MANUAL FOR TVET INSTITUTION ACCREDITATION-2082

Approved by the Council for Technical Education and Vocational Training (CTEVT) on 2082/08/18

Council for Technical Education and Vocational Training (CTEVT)
Sanothimi, Bhaktapur, Nepal
2025

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Quality Assurance and Accreditation Committee
Council for Technical Education and Vocational Training (CTEVT)
Sanothimi, Bhaktapur, Nepal

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The Quality TVET for Youth (QualiTY) Project supports the establishment and implementation of the TVET institution accreditation system in Nepal. As part of this initiative, technical assistance was provided to develop and validate the Manual for TVET Institution Accreditation – 2082. This project is a bilateral effort between the Swiss and the Nepal governments. At the federal level, the Ministry of Education, Science, and Technology (MoEST) and the Council for Technical Education and Vocational Training (CTEVT) oversee the project, while at the provincial level, the Ministry of Social Development/Education (MoSD/E) is responsible for implementation. The Swiss Foundation for Technical Cooperation (Swisscontact), on behalf of the Swiss Agency for Development and Cooperation (SDC), offers technical support to the project.

Table of Contents

Acronyms and Abbreviations III

Definition of Terminologies IV

1. Introduction 1

1.1. Background 1

1.2. Rationale for Accreditation System 2

1.3. The Quality Assurance Concept in TVET 2

1.4. Benefits of Accreditation 4

2. Management and Governance of the Accreditation System 6

2.1. Quality Assurance and Accreditation Committee 6

2.2. Roles and Responsibilities of the Accreditation Committee 6

2.3. Secretariat of the Committee and Its Role 7

2.4. Accreditor Team 7

2.5. Trainings 7

2.5.1 Training and Certification for the Evaluators Team 7

2.5.2 Training and Certification for the CTVET Officers 8

2.5.3 Training for the Schools' Administrators and Focal Points 8

2.6. Mobilisation of the Accreditors 8

2.7. Major Stakeholders and their roles 8

2.8. Scope of Accreditation 9

2.9. Forms and Formats to Process for the Accreditation 9

3. Administration of the Accreditation Process 10

3.1. Expression of Interest (EoI) 13

3.2. Initial Review and Forwarding 13

3.3. Eligibility Assessment 13

3.4. Reapplication for Ineligible Institutions 13

3.5. Detailing of Self-Assessment Report (SAR) 13

3.6. Accreditor Team Nomination 14

3.7. Pre-visit 14

3.8. On-Site Visit and Verification 14

3.9. Assessment Report and Scoring 14

3.10. Institutional Compliance 15

3.11. Final Council Decision upon Committee's Recommendation 15

3.12. Accreditation Granted 15

3.13. Re-Accreditation Cycle 15

3.14. Scoring Criteria 15

3.15. Indicators and Sub-indicators 16

3.16. Types of Awards and Awarding Criteria 17

3.17. Supports and Incentives 18
4. ANNEXES 19
Annex 1: Notice for accreditors' roster development 19
Annex 2: Application form for the accreditors 20
Annex 3: Shortlisting criteria for the accreditors 21
Annex 4: Major contents of the accreditors' training 22
Annex 5: Estimated number of days for the accreditation 23
Annex 6: Terms of reference (TOR) for accreditors 24
Annex 7: The accreditation process flow chart 26
Annex 8: Application form for the accreditation 27
Annex 9A: Self-assessment report format for the applicant institute 28
Annex 9B: Self-assessment report sub-indicators, benchmarks and marking criteria 45
Annex 10: Final assessment report 46
Annex 11: The breakdown of the accreditation fee 49

List of Tables

Table 1. Accreditation Committee 6
Table 2. Forms and Format for the Accreditation 9
Table 3. Steps, Key Activities, and Responsible Agencies to Carry Out the Accreditation 10
Table 4. Criteria, Indicators, Counts, and Marking Criteria for the Accreditation 16
Table 5. Content Validity Analysis of the Sub-indicators 16
Table 6. Field Testing and Interrater Reliability Test Analysis 17
Table 7. Grades and Categories of the Accreditation Award 17

List of Figures

Figure 1. Quality Assurance in TVET 2
Figure 2. Quality Management System in TVET 3
Figure 3. Quality Assurance Process 4
Figure 4. Sub-indicators and Marking Criteria Development Phases 17

Acronyms and Abbreviations

APACC	Asia Pacific Accreditation and Certification Commission
BIA	Business Industry Association
CTEVT	Council for Technical Education and Vocational Training
EC	Executive Committee
HRD	Human Resource Development
IIL	Industry Institute Linkage
IS	Instructional Skills
LMIS	Labour Market Information System
MIS	Management Information System
MoEST	Ministry of Education, Science, and Technology
MoSD	Ministry of Social Development
MoU	Memorandum of Understanding
NA	Not Applicable
NCS	National Competency Standard
OHS	Occupational Health and Safety
OJT	On-the-Job Training
OSU	Occupational Skill Upgrading
PU	Production Unit
QIP	Quality Implementation Plan
QMS	Quality Management System
SMC	School Management Committee
SSC	Sector Skills Committee/Council
TECS	Technical Education in Community School
TITI	Training Institute for Technical Instruction
TLM	Teaching Learning Materials
ToT	Training of Trainers
TSSP	TVET Sector Strategic Plan
TVET	Technical and Vocational Education and Training

Definition of Terminologies

Accreditation award:	The title awarded to an accredited program/institute is formal recognition and an indication of the level of quality of the program or institute.
Accreditation:	External evaluation of the program or institution against the set standards and indicators.
Accredited:	The status of the institution after receiving the accreditation award and completing the accreditation process.
Accreditors:	A certified individual appointed to assess the institution for accreditation purposes by the accreditation committee.
Assessment:	Assessment is the collection, analysis, evaluation, and judgment of evidence to measure whether a program or the institute meets the standard set by the TVET Accreditation Committee.
Assessment criteria:	It is the broader framework of assessment used to structure the various indicators for assessing TVET programs/institutes.
Benchmarks:	Benchmarks are criteria used to quantify sub-indicators further, and each sub-indicator is scored based on the extent to which an institution or program meets these benchmarks.
Indicators:	Indicators are the standards that help to measure the performance level or progress status of TVET programs/institutes prepared based on the assessment criteria.
Marking criteria:	Marking criteria are the standards set for each sub-criterion, guiding the accreditor to assess each sub-indicator during the field visit. The same criteria guide the institution to prepare the self-assessment report.
Related Professional Council:	Related Professional Council refers to the council that has jurisdiction over the professional courses offered by the institution applying for accreditation.
Scoring specification:	Statements that facilitate the further measurable breakdown of the indicators. It can also be referred to as a basis for the specification of a sub-indicator.
Self-assessment:	It is a review made by an individual institute to assess whether its programs or institutes meet the standards set by the Committee.
Sub-indicators:	Sub-indicators are the detailed breakdowns of indicators that make them objectively measurable

1. Introduction

1.1 Background

The Constitution of Nepal emphasises fundamental rights to education and employment. To achieve this, the roles of the three tiers of government (federal, provincial, and local) in TVET are clearly defined. The federal government is responsible for setting national standards and policies, as well as ensuring quality assurance. The provincial government creates provincial policies, coordinates efforts, monitors, evaluates, and facilitates coordination between the federal and local levels. Similarly, the local government is responsible for implementing education up to the secondary level.

Nepal has also formulated a long-term development vision through its educational policy and a period development plan to fulfil the aspirations of 'Good Governance, Social Justice and Prosperity', intended to upgrade the country from the status of a least developed country to a developing nation by 2026.

The Government of Nepal has also approved the TVET Sector Strategic Plan (TSSP) 2023-2032, which provides a holistic vision and strategic direction for the next ten years by targeting specific population groups, providing relevant competencies, and ensuring employment in national and global job markets. TSSP has focused on strengthening institutional capacity and delivery systems by consolidating and harmonising among different service providers to operate through an integrated TVET system. It has also emphasised the development of policies, a national curriculum framework, and operational standards to ensure the quality and relevance of the TVET program. Similarly, developing accreditation standards and accrediting TVET institutions based on their performance standards is a strategic priority.

In line with this, a Quality Assurance and Accreditation (QAA) Committee has been established within the Council for Technical Education and Vocational Training (CTEVT), chaired by the Member Secretary of the Council and mandated by the approved Bylaws on TVET Institutions' Quality Assurance and Accreditation, 2081. To clarify the directions and programmatic vision outlined by the bylaws, this manual was developed to detail the provisions. The manual makes the bylaws actionable by specifying and outlining the procedural steps for implementing the QAA system in TVET institutions under this committee's leadership. It further elaborates on the processes, including detailed specifications of the criteria and indicators as prescribed in the bylaws.

The quality assurance of TVET is crucial for producing competent graduates, which in turn enhances productivity and drives economic growth. CTEVT is responsible for maintaining the quality of TVET programs nationwide. Although TVET institutions are expanding rapidly, ensuring quality remains a challenge. To address this issue, ensuring quality has become a priority on the sectoral agenda. CTEVT has been implementing a three-stage approach to assure the quality initiatives of the TVET system in Nepal as follows:

i. **Program affiliation:** All institutions need to register legally as a TVET institution. Then, the institution should get program affiliation from CTEVT by fulfilling the minimum requirements based on the developed curriculum and standards.

ii. **Monitoring and Evaluation:** CTEVT conducts monitoring and evaluation at regular intervals to ensure program delivery as per the standard and procedures established by the curriculum and monitoring tools.

iii. **Assessment and Certification:** The institutions conduct an internal assessment for the long-term program, and CTEVT conducts a final examination for graduates. Based on both assessments, CTEVT issues national-level certificates called Pre-Diploma and Diploma. For short-term vocational training, institutions typically provide a training completion certificate. To obtain a national-level certificate, an individual must appear in the skill testing exam conducted by NSTB.

The current system, as mentioned earlier, is felt to be insufficient for ensuring the quality of TVET institutions

and their programs. In response, the Government of Nepal has approved the Quality Assurance and Accreditation (QAA) Bylaws 2081 (प्रावधिकि शक्षिालयको स्तर नर्धिारण तथा प्रत्यायन सम्बन्धी वनियिमावली, २०८१) to promote quality in TVET institutions, considering the school accreditation system as a key reform tool. This system enhances quality assurance through criteria-based initiatives. The bylaws provide guiding principles for systematic and planned development in TVET institutions. This manual explains these bylaws, covering procedural aspects such as the specification of indicators, sub-indicators, and marking criteria. The bylaws and the manual together create a framework and process that ensures quality inputs lead to better processes, outputs, outcomes, and ultimately, positive impacts.

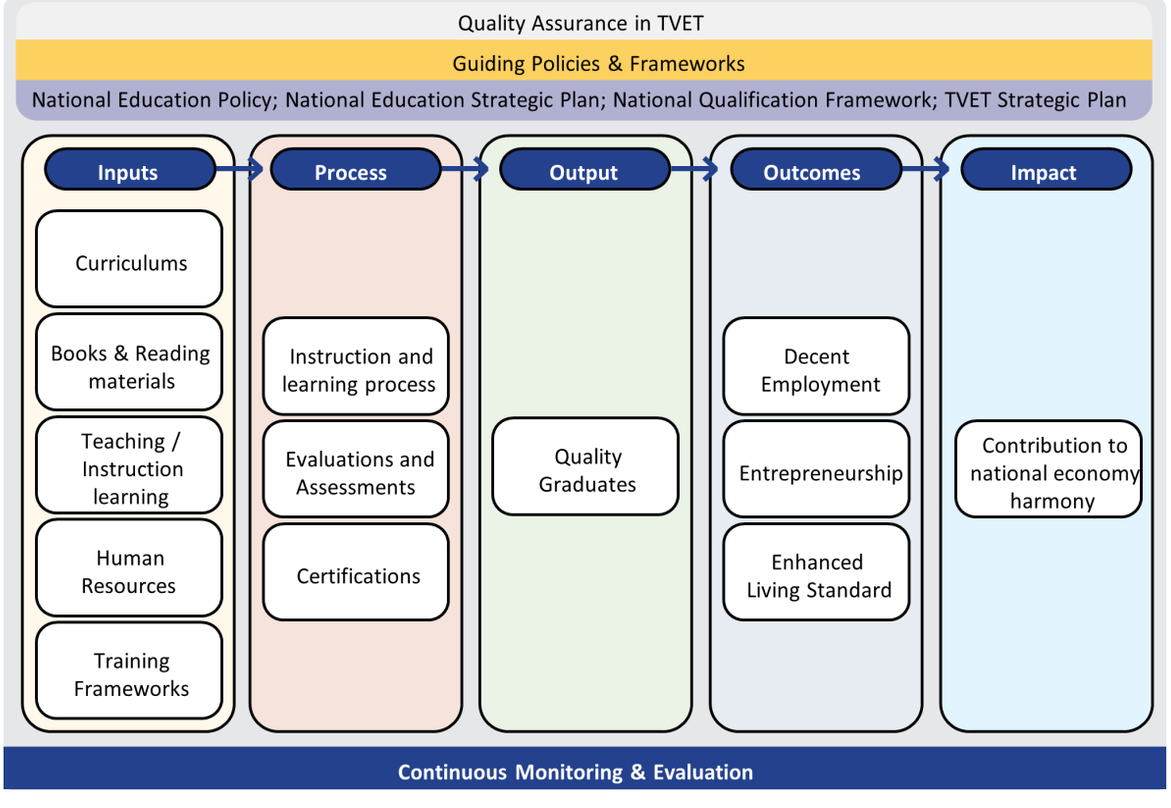
1.2 Rationale for Accreditation System

TVET institutions are growing rapidly, making it essential to improve quality assurance systems across the country. This need becomes even more critical within the federal framework, as provinces and local governments are either required to or have already introduced TVET acts, assigning responsibility for implementation within their jurisdictions. This situation highlights the importance of implementing quality assurance mechanisms through external assessment, also known as accreditation. The accreditation system ensures that the institution and program meet quality standards. As a result, accredited institutes will gain more value and trust from businesses and industries, thereby increasing the recognition of TVET graduates. Accreditation also promotes student credit transfer opportunities, making their learning recognised across institutions and regions. It enhances the confidence of students and parents in the quality and credibility of TVET programs. Furthermore, a robust accreditation system fosters healthy competition among institutions, encouraging continuous improvement and innovation in instruction and learning.

