

Vocational Training Institute [VTI Ltd]

Vacoas Mauritius

Quality assurance policy

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Forward

OUR VTI LTD CUSTOMER CHARTER



We take customer service seriously and are committed to ensuring that you receive an excellent level of service.

We commit to:

- Providing a prompt and efficient service within 5 working days
- Actively seeking and responding to your feedback on how we can improve your experience
- Delivering quality products and services on equitable terms
- Creating a diverse community that respects everyone and the environment
- Working with you to keep you safe and secure
- Actively supporting the local community and authority in which we live and work
- Providing accurate and up to date information
- Resolving customer complaints fairly and consistently and within publicized timescales

Vision, mission and values

The Institute's guiding vision is to be known as the leading education and training provider and aim is to be recognized as the best training provider In Mauritius

The Institute pledges to ensure that the following core commitments underpin what we do:

- Providing quality learning experiences for individuals, industry and community through innovative and customised vocational training education
- Encouraging all people to value education, learning and employment
- Focusing our efforts on encouraging all students to identify and achieve their aspirations

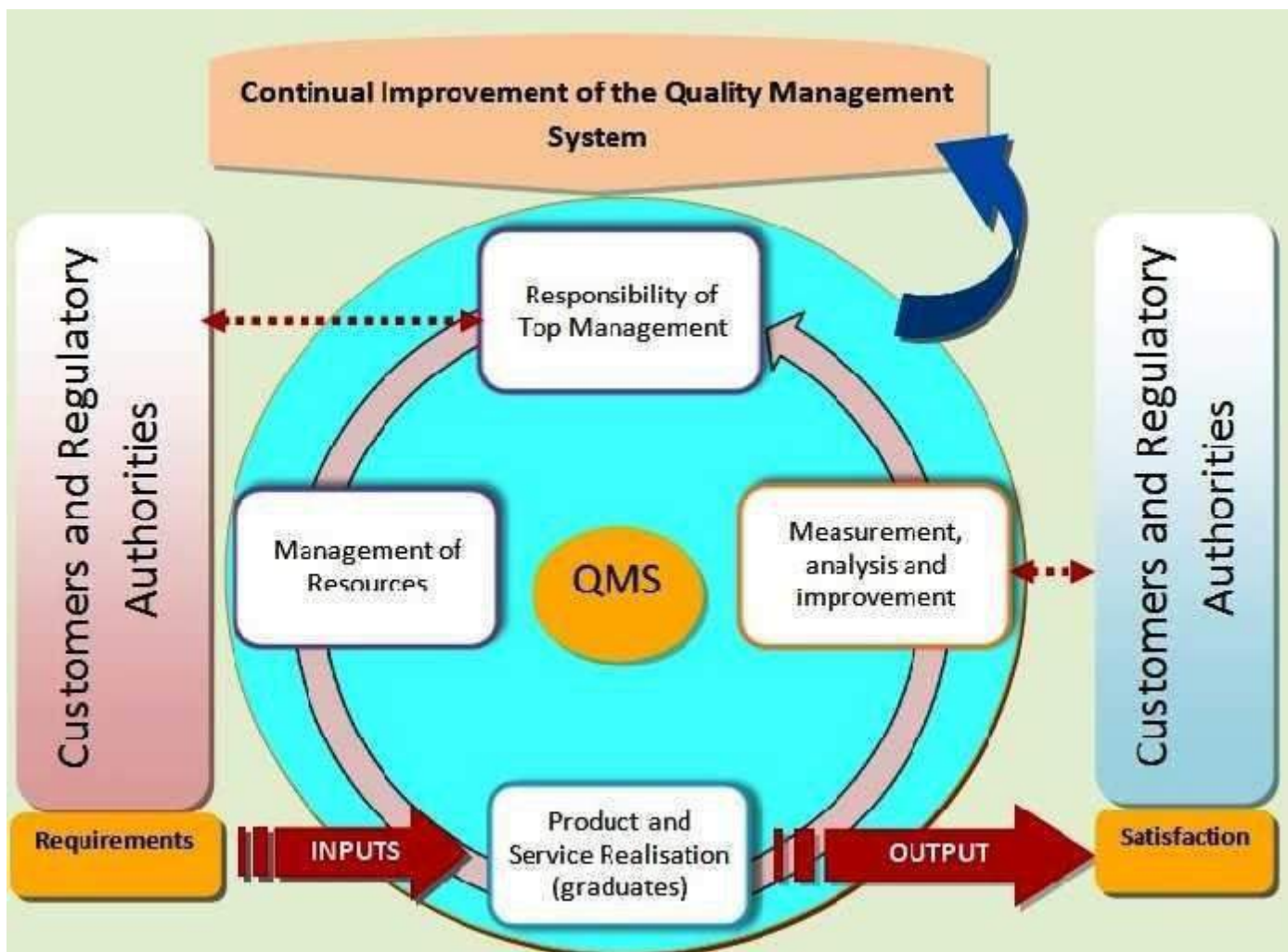
For information regarding our Compliments and Complaints procedure, go to www.vtmauritius.com

Quality Policy

The institute as an organization, its staff and trainees to be fully aware about the quality of training and education should share and be committed to the following policy statement:

“We are committed to be the leader in providing quality training and services to our youth with technical and social competencies for gainful employment through an effective process driven quality management system.”

