

NATIONAL QUALITY ASSURANCE FRAMEWORK

Accreditation of Training/ Education Institutions

Manual No. 2

The National Quality Assurance Framework (NQAF)

Across India, many learners are taking part in education and training/skills programmes. Through these programmes, they develop the knowledge, skills and competence they need for jobs and future careers.

Quality lies at the heart of effective education and training / skills programmes. Learners, employers and the public need to be assured that the training and qualifications provided through education and training / skills programmes of a high quality, regardless of where they are delivered and assessed.

The National Quality Assurance Framework (NQAF) aims to improve the quality of all education and training/skills programmes in India.

The NQAF provides the benchmarks or *quality criteria* which the different organisations involved in education and training must meet in order to be accredited by NQA/competent body to provide education and training/skills activities.

The NQAF Manuals provide guidance for different groups of organisations, describing what each needs to do to meet the quality criteria.

There are 7 Manuals in total:

Manual 1: Registration of NSQF Qualifications

Manual 2: Accreditation of Training/Education Institutions

Manual 3: Accreditation of Assessment Bodies and QA in Assessments

Manual 4: NQAF Auditor's Manual

Manual 5: NQAF Risk Assessment Framework Manual

Manual 6: Quality Assurance of Industry led Bodies (Sector Skill Councils)

Manual 7: Quality Assurance for National and State-Level Bodies.

This is **Manual 2**, designed for Training /Education Institutions which are accredited or seeking accreditation for the delivery of education and training /skills programmes.

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Section A: Essential Information

1. Introducing the NQAF Manual for Training/Education Institutions

This manual is designed for Training/Education Institutions. It provides information and guidance about:

- The four levels of NQAF accreditation
- The NQAF quality criteria, and how these link to the levels of accreditation
- The types of evidence which is needed for accreditation
- The accreditation process
- Prescribed format for Accreditation Application for Training/Education Institution

2. The four levels of NQAF accreditation for Training/Education Institutions

The NQAF recognises that there are major variations in the standard of facilities, the equipment being used and the skills of teachers/trainers in Training/ Education Institutions in India. Large urban-based Training/ Education Institutions are more likely to have access to skilled staff and good training equipment than those in rural and remote areas.

The NQAF offers routes for all Training/ Education Institutions to become accredited. It does this through the use of four levels of accreditation. The four levels are described in the table below.

Table 1: Levels of Accreditation

Level 1: Provisional NQAF Accreditation
<ul style="list-style-type: none">• This level of accreditation is awarded for a short term to Training/Education Institutions which demonstrate that they meet minimum eligibility criteria• It covers basic requirements such as legal status, teachers and trainers, infrastructure and equipment.• This level is given to a Training/ Education Institution on the basis that they will meet the requirements for NQAF Accreditation (Level 2) within a period of one year• Failure to implement the improvements within the timeframe (Maximum of one year)* will result in the Training/Education Institution losing its Provisional NQAF Accreditation status <p><i>*For Training/Educational Institutions operating in difficult terrain/special conditions and context., the Institution may appeal to NQA/Competent Body asking for relaxation in the timeframe for implementing improvements. NQA/Competent Body may grant or reject the institution's appeal after due consideration</i></p>
Level 2: NQAF Accreditation
<ul style="list-style-type: none">• This level of accreditation is given to Training/Education Institutions which demonstrate that they meet and sustain the requirements for delivering education/training programmes• To be accredited at this level, a Training/Education Institution must demonstrate that it meets all the quality criteria at Level 1plus level 2• NQAF Accreditation is provided for three years. During the three-year accreditation period, the Training/Education Institution must continue to meet the NQA/Competent Body's monitoring requirements
Level 3: Skill India Accreditation
<ul style="list-style-type: none">• This level of accreditation is given to Training/ Education Institutions which demonstrate high levels of quality improvement through formalised mechanisms and processes for effective service delivery• To be accredited at this level, a Training/Education Institution must demonstrate that it meets all the quality criteria at Level 1and Level 2 plus Level 3• Skill India Accreditation is provided for three years. During the three-year accreditation period, the Training/Education Institution must continue to meet the NQA/Competent Body's monitoring requirements
Level 4: Skill India Centre of Excellence and Innovation
<ul style="list-style-type: none">• This level of accreditation is given to Training/ Education Institutions sustaining high levels of quality of its operations, and demonstrating innovations in various areas of service delivery• To be accredited at this level, a Training/Education Institution must demonstrate that it meets all the quality criteria at Levels 1, 2 and 3 plus level 4.• Skill India Centre of Excellence and Innovation Accreditation is provided for three years. During the three-year accreditation period, the Training/Education Institution must continue to meet the NQA/Competent Body's monitoring requirements

3. The quality criteria for Training/Education Institutes

The quality criteria describe the standards which a Training/Education Institution must meet in order to be accredited within the NQAF. The quality criteria cover all areas of the institution's operations.

The quality criteria are divided into five main groups. There are a number of components within each group. The table below outlines the main groups of quality criteria, along with the components within them.

Table 2: The Main Groups of Quality Criteria

MAIN GROUPS	This group contains criteria in the following components:
A. Legal Status	It describes the criteria relating to the legal status of the Training/Education Institution..
B. Management of Learning Services	Criteria relating to: <ol style="list-style-type: none">1. Governance and Management2. Stakeholder Engagement3. Access and Equity
C. Management of Facilities and Resources	Criteria relating to: <ol style="list-style-type: none">1. Facilities Management2. Using and Maintaining Essential Equipment3. Learning Resources
D. Teaching and Learning Services	Criteria relating to: <ol style="list-style-type: none">1. Quality in Teaching and Learning2. Management of Teaching and Learning3. Professional Development
E. Student support Services	It describes Criteria relating to services provided by Training/Education Institution to the students:
F. Data Management	It describes Criteria related to data management by the Training/Education Institutions
G. Subcontracting and Additional Training Centres*	This Group describes the Quality Criteria for Training Institutions who subcontract their training services to other Training Providers *Subcontracting is allowed for Training Institutions who fulfil all the quality criteria at level 3 'Skill India Accreditation as well as additional Quality criteria under this group

The full list of quality criteria is contained in Annexure 1.

4. How the quality criteria link to the levels of accreditation

The NQAF is an **incremental** framework. In order to be accredited at a particular level, the Training/Education Institution must meet the quality criteria of that level and of the levels below. Therefore, for example, a Training/Education Institution applying for accreditation at Level 3 (Skill India Accreditation) must provide evidence that it meets the quality criteria at Level 1 (Provisional NQAF Accreditation), Level 2 (NQAF Accreditation) and Level 3 (Skill India Accreditation).