1.3 The Quality Assurance Concept in TVET

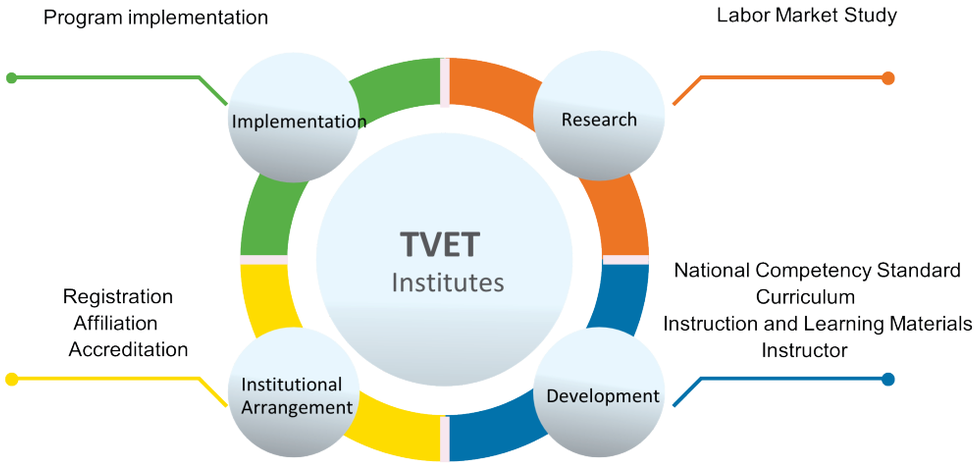
The concept of quality is perceived differently by different stakeholders. Figure 1 shows how quality inputs and processes lead to better outputs and outcomes.

Figure 1. Quality Assurance in TVET



As shown in Figure 1, quality assurance in TVET uses a system model. This model includes inputs, processes, outputs, and outcomes, all supported by policy documents. The quality process starts with laws and policies, progresses through national plans and inputs (such as competency standards, curricula, teachers, and resources). Next, it covers processes (program implementation), outputs (graduates), and outcomes (employment). Ongoing monitoring and evaluation at each stage help develop a quality management system that enhances the national economy. This system is research-driven to ensure that inputs and processes lead to different levels of outcomes, as presented in Figure 2.

Figure 2. Quality Management System in TVET



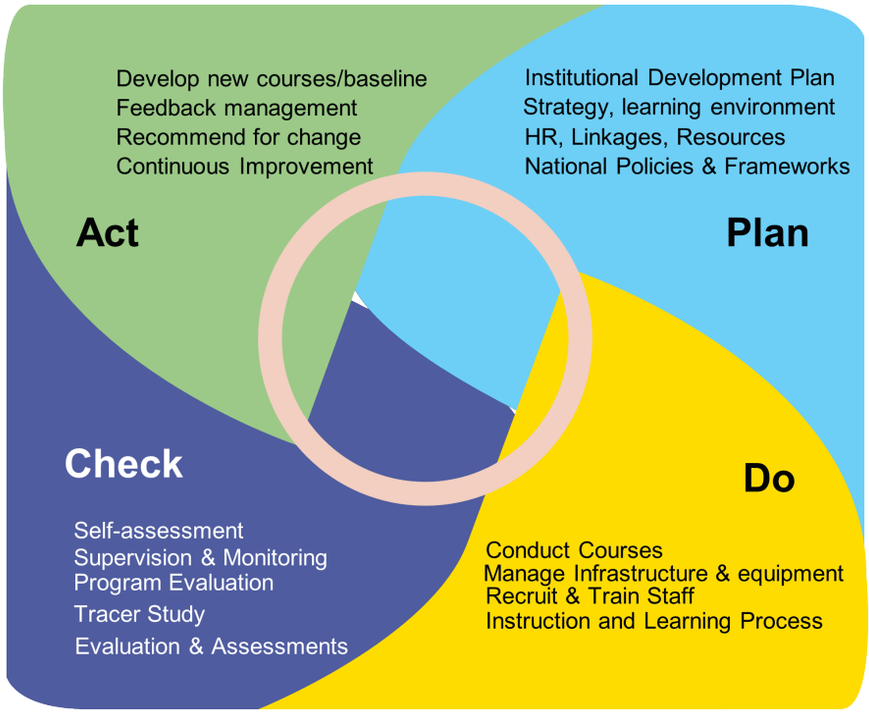
The initial phase of the quality management system starts with research. This ensures that programs meet market demands. Next, develop the National Competency Standard (NCS) based on research findings and industrial requirements. Similarly, the curriculum must be aligned with the NCS. The third phase prepares TVET institutions to implement these programs in accordance with the NCS and curriculum. This includes registering the institution, obtaining program affiliation, and securing accreditation. The final stage involves program delivery, assessments, and issuing certifications. Ensuring quality management is the key to the quality assurance process, followed by the accreditation. This is further discussed in the following paragraphs.

Quality Assurance (QA) ensures qualifications, assessment, and program delivery meet standards. It covers TVET provision, curriculum, learning, management, assessment, and recording achievements. In education, QA involves internal and external reviews to maintain acceptable standards (African Union, 2007). Tuck (2007) describes QA as a process ensuring qualifications and assessments meet standards. Maintaining quality in TVET is challenging due to changing labour market needs and promoting stakeholders cooperation. Innovative approaches like competency-based education and assessment are now used to monitor performance and ensure competency achievement in this dynamic environment. The following are the key features of quality TVET.

- Responds to the labour market, society, and individual needs.
- Leads to nationally, or even internationally, recognised qualifications or credentials.
- Provides access to decent jobs and sustainable employment.
- Is attractive, inclusive, and accessible, i.e., all citizens have access to TVET.
- Fosters capabilities that enable progression to further learning.

Quality assurance is vital for technical and vocational education. It ensures training meets the needs of employers and job seekers. Employers want competent graduates, with industry setting standards for skills and curriculum. A quality assurance system offers a framework for producing graduates with market-ready skills, ensuring the right people with the right skills are always available. It involves continuous review and improvement of institutions to meet evolving labour demands, monitoring policy, management, resources, and processes. Quality is maintained through developing and implementing a quality assurance system, with accreditation as a key tool. TVET institutions should follow demand-driven programs aligned with labour market needs. The cycle of quality assurance in TVET is shown in Figure 3.

Figure 3. Quality Assurance Process



Accreditation: ASEAN defines accreditation as the official approval of achievement standards, including qualifications. This approval usually lasts for a set period and indicates the ability to meet requirements from an accrediting agency. APACC describes accreditation as an assessment process of TVET institutes or programs, providing official approval and recognition, and awarding certificates upon meeting quality standards within a quality assurance system. Accreditation builds trust among stakeholders and facilitates national and international recognition of institutions, programs, and qualifications. It is both a process, where agencies evaluate and assess institutes based on standards, and a status, formal recognition of meeting quality standards by an authorised body. There are two types of accreditations.

i) Institutional accreditation and
ii) Program accreditation.

Institutional accreditation focuses on the overall quality management system for TVET programs in the institution. It starts with planning, then doing, checking, and acting based on the monitoring and assessments. Therefore, this accreditation certifies the institutional performance of TVET programs. Program accreditation is related to the individual TVET program run by the institution. It awards certification based on program performance.

1.4 Benefits of Accreditation

In education, accreditation improves the quality of programs, benefiting all stakeholders, including students, TVET providers, employers, government, and communities. Each group benefits from accreditation in their way and can share and learn best practices from each other. Potential benefits of the accreditation system to various stakeholders are presented as follows:

For the students

- Helps in identifying quality institutions to gain the desired knowledge, competencies, and skills.
- Facilitates students' mobility, as accredited institutes install trust and increase the acceptance of graduates for further education.

- Provides assurance for the money spent or invested; and
- Enhances recognition and pride for students for completing their training at a recognised institution.

For the Alumni

- Serves as a lifelong source of professional pride.
- Facilitates career progression.
- Increases employer preference.
- Enhances social networking.

For the parents/guardians

- Facilitates the identification of quality institutions.
- Achieves real value for money invested.
- Provides an opportunity to participate in and observe the career planning of their children.
- Offers the opportunity to the parents to get involved in counselling their children to effect improvement in their academic achievement.

For the TVET institutions

- Facilitates training institutions in identifying their strengths and weaknesses and motivates them to overcome the identified gaps.
- Strengthens institutional responsibility for quality education by considering the institutions' self-assessment reports.
- Supports institutions to establish a process of continuous quality improvement through self-assessment involving feedback from stakeholders.
- Involves faculty and staff in institutional matters development, thus making it more sustainable.
- Facilitates linkages with businesses and industry and their associations (BIAs).
- Develops pride among the faculty in serving in accredited institutions.
- Helps the entire institution to satisfactorily achieve its own specified objectives.
- Facilitates transferability/ acceptability of the credits earned from accredited institutes, thereby enhancing students' mobility.
- Facilitates the development partner's attention when they search for quality institutes.
- Encourages fair competition among institutions and motivates continuous quality improvement.

For employers or Business and Industry Sectors

- Builds confidence in the training processes and the graduates.
- Helps to identify institutions that provide adequately qualified graduates who meet expectations.
- Helps employers in choosing skilled employees with assurance.
- A steady supply of quality, skilled workforce.
- Employers can provide specific feedback to the institution to make their training service demand-driven.
- Facilitates decisions for contemporary technological up-gradation of industry.
- Motivates to set up joint ventures with foreign companies. Facilitates the industry in resolving technical glitches and facilitates industrial research.

Accreditation benefits multiple stakeholders in various ways. For students, it helps identify high-quality institutions, supports mobility, validates investment, and boosts pride. Alumni enjoy lasting pride, career advancement, employer recognition, and social connections. Parents can verify institutional quality, ensure value for money, participate in career guidance, and contribute to academic improvements. TVET institutions use accreditation to gauge strengths, enhance quality, engage stakeholders, foster faculty pride, and develop industry partnerships. It also encourages fair competition and ongoing development. Employers trust graduates, recognise accredited institutions, provide feedback, and promote technological advancements and collaborations. Overall, accreditation advances quality, mobility, and cooperation for students, alumni, parents, institutions, and industry.

2. Management and Governance of the Accreditation System

The TVET accreditation system of Nepal is managed by the Accreditation Committee. This committee serves as the key decision-making body and is responsible for the entire process. The committee oversees all accreditation activities, including evaluator training and guidance for institutions. The autonomy of the committee, guided by the Council, ensures transparency and maintains high quality in TVET. Below are the details about the management and governance of the accreditation system.

2.1 Quality Assurance and Accreditation Committee

The Quality Assurance and Accreditation Committee (hereafter referred to as the Accreditation Committee) is the primary executing agency for the National TVET Accreditation System. It exercises its autonomy to maintain the credibility of the accreditation system. The Accreditation and Affiliation Division at CTEVT serves as the secretariat for the committee, supporting its daily functions. The composition of the Accreditation Committee is shown in Table 1.

Table 1. Accreditation Committee

SN	Name and Organisation	Position
1	Member Secretary, Council for Technical Education and Vocational Training, CTEVT	Chairperson
2	Joint Secretary, Technical Vocational Education and Training Division, MoEST	Member
3	Director, Technical Division, CTEVT	Member
4	Chairperson, Education, Skill Development and Employment Committee (FNCCI)	Member
5	Chairperson, Sector Skills Committee (related to accreditation program)	Member
6	Registrar*, Professional Council (related to accreditation program)	Member
7	Representative, Quality Assurance and Accreditation Secretariat, University Grants Commission	Member
8	Accreditation Expert nominated by the committee	Member
9	Director, Accreditation and Affiliation Division, CTEVT	Member Secretary

2.2 Roles and Responsibilities of the Accreditation Committee

The following are the major roles and responsibilities of the Committee.

- Develop and approve necessary frameworks, guidelines, formats, scoring criteria, and system, responsibilities of the accreditors team, and other essential documents needed throughout the accreditation process.
- Approve accreditation policies, programs, and annual work plans.
- Implement the accreditation-related decisions made by the council.
- Provide awards to the schools based on accreditation.
- Form task teams based on the need and define their jobs and responsibilities.
- Recommend the accredited schools to the council for perpetual affiliation.
- Recommend accredited schools to the council for their additional subsidies.
- Ensure orientation and capacity development programs for the accreditation-related staff and stakeholders on the accreditation process.
- Conduct orientation/training programs for potential accreditors and certify them.
- Facilitate getting international accreditation/certifications and awards.
- Conduct any other activities related to implementing an accreditation system.
- Implement the accreditation-related decisions made by the council.

2.3 Secretariat of the Committee and Its Role

The Accreditation and Affiliation Division serves as the secretariat of the Committee and supports the Committee in its daily activities. The roles and responsibilities of the secretariat are as follows.

- Perform daily administrative work as the secretariat of the committee.
- Develop proposals to be presented at committee meetings.
- Implement the decisions made by the committee.
- Carry out tasks assigned by the committee.

2.4 Accreditor Team

The Committee will form an accreditor team to review the self-assessment report and verify the applicant TVET institutions. The accreditation team comprises two evaluators nominated by the committee, one CTEVT officer, and one expert, who the secretariat will appoint upon the recommendation of the related professional council. Among the two evaluators, one will be designated as a coordinator by the secretariat. Individuals with the following specific qualifications, experience, and expertise will be eligible to be an evaluator.

- Minimum of a master's degree in a related sector or subject.
- With a total of seven or more years of experience in management, planning, policy development, evaluation, research, and quality assurance in TVET or a similar field, consisting of more than 3 years in instructional or academic roles within the TVET sector or at the university level.
- Successfully trained and certified by the committee as per the prescribed training requirements.

One Officer-level staff member from CTEVT employees will serve as the accreditor team secretary. This person is nominated by the Accreditation Committee Secretariat. They should have at least 5 years of experience as an officer. The secretary of the accreditor team facilitates accreditation and handles documentation but does not evaluate or assign marks during the accreditation process.

