable targets, priorities, tasks, responsibilities, timescales, and success criteria		
7.7	Improvement plans are aligned with financial resources		
Standard 8: **Quality of Learning Environment**			
8.1	Standard classrooms with proper lighting, moveable furniture and ventilation are available		
8.2	Updated and functional Laboratories and libraries are effectively maintained		
8.3	Updated library is available with standard number of books, journals and other teaching resources		
8.4	Updated computer laboratory with IT facilities is available		
8.5	Institutional and school partnership is in place for real, contextual experiences		
8.6	The facilities of organization/ institute reflect inclusiveness and equal opportunities for all		
8.7	A structured support mechanism is available to learners/ trainees as per their needs		
8.8	Academic supervisors are available to provide individual counseling and academic supervision		
Standard 9: **Quality and Capacity for Designing Professional Development Programmes**			
9.1	Adequate capacity of the staff to design and write effective CPD/ teacher		

	Self – Evaluation	YES	NO
	education programmes		
9.2	The staff has received relevant training on CPD programmes/ teacher education		
9.3	The services of different professionals are availed to support the programmes		
9.4	The CPD programmes reflect the integration of theory with practice		
9.5	The institution has a track record of offering successful CPD programmes to the government sector teachers, managers and other staff		
9.6	The design of CPD programmes enables learners to be fully engaged in their learning		
9.7	Level of satisfaction of learners is ensured in CPD program		
Standard 10: **Research, Advocacy and Publication**			
11.1	The organization/ institute has clearly defined policy on research		
11.2	The organization/ institute develops and executes research plan(s)		
11.3	Appropriate research findings are developed and disseminated among stakeholders		
	The research findings are used for improving the CPD Programmes		
11.4	The institute/ organization has allocated financial resources for Research study and Publication		

Tool 2: Guidelines for Accreditation Application

Any institution seeking for accreditation may apply to the Executive Director, STEDA. The application must demonstrate that organization satisfactorily meets with the Standards for Service Providers, and need to attach documents as evidence of meeting the requirements.

The list of indicative documents includes (but is not limited to):

1. Vision andMission Statement(s); with evidence of their revisions over the years
2. Legal Status: Registration/Charter
3. Recruitment policy and procedures
4. Curriculum vitae of staff
5. Institutional appraisal reports/ annual reports
6. Current programmes
7. Quality assurance mechanisms: Policy and procedure
8. Financial records/statements
9. Impact evaluation studies
10. Academic support structure for employees and learners
11. Research: Policy, structures/ mechanisms, publications and resource allocations

Tool 3: Evaluation of Accreditation Application

The Accreditation Application will be reviewed by independent evaluators measuring match between the evidences provided and the requirements for the accreditation. Each evaluator will mark each standard using the rank from 5 to 1; while 5 indicates high quality evidence meeting the requirements, 1 stands for no evidence or irrelevant evidence.

Domain/ Area	Standards	Quantitative Evaluation (5 to 1)	Comments
1. Vision and Mission Statement The institute/ organization has clear vision and mission statement aligned with its legal mandate	1.2 The institute/ organization has stated its vision and mission, aligned with its mandate 1.3 The contents and aspirations of the vision/ mission statement is clearly observable in stakeholders' actions – i.e. Teachers, Students, Administration, and Nonteaching Staff and cooperating schools 1.4 The vision/ mission statement has been formulated through appropriate consultation with the above mentioned stakeholders 1.5 The vision and mission statement is properly displayed and disseminated 1.6 The statement is reviewed and updated annually		
2, Legal Status The institution/ organization has been established through legal process	2.1 The institute/ organization is a registered legal entity with the right to conduct Teacher Education through a regulatory competent body 2.2 The organization offers or intends to offer the core programme/s (Teacher Education) 2.3 Affiliation of Teacher Education Institutes with examination bodies (national/ provincial) 2.4 The memorandum of association contains the organization's capacity to operate as a provider of continuous professional development		
3. Profile of Human Resource(HR) The organization/ institute is equipped with qualified staff, recruited through formal recruitment policy	3.1 There is a formal recruitment policy for all staff 3.2 Recruitment procedures are conducted in a transparent manner, following the notified criteria 3.3 Staff has appropriate qualifications as per required criteria 3.4 Roles and responsibilities are well defined for all the staff as per recruitment policy 3.5 Staff appraisal system is in place and is linked to CPD 3.6 Induction training programme of faculty is in place 3.7 Provision of funds for staff/ faculty development is ensured.		
4. Institutional / organizational	4.1 The organization/ institute has a record of successful engagement in the provision of CPD		