Model of Quality Management System



Vti ltd	Quality Management Manual	DATE OF ISSUE: REVISION NO:
	Abbreviation	

ADM:	Administration
CBT:	Competency Base Training
DACUM:	Developing A Curriculum
EOI:	Expression of Interest
HOD:	Head of Department
HRD:	Human Resource Development
JTA:	Job Task Analysis
MQA:	Mauritius Qualification Authority
OJT:	On Job Training
PCS:	Position Classification System
PG:	Performance Guide
PPE:	Personal Protective Equipment
QAD:	Quality Assurance Division
QAP:	Quality Assurance procedure
QMS:	Quality Management System
RPL	Recognition of prior learning
SRF:	Staff Requisition Form
TNA:	Training Need Analysis
TOR:	Term of Reference
TVET:	Technical & Vocational Education and Training

Introduction

QMS is a set of coordinated processes to direct and control the quality of training provided by the institute in order to continually improve the effectiveness and efficiency of its performance. Effective QMS will **enhance efficiency of the institutes' operation, by optimizing and reducing wastage of resources and time,** providing training services within the stipulated timeframe for timely delivery of its services and harmonization of policies and practices. It will ensure training effectiveness through focusing on specified standards, so that quality training is provided to enable graduates to find employment and actively engage in the trade that he/she is trained in. On the other hand, the employer must be satisfied with his/her performances. Having a documented Quality Management System also enables the management in identifying weaknesses and areas of improvement and subsequently providing directions for improvement where necessary.

Principles underlying QMS

Quality Management System (QMS) at the institute will be guided by the following general principles:

1. Quality must be internally driven.

Quality Management shall be internally driven and not only be enforced through mandate and sanctions. All the members of faculty and administrative staff, including the trainees of the institute, shall be quality conscious and be actively involved in maintaining the quality management system.

2. Quality must come from within.

Incremental improvements in the training institutions' operation done every day by a single staff member would have a cumulative effect over a period of time. Several individuals doing the same thing would definitely lead to a bigger impact towards achieving operational efficiency. Quality consciousness from within normally creates the snowball effect.

3. Quality Management System must be owned by the Institution

The general understanding is that people care for anything they own and this would also apply to Quality Management System. If every staff of the Institute can associate him/herself as the co-owner of the system, the success for a Quality Management System to be accomplished and maintained is high. The development and installation of the quality management system has to take a participatory approach, wherein people will be informed, educated and involved in the use of the system thereby instilling a sense of ownership and accomplishment.

An effective and efficient process driven Quality Management System is established only if every staff of the Institution relate to and take co-ownership of the system.

4. Quality must be continuously improved.

Quality is a way of life **and can be made enjoyable like a hobby. Conditioning yourself to “doing better today, things than you did best yesterday” leads you to love and enjoy what you are doing.** Adopting and implementing a Quality Management System also leads to similar effect. Its

subliminal goal is continuous improvement and one will enjoy doing it when the effect of improvement is experienced on a regular basis.

5. Process Driven Quality Management System.

The Quality Management System in the institute is about matching the inputs, processes and outputs to ensure efficient operation and effective delivery of training services that meets the expectations of the trainees and satisfaction of the employers. Hence the approach is to develop and maintain a process driven Quality Management System.

Implementation and Administration of QMS

The following administrative functions and roles are to be undertaken at the Institute for the Quality Management System to be smoothly implemented and maintained.

1. QMS Coordinator

The head of the institute will be the overall coordinator for implementing and maintaining the quality management system.

2. Internal Auditor/Supervisor/coordinator/Supervisor/coordinator

An Internal Auditor/Supervisor/coordinator will be appointed by the Institute. He/she will be responsible for conducting internal auditing of QMS to ensure that it conforms to the requirements of the Quality Management System.

4. Quality Assurance Section/Unit:

Quality Assurance Section/Unit shall be established to oversee the effective implementation of quality management system on a regular basis. The Internal Auditor/Supervisor/coordinator shall be given the full responsibility to look after the section/unit.

5. Management Review Committee:

A management review committee must be established by the institute to review the implementation of QMS, identify problems, and issues, and take corrective and preventive actions. The review committee shall be chaired by the Manager . The review meeting must be conducted on a regular basis based on the needs.

Awareness Program

In-order to continuously improve and ensure effective implementation of QMS by all teaching staffs and non-teaching staffs. The institute must conduct awareness programme on the following topics:

1. Basic Concept of Quality
2. Purpose and benefits of QMS
3. Quality processes and procedures
4. Roles and responsibilities of each staffs

Quality Management Manual

SCOPE AND APPLICATION

SCOPE AND APPLICATION

The QMS manual outlines the general requirements and provides checklist for installing a robust Quality Management System in the institute. It contains the following 10 main processes.

1. Program Development, Delivery and Evaluation of training programs
2. Process of Resource management
3. **Process of Trainees' support** services
4. **Process of Trainees' registration and** selection
5. **Process of Trainees'** assessment
6. Process of handling of Complaints and Non conformances
7. Process of Internal Auditing
8. Process of internal Monitoring and Measurement
9. Process of Internal and External Communication
10. Process of Record keeping

Training programs are accredited and the manual is written to cover the above scope and conforming to the requirements of Quality Assurance System of the authority- MQA and the external examining bodies