The related professional council recommended, and the secretariat appointed one person who will serve as an expert for the accreditor team. The expert should hold at least a master's degree and have five years of experience in a related field, and should be knowledgeable about relevant standards. The person provides advisory support and educates the team on standards, but does not evaluate or assign marks.

To recruit accreditors, the Committee will issue a call for applications to develop a roster of potential evaluators and compile a list of eligible candidates. The notice for accreditor applications and the application form are provided in Annex 1 and Annex 2, respectively.

2.5 Trainings

As part of stakeholder capacity development, evaluators and CTEVT officers will undergo training to understand the philosophy, procedures, ethics, and quality assurance related to accreditation. Schools will also receive training to facilitate and expedite the process. Details of the training levels are discussed below.

2.5.1 Training and Certification for the Evaluators Team

Shortlisted applicants will undergo training to become accreditors. A training course on accrediting TVET institutions/programs will be organised for these candidates on a rolling basis. The shortlisting criteria and training contents are in Annex 3 and Annex 4. Once the training is successfully completed, the committee will issue a certification. Only those with the completion letter or certificate can serve as accreditors in the accreditation process.

2.5.2 Training and Certification for the CTVET Officers

A CTEVT officer will serve as the team's secretary, managing communication with schools and providing logistical support during the accreditation process. To improve their effectiveness, a training program will be developed and delivered to the shortlisted officers on a rolling basis. Upon the completion of training, officers will receive certification. Only certified officers will be eligible to act as secretaries of the accreditor team during the accreditation process.

2.5.3 Training for the Schools' Administrators and Focal Points

To accelerate the quality assurance and accreditation process, training sessions and on-site support will be provided to school administrators and designated focal persons. These efforts will help disseminate information about the program, assist schools in formally preparing for the process, and ultimately speed up its implementation.

2.6 Mobilisation of the Accreditors

The committee will mobilise the certified accreditors. To become a certified accreditor, they should successfully complete the designated training program. Those who successfully complete the training will be awarded a certificate prior to being mobilised for accreditation. The estimated number of mobilisation days is presented in Annex 5. The Terms of Reference (ToR) of the accreditors are presented in Annex 6.

2.7 Major Stakeholders and their roles

There are various stakeholders involved in Nepal's accreditation system. Although the Committee is the primary executing agency responsible for making the accreditation system functional, some ministries and agencies under federal, provincial, and local governments also play significant roles in ensuring the system's functionality. The roles and responsibilities of some of the major agencies are included as follows:

A. TVET Institutes

- Acquire knowledge about the accreditation process and the benefits of accreditation.
- Confirm that the institution meets the minimum eligibility criteria required to apply for the QAA process; if not, take necessary steps to fulfil the minimum eligibility requirements.
- Conduct a self-assessment based on the accreditation criteria once the institution receives the formal approval letter confirming it has met the minimum eligibility criteria.
- Submit the self-assessment report.
- Facilitate the external verification process and assessment process during the team's field visit.
- Implement recommendations of the accreditation report.
- Implement a quality management and assurance system in the institute.

B. CTEVT Province Office

- Circulate all the accreditation-related documents prepared by the Committee to TVET institutes.
- Facilitate the process of conducting orientation to all TVET providers regarding the accreditation system and processes.
- Encourage TVET institutions to get accreditation for the institution or the program.
- Form a Provincial Quality Assurance Facilitation Committee and collect and assess the document requirements of the application for the accreditation process.
- Recommend applicant institutions with full document requirements to the Secretariat and inform applicants who do not submit the complete documents.
- Coordinate among the institutions, local government, provincial government, and Secretariat.

C. Ministry of Social Development/Education (all provinces)

- Be a part of the Provincial Quality Assurance Facilitation Committee and coordinate with and among

provincial-level ministries and TVET institutions to create awareness on accreditation.

- Support and facilitate the institutions implementing the recommendations of the accreditation report by coordinating with the secretariat.

D. Ministry of Education, Science, and Technology (MoEST)

- Coordinate with and among concerned federal ministries and TVET governing agencies.
- Provide appropriate policy-related directives to CTEVT and the Committee concerning the accreditation system.

2.8 Scope of Accreditation

The committee conducts accreditation of TVET Institutions and programs. The following types of institutions and programs will be within the scope of accreditation.

These institutes include:

(a) Constituent institutes managed by CTEVT.
(b) TECS schools.
(c) Institutes run under a partnership model.
(d) CTEVT-affiliated private institutes.
(e) Schools of the technical stream run under CEHRD.

These programs include:

(a) Thirty-six-month diploma-level programs.
(b) Eighteen-month pre-diploma level programs.
(c) Twenty-four-month apprenticeship program.
(d) Technical stream programs run by CEHRD.

2.9 Forms and Formats to Process for the Accreditation

The committee prepares, approves, and revises the following forms and formats to initiate the accreditation process. The forms and formats (as in Table 2) are publicly accessible. The accreditation call will be announced at least twice a year, and over time, the process will gradually become open year-round.

Table 2. Forms and Format for the Accreditation

Forms/Formats	Brief description
Application form (Annex 8)	A format of an application letter, including a list of documents to be submitted with the application
Self-assessment form (Annex 9)	This form is applicable to assess ongoing programs or institutions by the institutes during self-assessment. The same form applies for the final assessment to be done by a team of evaluators.
Final Assessment Report (Annex 10)	The format of the final report is to be submitted to the committee by the evaluator. It includes a summary of the accreditation report with achieved scores in each criterion and commendations, recommendations, and affirmations.

3. Administration of the Accreditation Process

The accreditation process begins when the institution applies for eligibility assessment. The CTEVT Provincial Office forms an accreditation facilitation committee comprising members from the CTEVT Provincial Office, the Ministry of Social Development, and/or the Ministry of Education, and the private sector or other relevant sectors. This committee reviews the application to ensure all documents are complete before forwarding it to the Accreditation Secretariat. The Secretariat evaluates if the institution meets the criteria and issues a three-year eligibility letter if approved. Institutions can reapply after meeting conditions and waiting two months since the ineligibility notification.

Once eligibility is confirmed, the institution prepares and submits a Self-Assessment Report (SAR). Then, the Secretariat reviews this report and forwards it to the Accreditation Committee. The Committee, then, nominates a two-member expert team to review the SAR. A preparatory visit, known as a pre-visit by accreditors, can verify if the institution is nearly ready for final assessment and offer recommendations to ensure compliance before the final visit. The accreditor team plans for the on-site visit, including stakeholder discussions. During the visit, the team verifies information, scores indicators, and recommends actions. A detailed report is prepared, shared with the institution, and submitted to the Secretariat. The institution acts on recommendations and submits a compliance report, which is then reviewed by the Secretariat and the team coordinator.

Follow-up visits may be scheduled as needed, with scores revised accordingly. The Secretariat compiles and submits all findings to the Accreditation Committee, which decides and recommends the Council for the final accreditation decision. Once accredited, a certificate is valid for five years, supplemented by annual progress reports. Every two years, the institution is required to submit a situational report to the secretariat to ensure continuous improvement. The steps to follow in the accreditation process, from its initiation to the award, are presented in Annex 7 and detailed in Table 3.

Table 3. Steps, Key Activities, and Responsible Agencies to Carry Out the Accreditation

Number	Step	Activities	Responsible Agency
1.	Call for Expression of Interest (EoI)	• Publish an EoI call in the national dailies and the CTEVT website.	Accreditation Secretariat
2.	Application by TVET Institutions, along with a brief of the self-assessment	• Review accreditation manuals, criteria, guidelines, and indicators. • Form an internal team for self-assessment, called the Internal Quality Assurance Committee (IQAC) • Prepare application and required documents as per guidelines (Annex 2 & 9). • Clearly mention the program(s) applying for accreditation (if not institutional). • Submit the application to CTEVT Provincial Office.	TVET Institutions
3	Initial Screening by the CTEVT Provincial Office formed an accreditation facilitation committee	• Receive applications from institutions. • Verify administrative completeness and assign reference code. • Review the application and attached documents. Seek clarification via email or meetings if necessary. • Forward complete applications with recommendations to the Secretariat or return with remarks if incomplete.	CTEVT Provincial Office

Number	Step	Activities	Responsible Agency
4.	Eligibility Assessment	• Conduct a desk review of submitted documents. • Confirm eligibility based on criteria. • Decision on the eligibility of the institutions by the Committee • Issue a formal eligibility confirmation letter valid for three years by the secretariat • For ineligible institutions, communicate decisions with reasons and inform reapplication timeline (after two months).	Accreditation Committee and Secretariat
5.	Self-Assessment by Institution	• Prepare Self-Assessment Report (SAR) based on core and specific criteria. • Evaluate performance using indicators and benchmarks. • Compile supporting documents and submit SAR to the Secretariat.	TVET Institutions
6.	SAR Review and Accreditors, and support and expert personnel's Nomination	• Review SAR and provide feedback for revision by the secretariat (if necessary). • Forward SAR to the Accreditation Committee. • The Accreditation Committee nominates a two-member expert team and assigns a coordinator. • The Member Secretary of the Accreditation Committee appoints a CTEVT officer as the team secretary. • The Secretariat asks the relevant professional council to recommend an expert and appoint them for accreditation purposes to assist the accreditors. This expert will support the team in understanding the institution and programs according to the council's guidelines and standards.	Secretariat & Accreditation Committee
7.	Pre-visit (Optional)	• The accreditor team, with expert support, reviews the SAR. • Based on this, the team may conduct a three-day visit to ensure the institution is ready for accreditation. If not, they give feedback and recommendations. • The institution then complies with these recommendations and prepares an action plan for any remaining ones. It submits a report showing compliance and the action plan. • The accreditor team prepares for the accreditation visit. • The timeline to meet pre-visit recommendations varies, but the institution should submit a compliance report within a year. If not, the process restarts with the submission of the EoI.	Accreditors, Institutions
8.	Site Visit Preparation and Desk Review	• Desk review of SAR by the accreditors. • Prepare pre-assessment scores and site visit guidelines. • Plan stakeholder meetings for triangulation during the site visit.	Accreditors

Number	Step	Activities	Responsible Agency
9.	On-Site Visit and Verification	• Conduct physical verification at the institution. • Review documents, interview stakeholders, and validate SAR findings. • Score indicators based on verified evidence. Provide summary findings for the institution at the closing meeting. • Prepare draft report for consultation (as needed) with the institution's management.	Accreditors
10.	Final Reporting by Accreditors	• Finalise the report, incorporating desk and field findings. • Attach the score sheet to the last on-site visit report. • Submit the final report to the Secretariat immediately after the visits.	Accreditors
11.	Institutional Compliance and Post-Visit	• The institution acts on recommendations and submits a compliance report. • Secretariat reviews compliance and forwards it to the team coordinator. • The coordinator may conduct a post-visit (max 2 days) if needed. • Update scores if necessary and submit a revised report to the Secretariat within a year of the accreditation visit.	Institution, Secretariat, and Team Coordinator
12.	Final Decision by the Council upon Committee's Recommendation	• Secretariat compiles final report, post-visit findings, and scores. • The Accreditation Committee reviews and recommends the Council for the final accreditation decision. • The Accreditation Committee or the Council may request the institution to repeat the process from any stage if necessary. • Accreditation granted	Accreditation Committee and the Council
13.	Accreditation Award	• Secretariat facilitates issuing an accreditation certificate (valid for five years) by the Council. • Accredited institutions submit annual progress reports and biennial status reports. • During the annual progress report, the institution/program may ask for a revision of the grading. • For this, the Committee forms a two-member team to conduct the accreditation process. • The revised decisions are made based on the accreditation/assessment report/marking and follow-up actions.	Secretariat & Council, Accredited Institution
14.	Appeals Process	• Institutions may appeal the Accreditation Committee's decision to MoEST within 15 days. • MoEST forms a three-member committee within 15 days and decides within 60 days.	MoEST
15.	Re-Accreditation Process	• Institutions reapply for accreditation after five years. • The entire process (from application) is repeated to ensure continuous quality improvement.	TVET Institutions

3.1 Expression of Interest (EoI)

The accreditation process begins when the institution submits a formal Expression of Interest (EoI) for eligibility review. This application should adhere to the specific formats detailed in Annex 2 and Annex 9, which include a brief self-assessment. To streamline and improve efficiency, the application system is gradually transitioning to an online platform. To be eligible to submit an EoI, certain requirements should be met beforehand, as listed below:

1. Management decision made to proceed with the accreditation application
2. Evidence of meeting the requirements of the associated professional councils
3. Formation of the internal quality assurance committee
4. Institutionally approved school improvement plan (SIP).
5. Audit report for the last two fiscal years
6. Affiliation and last renewal certificates
7. Evidence that the institution has produced at least two batches of graduates.
8. An online-generated rapid assessment form with at least 50% self-declared marks
9. Accreditation application fee deposition slip

3.2 Initial Review and Forwarding

The CTEVT Provincial Office forms a three-member Accreditation Facilitation Committee led by the CTEVT Province director. This committee includes the Deputy Director (Technical) of CTEVT and a representative overseeing education from either the Ministry of Social Development or the Ministry of Education, responsible for school education at the provincial level. At this stage, their main responsibility is to verify that all required documents are attached. The committee conducts an initial review, ensures the form is fully completed along with the required documents, and then forwards the complete application package to the Accreditation Secretariat.

3.3 Eligibility Assessment

The Accreditation Secretariat carefully evaluates the application to confirm the institution meets all eligibility criteria. If everything is adhered to as per the requirements, the Secretariat takes the approval agenda to the Committee. Once the Committee approves, the secretariat issues a formal letter confirming eligibility. This letter is valid for three years, giving the institution time to move forward with the next steps.

3.4 Reapplication for Ineligible Institutions

If an institution does not meet the initial eligibility requirements, they are not necessarily disqualified. The institution or program can reapply once the necessary conditions have been fulfilled. However, there is a cooling-off period: the institution cannot reapply sooner than two months from the date of the ineligibility notification issued.