Full information about the quality criteria at each level is contained in Annexure 1.

5. The evidence needed for accreditation

Accreditation within the NQAF is an **evidence-based** process. Training/Education Institutions must provide evidence of how they meet the quality criteria at the level for which they are seeking accreditation. This evidence usually takes the form of documents.

For some of the criteria, **self-documented evidence** is needed. This requires the institution to provide a clear written description of how they meet the criteria. For example, this might be for a process which is as yet undocumented.

The evidence needed for each of the quality criteria is defined in Annexure 1.

It is important to note that a single document may provide evidence for more than one criterion.

6. How evidence is gathered for accreditation

All of the evidence required for the accreditation process is derived from the Training/Education Institution's processes and documentation. However, it is important to recognise that there may be gaps in the evidence which is required.

Before applying for accreditation, the Training/Education Institution should undertake a process of self-evaluation. This involves the staff within the institution reflecting on their own practices to identify the extent to which they are meeting the standards of the quality criteria.

Self-evaluation within the NQAF serves two important purposes. By measuring their performance against the quality criteria, the Training/Education Institution can:

- identify the gaps in evidence exist before applying for accreditation. This will support planning on how to address those gaps.
- identify areas for improvement in the quality of their service delivery. This will support planning for quality improvement, which is an essential component of NQAF accreditation.

Annexure 3 contains a Self-Evaluation form. This form helps the Training/Education Institution to track the evidence and to reference it against the quality criteria.

7. The role of audit in accreditation

The accreditation decision depends on an audit process, based on the evidence provided by the Training/Education Institution.

The Training/Education Institution's application for accreditation contains the following four parts:

- a) Basic Details form (*annex 2*)
- b) A completed self-evaluation form (*annex 3*)
- c) A portfolio of evidence
- d) A draft quality improvement plan (QIP) (*annex 4*)

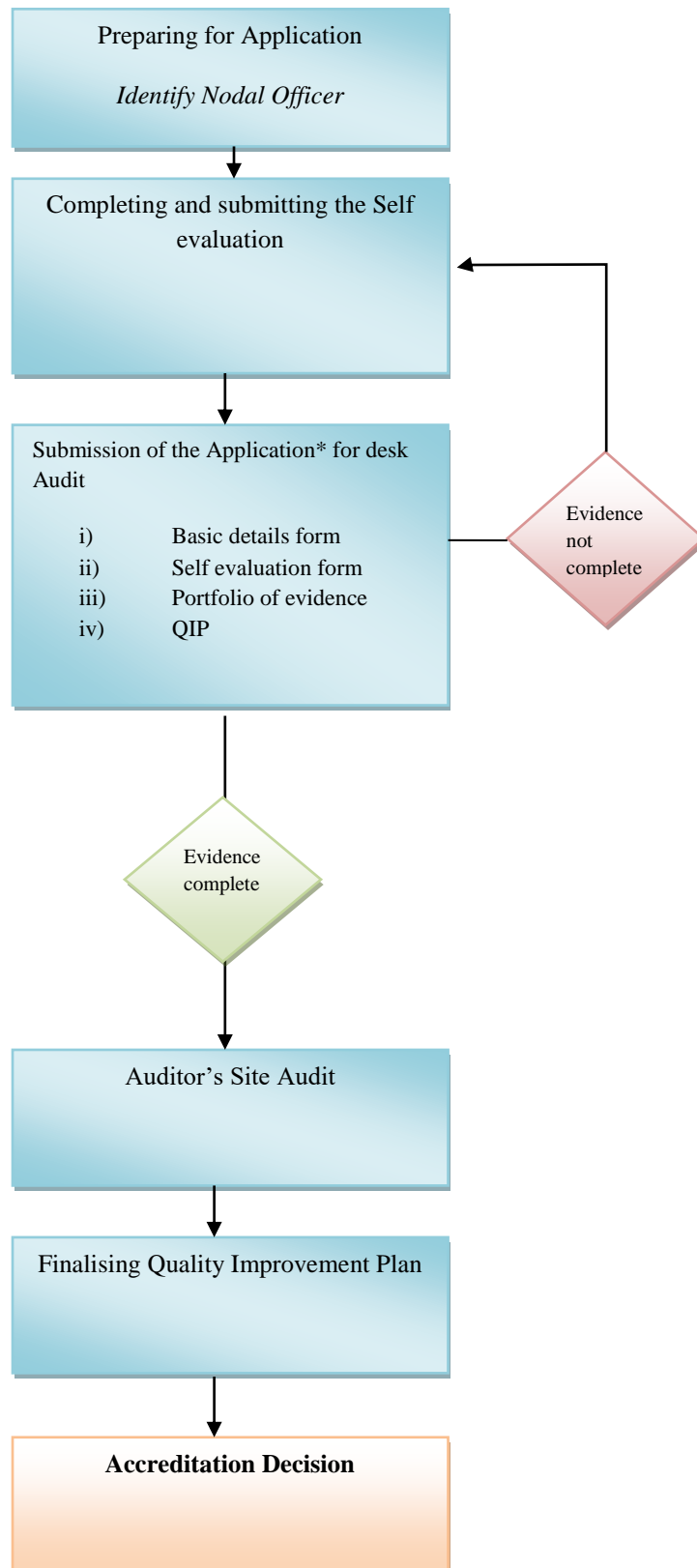
The duly completed application should be submitted to NQA/competent body. Once this has been received, the NQA/competent body will carry out a desk audit of the evidence provided. This desk audit will help to identify the Training/Education Institution's readiness for accreditation. The desk audit will normally be followed by a site visit to carry out site audit. The accreditation decision is made following the completion of the audit process.

Further information about the audit process is contained in Section B of this manual.

Section B: The Accreditation Process

The accreditation process - overview

The accreditation process is a six-step process:



This section of the manual outlines what happens at each step in the process. It summarises some of the information about the work of the NQAF auditors.

Full details about the audit process are contained in Manual 4: NQAF Auditor's Manual.

Step 1: Preparing to apply

When starting the application process, the Training/Education Institution should nominate an official from the institution, who will be responsible for the entire application and accreditation process. This person will be the Nodal Officer during the accreditation process. He/she (other staff may also be involved to support self evaluation as and when needed) should also be the person responsible for completing the self-evaluation for the institution and submitting the application.

Basic Details form of the application (annex 2) contains the name of the Nodal Officer responsible for the completion of the application, along with contact details for the institution, the level of accreditation to which the application relates and information about the institution.