QMS IPO CYCLE

Input	Process	Output
<ul style="list-style-type: none"> ● Report ● Curriculum ● Training Delivery Plan ● Feedback from stakeholder 	1. Program Development, Delivery and Evaluation of training programs	<ul style="list-style-type: none"> ● Curriculum developed by local and overseas bodies ● Conducted as per Training Plan ● Curriculum revise base on feedback from stakeholder
<ul style="list-style-type: none"> ● Human Resources ● Financial Resources ● Infrastructure Resources 	2. Process of resource management	<ul style="list-style-type: none"> ● Effective and efficient ● Approve use of budget ● Well established structures
<ul style="list-style-type: none"> ● Career Guidance and Counselling Services ● Industrial Liaison, Publicity and Placement Services ● Extra-curricular and Social activities ● Trainees' Welfare 	3. Process of trainees' support services 4. OJT Placement	<ul style="list-style-type: none"> ● General Attitude of trainees improved ● Provide Job Guidance ● Culture preservation and to maintain their health ● Providing trainees welfare
<ul style="list-style-type: none"> ● Trainees registration ● Trainees selection 	5. Process of trainees' registration and selection	<ul style="list-style-type: none"> ● trainees registration ● Base on Academic Merit and their attitude
<ul style="list-style-type: none"> ● OJT ● Modular Assessment / Summative assessment 	6. Process of trainees' assessment	<ul style="list-style-type: none"> ● Place on their relevant field ● Competence based ● Assignment and exam
<ul style="list-style-type: none"> ● Creating awareness on Institute rules and regulations ● Control of non-compliances 	7. Process of handling of complaints and non-conformances	<ul style="list-style-type: none"> ● Provided Orientation ● Maintaining record ● Provide suggestion box ● Information on institute web site
<ul style="list-style-type: none"> ● Internal Quality Audits 	8. Process of internal auditing	<ul style="list-style-type: none"> ● management review meetings ● All the document up to date
<ul style="list-style-type: none"> ● Internal monitoring ● Class observation ● Implementing corrective and preventive action plan 	9. Process of internal monitoring and measurement	<ul style="list-style-type: none"> ● Feedback from trainees ● Feedback from peers ●
<ul style="list-style-type: none"> ● Communicating system 	10. Process of internal and external communication	<ul style="list-style-type: none"> ● Notification ● Phone call ● E-mail ● Web site
<ul style="list-style-type: none"> ● Maintaining recording 	11. Process of record keeping	<ul style="list-style-type: none"> ● Stored and archived all records ● Accuse records

Responsibility Matrix

QMS Processes	1	2	3	4	5	6	7	8	9	10	11
Management Responsibility											
Quality Policy	P	P	P						P		
Quality Objectives	P	P	P						P		
QMS awareness	P	P	P								
Conducting Management review meeting	P	P	P						P		
Industry liaison, publicity and placement services	P	P	P						P		
Organizing extracurricular activities and social activities	P	P							P		
Trainees welfare	P	P					P		P		
Operating, administering other activities	P	P							P		
Communicating with staff	P	P	P						P		
Communicating with trainees	P	P	P	P					P		
Institute advocacy	P	P	P						P		
Resource Management											
Preparation of annual Budget	P	P	P				P	P			
Procurement of training materials, tools and equipment	P	P	P				P	P			
Job description and reporting procedure	P	P	P								
Recruitment and hiring procedure	P	P									
Performance Appraisal	P	P	P						P		
HR and professional development	P	P	P								
Repair and maintenance of infrastructure	P	P	P					P	P		
Repair and maintenance of tools and equipment			P	P			P				
Inventory Management	P	P	P				P				

Management of training materials			P	P			P				
Maintaining inventory system			P				P				
Occupational health and safety	P	P	P	P					P		
Maintaining staff record	P	P						P	P		
Maintaining administrative record	P	P						P			
Storing and archiving records	P	P	P	P	P	P	P	P	P	P	P
Accessing records	P										
Realization of the educational services											
Curriculum development, review and endorsement	P	P	P						P		
Preparing training delivery plans			P	P					P		
Conducting theory class			P	P					P		
Conducting practical class			P	P					P		
Assigning project work/assignments			P	P					P		
On the job training	P	P	P						P		
Industrial Tour	P	P	P						P		
Housekeeping	P	P	P	P	P	P	P	P	P		
Obtaining tools and equipment for training	P	P	P	P		P			P		
Career guidance and counselling services	P	P	P						P		
Creating awareness on institute rules and regulation	P	P	P						P		
Registration of trainees	P	P							P	P	
Selection of trainees	P	P							P	P	
Maintaining trainees record	P	P							P	P	
Measurement analysis & Improvement									P		
Collecting feedback from trainees			P	P					P		
Collecting feedback from Industry/Employer	P	P	P						P		
Collecting feedback from trainers	P	P	P						P		

Conducting OJT assessment	P	P	P	P					P		
Conducting Modular assessment			P	P					P		
Summative assessment			P	P					P	P	
Implementing corrective and preventive action plan	P	P	P	P	P				P		
Control of non-compliances	P	P	P	P	P				P		
Conducting internal audit	P	P	P		P				P		
Conducting classroom observation	P	P	P						P		
Conducting internal monitoring system	P	P	P						P		
	1	2	3	4	5	6	7	8	9		

P – Primary responsibility

1. Manager / Director

2. Ass. Manager

3. HOD

4. Trainer

5. Internal Auditor/Supervisor/coordinator
6. Store in-charge
7 Accounts, 8 Adm. Assistant
9. Supervisor/coordinator

10. Exam committee [coordinators; director of studies; HOD's; supervisor]
11. Management review committee [coordinators; director of studies; HOD's; supervisor

Quality Management Manual :

AMENDMENT SHEET

Process	Page	Date of amendment	Revision No:	Reasons for Change

	Quality Management Manual	
	DISTRIBUTION LIST	

This Quality Manual is issued to specified members of the Institute.

Specific members are responsible for keeping the Quality Manual in good condition and to: -

- * Keep note of any new amendment to be made on the QMS manual and discuss during management review meetings.
 - * Assure that the Manual assigned to them are readily accessible to authorized personnel.
- The controlled Quality Manuals will be distributed among the following members of the institute and the certifying body.