3.5 Detailing of Self-Assessment Report (SAR)

Once an institution receives confirmation of its eligibility, it is time to begin work on preparing its Self-Assessment Report (SAR). This detailed report includes 73 key indicators and 300 sub-indicators, all crucial for TVET institution or program accreditation, although their weightings differ. The internal quality assurance committee serves as the internal quality assurance body. Observing and assessing the institution's performance for each indicator by providing details through sub-indicators or specific evaluation criteria. The aim is to submit valid and reliable evidence of their performance. After completing the SAR, written in English with Annexes in Nepali or English, the institution's SMC endorses and submits it to the Secretariat.

3.6 Accreditor Team Nomination

After the Secretariat reviews the SAR and provides any necessary feedback to the institution, it then receives the revised SAR with annexes that comply with the feedback. The Secretariat then forwards the SAR to the Accreditation Committee. Based on the courses offered by the institution, the Committee nominates a two-member expert team from its roster of trained and certified accreditors, with one member designated as the team coordinator. Additionally, the Member Secretary appoints a CTEVT officer, who has successfully completed the training, as the team secretary to support the accreditor team. The Member Secretary also appoints an expert as the team's advisor, a person recommended by the related professional to support the accreditors during the process.

3.7 Pre-visit

Accreditors can conduct a pre-visit to ensure that the institution is nearly ready for accreditation. Based on this, they may perform a three-day visit to assess readiness. If the team finds that the institution is not prepared, they will give detailed feedback and recommendations. The institution should then address these, develop an action plan, and submit a compliance report with timelines. After receiving a satisfactory report, the accreditor prepares for the assessment visit. The institution should submit the compliance report within a year; failure to do so requires restarting the accreditation process with a new Expression of Interest (EoI).

3.8 On-Site Visit and Verification

With the team in place, the team dives into reviewing the SAR and holds at least three meetings to prepare for the institutional visit. Once fully prepared, the on-site visit and verification process starts. During this crucial on-site visit, the team assesses each indicator in the SAR by verifying it against available documents and justifications provided as evidence. The team will then choose the best-fit status for the institution based on these verified documents and assign scores accordingly. This rigorous procedure is followed for all indicators and sub-indicators. The team also plans discussions with key stakeholders, including the School Management Committee, principal, department heads, faculty members, administrative staff, students, parents, and industry partners, to thoroughly verify and cross-reference the information presented in the SAR.

3.9 Assessment Report and Scoring

On the final day of the field visit, accreditors compile a detailed evaluation report. This document presents findings for each criterion, highlighting strengths, opportunities, weaknesses, challenges, and specific recommendations. It should be a collaborative effort between the coordinator and the team member. For scoring, there will be separate columns for the coordinator and the member to score each indicator, and the final score will be the average of these two. While scoring technical indicators, the person nominated by the Professional Council is crucial. The person should advise accreditors to understand the context and technicalities. The numeric scoring sheet must be signed by both the coordinator and the member and must not be shared with the school team or any other party.

When submitting the final report to the Secretariat, the signed scoring sheet should be included as an annex. While drafting the report, the accreditor team must ensure coherence between the indicator scores and the recommendations provided. The report should also note any innovative practices implemented by the institution, confirm whether planned activities were completed and targets achieved, and identify areas needing improvement or where targets were not met.

The final report must be signed by the accreditor team members, the school principal, and the chair of the management committee, with the accreditor team secretary, the Council-nominated expert, and the

institution's internal quality assurance committee's focal point witnessing the signatures. A copy of the report is shared with the institution, but the scores remain confidential and are not disclosed to the school team. The complete report and scoring sheet are then submitted to the Secretariat.

3.10 Institutional Compliance

After the assessment, the institution is expected to act on the recommendations provided in the report and submit a compliance report to the Secretariat. The Secretariat will review this compliance report and forward it to the team coordinator and the member for further assessment. If deemed necessary, the coordinator and member may conduct a follow-up visit (lasting no more than two days) to verify that the compliance actions have been taken. The accreditor team can revise scores by coordinating with the secretariat for indicators where recommendations were made based on this visit, and then submit the updated report and score sheet to the Secretariat.

3.11 Final Council Decision upon Committee's Recommendation

With all components finalised, the Secretariat compiles the final report, which includes post-visit findings and any updated scores, and submits it to the Accreditation Committee. Based on the complete set of evidence, the Accreditation Committee decides whether to recommend the Council for accreditation based on the institution's or program's status. If there are valid reasons, the Accreditation Committee or the Council may decline to grant accreditation and may ask the institution to restart the process at any stage, whether that means resubmitting the application, undergoing a reassessment or having a follow-up visit.

3.12 Accreditation Granted

Upon the recommendation of the Committee, if the Council approves accreditation, the Secretariat will assist in issuing a formal accreditation certificate. This certificate will take effect on the date of the Council's decision and will remain valid for five years. To maintain this status, accredited institutions must submit annual progress reports using the Secretariat's format, which will also be shared for follow-up and continuous improvement. Additionally, every two years, institutions must submit a status report outlining accomplishments based on accreditation recommendations. During the accreditation validity period, if the institution or program wishes to reassess its standings, a revised Self-Assessment Report can be submitted along with the annual or biennial report. The grading revision process will mirror that of the accreditation process, involving team formation, onsite visits, committee recommendations, and final approval by the Council.

3.13 Re-Accreditation Cycle

Accreditation is not a one-time event. After the five-year validity period for an accreditation award expires, institutions must reapply for accreditation. To maintain the accreditation status, the institution can apply for the reaccreditation process after four years. This re-accreditation process requires institutions or programs to go through the same procedures as a new institution or a program, starting from the initial application stage. This ensures a continuous cycle of quality assurance and improvement for TVET programs.

3.14 Scoring Criteria

The assessment is conducted with a full score of 300. A detailed and comprehensive scoring format is provided to the accreditors and the institutions (see Annex 3), which includes a total of 73 indicators

categorised under seven various criteria. The full score of 300 is allocated differently to each of the seven criteria as per their role in the overall quality improvements of TVET Programs. The seven criteria and their corresponding share of the total score are presented in Table 4.

Table 4. Criteria, Indicators, Counts, and Marking Criteria for the Accreditation

SN	Criteria	Indicators	Score	Percentage (%)
1	Governance and Management	10	34	11
2	Physical and Learning Resources	13	53	18
3	Human Resources	9	44	15
4	Instructions and Learning	15	67	22
5	Market Linkage and Sustainability	9	33	11
6	Student Support Services	7	31	10
7	Research and Development	10	38	13
Score		73	300	100

3.15 Indicators and Sub-indicators

As shown in Table 4, the accreditation bylaws have seven criteria and 73 indicators, totalling 300 points. Each indicator has a different maximum score ranging from 3 to 10 points. To ensure objectivity, each indicator was further divided into sub-indicators, totalling 300 sub-indicators, and scored on a five-point scale (0, 0.25, 0.5, 0.75, 1). Clear definitions were used to guide scoring, forming a prototype tool for quality assurance assessments of programs and institutions. This tool was developed based on literature and frameworks from various education and quality assurance bodies, including APACC, CTEVT, NSTB, PPA, PSSCIVE, SEAMEO VOCTECH, Singapore's ITE, TESDA, and UNEVOC.

The validation of the tool followed a rigorous multi-stage process. Initially, a small group of five experts reviewed and discussed each indicator in detail. Based on their feedback, the tool was revised and presented in a full-day consultation involving more than 50 experts, grouped by their areas of expertise. These groups reviewed all criteria and suggested changes to make the tool more measurable and reduce subjectivity. This round was particularly helpful in refining the indicators to be context-specific and practical.

To further test the tool's content validity, two rounds of the Delphi survey were conducted. Ten raters from the TVET sector assessed the clarity, relevance, and usability of each sub-indicator and its associated marking criteria. In the first round, the level of agreement was already high at 88%, and following refinement, the second round reached an agreement of 93%. The statistical analysis of the validation exercise is presented in Table 5.

Table 5. Content Validity Analysis of the Sub-indicators

Measures	Round 1	Round 2
Agreement Level (%)	93.2%	93.2%
Items Rated (N)	300	300

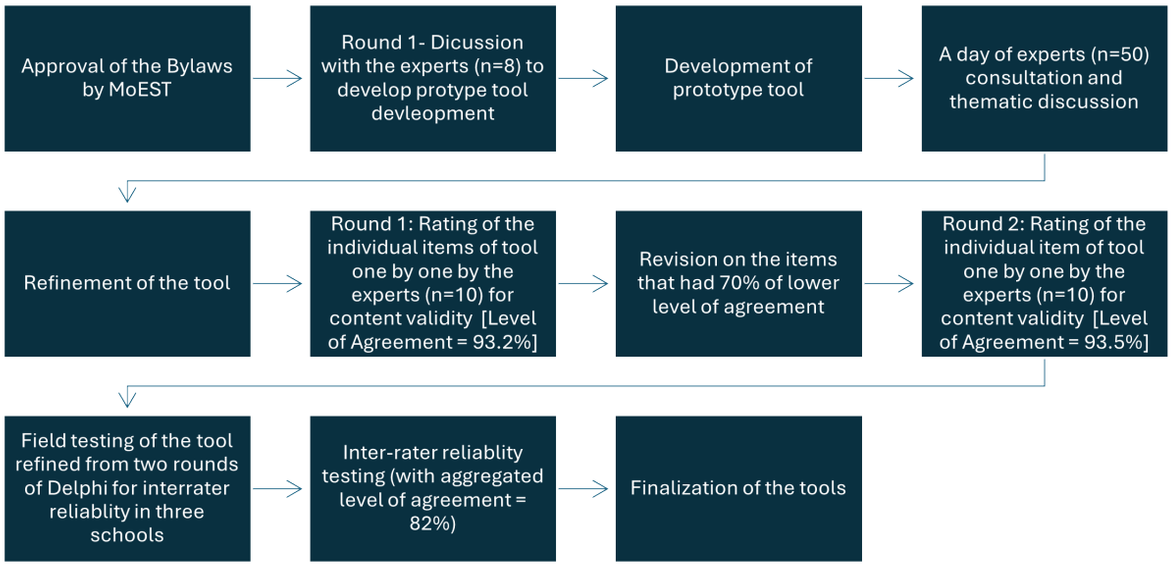
The findings from two rounds of Delphi processes confirm a statistically significant and consistent level of agreement among expert raters. Following validation, a field-level reliability check was conducted. Three types of schools were selected, and three teams of raters independently scored the tool during day-long site visits. Each team conducted observations and discussions before independently assigning scores to all items. While Team 1 achieved a lower consistency score due to limited stakeholder engagement, the other two teams showed strong alignment in their assessments, as presented in Table 6.

Table 6. Field Testing and Interrater Reliability Test Analysis

Team	Number of Raters	Average Level of Agreement
Team 1	3	65%
Team 2	5	87%
Team 3	4	89%
Weighted Average	12	82%

The overall interrater reliability was high, confirming the tool's robustness. This thorough development and validation process has resulted in a dependable instrument suitable for institutional self-assessment and external evaluation of TVET schools. The final version will be accessible to institutions for creating self-assessment reports, which will be posted on the CTEVT website. The systematic procedures are used to develop sub-indicators, and marking criteria are detailed in Figure 4.

Figure 4. Sub-indicators and Marking Criteria Development Phases



3.16 Types of Awards and Awarding Criteria

The four progressive categories of the award will be distributed to the successful institutes as per the range of their score. The characteristics of all these awards are mentioned in Table 7.

Table 7. Grades and Categories of the Accreditation Award

Grade	Title of Award	Basis of Awards (total score obtained)
Ka	Outstanding	90% or above
Kha	Excellent	80% to less than 90%
Ga	Good	70% to less than 80%
Gha	Satisfactory	60% to less than 70%
Non-Graded	Not Awarded	Less than 60%

An institution receives accreditation status if it scores at least 60% overall. It must also achieve a minimum of 50% in each criterion to qualify. During the field visit, the accreditor team may provide specific recommendations, which the institution should follow, along with an action plan to address general

suggestions. The results of the accreditation will be published on the website, and the institution will be formally informed. Schools that are not accredited will be informed of the reasons, but are still permitted to operate. The accreditation is valid for five years from the Council's decision date. However, if the institution or program fails to meet standards or experiences a decline in quality, the accreditation status can be suspended or revoked at any time. Accredited institutions can use the phrase "THE TVET QUALITY ASSURANCE AND ACCREDITED INSTITUTION " on official documents or publications, following the format approved by the Committee. This phrase must not be used once the accreditation is no longer valid.

3.17 Supports and Incentives

Since QAA aims to maintain quality standards in the long term, institutions' efforts and commitment across inputs, processes, outputs, outcomes, and impact are commendable. Incentives like criteria-based funding for those initiating accreditation and formula-based funding for those that are accredited will encourage and strengthen quality assurance. The committee may develop a funding mechanism to support the system.

4. ANNEXES

Annex 1: Notice for accreditors' roster development

Council for Technical Education and Vocational Training (CTEVT)
Secretariat of the Accreditation Committee
Sanothimi, Bhaktapur

Notice for Accreditors Roster Development

(First Published Date: August 15, 2025)

All concerned are informed that CTEVT has started the accreditation process for TVET institutions to ensure quality in technical and vocational education. Following the standards set by the Bylaws of Accreditation of TVET Institutions, 2081, and the Manual for TVET Institution Accreditation-2082, eligible persons will be trained to work as the accreditors of the TVET institutions. Nepali citizens who meet the specified qualifications and are interested in becoming accreditors will receive training, and those who successfully complete will be certified. Interested individuals are invited to apply online for evaluator training within 21 days of this notice, that is, by September 4, 2025.

Basic eligibility criteria:

a) Has completed a master's degree from a recognised university;
b) Has at least seven years of experience in management, planning, policy-making, evaluation, research, and quality assurance in the field of technical and vocational education and training, including three years of instructional experience in the same field (this may also include teaching or administrative experience at a university);
c) Has not been disqualified under the prevailing laws.