Domain/ Area	Standards	Quantitative Evaluation (5 to 1)	Comments
experience in CPD The Institution/ organization has experience as CPD provider, especially in the field of education	activities (training/ research/ seminar/ exposure visits) or training over the previous 3 years 4.2 The organization has successfully completed CPD activities 4.3 The organization/ institute has external and internal review of CPD programme in place		
5. Financial stability and Management The organization/ institute maintains transparent, competent, resourceful and strategic management of administrative and financial matters	5.1 The organization/ institute has an adequate/ multisource financing mechanism 5.2 The organization/ institute maintains its budget by abiding financial rules and following the standard procedures 5.3 A separate and regular budget is allocated for updating and maintaining libraries, laboratory (Science and IT facility) and other support services 5.4 The organization/ institute monitors CPD activities as per Standard Operating Procedures (SOPs) 5.5 A procedure for appeal and complaints is in place and is operational 5.6 There is a well-established performance based award system for the staff 5.7 The fund for staff's welfare plan is in place 5.8 The annual calendar of organization/ institute is available and disseminated to all stakeholders		
6. Quality Assurance mechanism The organization/ institute has internal and external quality assurance and feedback mechanism to review and update the CPD programmes	6.1 A quality assurance policy has been in place and shared with all staff 6.2 There is a workable mechanism to execute the quality assurance process 6.3 Self-evaluation is conducted periodically by the organization against set standards 6.4 Mechanism for collecting and analyzing feedback from all stakeholders is in place 6.5 Evidence for using feedback for further improvement is available		
7. Institutional Development and Operational Plans	7.1 The institution regularly plans and executes development plans 7.2 The institution regularly plans and executes development plans		

Domain/ Area	Standards	Quantitative Evaluation (5 to 1)	Comments
The organization/ institute develops and implements an annual plan which is aligned with its vision and mission	7.3 The development plans have been established through appropriate and professional consultation 7.4 The strategic objectives are reflected in respective operational activities (or action) of the organization 7.5 The plans include clear monitoring and evaluation mechanism 7.6 Feedback received from monitoring and evaluation of the plans is effectively used to update the development plans on a regular basis 7.7 Improvement plans include clearly defined, specific, measurable and achievable targets, priorities, tasks, responsibilities, timescales, and success criteria 7.8 Improvement plans are aligned with financial resources		
8. Quality of learning environment The organization/ institute has adequate facilities and learning resources, which promote quality learning environment	8.1 Standard classrooms with proper lighting, moveable furniture and ventilation are available 8.2 Updated and functional Laboratories and libraries are effectively maintained 8.3 Updated library is available with standard number of books, journals and other teaching resources 8.4 Updated computer laboratory with IT facilities is available 8.5 Institutional and school partnership is in place for real, contextual experiences 8.6 The facilities of organization/ institute reflect inclusiveness and equal opportunities for all 8.7 A structured support mechanism is available to learners/ trainees as per their needs 8.8 Academic supervisors are available to provide individual counseling and academic supervision		
9. Quality and capacity for designing professional development programmes The organization/ institute has a trained staff capable of	9.1 Adequate capacity of the staff to design and write effective CPD/ teacher education programmes 9.2 The staff has received relevant training on CPD programmes/ teacher education 9.3 The services of different professionals are availed to support the programmes 9.4 The CPD programmes reflect the integration of theory with practice 9.5 The institution has a track record of offering successful CPD programmes to the government		

Domain/ Area	Standards	Quantitative Evaluation (5 to 1)	Comments
developing professional development programmes	sector teachers, managers and other staff 9.6 The design of CPD programmes enables learners to be fully engaged in their learning 9.7 Level of satisfaction of learners is ensured in CPD programme		
10. Research, Advocacy and publication The organization/ institute has potential for conducting research and disseminating the findings through advocacy and publications among all stakeholders	10.1 The organization/ institute has clearly defined policy on research 10.2 The organization/ institute develops and executes research plan(s) 10.3 Appropriate research findings are developed and disseminated among stakeholders 10.4 The research findings are used for improving the CPD Programmes 10.5 The institute/ organization has allocated financial resources for Research study and Publication		

Tool 4: Interview Guide for Head of Institution

This tool indicates some broad questions to external evaluators who are performing visit of the institution which has applied for accreditation. The overall purpose is to cross validate the accreditation application and seek clarifications (where needed) through face to face interaction/ conversation.

1. How do you translate the institution's vision?
2. What kind of professional development opportunities you offer to your faculty members?
3. How do you maintain the record of CPD activities?
4. What kind of facilities do you offer to faculty members and students?
5. How do you ensure financial stability and transparency?
6. Briefly tell about your Quality Assurance mechanisms?
7. How do you ensure monitoring of academic and non-academic activities?
8. What steps you have taken to improve learning environment of your organization?
9. What kinds of opportunities are available for faculty members to execute research and publication?

Tool 5: Interview Guide for Faculty

This tool indicates some broad questions to external evaluators who are performing visit of the institution which has applied for accreditation. The overall purpose is to cross validate the accreditation application and seek clarifications (where needed) through face to face interaction/ conversation.