Quality Management Manual	Date of issue:
Process 1: Program Development, Delivery and Evaluation	Revision No:

Parameter 1.1: Program Development if any	
Criterion	The overseas[external bodies] Institute is responsible for designing and developing course curricula based on the approved guides/guidelines
Indicators	<ol style="list-style-type: none"> 1. Training needs assessment is conducted for programs/courses –if required 2. Curriculum is developed 3. Curriculum is developed following the minimum standard practices prescribed 4. Curriculum is endorsed and approved for launch and implementation

Related Quality Assurance Procedures (QAP)	1. Procedure for Curriculum Development, Review and endorsement
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QAP1.1.1: Procedure for Curriculum Development, Review and Endorsement[if any]

Objective & Scope: This procedure describes the curriculum development process for any courses wherein the course curriculum is NOT provided

Responsibility: HOD (Head of the Department) and Curriculum Developer (if available)

Activities:

1. **Training Needs Assessment if any (TNA): sample 1**
 - Institute develop TNA questionnaire
 - Institute conduct TNA to collect skills and knowledge requirements for training
 - TNA report along with Job Task Analysis (JTA) be submitted to DHR for information
2. **Design and Development:**
 - Curriculum is developed based on the skills and knowledge requirements of the industry
 - Curriculum is developed (if any)
 - Curriculum is developed as per the prescribed curriculum format of DHR
 - Curriculum is developed with consultation of subject matter experts
3. Curriculum is developed using appropriate approach/methodology
4. **Review of existing Curriculum if any-sample 2 [a] and [b]**
 - Review feedback from trainees on the content of Curriculum
 - Review feedback from Trainers on Curriculum content
 - Analyze the feedback on Curriculum by the Curriculum Review Committee
 - Propose and recommend for curriculum amendments if any with HOD
 - Submit curriculum for content validation to HOD
5. **Endorsement of Curriculum**
 - Curriculum endorsed by the HOD if any before implementation within 2 weeks.

Parameter 1.2: Preparatory and Training Delivery

Criterion:	The institute has prepared training delivery plans see sample 3 before the commencement of the training programme based on the curriculum.
Indicators	<ol style="list-style-type: none">1. Training delivery plans are prepared in accordance with the course curriculum2. Training delivery plans are verified and documented by the institute.
Related Quality Assurance Procedures (QAP)	<ol style="list-style-type: none">1. Procedure for preparing training delivery plans2. Procedure for conducting theory class3. Procedure for conducting practical class4. Procedure for assigning project work and assignment

QAP 1.2.1: Procedure for preparing training delivery plans see **sample 4**

Objective & Scope: This procedure describes different training delivery plans to be prepared by the Institute in-order to effectively implement the training courses.

Responsibility: HOD and Instructor /trainers

Activities:

1. Preparing Training Plan- yearly calendar activity

- Training plan be prepared by HoD in consultation with Instructor /trainers based on course curriculum for the entire course
- Training plan be approved by the head of the institute before implementation of the course
- Training plan be prepared as per the approved training plan format
- Records maintained by the HoDs

2. Preparing Weekly plan

- Weekly plan be prepared by respective Instructor /trainers based on the training plan
- Weekly plan be approved by HoD before implementation of the course
- Weekly plan be prepared based on the approved weekly plan format
- Weekly plan be updated as and when required
- Weekly plan be submitted to the Manager for compilation
- Records maintained by individual Instructor /trainer

3. Preparing Lesson Plan

- Lesson plan be prepared by respective Instructor /trainers and verified by HOD
- Lesson plan be prepared for every theory and practical session including instructional resources/aids
- Lesson plan be compiled/documented and reviewed as and when required
- Lesson plan be prepared based on the approved lesson plan format
- Lesson plan be submitted to vice Manager for every module
- Records maintained by individual Instructor /trainers

QAP 1.2.2: Procedure for conducting theory class see **sample 5**

Objective & scope: This procedure describes process of conducting theoretical class based on the lesson plan verified by the HOD

Responsibility: Instructor /trainer/trainer

Activities:

- Prepare lesson plan based on the weekly plan and submit to HOD for feedback and verification
- **Maintain Trainee's log book as per** guidelines **see sample 5**
- Conduct theory class based on lesson plan
- Records maintained by individual Instructor /trainer

QAP 1.2.3: Procedure for conducting practical class see **sample 5**

Objective & scope: This procedure describes process of conducting practical class based on the task sheet/operation sheet verified by the HOD

Responsibility:

instructor Activities:

- Instructor /trainer should prepare practical task sheet/operation sheet based on the weekly plan
- Prepare tools and equipment required for the task
- Collect and distribute training materials
- Arrange /set up laboratory / workshop as per the task
- Demonstrate tasks as per the Performance Guide (PG) and highlight critical steps in the PG
- Provide guided and individual practice and distributed practice (when necessary)
- Assess the final product as per checklist/PRI (Product Rating Instrument)
- Provide feedback to trainees for improvement
- Update the progress chart
- Records maintained by individual Instructor /trainer

QAP 1.2.4: Procedure for assigning project work & practical/theory assignment

Objective & scope: This procedure describes process of assigning project work and assignment to trainees

Responsibility: Instructor

/trainer Activities:

- Instructor /trainer should prepare at least one assignment for each learning outcome and project work if possible in the prescribed format
- Assignment/project work should have clear instruction and information including time of completion and assessment criteria
- Assessment of assignment should be one by Instructor /trainer and Assessment of project work should be done by panel of Instructor /trainers
- Records maintained by individual Instructor /trainer

Note all practical assignments are set and verified as per the external exam exigencies [see exam exigencies] and theory assessment are taken care by the MES-appointed exam supervisory body appointed by external awarding body;

Parameter 1.3: On-the-Job Training (OJT) and Industrial Tour

Criterion	The institute is responsible to send trainees to relevant industries for On-The-Job as per the OJT and Industrial Tour guidelines if any-see sample 6
Indicators	<ol style="list-style-type: none">1. Relevant industries are selected for OJT and Industrial tour2. Trainees are placed in relevant industries3. Monitoring of OJT is carried out as per the guideline4. Feedback from trainees and concerned industries are collected for further improvement
Related Quality Assurance Procedures	<ol style="list-style-type: none">1. Procedure for On-The-Job training if any2. Procedure for industrial tour

QAP 1.3.1: Procedure for On the Job Training

Objective & Scope: This procedure describes process of selection of industries and placement of trainees in relevant industries.