Documents to be submitted with the Application

Biodata
Nepali citizenship
Certificates of the highest educational qualifications
Documents verifying work experience (maximum of three)

Note: The Quality Assurance and Accreditation Secretariat shall have the authority to select accreditors from among the applicants and to include them in the accreditor's training.
This notice can also be accessed on the Council's website: www.ctevt.org.np
For online applications, please visit: https://forms.gle/nMWqELnscHu82rvV9

For further information:
Council for Technical Education and Vocational Training (CTEVT)
Secretariat of the Accreditation Committee
Sano Thimi, Bhaktapur, Nepal
Phone: 01-6630408, 6630408

Annex 2: Application form for the accreditors

Application form for the Roster of TVET institution Accreditors

Applicants
PP Sizee Photo

Date: .....

Secretariat of the Accreditation Committee

Sanothimi, Bhaktapur

Re: Application for the Roster of Accreditors

Dear Sir/Madam,

With reference to the notice published on CTEVT Website and xxx on August 15, 2025, I would like to apply for the roster of the accreditors. Please find detailed information with the necessary documents below.

Personal Detail	Name: Position: Mobile No: Email:			
Position Applied	Accreditor			
Permanent Address	Province District Municipality			
Description of Academic Qualification	Qualification	University/ Campus	Passed Division	Passed year
	PhD			
	MPhil			
	Masters			
Description of the working organisation	Name and Address of the Organisation: Position: Experience Years: Website:			

The information provided above is true and accurate

Name: Signature: Date:

List of documents to be attached

1. Filled Online Application form (as per the format)
2. Individual Profile (CV/Resume)
3. Copy of Citizenship Certificate
4. Copy of the latest academic degree certificates
5. Work Experience Certificates

Annex 3: Shortlisting criteria for the accreditors

Each applicant must meet the basic eligibility criteria outlined above. Additionally, the committee will apply positive discrimination based on gender and social inclusion, as detailed below.

SN.	Criteria	Full Marks	Remarks
1.	Basic eligibility criteria	90	
1..1	Applicant fulfilling the abovementioned basic eligibility	90	
1.2	Applicant not fulfilling the abovementioned basic eligibility	0	Reject
2	Gender and Social Inclusion	10	
2.1	Applicants from Dalit Women	10	
2.2	Applicants from Janajati and Madeshi Women	8	
2.3	Applicants from Women from other groups	6	
2.4	Applicants from Dalit Male	4	
2.5	Applicants from Janajati or Madeshi Male	2	
2.6	Applicants from the male from other ethnic groups	1	
	Total	100	

Annex 4: Major contents of the accreditors' training

Council for Technical Education and Vocational Training (CTEVT)
Secretariat of the Accreditation Committee
Sanothimi, Bhaktapur
Accreditors Training Program

Major Parts	Key contents	Methodology	Tentative duration
Introduction and overview	• An overview of Nepal's TVET sector with the current Status • Concept of quality assurance and accreditation in TVET • Accreditation, including Institutions VS. programs • International practice of quality assurance and accreditation in the TVET sector • Nepal's Practice in TVET institutions/ programs quality improvement and accreditation	Lecture, presentations, discussion	8 hours
Accreditation methods and processes	• Information on legal provisions (Bylaws) and manuals (Procedure) for accreditation • Accreditation Criteria • Indicators and Sub-indicators of accreditation • Details on the necessary documents (forms, formats) related to the accreditation • Roles, responsibilities, duties, and facilities of the accreditors • Dos and Don'ts for accreditors	Demonstration, sharing, discussion, group work/ exercise	16 hours
Field work	• Practice on the administrative documents of the accreditation • Project Work: Field Practice (Accreditation piloting in some of the TVET institutions	Demo practice in the real field	8 hours
Reflection and closing	• Presentation and feedback sharing of the field practice • Evaluation and Certification	Sharing and discussion	8 hours

Note: Key documents will be shared with participants for self-assessment before the training program.

Annex 5: Estimated number of days for the accreditation

Various people, institutions, or committees are involved in the accreditation process. The institution typically takes six working days to prepare the application and twenty days for the detailed self-assessment report. The committee usually convenes once every two months. Several factors can extend the process to tentatively six months or longer for both the institution and the committee. As a formative process, all parties collaborate toward achieving accreditation, so the duration depends on the institution's readiness and procedural factors. For administrative clarity, the table below outlines an estimated timeline for each accreditation stage.

SN	Major milestones	Estimated working days	Remarks
1.	Administrative review of the application and submitted to the Committee	15	Applicable to the Officials from the Province Office of CTEVT
2.	Desk review of the application	6	3 days each for the applicant schools for two members of the evaluator and the secretary of the team
3.	Field Visit and Assessment	4	4 days each for the applicant schools, for two members of the accreditor, and one secretary of the team It does not include the travel time to the school
4.	Follow-up visit (Optional)	2	2 days of the coordinator, the Member, and the secretary of the team. It does not include travel time to the school.
5.	Final Reporting	2	2 days each for the applicant schools for three members of the evaluator

Note:

1. The days are estimated for at least one applicant institute in general.
2. The team of accreditors should develop a field visit plan and get approval from the secretariat. They can develop a joint plan for more than one applicant institute, considering the vicinity and geography.
3. The remuneration, travel, and DSA will be applicable as per the defined existing norms.
4. Facilities during the accreditors' training program will be separately arranged.
5. Selected accreditors will be eligible to receive any further capacity-building programs.
6. A designated certificate and letter will be provided to each of the accreditors before mobilisation.

Annex 6: Terms of reference (TOR) for accreditors

Council for Technical Education and Vocational Training (CTEVT)
Secretariat of the Accreditation Committee
Sanothimi, Bhaktapur

Terms of Reference (ToR) for Accreditors

The Accreditation Committee is an independent committee established through the Accreditation Bylaw of CTEVT and approved by the MoEST. The Committee has overall responsibility for accrediting TVET schools. A pool of qualified accreditors is developed by the committee and trained to accredit institutions/ programs following the accreditation standards and procedures. This ToR is developed for evaluators who are involved in the accreditation process as the accreditors.

Purpose of the Assignment

The main purpose of the assignment is to accredit TVET schools based on the approved accreditation standards and procedures.

TVET schools submit a self-assessment report to the accreditation committee after assessing the approved criteria and indicators. The accreditors apply the same criteria, indicators, and sub-indicators to reconcile with the available evidence and assign a score to each of the sub-indicators or variables. The accreditor team consists of two members. However, subject matter experts nominated by the secretariat and upon the related professional council's recommendation will provide support as needed, especially during field visits and assessment marking. As per the bylaws, the code of conduct given shall be the basic compliance to be fulfilled by each member of the accreditors.

Roles, Responsibilities, and Code of Conduct

TVET institutes' accreditors play a crucial role in informing decision-making processes, identifying strengths and weaknesses, and recommending improvements for future initiatives. Accreditors must possess strong analytical skills, attention to detail, and the ability to communicate findings effectively with stakeholders.

The Accreditation Committee will provide the responsibility of the coordinator to the senior member of the team. There will be one officer from the CTEVT serving as the Documentation Officer and team secretary, along with subject matter experts appointed by the secretary based on the recommendations of the relevant professional council. Responsibilities, including the code of conduct for the accreditor team, are as below:

A. Roles and Responsibilities

1. **Capacity Building:** Participate in orientation, training, and refresher programs organised by the Accreditation Committee to ensure a clear understanding of the process and expectations.
2. D**ocument Review and Strategy Development:** Thoroughly review the institution's Self-Assessment Report (SAR) and related documents. Develop a shared strategy and work plan, including role allocation, discussion guidelines, and assessment methods.
3. **Familiarisation with Standards:** Gain a strong understanding of the quality standards, criteria, indicators, benchmarks, and verification methods outlined in the accreditation manual.
4. **Field Visit Planning and Coordination:** Prepare a detailed field visit plan, coordinate with the institution, and ensure their engagement throughout. Obtain approval for the visit schedule from the Accreditation Secretariat.

5. **Assessment and Evidence Collection:** Conduct on-site visits (including pre-visits and follow-ups if needed), assess institutional performance based on the defined criteria, and gather verifiable evidence. Maintain professionalism, objectivity, and confidentiality throughout.
6. **Reporting and Communication:** Hold debriefing sessions with key stakeholders, validate findings, and prepare a clear, evidence-based assessment report with recommendations. Submit the final report promptly to the Accreditation Committee and support the school in continuous improvement.
7. **Other Assigned Tasks:** Carry out additional responsibilities as outlined in the bylaws or assigned by the Accreditation Committee.

B. Code of Conduct (CoC)

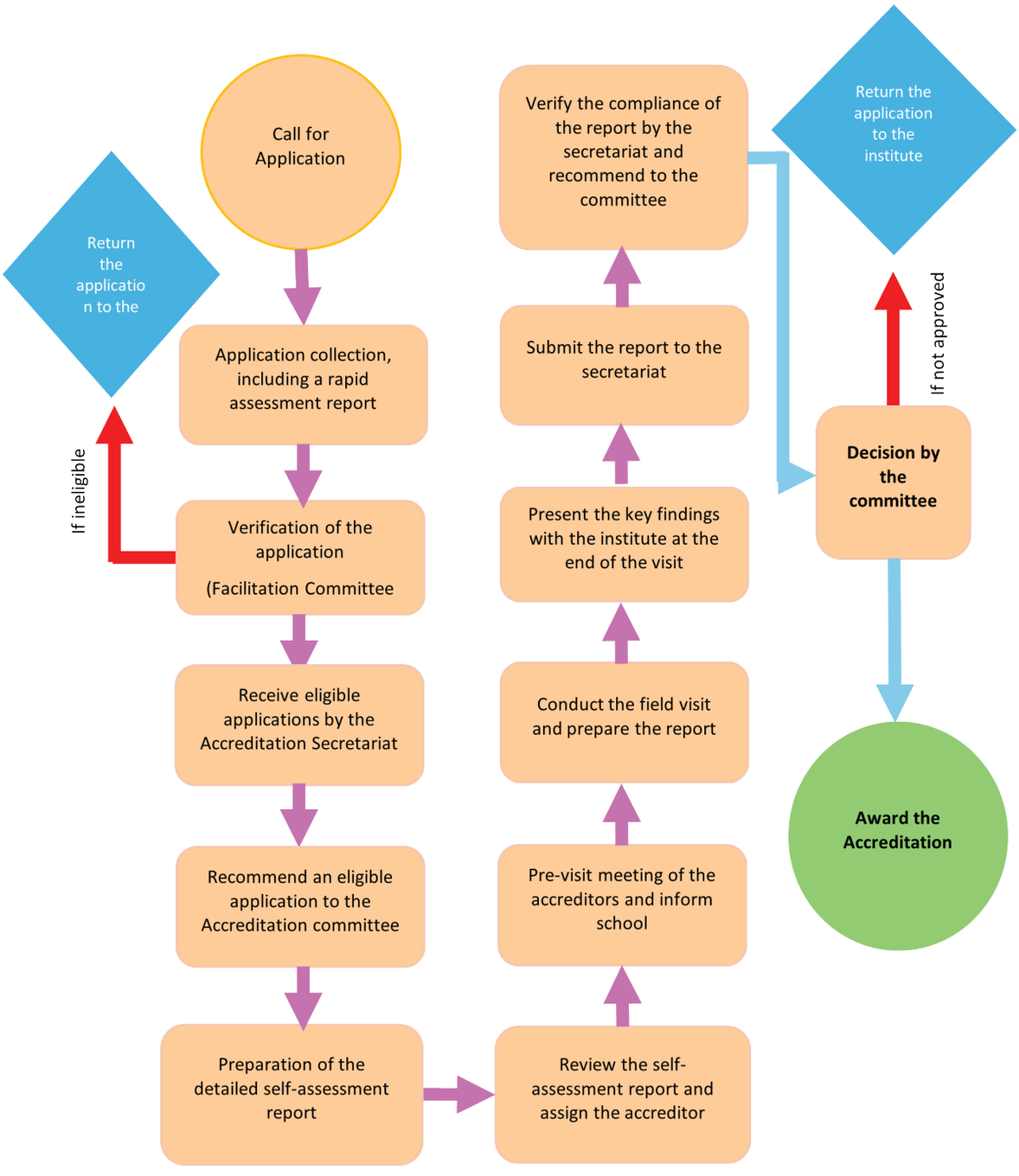
Evaluators must not place themselves in a position of conflict of interest whereby obligations to satisfy duties and responsibilities are compromised, potentially compromised, or perceived to be compromised. Accreditors must not compromise professional judgment because of bias, conflicts of interest, or undue influence from others. In such circumstances, they should cease performing their duties and promptly notify the committee as necessary. Before being assigned as an evaluator, accreditors are required to complete the self-declaration form. The following Code of Conduct (CoC) should be complied with by the accreditors.

1. **Professional Communication and Cooperation:** Accreditors should inform and cooperate with the School Management Committee (SMC) throughout the assessment process. They should ensure that SMC is well-informed about TVET, the accreditation process, and the quality assurance system. Accreditors should seek necessary information respectfully and maintain open, clear, and professional communication at all times.
2. **Respectful and Cordial Conduct:** Accreditors should maintain cordial relationships within the accreditor team and with the institution's personnel. All interactions should be conducted in a professional, collegial, and courteous manner, avoiding arguments, offensive behaviour, or an overbearing attitude. Time should be managed efficiently, and personal presentation (grooming and decorum) should reflect the seriousness of the role.
3. **Integrity and Impartiality:** Accreditors should demonstrate honesty and integrity, remaining free from undue influence, such as extravagant hospitality or favours. Accreditors must not compare institutions, express inappropriate expectations, or make indirect remarks that suggest a desire for special treatment.
4. **Discretion and Sensitivity:** Accreditors should use respectful and cautious language, handle sensitive matters with care, and avoid showing self-importance or arrogance. Personal comfort should not be prioritised over the task, and necessary resources should be requested respectfully, not demanded.
5. **Open-mindedness and Gratitude:** Accreditors should seek clarification without bias or preconceptions and always recognise the support and cooperation offered by others. Maintain a humble and appreciative approach, contributing to a constructive and supportive accreditation environment.

C. Amendments

The Accreditation Committee reserves the right to make amendments to these TOR at any time.

Annex 7: The accreditation process flow chart



Annex 8: Application form for the accreditation

Date:…….....

To the Chairperson,
Accreditation Committee,
Sanothimi, Bhaktapur

Subject: Application for the accreditation

Dear Sir/Madam,

We, on behalf of the ……..(name of institute), would like to apply for the accreditation of our institute or program based on the national standards. We hereby also declare that we are aware of the standards and procedures provided by the Committee for accreditation.