The Nodal Officer should ensure that he/she is fully familiar with the quality criteria, and corresponding evidence required for the level of accreditation Sought

It is important to remember that a Training/Education Institution must meet all of the criteria for the level of accreditation which is being sought. During the evidence-gathering phase, the Nodal officer may discover that evidence cannot be found. This provides an opportunity for the Training/Education Institution to address the gaps before submitting their application.

Step 2: Completing and submitting the self-evaluation

This step involves conducting the self-evaluation and collecting the evidence required against the quality criteria. The aim of this stage is to ensure that the institution can provide the documentary evidence required for accreditation.

Annexure 1 contains the Table of Quality Criteria for each of the 4 levels of accreditation.

The nodal officer is responsible for collating the evidence and ensuring that there are clear links between each piece of evidence and the quality criteria to which it refers. Training/Education Institutions should gather evidence together in a portfolio (electronic or hard copy) and complete the *Self-Evaluation form (Annexure 3)*.

The gaps in evidence identified during self evaluation and improvement strategy to address the gaps become part of the draft QIP

A template for a Quality Improvement Plan (QIP) can be found in Annexure 4.

Step 3: Submission of Application for Desk Audit

When the self-evaluation is complete, the Training/Education Institution should submit their application for accreditation. The duly completed application will include:

- Basic details
- Self Evaluation Form
- Portfolio of Evidence
- Quality Improvement Plan

After the NQA/competent body has received the Application in the prescribed format, a desk audit will be undertaken. The NQA/competent body/Designated body by NQA will review the application documents to make sure all the information that is required is provided. This includes assessing if the Training/Education Institution has provided enough information to indicate that they meet the quality criteria requirements. NQA/competent body will follow up with the Training/Education Institution on missing documentary evidence. The Training/ Education Institution is encouraged to submit any outstanding evidence as soon as possible, so as not to hold up the process of accreditation.

The desk audit will determine whether the Training/ Education Institution is ready for a site audit and will identify the expertise needed by the Audit Team.

Once an audit plan is ready, a site audit can be organised.

Step 4: The auditor's site visit

The aim of the auditor's site visit is to authenticate and review the evidence provided by the Training/Education Institution, to confirm where the quality criteria have been met, and to identify areas which might be included in a Quality Improvement Plan.

Full details of this process can be found in Manual 4: NQAF Auditor's Manual

Step 5: The Quality Improvement Plan (QIP)

During the site visit, the auditor/s will discuss any discrepancies between the auditor's findings and the institution's Application with the Nodal Officer. This will provide an opportunity for the Training / Education Institution and the auditor or audit team to finalise the areas for improvement as identified by the Training/Education Institution in the draft QIP submitted as part of the application. The auditors will discuss and agree with the Training/Education Institution show how these improvements might occur and over what timeframe. A Quality Improvement Plan (QIP) will be agreed upon and finalised as a result of these discussions.

Step 6: Accreditation decision

After the agreed QIP and a timeframe the auditor's report and recommendation regarding the outcome of the Training Institutions application for Accreditation will be one of the following:

The auditor's recommendation to the NQA/competent body will be one of the following:

- Award of Level 4: Skill India Centre of Excellence and Innovation valid for three years with additional reporting requirements

- Award of Level 3: Skill India Accreditation, valid for three years with additional reporting requirements
- Award of Level 2: NQAF Accreditation, valid for three years with additional reporting requirements
- Award of Level 1: Provisional NQAF Accreditation (valid for maximum 12 months) with additional reporting requirements
- Not ready for Accreditation

Starting from the date of receipt of application, NQA/competent body will take a time period of maximum 90 days to announce accreditation decision for a Training/Education Institution.

Full details about the results of the accreditation process can be found in Manual 4: NQAF Auditor's Manual

Step 7: Appeals

A Training/Education Institution may appeal against the outcome of the audit. The appeal must be lodged in writing with NQA, giving a clear rationale for the appeal. On receipt of an appeal, the NQA will undertake an internal review of the documentation, including the documented audit decisions. This review might result in either a change to or a confirmation of the original decision.

The Training/Education Institution will pay the stipulated fee at the time of lodging the appeal. This fee will be reimbursed if the Assessment Body's appeal is successful. **However, the fee will not be reimbursed in cases where an appeal is unsuccessful nor where Training/Education Institution provides additional evidence against the quality standards which was not included in the application nor made available during the audit**

Annexure 1: Quality Criteria

The quality criteria for Training/Education Institutes

The quality criteria describe the standards which a Training/Education Institution must meet in order to be accredited within the NQAF. The quality criteria cover all areas of the institution's operations.

The quality criteria are divided into five main groups. There are a number of components within each group. The table below outlines the main groups of quality criteria, along with the components within them.

Table 2: The Main Groups of Quality Criteria

TABLES OF QUALITY CRITERIA

MAIN GROUPS	This group contains criteria in the following components:
A. Legal Status	It describes the criteria relating to the legal status of the Training/Education Institution..
B. Management of Learning Services	Criteria relating to: <ol style="list-style-type: none"> 1. Governance and Management 2. Stakeholder Engagement 3. Access and Equity
C. Management of Facilities and Resources	Criteria relating to: <ol style="list-style-type: none"> 1. Facilities Management 2. Using and Maintaining Essential Equipment 3. Learning Resources
D. Teaching and Learning Services	Criteria relating to: <ol style="list-style-type: none"> 1. Quality in Teaching and Learning 2. Management of Teaching and Learning 3. Professional Development
E. Student support Services	It describes Criteria relating to services provided by Training/Education Institution to the students:
F. Data Management	It describes Criteria related to data management by the Training/Education Institutions
G. Subcontracting and Additional Training Centres*	This Group describes the Quality Criteria for Training Institutions who subcontract their training services to other Training Providers *Subcontracting is allowed for Training Institutions who fulfil all the quality criteria at level 3 'Skill India Accreditation as well as additional Quality criteria under this group

GROUP A: LEGAL STATUS

This group gathers evidence towards legal status, practices and operations of the TI/EI.