Responsibility: Manager (Overall), coordinator and HOD (Functional) Activities:

- Identify and select relevant industry, based on the occupation
- Obtain written confirmation letter from industry before placement of trainees
- Conduct OJT briefing before placement in the industry
- Disperse Travel Allowance/Daily Allowance and stipend as per the entitlement if any -
- Conduct OJT de-briefing upon completion of the OJT by trainees
- Records maintained by OJT coordinator

QAP 1.3.2: Procedure for Industrial tour

Objective & Scope: This procedure describes process of organizing Industrial Tour for trainees see sample 6

Responsibility: Manager (Overall) and supervisor in-charge (Functional) Activities:

- Student informed and consent received
- Arrange the transportation facilities for trainees before sending for Industrial tour
- Prepare industrial tour plan and appoint tour coordinator
- Identify and select relevant industries
- Obtain confirmation through written/verbal from industry for the visit
- Individual trainees should submit industrial tour report to concerned Instructor /trainer for assessment
- Monitor Industrial Tour as per the Industrial Tour Guideline
- Evaluate the report and allocate marks as necessary.
- Records maintained by coordinator

Parameter 1.4: Evaluating Training Program	
Criterion:	Training programs are evaluated after the completion of the program and feedback see example 7 evaluated and incorporated for further improvement of the program
Indicators	<ol style="list-style-type: none"> 1. Feedback from trainees collected and evaluated for improvement of the program using prescribed feedback form 2. Feedback from industry/employers collected through questionnaire (tracer study) every two year period. 3. Feedback report is prepared and submitted to DHR for information and necessary action
Related Quality Assurance Procedures	<ol style="list-style-type: none"> 1. Collecting feedback from trainees 2. Collecting feedback from Industry/employer 3. Feedback from Instructor /trainer

QAP 1.4.1: Collecting feedback from trainees

Objective & Scope: This procedure describes process of collecting feedback from trainees and evaluates the feedback for further improvement of the program:

Responsibility: HOD and Instructor

/trainers Activities

- Institute should collect feedback from trainees through prescribed feedback form at the end every of the training.
- HOD and concerned Instructor /trainer should evaluate feedback given by the trainees and review the course as necessary.
- Feedback report should be submitted to the Manager for compilation and submission to DHR
- Records maintained by HoDs and Instructor /trainers

QAP 1.4.2: Collecting feedback from Industry/Employer if any

Objective/scope: This procedure describes process of collecting feedback from Industry for further improvement of the program

Responsibility: Manager (Overall) and coordinator (functional)

Activities

- Institute should collect feedbacks from industry through appropriate means
- Institute should evaluate feedback and submit report with recommendation.
- Feedback report should be submitted to the Manager for compilation and submit to supervisor
- Records maintained by coordinator

QAP 1.4.3: Collecting feedback from Instructor /trainers

Objective/scope: This procedure describes process of collecting feedback from Instructor /trainers for further improvement of the program:

Responsibility: Manager (Overall) and HOD (Functional)

Activities

- Conduct Instructor /trainers self-evaluation
- Compile and evaluate Instructor /trainers self-evaluation
- Communicate issues and challenges with the management to resolve where possible
- Submit report to HoD

Records maintained by HoDs

Quality Management Manual	Date of issue:
Process 2: Process of Resource Management	Revision No:

Parameter 2.1 Finance & Administration	
Criterion	Institute activities pertaining to finance and administration adheres to the existing government rules and regulations and efficient utilization of resources.
Indicators	<ul style="list-style-type: none"> • Number of audit observations and cases of non-conformances • Resources adequately meets the requirement of activities/programs
Quality Assurance Procedures	<ul style="list-style-type: none"> • Preparation of Annual Budget • Procurement of training materials, tools and equipment

QAP 2.1.1: Preparation of Annual Budget see example 8

Objective & Scope: This procedure describes the preparation of annual budget for the Institute

Responsibility: Manager (Overall) Store In-charge/Accounts/ HoD **Activities:**

- Conduct consultation meeting with staff of Institute on budget preparation
 - Prepare budget proposals as per the directives (circulars and directives) and financial manual
 - Review budget with the annual institute work plan
- Records maintained by Accountant

QAP 2.1.2: Procurement of training materials, tools and equipment

Objective & Scope: This procedure describes methods for procurement of training materials, tools and equipment

Responsibility: Manager (Overall), Procurement Committee (Functional)

Activities:

- Prepare procurement plan for training materials as per the curricula
- Prepare equipment procurement and maintenance plan based on Inventory
- Prioritize procurement based on budget availability
- Process for procurement according to procurement rule.
- Receive and verify the procured equipment/training materials/tools before passing the bill by the Good Receiving Committee.

Parameter 2.2: HR Management and development	
Criterion	The institute has clearly developed roles and responsibilities for all its' staff for efficient delegation and management of work.. The institute also facilitates and supports staff to undertake professional development through research, innovation and industrial experiences as and where needed.