List of programs being applied for the accreditation in the fiscal year (FY…….)

1.

2.

3.

The following necessary copies of documents are attached here with

1. Management decision made to proceed with the accreditation application
2. Evidence of the formation of the Internal Quality Assurance Committee (IQAC)
3. Evidence of meeting the requirements of the associated professional councils
4. Institutionally approved school improvement plan (SIP).
5. Audit report for the last two fiscal years
6. Affiliation and last renewal certificates
7. Evidence that the institution has produced at least two batches of graduates.
8. An online-generated rapid assessment form with at least 50% self-declared marks
9. Accreditation application fee deposition slip

……

Name:

Position: Principal/ Headteacher

Institution:

Office Stamp:

Annex 9A: Self-assessment report format for the applicant institute

Format of the Self-Assessment Report

Cover page

Acknowledgements

Executive Summary

Table of contents/list of tables/list of figures

Abbreviations

CHAPTER 1
INSTITUTIONAL PROFILE

1. Name and Address

Name of the institute:		
Address:	Province	
	District	
	Municipality	
	Ward Number	
	Tole	
	Telephone number	
	Email	
	Website	
	Social media (if yes)	

2. Institution Type (Select one)

	Constituent Schools
	Partnership
	TECS
	Affiliated Private
	Technical Stream (9-12)
	Others (Please Specify) ……

3. Classification of current TVET programs offered.

Types of Programs	Number of Programs	Remarks
Pre-Diploma		
Diploma		
Technical Stream (9-12)		
Others (if any)		

Name of program*	Level	Date of commencement	Current enrollment	Capacity/Quota

* Add or remove the rows as per the requirement

4. Completion and Pass Rates

Name of program*	Level	Number of students who successfully cleared the degree in the last year/ Total enrollment	Number of students who passed the council exam in the last year	Number of students who successfully cleared the degree this year/ Total enrollment	Number of students who passed the council exam this year

* Add or remove the rows as per the requirement

5. Contact Persons

Name	Position	Telephone	Email
	Owner/Principal		
	Vice Principal/Coordinator		
	Self-Assessment Team Coordinator		

6. Teaching/Instruction and non-teaching staff details

a. Teaching/Instruction Staff

Tenure type	Number of Female	Number from a disadvantaged group	Number of teachers with disability	Total (this is not the 2nd to 4th columns)
Full-time teachers/instructors				
Part-time teachers/instructors				
Other types of teachers/instructors				

b. Non-teaching Staff

Tenure type	Number of Female	Number from a disadvantaged group	Number of teachers with disability	Total (this is not the 2nd to 4th columns)
Full-time non-teaching staff				
Part-time non-teaching staff				
Other types of non-teaching staff				

7. **Details of the income and expenditure**

Areas	Last FY	FY previous year 1	FY previous year 2
Income			
Expenditure			

8. Is a duly formed School Management Committee in place? If yes, give details.

CHAPTER 2

RESPONSE TO THE SELF-ASSESSMENT INDICATORS

(Please answer the following questions, with supporting evidence attached as annexes.)

Criterion 1: Governance and Management

Indicator 1.1: A strategic plan

1.1.1 Does the institution have a formally approved strategic plan with a vision, mission, goals, objectives, action plans, responsibilities, and a timeline?

1.1.2 Does the strategic plan demonstrate coherence and consistency between its vision/mission, goals/objectives, strategies/action plans, timelines, responsibilities, and include a logical framework or visual mapping of these linkages?

1.1.3 Does the strategic plan include time-bound action plans with key performance indicators (KPIs) whose progress is tracked at least annually?

1.1.4 Is there evidence of comprehensive consultation with internal stakeholders (leadership, faculty, staff), parents, local community, and external stakeholders (alumni, industry partners) during the development or update of the strategic plan?

1.1.5 Is the implementation status of the strategic plan tracked and documented, with more than 75% of planned activities documented over the past 12 months?

Indicator 1.2: Green TVET policy in place with implementation strategies

1.1.1 Does the institution have an approved green TVET policy/guideline with an action plan that covers at least three of the four major environmental focus areas (greenery, energy, waste management, behavioural change, and water)?

1.1.2 Is there evidence of systemic implementation of green practices through the eco-club in three focus areas (greenery, energy, waste management, behavioural change, and water) in line with the institution's green policy/guideline?

1.1.3 Is there evidence that at least four different types of stakeholders (students, staff/faculty, alumni/local community, and industry) were engaged in green initiatives or activities during the last 12 months to implement the green policy?

Indicator 1.3: Organogram

1.1.1 Is the institution's organogram approved, visually clear with defined reporting lines, and publicly displayed?

1.1.2 Do over three-quarters of the staff and teachers understand their roles and responsibilities as outlined in the organogram?

1.1.3 Is the organogram reviewed annually through a formalised process guided by Level of Effort (LoE) analysis, with documented records of decisions and updates?

Indicator 1.4: Approved program operating procedures or guidelines for effective implementation

1.1.1 Are the program operating procedures or guidelines approved by the Management Committee or relevant body, and recorded in official meeting minutes with a decision reference number or date?

1.1.2 Do the program operating procedures or guidelines include all four key components: operational steps, roles and responsibilities, safety procedures, and monitoring/review mechanisms?

1.1.3 Do 75% or more of the program-related staff confirm awareness of the guidelines, with documented evidence of orientation (e.g., attendance sheet or meeting note)?

Indicator 1.5: Periodic management committee meetings

1.1.1 Has the management committee held more than four meetings in the last 12 months?
1.1.2 Were meeting agendas shared at least 3 days in advance for all meetings in the last 12 months, with records (emails, memos, notices) available?
1.1.3 Is there evidence of implementing more than 75% of decisions made in the management committee meetings in the last 12 months?

Indicator 1.6: Monitoring and evaluation plan and its implementation

1.1.1 Is an approved Monitoring and Evaluation (M&E) plan in place that includes clearly defined and relevant indicators, detailed data collection methods, and assigned roles and responsibilities for implementation?

1.1.2 Does M&E data regularly inform decisions, with two or more documented instances demonstrating that data-driven actions have led to programmatic improvements or changes?

1.1.3 Were learning meetups held at least twice per academic year during the last 12 months, with each session having documented agendas, meeting minutes, and identified follow-up actions?

Indicator 1.7: System of periodic management review

1.1.1 Are annual management reviews conducted with a formal agenda, documented summary report, clearly defined action items, and a follow-up plan?
1.1.2 Have all decisions made by the management review been fully implemented within the agreed timelines?
1.1.3 Are decisions from management reviews communicated across the organisation, with implementation responsibilities assigned, documented, and followed up on at least once to monitor progress?

Indicator 1.8: Periodic progress review of the strategic plan

1.1.1 Is the strategic plan reviewed at least once a year, with all reviews documented with action points?
1.1.2 Does the institution track the implementation of all the strategic plan's action items, with documented evidence of completed activities and achieved outcomes?
1.1.3 Are middle management (heads of departments/faculties), teachers, administrative staff, and relevant external stakeholders (such as industry partners) engaged and informed about the strategic plan implementation through documented communication efforts?

Indicator 1.9: Procurement plan and its effective operation

1.1.1 Does the procurement committee meet regularly according to a pre-established procurement calendar, with all decisions properly minuted?
1.1.2 Does the approved annual procurement plan include budgets and specific timelines for each item?
1.1.3 Are all purchases fully compliant with the approved procurement plan based on sampled transactions?

Indicator 1.10: Implementation of internal quality assurance (IQA) plan

1.1.1 Does the institution have a mechanism (e.g., software, tracking sheets) to update the Self-Assessment Report at least once a month?
1.1.2 Does the formally approved Internal Quality Assurance (IQA) body/committee operate with defined Terms of Reference (ToR), conduct at least four annual meetings, and consistently follow up on decisions made in previous meetings?
1.1.3 Does the IQA committee include members from the management committee, staff, faculty, students, members from the local community, and industry sector representatives?
1.1.4 Does the Internal Quality Assurance body/committee conduct at least two quality audits annually and provide actionable recommendations?

1.1.5 Are all the recommendations provided by the Internal Quality Assurance and Accreditation body/ committee through quality audits fully implemented?

Criterion 2: Physical Learning and Resources

Indicator 2.1: Departmental offices with the required facilities

1.1.1 Is there a dedicated office space available for each department?
1.1.2 Are usable chairs and tables available for all departmental staff?
1.1.3 Are PCs/laptops with an internet connection available for at least 75% of the departmental staff?

Indicator 2.2: Required number of classrooms

1.1.1 Is there at least one classroom per 40 students (or the quota provided by the CTEVT), with an additional 20% buffer capacity?
1.1.2 Are all classrooms functional, and are over 50% equipped with basic instructional technology such as projectors?
1.1.3 Are subject-specific demonstration rooms available, with at least one for each specialisation offered, and at least one industry-simulated laboratory that reflects real-world work environments?
1.1.4 Do classrooms have demonstration areas, subject-specific tools and equipment, safety signage, and noise-control features like acoustic panels or curtains?
1.1.5 Are more than 25% of the classrooms accessible to students with disabilities (e.g., ramps, wide doors, or handrails)?

Indicator 2.3: Laboratories and workshops

1.1.1 Is there at least one laboratory or workshop per program, and can more than half of the enrolled students work at a time, with a 20% capacity buffer?
1.1.2 Is the laboratory or workshop space 100% + 20% buffer of the CTEVT-prescribed minimum area?
1.1.3 Are complete sets of functional and the latest tools and equipment available for all programs?
1.1.4 Is basic personal protective equipment (PPE), such as gloves and goggles, available? Are safety signs displayed? Are first aid kits available within laboratories and workshops? Does the institution conduct regular safety drills at least two times a year, and is safety equipment kept up to date (such as a non-expired fire extinguisher)?
1.1.5 Do more than 75% of the laboratory and classroom tools fully reflect recent technologies and standards relevant to local job markets?

Indicator 2.4: Operational machines and equipment as specified in the curricula or approved guidelines

1.1.1 Is all required equipment available and upgraded to match current industry standards?
1.1.2 Is all equipment fully operational, and does the institute maintain preventive maintenance records and schedules as evidence of ongoing functionality?
1.1.3 Does the institution follow a documented maintenance and calibration plan, with up-to-date logs for all major equipment?
1.1.4 Is one functional tool or equipment available for fewer than six students, aligning with industry-standard training ratios?
1.1.5 Does the available equipment include up-to-date technologies such as digital systems, automated machines, and other tools reflecting current and emerging industry practices?

Indicator 2.5: Ownership and sufficiency of land and buildings

1.1.1 Does the institution own its land, and is the area sufficient for academic and institutional functions?
1.1.2 Does the institution exceed the required land area by at least 20%, providing 4.8 square meters

per student?

1.1.3 Does the institution own over 75% of the total building space for academic and administrative purposes?

1.1.4 Do more than 75% of the classrooms meet or exceed the minimum space standards of 0.75 m² per student for theory and 1 m² for practical classes?

1.1.5 Does the institution have excellent potential for expansion, with more than 50% additional space available?

Indicator 2.6: Opportunities for practical exposure for the students

1.1.1 Do students receive 100% of the required practical hours integrated within the curriculum?

1.1.2 Is workshop or laboratory equipment utilised 50% of the time?

1.1.3 Is it 100% of the equipment industry standard, including recent upgrades?

1.1.4 Are students involved in continuous instructor-guided industry projects, with three or more projects per semester?

1.1.5 Are apprenticeships organised regularly in partnerships with industries?

Indicator 2.7: Access to consumables

1.1.1 Are 100% of the required consumable items, including a 10% buffer stock, available for students?

1.1.2 Are records of consumables systematically maintained, disaggregated, and used to inform planning and restocking?

1.1.3 Do all students (100%) have access to the required consumables during the observed class?

Indicator 2.8: Library with required reference materials

1.1.1 Are at least three required titles available for all curriculum subjects, and additional reference materials for 50%?

1.1.2 Is at least one copy per 3 students available for all required titles?

1.1.3 Are at least 50% of the library resources accessible online 24/7?

Indicator 2.9: Girls' and boys' hostels

1.1.1 Do the hostels meet the full demand for student accommodation with an additional 10% buffer capacity?

1.1.2 Does the hostel include Wi-Fi access, a cafeteria or mess, 24/7 security services, study areas, laundry facilities, beds, and bathrooms?

1.1.3 Are all needy students who require accommodation provided with hostel facilities, either free or subsidised?

Indicator 2.10: Availability of restrooms and other hygiene facilities

1.1.1 Are separate restrooms available and functional in all buildings and floors?

1.1.2 Are restrooms fully accessible and include Braille signage or audio guidance?

1.1.3 Do restrooms provide complete safety and privacy with gender-specific signage, private stalls with working locks, and sufficient lighting?

1.1.4 Do restrooms have sensor-based cleaning systems and provide facilities for safe menstrual waste disposal?

1.1.5 Does the institution conduct regular audits and incorporate feedback on hygiene during Internal Quality Assurance and Accreditation reviews?

Indicator 2.11: Physical facilities for people with disabilities

1.1.1 Are all institutional buildings and facilities 100% barrier-free, including features such as tactile

guiding paths?

1.1.2 Are advanced assistive technologies fully integrated, such as voice-enabled AI systems for ICT labs and digital tools for accessible learning?

1.1.3 Does the institution conduct regular accessibility audits and incorporate feedback from students with disabilities into ongoing improvement, at least two times a year?

Indicator 2.12: Occupational safety and health (OSH) measures

1.1.1 Are all workspaces fully equipped with PPE and supported by automated safety systems such as fire suppression or alarm systems?

1.1.2 Are hands-on safety drills conducted regularly, and do students receive certifications aligned with industry occupational safety and health standards?

1.1.3 Is there evidence that the institute proactively identifies potential hazards through regular risk assessments conducted at least twice a year and implements preventive measures (e.g., safety barriers, machine guards, ventilation systems, noise control)?

1.1.4 Does the institute have clearly defined emergency response protocols and a designated emergency response team, with regular drills (at least twice a year) to ensure readiness?