These criteria apply to all Training/Education Institutions		Evidence needed to demonstrate this
AL1a.	The Training/ Education Institution is a legal entity registered/affiliated in India as one of the following: <ul style="list-style-type: none"> Registered under company Act, 1956 Registered under Society Act, 1860 Charitable trust Consortium/Partnership/Proprietorship GOI/State affiliation 	Documents confirming the legal status of the Institution and Centre
AL1b.	The Training/ Education Institution is registered/affiliated in India, having Permanent Account Number (PAN) and Service Tax Registration	<ul style="list-style-type: none"> PAN validated by authority Service tax Number
AL1c.	The Training/ Education Institution has documented agreement/s to conduct training on behalf of a client or on its own (Government, commercial, or fee for service agreements) / Training Plans for the accreditation period (For TPs planning to start training)	<ul style="list-style-type: none"> Copy of agreement(s) Copy of target allocation letter to the centre Batch enrolment/admission form (in case of Fee-based Model) Training Plans
AL1d.	The Training/ Education Institution has not been black listed by any ministry/ department/ agency/ undertaking of the Central or any State Government; nor has it been indicted for corrupt and/or fraudulent practices	Self Declaration Affidavit by Authorised Person
AL1e.	The responsible person* has never falsely advertised personal/organizational credentials like Misrepresentation of Institute or Use of un-authorized LOGOS/Credentials. * <i>Top management official authorised by Institution</i>	Self Declaration Affidavit by Authorised Person
AL1f	The Training/Education Institution has systems in place to notify the NQA/Competent Body of any significant changes to its ownership	Self Declaration Affidavit by Authorised Person

GROUP B: MANAGEMENT OF LEARNING SERVICES

1. GOVERNANCE & MANAGEMENT

This component helps to collect evidences against the structure, functions and processes of TI/EI which ensures that it attains its objectives in an effective and transparent manner.

Level 1: PROVISIONAL ACCREDITATION. All Training Institutes must meet these criteria At this level, the Training/Education Institution:		Evidence needed to demonstrate this
B1L1a	has defined structures, roles, responsibilities, and lines of reporting in place	<ul style="list-style-type: none"> Organizational charts and/or Job descriptions describing reporting lines
B1L1b	can demonstrate the continuing viability, including financial viability*, of its proposed operations for the period of Accreditation <i>*Financial viability is about being able to generate sufficient income to meet operating payments and debt commitments while delivering quality training</i>	<ul style="list-style-type: none"> Financial plan and/or cash flow forecast and/or Proof of Government funding
B1L1c	has sufficient resources to refund students in the event of closure (in case training is stopped midway in a fee based model)	Self Declaration Affidavit by authorised person
Level 2: NQAF ACCREDITATION At this level, the Training/Education Institution meets all Level 1 criteria, PLUS it:		Evidence needed to demonstrate this
B1L2b	has clear systems and processes in place for the recording of management and financial decisions	Written record of management decisions
B1L2c	Makes efforts to improve the quality of its operation and for monitoring the implementation of improvements	Written record of decisions relating to quality Improvements
Level 3: SKILL INDIA ACCREDITATION At this level, the Training/Education Institution meets all criteria at Levels 1 & 2, PLUS it:		Evidence needed to demonstrate this
B1L3a	has a formal organisational strategy incorporating management structures, key processes and measures in place to ensure quality of services.	<ul style="list-style-type: none"> Organisational strategy document, business plan etc including specifications of quality measures/procedures/ ATR
B1L3b	has procedures in place to review the management system at planned intervals	<ul style="list-style-type: none"> Review/evaluation plans, and/or Meetings Schedule and/or Minutes of the review meetings

B1L3c	has designated an individual(s) within the organisation to monitor and ensure the quality of training and assessment services	Details of the designated person and key responsibility areas
Level 4: SKILL INDIA CENTRE OF EXCELLENCE & INNOVATION At this level, the Training/Education Institution meets all criteria at Levels 1, 2 & 3 PLUS it:		Evidence needed to demonstrate this
B1L4a	has a communication strategy for providing information to and gaining feedback from key stakeholders (employers, parents, students etc), , and planning service delivery based on the feedback	<ul style="list-style-type: none"> • Strategy Document/guidelines for communication • Communication Material etc • Action Plan/ATR
B1L4b	has a system in place for identifying and managing risk based on a risk assessment framework on a periodic basis (atleast twice a year)	<ul style="list-style-type: none"> • Strategy document/Risk Register with risk indicators, • ATR/ mitigation measures against identified risk
B1L4c	undertakes internal audit activities at planned intervals documents, and refers to Internal Audit outcomes referred to for continual improvement	Internal Audit Documents

GROUP B: MANAGEMENT OF LEARNING SERVICES

2.STAKEHOLDER ENGAGEMENT

This component relates to the way the Training/Education Institution engages all of its stakeholders, including employers and students, to ensure that its learning services remain relevant to the users of its services.

Level 1: PROVISIONAL ACCREDITATION. All Training/Education Institution must meet these criteria		Evidence needed to demonstrate this
At this level, the Training/Education Institution:		
Level 2: NQAF ACCREDITATION		Evidence needed to demonstrate this
At this level, the Training /Education Institution meets all Level 1 criteria, PLUS it		
B2L2a	has engaged industry in the training of students	Proof of industry participation (eg. proof of communication between Training Institution and Industry officials)
B2L2b	has processes in place which support teacher, student and employer (or representatives) interaction	Records of meetings (e.g. site visits; employer visits to institution).
B2L2c	manages complaints	Complaints Register, or system to record and address complaints
B2L2d	adheres to Common Norms for Placement* <i>*for Training/Education Institution seeking government funding for training programs</i>	<ul style="list-style-type: none"> Placement Record
Level 3: SKILL INDIA ACCREDITATION		Evidence needed to demonstrate this
At this level, the Training/Education Institution meets all criteria at Levels 1 & 2, PLUS it:		
B2L3a	Reviews the institution's training programme and services based on employers and trainees feedback	<ul style="list-style-type: none"> Employer/trainee feedback form and action taken report
B2L3b	has a process to engage with parents and community	<ul style="list-style-type: none"> Written records of meeting
B2L3c	has a library with relevant resources and publications available to inform teachers, trainers and students about trends and developments in the industry or sector	<ul style="list-style-type: none"> List of resources and publications Subscriptions

Level 4: SKILL INDIA CENTRE OF EXCELLENCE & INNOVATION At this level, the Training Institute meets all criteria at Levels 1, 2 & 3 PLUS:		Evidence needed to demonstrate this
B2L4b	has involved local companies/ businesses in the training of students at their workplace	<ul style="list-style-type: none"> • Employer evaluation of learning, • MOUs with employers on training students

GROUP B: MANAGEMENT OF LEARNING SERVICES

3. ACCESS AND EQUITY

This component ensures that all students regardless of ethnicity, gender, religion, caste, language, physical or mental capacities are not denied access to learning services offered by the institution