Indicators	<ul style="list-style-type: none"> • Clearly defined specific job descriptions for all staff see example 9 Duties • Numbers of industrial attachment and training of staff • Instructor /trainers are registered and certified
Quality Assurance Procedures (QAP)	<ul style="list-style-type: none"> • Job Description and reporting procedures See example 9 • Recruitment & Hiring Procedure • Performance Appraisal • HR and Professional Development

QAP 2.2.1 Job Description and reporting procedures

Objective & Scope: This procedure describes positions in the organization structure and line of reporting

Responsibility: Manager , HOD, Instructor /trainers, Admin and general staff

Activities

- Individual job descriptions are to be prepared in-line with the generic job descriptions of RCSC
- Supervisory & Reporting procedure to follow the following flow chart. **Refer individual institute organization structure**
- Records maintained by Adm. Assistant

QAP 2.2.2: Recruitment & Hiring Procedure

Objective & Scope: This procedure will describe the **process of Recruitment and Hiring staff see 11** in the Institute

Responsibility: HR Committee of the institute

Activities

- Submit Staff Requisition Form (SRF) for staff recruitment as per the approved staffing pattern. Register Instructor /trainers.
- Float and receive Expression of Interest (EOI) for hiring consultancy services as per the procurement rule.
- Records maintained by Adm. assistant

QAP 2.2.3: Performance Appraisal

Objective & Scope: This procedure will describe the process of target setting and performance evaluation and processing for promotion **see example 12**

Responsibility: HR Committee of the institute

- Set performance target, and is monitored by the supervisor in line with reporting protocol
- Annual performance appraisal should be processed
- Submit Performance appraisal to concerned authority on time for necessary action
- Prepare and implement Performance Improvement Plan for non-performance Records maintained by Adm. assistant

QAP 2.2.4: HR and Professional Development

Objective & Scope: This procedure will describe the process of HR and professional development of staff in the Institute

Responsibility: HR Committee of the institute

Activities:

- Develop organizational development plans
- Conduct training needs assessment of institute staff to identify needs
- Develop HRD plan
- Implement approved HRD plan based on priority and availability of fund
- Identify staff to undergo training based on needs and following HRC protocols
- Manager & HoD to ensure sharing of knowledge/experiences after training with peers and monitor the impact of the staff training programs
- Institute should facilitate professional development by fostering mentoring program, peer sharing & exchange activities, research and innovation activities.
- Records maintained by Adm. assistant

Parameter 2.3: Work Environment

Criterion	The Institute should maintain clean and safe working environment in order to safe guard 3Ms (Man, Machine, Materials) so that there is increase in work efficiency and productivity ensuring the quality of training delivery.
Indicators	<ul style="list-style-type: none">• Adequate Personal Protective Equipment (PPE) and Fire Safety Facilities available• Number of cases of training/work related accidents if any• Clean and orderly workplace and environment maintained in the Institute
Quality Assurance Procedures (QAP)	<ol style="list-style-type: none">1. Occupational Health and Safety2. Housekeeping

QAP 2.3.1: Occupational Health and Safety

Objective & Scope: This procedure describes the processes to create awareness and maintain Occupational Health and Safety in the Institute

Responsibility: Manager /OHS coordinator (Overall), HOD/Instructor /trainers (Functional)

Activities:

- Create awareness on safety measures (during practical sessions and natural disasters) to all staff and trainees
- Display OHS information & safety signs in every workshop
- Install fire safety equipment in workshops
- Ensure use of Personal Protective Equipment
- Report and record cases of accidents and hazards at training and workplace
- Records maintained by OHS coordinator

QAP 2.3.2: Housekeeping

Objective & Scope: This procedure describes the basic housekeeping practices to be observed for maintaining clean and conducive environment for training delivery in the Institute

Responsibility: All staff and trainees

General Activities;

- Plan and layout workshops, classrooms and work areas with proper marking
- Inculcate green concept of Institute management where relevant
- Practice 5S (Sort, Set in-order, Shine, Standardize, Sustain) consistently and regularly before and after training sessions
- Records maintained by HoDs/Instructor /trainers

Daily activities:

- Floor of the building (office, classroom, workshop etc) to be swept and all dirt to be collected into dust bins.
- Dust bins must be kept at prominent locations
- Toilet, bathrooms including wash basins to be cleaned using detergents
- Garden, road ways and drains around the institute premises must be cleaned Watering of plants, grass to be done as necessary

Weekly/Monthly:

- Trimming the grasses
- Removing the cob webs
- Clean the ceiling fans, windows, window panes, walls, gutters

Parameter 2.4: Institute management	
Criterion	The institute infrastructure and facilities are cared and managed in conditions that are conducive for smooth functioning and effective delivery of training
Indicators	<ul style="list-style-type: none">• Infrastructure maintenance management plan• Maintenance manager[supervisor] identified• A well maintained and functional Institute and Facilities (water supply, leakage, damage, breakage, proper drainage etc)
Quality Assurance Procedures (QAP)	1. Repair and maintenance of Infrastructure

QAP 2.4.1: Repair and maintenance of Infrastructure

Objective & Scope: This procedure describes the processes involved in repair and maintenance of Institute Infrastructure

Responsibility: Manager /manager (Overall), Coordinators, Supervisor Manager (Functional)

Activities:

- Assess and evaluate conditions of existing infrastructure (buildings) and facilities once in a year
- Quantify amount of repair and maintenance works
- Prepare estimate and costing for the repair and maintenance works

- Award and execute work based on the degree of work load as per financial Rules and Regulations
- Monitor progress and quality of work
- Undertake handing taking of facilities upon completion
- Maintenance guideline must be followed by the Institute
- Records maintained by supervisor/manager

Parameter 2.5: Management of Tools, Equipment and Materials	
Criterion	The Institute has adequate and well maintained tools, equipment and materials for effective training delivery
Indicators	<ul style="list-style-type: none"> • Inventory management system • Conditions of tools and equipment well maintained • Availability of tools and equipment as per curricula
Quality Assurance Procedures (QAP)	<ol style="list-style-type: none"> 1. Inventory Management 2. Procedure for Obtaining Tools & Equipment for training 3. Repair and Maintenance of tools & equipment 4. Management of training materials

QAP 2.5.1: Inventory Management

Objective and Scope: This procedure describes the processes for Inventory Management in the Institute

Responsibility: Store in-charge, Lab Assistant

Activities

- Store in-charge to maintain the central inventory of fixed assets, training materials, stationeries
- HOD and Manager to monitor use of goods issued
- Records maintained by Store in-charge and Lab Assistant