1.1.5 Are all staff and students provided with regular (at least annually) training on occupational safety and health (OSH) procedures, including the proper use of equipment and emergency protocols, with attendance records maintained?

Indicator 2.13: Repair and maintenance of the properties

1.1.1 Does the institute follow a planned and scheduled approach to maintaining facilities and equipment?

1.1.2 Does the institute maintain and conduct inspections and timely action to ensure the functionality of laboratory and workshop equipment?

1.1.3 Does the institution maintain the physical soundness of buildings through inspections, audits and repair records?

1.1.4 Does the institute make sure that critical repairs are addressed quickly, ensuring minimal disruption?

1.1.5 Does the institute practice sustainable repair and maintenance using eco-friendly materials and methods, and are reuse and documentation practices in place?

Criterion 3: Human Resources

Indicator 3.1: Qualified teaching/instruction staff

1.1.1 What is the current student-to-teacher ratio at the institution?

1.1.2 What percentage of the teaching/instruction staff meets the minimum academic and professional qualification requirements for their assigned roles and program levels?

1.1.3 What percentage of the teaching/instruction staff has prior practical experience working in the relevant industry, and how many years of experience do they have?

1.1.4 What proportion of the teaching/instruction staff has completed formal instructor training programs aligned with national or international standards, and what is the duration of their training (e.g., at least 40 hours)?

1.1.5 What percentage of the teaching/instruction staff have participated in a special needs awareness session, and what was the session duration (e.g., at least 8 hours) within the last three years?

Indicator 3.2: Teaching/instruction positions

1.1.1 What is the vacant rate of sanctioned teaching/instruction positions at the institution?

1.1.2 What is the ratio of full-time to part-time teaching/instruction staff at the institution?

1.1.3 What is the typical timeline for filling vacant teaching/instruction positions at the institution (e.g., within a month, up to 2 months, more than 6 months)?

1.1.4 What percentage of the teaching/instruction staff instructs subjects for which they are academically or professionally specialised?
1.1.5 What is the teaching staff's annual retention rate?
1.1.6 What is the extent of teaching/instruction staff participation in regular training or workshops for pedagogical and technical skill enhancement, and how many activities do they attend annually?
1.1.7 How actively do the teachers/instructors engage with industry stakeholders through partnerships, secondments, curriculum input, or other forms of collaboration?
1.1.8 What is the representation of marginalised or underrepresented groups among the teaching/ instruction staff?
1.1.9 Is there a structured process to evaluate teaching/instruction performance, provide feedback, and guide professional growth for the teaching/instruction staff, and how frequently are these evaluations conducted?
1.1.10 Is there a system in place to prepare and promote internal candidates for key teaching/instruction roles in the future, including a documented succession plan, cross-training programs, or a structured leadership pipeline?

Indicator 3.3: Non-teaching positions

1.1.1 What percentage of the non-teaching staff are employed on a permanent basis?
1.1.2 Do the non-teaching staff have defined roles and responsibilities, including documented job descriptions and performance indicators?
1.1.3 What percentage of the non-teaching staff meets the minimum qualification requirements for their job roles?
1.1.4 What percentage of the non-teaching staff receive relevant training or upskilling opportunities to enhance institutional efficiency?
1.1.5 What is the regularity and structure of evaluating non-teaching staff performance, including feedback and development support, and how frequently are these evaluations conducted?

Indicator 3.4: Plan for professional development of teaching/instruction and non-teaching staff

1.1.1 Does the institution have a formal Human Resource Development (HRD) plan that guides the professional growth of all staff, and what is its implementation status?
1.1.2 How does the institution identify training needs for teaching/instruction and non-teaching staff (e.g., informal means, introductory surveys, comprehensive analysis), and how regularly are these assessments conducted?
1.1.3 Does the institution systematically monitor and evaluate the effectiveness of its Human Resource Development (HRD) activities, and is feedback used to make improvements?

Indicator 3.5: Pedagogical practices and teaching/instruction skills training (ToT, IS or similar) of teaching/ instruction staff

1.1.1 What percentage of the teaching/instruction staff has completed a Training of Trainers (ToT) or equivalent instructional skills training course of at least 45 hours?
1.1.2 To what extent do the teaching/instruction staff use varied, learner-centred, and industry-relevant methods, such as blended learning, Competency-Based Education (CBE) principles, or real-life problem-solving, as reflected in their lesson plans?
1.1.3 What is the nature and quality of assessments teachers use to measure student competencies, beyond written exams, and do they include structured competency rubrics, various assessment types, or portfolio assessments?
1.1.4 What percentage of the teachers regularly use a Learning Management System (LMS) or other digital tool to enhance teaching/instruction and learning, and for what purposes (e.g., distributing materials, assigning tasks, collecting submissions)?

1.1.5 Does the institution have collaborative teaching/instruction and peer learning systems among staff for mutual growth and sharing good practices, such as peer observation sessions or a formal Community of Practice (CoP)?

Indicator 3.6: Workplace-based occupational skills upgrading (OSU) training for teaching/instruction staff

1.1.1 In the past year, what percentage of the teaching/instruction staff has taken hands-on industry-based Occupational Skills Upgrading (OSU) training?
1.1.2 What percentage of the teaching/instruction staff is certified in skills related to occupational standards or industry requirements through workplace-based occupational skills certifications?
1.1.3 What percentage of the teaching/instruction staff can independently operate, maintain, and teach using the current tools and machinery used in the industry?
1.1.4 To what extent does the institution collaborate with industry to support occupational skills alignment and curriculum improvement through industry feedback or formal involvement in module enhancement?
1.1.5 How effectively is Occupational Skills Upgrading (OSU) training translated into improved teaching/instruction practices, based on employer feedback and implementation tracking, and how frequently is this feedback collected and utilised?

Indicator 3.7: Teaching/instruction (work) load among the teaching/instruction staff

1.1.1 What are the typical contact hours assigned to the teaching/instruction staff per week?
1.1.2 What percentage of their working hours do the teaching/instruction staff typically spend on non-teaching (administrative) tasks?
1.1.3 What is the balance between theoretical and practical content in teaching assignments, ensuring industry-relevant instruction?
1.1.4 How are teaching/instruction staff involved in mentoring or advising students beyond classroom teaching/instruction, and what is the typical number of students assigned per mentor?
1.1.5 How effectively does the institution monitor and manage overtime work among teaching/instruction staff, especially unpaid hours?

Indicator 3.8: Backup plan for instruction

1.1.1 Does the institution have a roster of substitute teachers to ensure continuity during staff absences, and what percentage of the total teachers are in this pool?
1.1.2 What percentage of the teaching/instruction staff is trained in multiple subject areas, enabling coverage flexibility during staff shortages?
1.1.3 Does the institution have a formal and efficient process to replace teachers quickly in case of sudden absence, and what is the typical timeframe for emergency replacements?

Indicator 3.9: Teaching/instruction staff meetings

1.1.1 How regularly are teaching/instruction staff meetings conducted to ensure collaboration, updates, and academic coordination?
1.1.2 Do the teaching/instruction staff meetings serve as platforms for instructional improvement by sharing teaching/instruction strategies, innovations, workshops, or case study discussions, and how frequently does this occur?
1.1.3 What are the teaching/instruction staff meetings' attendance rates and inclusive levels, ensuring shared ownership of institutional goals?

Criterion 4: Instruction and Learning

Indicator 4.1: Nationally approved curriculum-based learning competencies

1.1.1 Do the lesson plans align with officially approved learning competencies?
1.1.2 Can teachers identify and explain the subject-specific learning competencies verified by interacting with them?
1.1.3 Are the student assessments designed to evaluate the achievement of defined learning competencies?
1.1.4 Are the instructional materials aligned with curriculum-based learning competencies?
1.1.5 Does student work demonstrate the application and mastery of expected learning competencies?

Indicator 4.2: Session plans with learning outcomes

1.1.1 Do the teachers maintain structured and detailed class session plans?
1.1.2 Do the session plans include learning outcomes aligned with national curriculum competencies?
1.1.3 Do the teaching/instruction plans incorporate varied instructional strategies, including active learning methods, beyond lecture-based instruction?
1.1.4 Do the session plans include assessment components aligned with learning outcomes?
1.1.5 Do teachers follow their session plans during classroom instruction as observed?

Indicator 4.3: Theoretical-practical ratios

1.1.1 Does the delivery of theoretical and practical hours follow the prescribed curriculum ratio?
1.1.2 Are the workshops and labs equipped and functional to support hands-on learning?
1.1.3 Are the instructors capable of effectively delivering practical lessons?
1.1.4 Do the assessment practices reflect an appropriate mix of theoretical and practical components?
1.1.5 Do industry stakeholders validate and support the practical components?

Indicator 4.4: Curriculum delivery plan

1.1.1 Is the course syllabus fully delivered within the planned timeline?
1.1.2 Are courses delivered on schedule with minimal delays or deviations?
1.1.3 Do a high percentage of the students meet the competency standards?
1.1.4 Do lessons proceed without interruption due to teacher or material shortages?
1.1.5 Does the institution manage disruptions effectively to maintain class continuity?

Indicator 4.5: Industries teaching/instruction hours

1.1.1 Do students complete the required industrial exposure hours as per the curriculum?
1.1.2 Do formal and active partnerships exist with industries for student training?
1.1.3 Do students receive regular supervision and mentoring during industry placements?
1.1.4 Do students undergo proper orientation and preparation before industry placements?
1.1.5 Is feedback from industry placements analysed and used for instructional improvement?

Indicator 4.6: Instructor-student ratio in classes & workshops

1.1.1 Do classroom student-to-instructor ratios meet recommended standards (less than 40:1)?
1.1.2 Do workshop instructor ratios ensure adequate supervision during practical sessions (less than 20:1)?
1.1.3 Is hazardous equipment used under close instructor supervision (one instructor for fewer than four students using high-risk tools)?
1.1.4 Are support staff available to assist students with special needs (one support person for fewer than five students)?

1.1.5 Are labs and workshops supported by sufficient technical or instructional assistants (one assistant for every group of fewer than 15 students)?

Indicator 4.7: Learning achievements monitoring

1.1.1 Are formal assessments conducted regularly in each subject?
1.1.2 Is student competency achievement systematically tracked and recorded?
1.1.3 Do students who fall behind receive structured academic support?
1.1.4 Is feedback from students and stakeholders used to inform instructional improvements?
1.1.5 Do assessment and learning data guide and improve teaching/instruction practices?

Indicator 4.8: Assessment of classwork/practical workbooks

1.1.1 How often are classwork or practical workbooks formally assessed per subject?
1.1.2 What is the quality and consistency of the rubric used to evaluate classwork/practical work?
1.1.3 What feedback is provided to students on their classwork/practical assessments?
1.1.4 How are practical tasks evaluated and validated?
1.1.5 How are records of classwork and practical assessments maintained and used?

Indicator 4.9: Workplace-based learning/on-the-job training (OJT)

1.1.1 To what extent is the OJT/WBL structured and institutionalised?
1.1.2 What is the quality and depth of the institutional collaboration with industry for OJT/WBL?
1.1.3 What percentage of eligible students participate in OJT/WBL?
1.1.4 What are the monitoring and assessment mechanisms for students during OJT/WBL?
1.1.5 What is the post-OJT/WBL employment rate among the graduates?

Indicator 4.10: Exposure to emerging market skills

1.1.1 Does the institution systematically track new labour market trends and emerging skill areas?
1.1.2 What is the quantity of structured programs the institution offers to develop emerging skills?
1.1.3 What is the extent of industry engagement in developing or delivering emerging skills content at the institution?
1.1.4 What percentage of final year or semester students are involved in structured emerging skills training?
1.1.5 How many of the faculty members have been trained in emerging skills?

Indicator 4.11: Supplementary instructional practices

1.1.1 How often are additional learning sessions organised outside the regular curriculum?
1.1.2 How many different instructional strategies beyond lectures are used in supplementary sessions?
1.1.3 How is the inclusion of practical, real-world examples or experiences in supplementary instruction?
1.1.4 How are teachers trained or supported to use supplementary instructional techniques?
1.1.5 What is the level of student participation in supplementary instructional sessions?

Indicator 4.12: Student attendance maintenance

1.1.1 What type and sophistication of attendance tracking system is used by the institution?
1.1.2 What is the average student attendance rate based on records from the last five instructional days?
1.1.3 What is the level of institutional response to student absenteeism?

Indicator 4.13: Student feedback collection and implementation

1.1.1 What is the frequency and structure of collecting feedback from students on teaching/instruction and learning quality?

1.1.2 What is the student participation level in the most recent feedback collection?
1.1.3 To what extent is student feedback analysed and acted upon by teaching/instruction staff?

Indicator 4.14: Systematic stakeholder feedback

1.1.1 What is the range of stakeholder groups from whom feedback is systematically collected?
1.1.2 What is the regularity and methods used to collect feedback from stakeholders?
1.1.3 Does collected feedback lead to improvements, and how transparently are these changes communicated?

Indicator 4.15: Joint stakeholder review meetings

1.1.1 How often are review meetings held, and what is the diversity of stakeholder groups participating?
1.1.2 What is the clarity and documentation of meeting agendas and decisions?
1.1.3 To what extent are decisions from the review meetings put into practice with evidence?

Criterion 5: Market Linkage and Sustainability

Indicator 5.1: Industry-institute linkages (IIL)

1.1.1 How many formal partnerships (MoUs/Agreements) does the institute have with industries, and have activities been conducted under them in the last year?
1.1.2 How actively have industry partners contributed to curriculum enrichment and updates through consultations or feedback rounds in the last two years?
1.1.3 What percentage of the students are placed in work-based learning opportunities such as internships or apprenticeships during the academic year?
1.1.4 What percentage of graduates' employment data has been collected and verified?
1.1.5 To what extent are industry representatives involved in institutional governance, strategic planning, or advisory bodies, including their active participation in formal committees?