1. How do you transform your institution's vision into teaching/leaning?
2. What kind of professional development opportunities are offered to you?
3. Are these professional development opportunities linked to your professional need?
4. How does the organization support you in implementing your goals into classroom?
5. How do you ensure the quality of teaching and learning process?
6. What kind of financial incentives do you avail in the organization?
7. What motivates you to remain in the organization?
8. How do you ensure the monitoring of academic activities?
9. What steps have you taken to improve the learning environment of your organization?
10. What kinds of opportunities are available for executing research?

Tool 6: Guidelines for Course Accreditation

An accredited institution needs to apply to the Executive Director, STEDA, for any new course offering. The application must demonstrate that the proposed course meets the Standards available/ set for the CPD programmes. For such purpose, the application must have attached relevant documents as evidence of meeting the requirements.

The list of indicative documents includes (but, is not limited to):

1. Accreditation certificate?
2. The intended outcomes of the programme/ learning objectives
3. Participant selection procedures
4. Programme design/layout
5. Learning materials
6. Participant/learner information
7. Assessment and learner tracking procedures
8. Learning support: Mentoring and counseling guidance arrangements
9. Curriculum vitae of trainers/ profiles of trainers

10. Evaluation procedure/system
11. QA mechanisms
12. Arrangements details on safety and security

Tool7: Evaluation of Accreditation Application

The Accreditation Application will be reviewed by independent evaluators measuring match between the evidences provided and the requirements of the accreditation. Each evaluator will mark each standard using the rank from 5 to 1; while 5 indicates high quality evidence meeting the requirement, 1 stands for no evidence or irrelevant evidence.

Domain/ Area/ Standards	Indicators	Quantitative Evaluation (5 to 1)	Comments
Accreditation	1.2 The provider must be accredited by and registered with Sindh Teacher Education & Development Authority (STEDA) 1.3 The accreditation must be current/ up to date		
Development & Design of CPD Programmes	2.1 The specific CPD programme is/ has been developed in accordance with the requirements of the specific stakeholders 2.2 The structure and content of the training programme observe and meet the requirements regarding format, length, pattern of delivery and desired outcomes 2.3 The programme has clearly stated learning objectives and outcomes aligned with teachers professional development standards and school education standards		
Quality of CPD Programmes	3.1 The selection and registration procedures for learners in the training programme are based on the principle of equal opportunities 3.2 The design and delivery of training programme enables learners to be fully engaged in their learning 3.3 The programme is designed to achieve learning outcomes 3.4 The programme is developed based on a proper TNA		
Learning Materials & Resources	4.1 The learning material of the CPD programme meets the learners' needs 4.2 Materials and resources are provided to support the CPD programme 4.3 The materials and resources are contextually relevant and easily accessible to all learners in all contexts		
Support for	5.1 Arrangements for access to information		

Domain/ Area/ Standards	Indicators	Quantitative Evaluation (5 to 1)	Comments
Learners	regarding procedures and assessment and certification conditions for the programme competencies are transparent and accessible to all candidates. 5.2 The planned teaching and learning strategies enable all learners to be fully engaged in learning process. 5.3 There is a procedure for tracking and enabling all learners to fully achieve the programme objectives. 5.4 A mentoring /counseling process is accessible to all learners.		
Quality and Appropriateness of Trainers	6.1 Suitably qualified and experienced educators are available for ensuring effective delivery of the programme 6.2 The educators for the CPD programme take part in the review and update		
Assessment of Learners	7.1 The programme design includes assessment strategies and procedures, which enable all learners to demonstrate their learning 7.2 Enables learners to be actively engaged in assessment of their performance/ learning outcomes 7.3 The assessment of learners is based on agreed criteria and guidelines		
Quality Assurance of Programmes	8.1 There is a rigorous and criterion-referenced evaluation procedure in place to systematically assess the effectiveness the programme 8.2 Evaluation reports are used to improve the quality of the programme design, delivery and outcomes 8.3 Regular and systematic reviews of the CPD programmes are done to ensure quality 8.4 Trainers use feedback for improving their professional competency		
Database of Participants	9.3 Database system of trainees is in place and effectively maintained 9.4 Updated CPD database is available		
Quality of Facilities	10.1 Institution building etc. is based on safety measures 10.2 The premises/ training room/ location where the training or CPD event is to take place meets the health and safety regulations, and is adequate in terms of size and provision		

Appendix .1. Overview of Consultative Workshops

Session	Focus	Venue
Session One : Jan 27, 2016	Contextualizing accreditation within CPD framework	STEDA office @ Govt. Elementary College of Education Qasimabad, Karachi.
Session Two: Feb 18, 2016	Reviewing Standards for Accreditation of Institutions and Programmes	STEDA Office
Session Three: March 22, 2016	Reviewing Tools	STEDA Office