QAP 2.5.2: Procedure for obtaining Tools & Equipment for training

Objective and Scope: This procedure describes the processes for obtaining Tools and Equipment for training in the Institute

Responsibility: Store in-charge, Lab Assistant and concerned Instructor /trainer (Functional)

- Activities;**
- Prepare plan for tools and equipment referring existing Inventory
 - Submit requisition as per training plan to the store in charge/lab assistant
 - Prepare tools & equipment as per the requisition
 - Return the tools & equipment after use
 - Check the conditions upon receiving
 - Records maintained by Store in-charge and Lab Assistant

QAP 2.5.3: Repair and Maintenance of tools & equipment

Objective and Scope: This procedure describes the processes involved in Maintenance of Tools and Equipment for training in the Institute

Responsibility: Store in-charge, Lab Assistant and concerned Instructor /trainer (Functional)

Activities:

- ❑ Prepare preventative, schedule, break down and planned maintenance for each machines and equipment.
- ❑ Carryout maintenance of training equipment and machines as per the plan.
- ❑ Maintain and update maintenance and repair records
- ❑ Ascertain the requirement for new equipment, facilities and training materials
- ❑ Check guards in moving belts,fan,chains etc and repair loose parts and fittings
- ❑ Records maintained by HoDs/Instructor /trainers

QAP 2.5.4: Management of training materials

Objective and Scope: This procedure describes the processes for managing training materials in the Institute

Responsibility: Store in-charge, Lab Assistant and concerned Instructor /trainer

(Functional) **Activities**

- ❑ Training materials are received and stored centrally by Store In-charge and Goods Receiving Committee
- ❑ Store in-charge issues training materials to respective concerned staff /Lab assistants as per the Goods Issue Note
- ❑ Store In-charge/Lab Assistants receives requisitions from staff and accordingly issues goods as per requirements
- ❑ Training by-products and scraps maintained by store in-charge centrally
- ❑ Records maintained by Store in-charge, Lab Assistant and concerned Instructor /trainer

	Quality Manual Process 3: Process of trainees' Support Services	Date of issue: Revision No:
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Parameter 3.1: Guidance, Counseling and Placement Services	
Criterion	A well-functioning Guidance and Counselling, and Job Placement Services are made available to all trainees of the Institute.
Indicators	<ul style="list-style-type: none"> • Career Guidance and Counselling facility established along with an identified focal person • Industrial Liaison and Publicity facility established along with an identified focal person • Number of trainees seeking guidance and counselling for personal and academic issues recorded • Number of trainees seeking information on job prospects and lifelong learning opportunities recorded • Number of industry visit and meetings with industrial committee in a year recorded • Number of campus recruitment and job placement conducted in a year recorded
Quality Assurance Procedures (QAP)	<ol style="list-style-type: none"> 1. Procedure for Career Guidance and Counselling Services 2. Procedure for Industrial Liaison, Publicity and Placement Services

QAP – 3.1.1 Procedure for Career Guidance and Counseling Services

Objective and Scope: This procedure describes processes for providing career guidance and counseling services in the institutes.

Responsibility: Counsellor (Chief and supporting)

Activities:

- Provide Guidance and Counselling services to ensure that trainees are enrolled in programs in line with their interests, abilities and career path goals.
- Counsellors shall provide regular career and personal guidance to the trainees throughout the training period as per plan for the Academic year.
- Career guidance includes career planning and employability skills, job interview skills, resume writing etc, and shall provide trainees with information relevant to their career aspirations and goals;
- Awareness on opportunities for lifelong learning, job requirements, and employment opportunities consistent with their career path goals.
- Instructor /trainers/HOD/Manager should refer trainees for counseling.
- Record of trainees seeking counseling services maintained: The Counselor In-charge shall maintain the register/database of trainees seeking counseling services.

QAP-3.1.2: Procedure for Industrial Liaison, Publicity and Placement Services

Objective & Scope: This procedure describes the basic activities for carrying out Industrial Liaison, Publicity and Placement Services in the institutes.

Responsibility: HoD

Activities:

- Facilitate linkages with key industries
- Provide relevant information on jobs and career opportunities
- Coordinate and organize campus recruitment and placement services.
- A database of job profiles of various occupations maintained and information disseminated to all trainees and staff of the institute.

Parameter 3.2: Extra Curricular and Social activities	
Criterion	All trainees have access to facilities and support services, enabling them to participate actively in extra-curricular and social activities.
Indicators	<ul style="list-style-type: none"> • Sports, games and social events organized yearly as per the annual calendar. • Rate of participation by trainees and staff in the campus and local tournaments. • Literary activities (debate, quiz, extempore speech etc.) organized yearly as per annual calendar. • Number of social services (including voluntary) provided for the local community yearly. • Participation in local and national events and awards received if any.
Quality Assurance Procedures (QAP)	1. Procedure for organizing Extra-curricular and Social activities

QAP – 3.2.1: Procedure for organizing Extra-curricular and Social activities

Objective & Scope: This procedure describes essential extra-curricular and social activities to be facilitated by the institute for physical fitness, to build the spirit of sportsmanship, friendship and to provide opportunity to showcase their individual talents.