Indicator 5.2: Representation of business and industry associations (BIAs)

1.1.1 Is a Business and Industry Association (BIA) representative included in the institute's management or operational committee?
1.1.2 What is the consistency of BIA attendance in institutional decision-making meetings over the last 12 months?
1.1.3 To what extent are BIAs involved in shaping the institute's strategic direction through consultations, joint planning sessions, or co-development of the strategic plan?
1.1.4 Are Business and Industry Associations (BIAs) leading or formally involved in specialised working groups or task forces within the institute?
1.1.5 What is the degree of BIA participation in the institute's student-focused career and employability initiatives, such as mock interviews or internships?

Indicator 5.3: Exchange with BIAs

1.1.1 Does the institute maintain ongoing communication channels with Business and Industry Associations (BIAs)?
1.1.2 What is the frequency of training programs conducted jointly with BIAs at the institute during the last 12 months?
1.1.3 How actively do industry professionals contribute to instruction and training at the institute as visiting instructors or full-time faculty?
1.1.4 How do Business and Industry Associations (BIAs) support the institute by providing or sharing tools, materials, and equipment?

Indicator 5.4: Production unit (PU)

1.1.1 Is it a production unit established at the institute, and how long has it been operational?
1.1.2 What percentage of the students are involved in the production unit's activities?
1.1.3 Does the production unit generate sufficient income to cover its operational costs?

Indicator 5.5: Maintenance of accounts from sales of products

1.1.1 What is the level of systematisation in managing financial records related to product sales at the institute (e.g., manual, partial digital, complete digital, or automated with audits)?
1.1.2 Does the institute have a formal and documented revenue-sharing policy for product sales?
1.1.3 Are financial reports on product sales produced regularly, and are they publicly available?

Indicator 5.6: Annual budgeting and expenditure

1.1.1 What is the level of stakeholder involvement in the institute's budget preparation process?
1.1.2 What percentage of the allocated budget was utilised by the institute during the last financial year?
1.1.3 What is the frequency of financial reporting at the institute (e.g., annually, semi-annually, quarterly, or monthly), and is an external audit conducted annually?

Indicator 5.7: Institutional income/budget

1.1.1 What percentage of the required budget does the institute earn to implement its annual programs fully?
1.1.2 How diverse are the institute's income sources (e.g., single, two, three, four, or five+ sources)?
1.1.3 How many months of operating expenses can the institute's financial reserve fund cover?

Indicator 5.8: Inventory control and management

1.1.1 How is inventory tracked and updated across the institution (e.g., manual, basic digital, automated with barcode, or real-time digital system)?
1.1.2 How are tools and equipment maintained, and what is their utilisation rate in training or production activities (e.g., ad-hoc, routine schedule, preventive plan, or regularly maintained and actively utilised)?
1.1.3 What is the institute's frequency and thoroughness of inventory audits and reconciliations?

Indicator 5.9: Exposure visits to industries/projects/communities

1.1.1 How frequently does the institute organise exposure visits for students to real-world industry, projects, or community settings during the academic year?
1.1.2 What percentage of students participate in these exposure visits during the academic year?
1.1.3 What percentage of students prepare and present structured reports based on their exposure visits?

Criterion 6: Student Support Services

Indicator 6.1: Psychosocial counselling health services unit (PCHSU)

1.1.1 Does the institution have an approved policy for psychosocial counselling and health services, and is it reviewed annually as part of institutional planning processes?
1.1.2 Is a specific budget allocated to support psychosocial counselling and health services?
1.1.3 Is a well-equipped, private, and confidential office available for psychosocial counselling or health support services, and is after-hours access provided to students?
1.1.4 Does the institution have professional staffing for psychosocial counselling and health services,

including a full-time trained counsellor or a multidisciplinary team?

1.1.5 How frequently are awareness sessions or preventive programs related to psycho-social or health services conducted at the institution, and are annual reports prepared and reviewed on service usage and effectiveness?

Indicator 6.2: Aptitude test before enrolment

1.1.1 Does the institution administer standardised aptitude and skill tests using validated assessment tools before enrollment?

1.1.2 Is comprehensive career and course alignment counselling implemented for all students based on aptitude test results, including individualised sessions and documented logs?

1.1.3 What is the retention rate of students from admission to exam appearance at the institution?

Indicator 6.3: Job placement service

1.1.1 Does the institution have a dedicated job placement cell with a full-time coordinator working 40 hours weekly?

1.1.2 Does the institution have more than two signed Memoranda of Understanding (MoUs) with industry partners specifically for placement purposes?

1.1.3 What percentage of the students are placed in jobs or internships through the efforts of the placement cell, and are placement records verified?

1.1.4 Are structured work-based learning or internship programs mandatory for all students at the institution?

1.1.5 Does the institution conduct annual employer and graduate surveys to track post-placement status and improve placement services?

Indicator 6.4: Scholarship and other incentives to pro/poor students

1.1.1 What percentage of the student population receives scholarships from the institution?

1.1.2 Does the institution provide a comprehensive scholarship support package, including tuition, learning materials, living expenses, and transportation?

1.1.3 What percentage of scholarship and incentive beneficiaries are from disadvantaged groups?

Indicator 6.5: Recreational facilities

1.1.1 Does the institute own at least one outdoor sports field or court exclusively for its students and any shared facilities?

1.1.2 Does the institute provide at least three specialised activity rooms for indoor recreational use by students?

1.1.3 Does the institute have a cooking cafeteria serving at least 20% of the regular student population?

1.1.4 How many organised extracurricular events are held annually at the institute, and are students involved in organising them?

1.1.5 Are the recreational facilities regularly cleaned? Do they receive scheduled upgrades and maintenance, and include accessibility features for students with disabilities?

Indicator 6.6: Grievance redressal mechanisms and practices

1.1.1 Does the institute have a comprehensive, approved, written grievance policy that is periodically reviewed and updated?

1.1.2 Does the institute provide an anonymous digital platform and physical options for students to report grievances?

1.1.3 Does the institute follow documented case management procedures with follow-up on grievances?

1.1.4 Are there at least two orientations on grievance redressal conducted during the academic year, and

are grievance procedures embedded in the student handbook?

1.1.5 Does the institute conduct annual reports on grievance handling that include tracking of grievances, resolution rates, and student satisfaction surveys?

Indicator 6.7: Encouragement for innovation

1.1.1 Does the institute conduct an annual innovation challenge, have a dedicated makerspace/innovation lab/incubation centre, and maintain an institutional innovation fund with incubation support?

1.1.2 Does the institute participate in national or international technical competitions at least once annually with at least one officially registered technical club?

1.1.3 Do students at the institution engage in live problem-solving projects sourced from industry, or have they commercialised innovations resulting from industry-linked projects?

1.1.4 Does the institute have a structured faculty mentorship program focused on innovation, with at least one faculty member collaborating with industry experts to mentor students?

1.1.5 Does the institute provide certificates, cash prizes, startup funding, and support for patenting/ copyrights for student innovations?

Criterion 7: Research and Development

Indicator 7.1: Communication strategy and knowledge management system

1.1.1 Does the institute have a formal communication strategy, and what communication channels are implemented (e.g., noticeboards, website, social media, integrated system)?

1.1.2 How effectively is information shared, how are inquiries responded to within the institute, and what system is in place for tracking response times?

1.1.3 What mechanisms are in place for engaging stakeholders (students, teachers, parents, employers, government officials, local community, and Management Committee) in communication and knowledge sharing?

Indicator 7.2: TVET management information system (MIS)

1.1.1 What type and sophistication of MIS infrastructure does the institute have, and is it integrated with the national TVET MIS platform?

1.1.2 What is the extent of data collected and maintained by the MIS, covering student lifecycle tracking from enrollment to employment outcomes?

1.1.3 What data security measures and governance practices are related to the MIS data, including encryption, backups, and role-based access control with activity logs?

Indicator 7.3: Labour market information system (LMIS)

1.1.1 Does the institute have a labour market information system (LMIS), and what is its functionality regarding data coverage, including real-time analytics and predictions?

1.1.2 How actively does the institute use LMIS data for planning programs, curriculum updates, and student services, including revising organisational action plans?

1.1.3 How is LMIS access provided to various stakeholders (staff, students, employers, and the public), and what mechanisms exist for feedback and data contribution?

Indicator 7.4: Learning-sharing workshops

1.1.1 How often does the institute organise learning-sharing workshops, and what is the level of stakeholder participation (e.g., annually, biannually, quarterly, or monthly thematic workshops)?

1.1.2 What is the diversity and inclusiveness of stakeholders involved in the learning-sharing workshops, including representation from students, employers, and policymakers?

1.1.3 How effectively does the institute implement follow-up actions and measure the impact of decisions

resulting from learning-sharing workshops?

Indicator 7.5: Financial management information system (FMIS)

1.1.1 Does the institute have a Financial Management Information System (FMIS), and what is its sophistication and integration level (e.g., manual, basic digital, integrated, or fully automated cloud-based)?
1.1.2 What level of transparency and audit compliance is supported by the FMIS, including real-time expenditure tracking and integration with external audit processes?
1.1.3 What is the quality and frequency of financial reporting and decision support provided by the FMIS, including dashboards and predictive financial modelling?

Indicator 7.6: Periodic independent evaluations

1.1.1 How comprehensively and regularly does the institute conduct annual comprehensive evaluations covering at least five performance indicators, with public transparency?
1.1.2 What is the independence and qualification of evaluators involved in assessments, including certified external evaluators or reviews by national/international accreditation bodies?
1.1.3 How effectively does the institute act on evaluation recommendations, with documented evidence of implementing at least 75% of findings with measurable impact?

Indicator 7.7: Tracer studies

1.1.1 How often does the institute conduct tracer studies, and what percentage of graduates are covered annually (e.g., ad hoc, biennially, 50%, or more than 90%)?
1.1.2 What is the depth of employment-related data collected through the tracer studies, including career progression tracking?
1.1.3 How do tracer study findings inform program adjustments, and has the institution implemented documented changes to program delivery based on these findings in the past two years?
1.1.4 How effectively are tracer study findings disseminated and engaged with among stakeholders, including public availability?
1.1.5 What documented quality improvements have been made based on tracer study findings, ranging from minor program adjustments to institutional reforms?

Indicator 7.8: Students' enrollment, dropout, and pass-out rates

1.1.1 Does the institute have a written enrollment policy with defined criteria, and what percentage of enrolled students meet these criteria, including applying and reporting GESI targets?
1.1.2 What percentage of the available enrollment capacity is filled at the institute, and is there competition among applicants exceeding the defined capacity?
1.1.3 What is the dropout rate at the institute, calculated based on the overall retention rate from enrollment to the end-of-semester examination?
1.1.4 What is the graduation rate at the institute, calculated by comparing students who submitted exam forms to those who graduated across all programs?
1.1.5 How comprehensively does the institute track GESI (Gender Equality & Social Inclusion) disaggregation of enrollment data, including at least four categories (gender, caste/ethnicity, disability, or geographic region)?

Indicator 7.9: Market assessment

1.1.1 How regularly does the institute conduct market assessments, and are detailed reports prepared annually?
1.1.2 How many sectors are included in the market assessments, and what is the depth of data analysed,

including forecasting future labour market needs?

1.1.3 What is the extent of employer involvement in the market assessment process, including co-design and implementation with employer associations?

1.1.4 How effectively are market assessment findings shared with relevant stakeholders, and is feedback collected and used for future improvements?

1.1.5 How are market assessment findings utilised to revise or introduce training courses at the institute, including implementing multiple non-credit courses or a 45-hour course?

Indicator 7.10: Employment rate

1.1.1 What is the overall employment rate of the graduates (average of the previous three years), based on current and verified data?

1.1.2 What percentage of the employed graduates work in jobs relevant to their training/education?

1.1.3 What percentage of the employed graduates are working in formal jobs (e.g., with contracts, benefits, and formal recognition)?

1.1.4 What percentage of the tracked graduates earn at or above the minimum government wage?

1.1.5 Based on collected feedback, what is the satisfaction level of employers who hire graduates from the institute?

CHAPTER 3: SUMMARY AND CONCLUSION

ANNEXES

Annex 9B: Self-assessment report sub-indicators, benchmarks and marking criteria

Please refer to the separate document.

Annex 10: Final assessment report

(A) Executive Summary

(B) Institutional Profile

Name of TVET School	
Type of Institution	
Date of Commencement	
Head of Institution/ Designation	
Vision	
Mission	
Teaching/Instruction and Nonteaching Staff	
No. of Teaching/Instruction Staff	
No. of Nonteaching Staff	
Area of Institution	
Total Land Areas	

Programs			
Types of Programs	**No. of Programs**	**Name of Programs**	**Enrollment**
Thirty-six-month diploma-level programs.			
Eighteen-month pre-diploma level programs.			
Twenty-four-month apprenticeship program.			
Technical Stream programs run by CEHRD.			
Total			

(C) School Visit Activities

Dates	Major activities	Remarks

(D) Summary of Findings

(E) Criterion-wise Observation and Recommendation

Criterion 1: Governance and Management

Overall Findings
Opportunities and Strengths
Challenges and Weaknesses
General Recommendations

Criterion 2: Physical and Learning Resources

Overall Findings
Opportunities and Strengths
Challenges and Weaknesses
General Recommendations

Criterion 3: Human Resources

Overall Findings
Opportunities and Strengths
Challenges and Weaknesses
General Recommendations

Criterion 4: Instructions and Learning

Overall Findings
Opportunities and Strengths
Challenges and Weaknesses
General Recommendations

Criterion 5: Market Ilinkages and Sustainability

Overall Findings
Opportunities and Strengths
Challenges and Weaknesses
General Recommendations

Criterion 6: Student Support Services

Overall Findings
Opportunities and Strengths
Challenges and Weaknesses
General Recommendations

Criterion 7: Research and Development

Overall Findings
Opportunities and Strengths
Challenges and Weaknesses
General Recommendations

(F) Specific Recommendations

(G) Signatures

Name	Position	Signature	Name	Position	Signature
	Team Coordinator			Management Committee Chair	
	Team Member			Headteacher	

Witness

Name	Position	Signature	Name	Position	Signature
	Team Secretary			QAA Focal Point	
	Council Nominee Expert				

Date:

Annex 11: The breakdown of the accreditation fee

SN	Description	Amount (NRs)
1	Application and Registration Fee	5,000.00
2	QAA process fee deposited after the formation of the accreditor team	20,000.00

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