Level 1: PROVISIONAL ACCREDITATION. All Training Institutes must meet these criteria		Evidence needed to demonstrate this
At this level, the Training/Education Institution:		
B3L1a	can demonstrate that it does not exclude on the basis of caste, creed, gender, religion, place of birth, etc*. <i>*Exceptions to this criterion are made for Training/Education Institutions providing programmes for minorities or specific categories of students as per government mandate.</i>	Self declaration Affidavit by authorised person
Level 2: NQAF ACCREDITATION		Evidence needed to demonstrate this
At this level, the Training/Education Institution meets all Level 1 criteria, PLUS it:		
B3L2a	has a mechanism for providing information about its services to groups which are under-represented	<i>Either</i> relevant brochures/pamphlets or a written description of the communications used to contact under-represented groups
B3L2b	a sexual harassment policy, is in place to adhere to the principles of access and equity and to maximize outcomes for clients	<i>Policy, posters, reporting and counselling processes</i>
Level 3: SKILL INDIA ACCREDITATION		Evidence needed to demonstrate this
At this level, the Training/Education Institution meets all criteria at Levels 1 & 2, PLUS it:		
B3L3a	has an access and equity strategy that requires the collection and analysis of data and feedback to improve participation of under-represented and underprivileged groups	<ul style="list-style-type: none"> • Documented strategy/plan • Enrolment data
B3L3b	has a process in place to ensure its learning services are accessible to students with special needs, including making special arrangements for learning and assessment	<ul style="list-style-type: none"> • Written description of process, including reference to any special arrangements which have been made

B3L3c	has employed women staff/faculty/trainers to ensure participation of women in the institution	<ul style="list-style-type: none"> • Teacher/Trainer/Staff/ employee records
Level 4: SKILL INDIA CENTRE OF EXCELLENCE & INNOVATION At this level, the Training/Education Institution meets all criteria at Levels 1, 2 & 3 PLUS it:		Evidence needed to demonstrate this
B3L4a	regularly monitors achievement of objectives concerning different target/underrepresented groups using selected indicators and feedback	<ul style="list-style-type: none"> • Documented monitoring policy • Most recent monitoring report
B3L4b	has flexible scheduling / attendance options to cater to all members of society	<ul style="list-style-type: none"> • Programme descriptions • training calendars and • time table

GROUP D: MANAGEMENT OF FACILITIES & RESOURCES

1. FACILITIES MANAGEMENT

This component ensures the adequacy and quality of infrastructure available with the Training/Education Institution in order to deliver unobstructed training Services

Level 1: PROVISIONAL ACCREDITATION. All Training/Education Institutions must meet these criteria At this level, the Training/Education Institution:		Evidence needed to demonstrate this
C1L1a	operates in premises which are structurally sound, legally built, safe and secure, and well maintained and which conform to building codes and zoning requirements.	Lease agreement, Building plan (plan should be validated by a govt. approved architect.) Building plan approved by competent authority
C1L1b	operates in premises which have the required safety features including exit routes which are unobstructed and in working order	Photographic evidence
C1L1c	has in place clear procedures for ensuring the safety of all people in the premises . This should include arrangements for evacuation of the premises in case of fire or other emergency, and for dealing with minor injuries.	<ul style="list-style-type: none"> • Displayed information about safety arrangements (e.g. fire safety information displayed in the building • First aid kit
C1L1d	operates in premises which have the basic amenities required, including: <ul style="list-style-type: none"> • classrooms, • separate roofed working toilets for girls and boys • access to safe drinking water • adequate lighting and ventilation 	<ul style="list-style-type: none"> • Photographic evidence • Physical Verification
C1L1e	operates in premises which meet the requirements set by the NQA/Competent Body for the NSQF qualifications which the institution delivers.	Photographic evidence
C1L1f	(in cases where living accommodation is provided) provides safe, secure, clean accommodation which meets health and safety requirements, including separate accommodation for women.	<ul style="list-style-type: none"> • List of accommodation provided • Written information about safety arrangements (e.g. fire evacuation procedures)

		<ul style="list-style-type: none"> • Photographic evidence
<p>Level 2: NQAF ACCREDITATION</p> <p>Level 3: SKILL INDIA ACCREDITATION</p> <p>Level 4: SKILL INDIA CENTRE OF EXCELLENCE & INNOVATION</p> <p>At these levels, the Training/Education Institution meets all criteria above. There are no additional criteria.</p>		

GROUP D: MANAGEMENT OF FACILITIES & RESOURCES

2. USING AND MAINTAINING ESSENTIAL EQUIPMENT

This component helps gather evidence against adequacy of equipment and its appropriate usage and maintenance by Training/Education Institution

Level 1: PROVISIONAL ACCREDITATION. All Training/Education Institutions must meet these criteria At this level, the Training/Education Institution:		Evidence needed to demonstrate this
C2L1a	has essential equipment in adequate number to allow all students to practise and adequately develop their competence using the required equipment as prescribed by the Competent Body	List of equipment, student to machine ratio <link to competent body's equipment requirement>
Level 2: NQAF ACCREDITATION At this level, the Training/Education Institution meets all Level 1 criteria, PLUS it:		Evidence needed to demonstrate this
C2L2a	has a process to maintain training equipment as per Manufacturer's Instructions	<ul style="list-style-type: none"> Written proof of maintenance (e.g. maintenance records; service receipts)
C2L2b	has installed the equipment in accordance with the manufacturer's instructions	<ul style="list-style-type: none"> Proof of installation (e.g. photographs; recent videography of the power meters installation record)
C2L2c	ensures that teachers/trainers are trained to use the equipment as per manufacturer's instructions safely and to instruct students to use it safely and take necessary action in case of injuries	Training record
Level 3: SKILL INDIA ACCREDITATION Level 4: SKILL INDIA CENTRE OF EXCELLENCE & INNOVATION At these levels, the Training/Education Institution meets all criteria above. There are no additional criteria		

GROUP C: MANAGEMENT OF FACILITIES & RESOURCES

3. LEARNING RESOURCES

This component provides information about learning resources being used by Training/Education Institution to ensure Quality of Learning

Level 1: PROVISIONAL ACCREDITATION. All Training/Education Institutions must meet these criteria At this level, the Training/Education Institution::		Evidence needed to demonstrate this
C3L1a	has learning resources for students which are appropriate to qualifications being delivered	List of resources being used for each qualification, including numbers of each resource available (eg. Curriculum and lesson plans)
Level 2: NQAF ACCREDITATION At this level, the Training/Education Institution meets all Level 1 criteria, PLUS it:		Evidence needed to demonstrate this
C3L2a	has sufficient learning resources and course consumables in a quantity that allows students to practice their competence	Written evidence of resources (e.g. stock inventory; order or delivery lists)
C3L2b	Ensures that learning material and delivery is in language followed by all candidates	<ul style="list-style-type: none"> • Text Books/Learning Material • Class notes
Level 3: SKILL INDIA ACCREDITATION At this level, the Training/ Education Institution meets all criteria at Levels 1 and 2, PLUS it:		Evidence needed to demonstrate this
C3L3a	provides a range of different types of learning aids, including equipment, videos, guest lectures, technical lectures by students	Written evidence of resources (e.g. stock inventory; order or delivery lists; dates of any visits)
C3L3b	ensures that sufficient learning resources are available for any on-the-job training component	<ul style="list-style-type: none"> • Lesson plans • Workbook
C3L3c	is implementing competency based curriculum relating to qualifications	Copy of Competency based curriculum
Level 4: SKILL INDIA CENTRE OF EXCELLENCE & INNOVATION At this level, the Training Institute meets all criteria at Levels 1, 2 AND 3 PLUS it:		Evidence needed to demonstrate this
C3L4a	undertakes regular reviews of learning resources to ensure they remain current and relevant to industry practice, including identifying where innovative resources can be incorporated into learning programmes	<ul style="list-style-type: none"> • Written record of review (e.g. minutes of meetings; emails recommending

		new resources etc Innovative learning resources
C3L4b	Training Programmes and learning resources are enriched through research/study of contemporary learning practices and new technologies	Evidence of research/study done and findings incorporated in learning resources

GROUP D: TEACHING & LEARNING SERVICES

1. QUALITY IN TEACHING AND LEARNING

This component gathers evidence against the quality of teaching learning practices undertaken by the training/education Institution

Level 1: PROVISIONAL ACCREDITATION. All Training/Education Institutions must meet these criteria.		Evidence needed to demonstrate this
At this level, the teacher and trainers in the Training/Education Institution:		
D1L1a	plans and delivers lessons which have a clear and relevant purpose and which engage the students	Lesson plans
Level 2: NQAF ACCREDITATION At this level, the teachers and trainers in the Training/Education Institution meet all Level 2 criteria PLUS they:		Evidence needed to demonstrate this
D1L2a	Delivers education and training activities to students based on the curriculum to achieve the learning outcomes	<ul style="list-style-type: none"> • Instructors comments against lesson plan • Classroom observation against lesson plans
D1L2b	assesses learner progression and the effectiveness of learning materials, and adjust their teaching accordingly	Written records of internal/formative assessment
Level 3: SKILL INDIA ACCREDITATION At this level, the teachers and trainers in the Training/Education Institution meet all criteria at Levels 1 and 2, PLUS they:		Evidence needed to demonstrate this
D1L3a	engage students in learning activities which include a mix of different methodologies such as project based work, team work, and practical workplace simulations	<ul style="list-style-type: none"> • Competence based curriculum • Lesson Plans • Records of activities conducted
D1L3b	work to organise skills demonstrations, site visits and presentations for students in cooperation with enterprises and other workplaces	Written records of activities
D1L3c	have processes to identify the level of learners in the class and provide assistance to weaker students where needed	Formative assessment records
Level 4: SKILL INDIA ACCREDITATION At this level, the teachers and trainers in the Training/Education Institution meet all criteria at Levels 1, 2 and 3 PLUS they:		Evidence needed to demonstrate this
D1L4a	Conducts baseline/diagnostic assessments to understand the gaps in students learning abilities	<ul style="list-style-type: none"> • Records of baseline/diagnostic assessments conducted • Diagnostic assessment tools

D1L4b	cater to different learning styles and to candidates with different level of ability	<ul style="list-style-type: none"> • Lesson plans • Classroom observation
D1L4c	provide learners with the support they need to assess their own learning needs and goals	<ul style="list-style-type: none"> • Record of classroom activities used to encourage reflection(student portfolios/self assessment tools)
D1L4d	when working with students with disabilities, can identify any additional support the student may need and help to make special arrangements for that support	<ul style="list-style-type: none"> • Written description of process, • Record of any special arrangements which have been made
D1L4e	ensure that they support learners to develop the skills needed to make them ready for the workplace/industry	<ul style="list-style-type: none"> • Lesson plans • Workplace readiness module etc

GROUP D: TEACHING & LEARNING SERVICES

2. MANAGEMENT OF TEACHING AND LEARNING

This component provides information about the adequacy and quality of teachers/ trainers and support staff to deliver quality training

Level 1: PROVISIONAL ACCREDITATION. All Training/Education Institutions must meet these criteria At this level, the Training/Education Institution:		Evidence needed to demonstrate this
D2L1a	has at least one qualified teacher/trainer per batch of students with the required qualification(s) and experience as outlined by the Competent Body	List of teachers, identifying their qualification(s) and experience<requirement by competent body>
Level 2: NQAF ACCREDITATION At this level, the Training/Education Institution meets all Level 1 criteria, PLUS it:		Evidence needed to demonstrate this
D2L2a	ensures that teachers/ trainers have atleast 1 year of respective sector/industry specific exposure (or one year of TOT program undertaken in respective industry/sector)	<ul style="list-style-type: none"> Copies of teachers'/trainers' relevant experience certificates and/or record of experience in the industry
D2L2b	has a documented plan for the training of trainers/teachers (TOT) and records of implementation of TOT activities	TOT plan and Record of TOT activities
Level 3: SKILL INDIA ACCREDITATION At this level, the Training/ Education Institution meets all criteria at Levels 1 and 2, PLUS it:		Evidence needed to demonstrate this
D2L3a	maintains an up-to-date list of employers/industry representatives who can offer placements and other workplace opportunities for students, along with records of where placements, on-the-job training and other opportunities have been provided.	List of employers/industry representatives Record of placements and other activities
D2L3b	has a nominated co-ordinator who liaises between the institution and industry/employer partners to ensure effective two-way communication and to address any problems which might arise in on-the-job training	Name and description of responsibilities of co-ordinator
D2L3c	ensures that staff who deliver student support services are appropriately qualified, trained, and supported in their professional development	<ul style="list-style-type: none"> CVs and Job Descriptions of student support staff List of training/professional development opportunities for student services staff
D2L3d	has a development plan to ensure staff responsible for data	<ul style="list-style-type: none"> Development plan

	collection and reporting maintain and develop their skills in data collection, processing, analysis and reporting	(TOT)KRA indicating data management
Level 4: SKILL INDIA CENTRE OF EXCELLENCE & INNOVATION At this level, the Training Institute meets all criteria at Levels 1, 2 AND 3 PLUS it:		Evidence needed to demonstrate this
D2L4a	has a process for analysing the training capacity of workplaces offering on-the-job training to ensure it is appropriate and sufficient for the students' needs	Documented process for assessing capacity needed
D2L4b	undertakes regular reviews of teachers/trainers to ensure learning is relevant to industry practice, including identifying where innovative teaching learning methodology/innovative pedagogy can be incorporated into learning programmes	<ul style="list-style-type: none"> • Written record of review (e.g. minutes of meetings; emails recommending new resources etc) • Documented best practices/innovations in teaching learning methodologies

GROUP D: TEACHING & LEARNING SERVICES

3. PROFESSIONAL DEVELOPMENT

This component focuses on the aspects of professional development of all trainers and staff to ensure capacity building function is undertaken by training/education institution

Level 1: PROVISIONAL ACCREDITATION. No Criteria at this level		Evidence needed to demonstrate this
Level 2: NQAF ACCREDITATION At this level, the Training/Education Institution meets all Level 1 criteria, PLUS it:		Evidence needed to demonstrate this
D3L2a	actively promotes professional development activities to all staff, both in their technical/vocational area and, for teachers/trainers, in generic teaching /training skills and knowledge	List of promotional activity (e.g. adverts on staff notice boards; circulation of invitations; records of staff meetings)
Level 3: SKILL INDIA ACCREDITATION At this level, the Training /Education Institution meets all criteria at Levels 1 & 2, PLUS it:		Evidence needed to demonstrate this
D3L3a	ensures Professional Development activities undertaken by all staff, including support staff and teachers and trainers, to develop their technical/vocational knowledge and pedagogical skills (in case of trainers). It also supports teachers and trainers to remain up to date with practices must be accessible to staff at all levels in the institution.	<ul style="list-style-type: none"> • Written record of professional development activities taken up by teachers/trainers • Records of competency based training workshops participated by teachers/trainers(for teachers/trainers)
D3L3b	has identified sufficient resources (such as time, money and substitute arrangements) to enable staff to participate in professional development activities	<ul style="list-style-type: none"> • Budget component for professional development activities in business/financial plan • Certificates/records of professional development activities
Level 4: SKILL INDIA CENTRE OF EXCELLENCE & INNOVATION At this level, the Training /Education Institution meets all criteria at Levels 1 & 2, PLUS it:		Evidence needed to demonstrate this
D3L4a	has a human resource strategy which sets out objectives for the professional development of all staff groups, linked to the organisation's objectives.	Human resource strategy document
D3L4b	provides opportunities for teachers and trainers to develop and/or participate in learning networks to support their own professional development, to share and disseminate good practice in teaching and training	Written evidence of participation and membership in networks (e.g. invitations; newsletters)
D3L4c	has management and support staff having skills in implementing, managing and maintaining Quality	<ul style="list-style-type: none"> • Training certificates, QA

	Management Systems	certifications • Attendance at quality training programs, quality approaches in use, quality circles,
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GROUP E: STUDENT SUPPORT SERVICES

This group gathers evidences against the quality of services provided by Training/Education Institutions to students

Level 1: PROVISIONAL ACCREDITATION.		All	Evidence needed to demonstrate this
Training/Education Institutions must meet these criteria			
At this level, the Training/Education Institution:			
EL1a	ensures that all marketing, advertising and/or promotion of their services to prospective students is ethical, accurate and consistent with its scope of registration and that students have a clear understanding of the course they are enrolling		<ul style="list-style-type: none"> Copies of any marketing, advertising or promotional materials produced by the institution and/or
Level 2: NQAF ACCREDITATION			Evidence needed to demonstrate this
At this level, the Training/Education Institution meets all Level 1 criteria, PLUS it:			
EL2a	provides all students with written information about the training, assessment and support services to be provided, and about their rights and obligations, prior to their enrolment		Written information given to students
EL2b	has a process for recognising the prior learning (RPL) of students, and a written procedure to follow when a student requests RPL		Written description of RPL process Record of any RPL decisions made
EL2c	has a mechanism in place for dealing with student complaints and grievances		<ul style="list-style-type: none"> Written description of complaints and grievances procedure Complaints' Register
Level 3: SKILL INDIA ACCREDITATION			Evidence needed to demonstrate this
At this level, the Training/Education Institution meets all criteria at Levels 1 & 2, PLUS it:			
EL3a	has a process for ensuring that students receive Counselling prior to enrolling to ensure that the course they have chosen is at an appropriate level and appropriate to their learning needs and their future plans		Written information about the pre-enrolment process (e.g. pre-enrolment questionnaires, counselling and tests)
EL3b	has a documented process to ensure that students are well-informed about placements. This should include information about the employer, about the work they will undertake, and about what they should do if they have a complaint or if problems arise.		Written information given to students regarding placement
EL3c	provides a range of student support services, such as extended training, financial aid advice, academic advice, and co-curricular activities		List of support services provided, along with rationale for the need for

		the service Reports on numbers of students using the services
EL3d	has a dedicated Placement Cell with a Placement Coordinator looking into all the matters related to placement of candidates	<ul style="list-style-type: none"> • Job description • Placement records
Level 4: SKILL INDIA CENTRE OF EXCELLENCE & INNOVATION At this level, the Training/Education Institution meets all the criteria above. There are no additional criteria		

GROUP F: DATA MANAGEMENT

This Group helps gather evidence against the data management practices of the Training/education institution, which is a crucial component of continual Quality improvement

Level 1: PROVISIONAL ACCREDITATION. All Training /Education Institutions must meet these criteria		Evidence needed to demonstrate this
At this level, the Training /Education Institution:		
FL1a	maintains student, trainer and staff records and ensures their accuracy, integrity and secure storage	Formats, sample and photographic evidence
FL1b	has the systems in place to retain and retrieve basic enrolment and completion data and provide to the Competent Body, COMPETENT BODY, Funding Body or Government Body as required	submitted record of communication with the competent body
Level 2: NQAF ACCREDITATION		Evidence needed to demonstrate this
At this level, the Training/Education Institution meets all Level 1 criteria, PLUS it:		
FL2a	ensures that managers and staff responsible for data collection and processing have skills to collect, analyse and forward data to relevant bodies as required	JD and CV of staff, managing data
FL2b	has process for tracking students post training * <i>*govt funded programs adhere to common norms</i>	<ul style="list-style-type: none"> Tracking Records Copies of information-gathering tools used
Level 3: SKILL INDIA ACCREDITATION		Evidence needed to demonstrate this
At this level, the Training/Education Institution meets all criteria at Levels 1 & 2, PLUS it:		
FL3a	has the Student Management system in place to gather data relevant to the measurement of performance in training, student satisfaction and the outcomes of training	<ul style="list-style-type: none"> Copies of information gathering tools, such as student feedback Records of enrolment, trained candidates and certified candidates
FL3b	has systems for the collection of information, on the industry relevance of their services and its analysis	<ul style="list-style-type: none"> Copies of information gathering tools (e.g. employer feedback questionnaires) ATR
FL3c	Management and learning support staff have the skills to analyse the collected data which may feed back into operations and services, to make any required changes, including scheduling of learning services	<ul style="list-style-type: none"> Certificates/records indicating skills in data management ATR
Level 4: SKILL INDIA CENTRE OF EXCELLENCE & INNOVATION		
At this level, the Training/Education Institution meets all the criteria above. There are no		

additional criteria

GROUP G: SUBCONTRACTING TRAINING & ADDITIONAL TRAINING CENTRES

Additional Requirement in case of subcontracting/subcontracted models of training services

This component only applies to Training/Education Institutions which either subcontract their teaching/training services or provide training services on behalf of another provider. The following are the Additional Criteria to be fulfilled by a Training Education Institutions for running subcontracted/subcontracting models of training:

- Only a training /education institution which fulfils all the criteria for Skill India level 3 Accreditation and beyond, will be allowed to subcontract its training services to another provider
- Training/Education Institution who do not fulfil all the Criteria at level 3 or beyond, but runs training services on behalf of another provider, may produce following records (in addition to the quality criteria at their level:
 - Written Agreement with the subcontractor with details of services which the TI/EI must provide, and how these services will be monitored
 - Records of reports submitted to subcontractor as per the subcontractors monitoring requirements
- The additional criteria for a training/education Institution as a subcontractor of training services are:

Level 3: SKILL INDIA ACCREDITATION Training/Education Institutions subcontracting training services to other providers (subcontractor) must meet these criteria.		Evidence needed to demonstrate this
GL3a	has a register of all staff working at the different centres which it operates. This should include information about their job role and, if they are teachers or trainers, their qualifications	Register of staff
GL3b	has a written agreement with any subcontractor which details the services which the subcontractor must provide, and how these services will be monitored.	Written agreement
GL3c	has a mechanism for monitoring any services provided on its behalf by a different organisation, to ensure that the organisation complies with the relevant quality criteria for Training/Education Institutions	Monitoring policy, e.g. in contract Monitoring records
GL3d	has clear documented contract arrangements in place for subcontracting training services .	Contract document
GL3e	has clearly defined reporting requirements in place for subcontractors and a mechanism for monitor the reports	Reporting requirements (e.g. in contract) and reports
GL3f	has defined processes in place to support the subcontractor to develop and maintain quality training provision under the contract	Contract

GL3g	has defined procedures in place to internally monitor contract arrangements with subcontractors	<ul style="list-style-type: none"> • Monitoring policy • Reports
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Level 4: SKILL INDIA CENTRE OF EXCELLENCE & INNOVATION
Training/Education Institutions subcontracting training services to other providers (subcontracted) must meet these criteria.
At this level, the Training /Education Institution meets all criteria at Level 1, 2, and 3, PLUS it..

Annexure 2: Application Form (basic details)

Accreditation of Training/ Education Institutions

Application for Accreditation of
Training/Education Institutions

This form must be completed by all Training/Education Institutions applying for accreditation within the National Quality Assurance Framework (NQAF).

Part A. Basic Details

I Contact Details of Nodal Officer

1. **Name of Training/Education Institution:**
2. **Address (*attach proof of address*):**
3. **Name of person responsible for the application process:** This person will be the Nodal Officer for NQA/competent body/Designated Body
4. **Job title/ designation of Nodal Officer:**
5. **Phone number and email address for Nodal Officer:**

II Accreditation Level

Please refer to the **Accreditation Manual for Training/Education Institutions** for the requirements for each of the 4 levels of accreditation.

6. **Which level of accreditation is the Training/Education Institution applying for?** Please select one only.
- Level 1: Provisional NQAF Accreditation**
 - Level 2: NQAF Accreditation**
 - Level 3: Skill India Accreditation**
 - Level 4: Skill India Centre of Excellence and Innovation**

III: Qualification/Courses/Trades Please list the titles and register numbers of all qualifications* for which the accreditation is being sought .

Qualification Title*	Sector	Register number

**training for the courses to be undertaken at the centre atleast for a time period of one year. Part of the business/Financial plan*

IV: Self Declaration

This confirmation must be signed by the senior authority in the Training/Education Institution. This may be a senior official duly authorised by the Institution

I hereby confirm that all the information and evidences furnished as part of this application, submitted for accreditation within the National Quality Assurance Framework (NQAF), are true to the best of my knowledge

Name:

Title:

Signature:

Date:

Annexure 3: Application Form (Self-Evaluation Forms)

NATIONAL QUALITY ASSURANCE FRAMEWORK

Accreditation of Training/ Education Institutions

Part B: Self-Evaluation Form

Training/Education Institutions applying for NQAF Accreditation must submit evidence to demonstrate how they meet the quality criteria for the level of accreditation they are seeking. This evidence will be reviewed by the auditor(s) during the audit process and will inform the accreditation decision. **The Self evaluation forms provide the Quality Criteria to be fulfilled at each level of accreditation. It will list the documentary evidence provided by the institution to demonstrate their compliance with the quality criteria.**

How to complete the self evaluation :

- The self evaluation form gives the quality criteria required for each level of accreditation.
- Evidence can fall into one of three categories:
 - Documents
 - Self-declaration: For some of the quality criteria, a short declaration describing how the institution meets the criterion can be provided. See the Quality Criteria section of the Accreditation Manual for more information.
 - Physical verification: photos or videos to provide evidence for some of the criteria.
- When completing the self-evaluation the Nodal officer should gather all of the evidence into a portfolio. This might be an electronic folder, or a folder of hard copies of the documents.
- Mark each document, self-declaration or photo with the reference number(s) of the criteria it refers to. One document may provide evidence for more than one of the criterion.
- For ease of use, give each piece of evidence a number. This will make it easy to retrieve.

(online Self evaluation forms will be developed for accreditation)

Annexure 4: Application Form (Quality Improvement Plan Template)

Part C: Quality Improvement Plan Template

The (Training/ Education Institution or Assessment Body name) agree to undertake the following actions:

Level at which accreditation is being sought: _____

Specific Group area to be addressed	NQAF criteria	Strategy	Resources	Signature of authorised person from the Training/ Education Institution or Assessment Body	Date for completion

Prepared by:

Auditor/s

Name: _____

Signature: _____ Date: _____