Responsibility: Games and Sports In-charge, Cultural In-charge

Activities:

- All the events and activities should be planned and included in the annual calendar.
- Appoint coordinator for different activities ie; sports, cultural and social events
- Coordinator and committees to plan various activities and implement as per plan
- Interact with local community through organizing social activities

- Organize community services
- Records maintained by Games and Sports In-charge, Cultural In-charge

Parameter 3.3: Trainees' welfare	
Criterion	All trainees have access to support services that provide them with safe and caring environment, enabling him/her to learn and grow with confidence in the Institute.
Indicators	<ul style="list-style-type: none"> • Trainee welfare scheme exists • Number of economically disadvantaged trainees (if exists) receiving financial support through temporary jobs during vacation period. • Develop medical support system in the Institute for trainees during emergency either in campus or nearest Hospitals • Number of trainees receiving financial aid for prescriptive medicines • Number of trainees with dietary restrictions (health or personal reasons) and the kind of support rendered by Institute • Counselling services support provided to trainees during the time of death of immediate family members • Preventive health and social skills programs organized
Quality Assurance Procedures (QAP)	1. Procedure for Trainees' Welfare

QAP – 3.3.1: Procedure for Trainees' Welfare

Objective & Scope: This procedure describes providing welfare services and support to the trainees

Responsibility: Welfare Committee

Activities:

- Identify relevant members to constitute Welfare Committee
- Use of funds of the welfare scheme
- **Assess trainees' special and medical needs and maintain profile**
- Provide timely care and appropriate services for trainees during emergency and for trainees with special medical needs or counselling.
- Assist in seeking temporary jobs for economically disadvantaged trainees during vacation
- Access to safe drinking water and adequate sanitation and fire safety facilities ie; toilets (male/female), wash rooms, wastes and disposing facilities are made available in the Institute
- Records maintained by the treasurer of Welfare Committee

Parameter 3.4: Alumni Administration System

Criterion	A well-functioning Alumni Administration System established in the Institute. All graduates have access to information on registering as Alumni in order to foster spirit of loyalty for the
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	Institute among Alumni, Institute and the community and to promote the goal of developing skilled human resources.
Indicators	<ul style="list-style-type: none"> • Alumni Administration system guideline developed • Report generated on Alumni with segregated data ie; gender, employment, salary range (if possible) maintained through a systematic information collection method on a yearly basis. • No of guest lectures and seminars organised with Graduates as resource person as and when required. • Number of Alumni gatherings organized
Quality Assurance Procedures (QAP)	1. Procedure for operating, administering Alumni Association and registration as Alumni

QAP - 3.4.1: Procedure for operating, administering Alumni Association and registration as Alumni

Objectives & Scope: This procedure describes the operation and administration of Alumni Association System

Responsibility: Manager (Overall), Adm. Assistant, coordinators; supervisor(Functional)

Activities:

- Prepare and endorse Alumni Administration guideline
- Interact on a regular basis with Alumni as per the Alumni Administration guidelines and academic calendar.
- Update information of the graduates in the Alumni database system.
- Conduct tracer study to collect feedback for improving training delivery and to trace successful graduates in their vocation.
- Invite successful and accomplished graduates for guest lectures, seminars and fund raising program for the Institute as a means to show case success stories to the trainees
- Facilitate registration of Alumni
- Records maintained by Adm. Assistant

	Quality Manual Process 4: Process of trainees’ registration and selection	Date of issue: Revision No:
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Parameter 4.1: Registration and selection of trainees	
Criterion	The selection process is fair and transparent based on the selection criteria developed and endorsed by training committee so that right candidates are selected for right trade as per their interest and aptitude
Indicators	<ul style="list-style-type: none"> ● Registration of trainees done based on the approved guideline by Training Institute and /overseas centres ● Well disseminated information on in-country training programme for all interested school leavers in order to enable registration on time. ● Selection criteria developed ● Number of complaints received on selection of trainees ● Number of withdrawal from training after commencement of the course
Quality Assurance Procedures	<ol style="list-style-type: none"> 1. Procedure for trainees registration 2. Procedure for trainees selection

QAP 4.1.1: Procedure for registration of trainees

Objective & Scope: This procedure describes the registration of trainees for selection interview

Responsibility: Admission committee

Activities:

- Admission Committee constituted by identifying relevant members
- Determine the enrolment capacity for each course for the academic year
- Develop registration form
- Public announcement strategy developed and forwarded to various media
- Compile and consolidate registered candidates in an agreed format
- Cross check registered candidates with Youth Delinquents Monitoring System of RBP to verify whether the trainees have criminal records
- Finalize registration list
- Information on gender segregated registered applicants and final list of registered trainees maintained year wise
- Records maintained by Adm. Assistant

QAP 4.1.2: Procedure for selection of trainees

Objective & Scope: This procedure describes the fair and transparent selection of trainees.

Responsibility: Admission Committee

Activities:

- Selection criteria and procedure developed and endorsed by the Training committee
- Counselling and guidance conducted for all registered candidates before selection
- Selection interview conducted based on merit
- Record details of selected candidates and develop report on their selection

- Selection results declared via appropriate means for information
- Organize orientation program for new trainees on the course content and the outcomes of the program and job prospects upon graduation
- Trainee details maintained as per prescribed form
- Institutes should maintain the enrolment data and report to manager every quarter.
- Records maintained by Adm. Assistant

Quality Manual Process 5: Process of trainees' assessment	Date of issue: Revision No:
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Parameter 5.1: Continuous Assessment

Criterion	Set of guidelines followed to ensure proper conduct of summative and formative assessment to assess the achievements of competencies by each trainee. Use variety of assessment methods for modular assessment, OJT and Industrial training to measure the progress of each trainee toward the stated training outcomes of the programme.-see methodology of assessment at vti ltd Appendix 1
Indicators	<ul style="list-style-type: none"> • Records of assessment methods for trainees' performance evaluation used are maintained. • Trainees' logbook maintained to record their progress and achievement and feedback provided for improvement. <ul style="list-style-type: none"> <input type="checkbox"/> OJT assessment is conducted as per the OJT guideline and formats. • Trainees' progress chart displayed in a prominent area of the workshop/classroom.
Quality Assurance Procedures	<ol style="list-style-type: none"> 1. Procedure for conducting OJT Assessment-see vti assessment policy 2. Procedure for conducting Modular Assessment

QAP 5.1.1: Procedure for conducting OJT Assessment

Objective & Scope : This procedure describes how to conduct OJT Assessment

Responsibility: HOD, Instructor /trainer, OJT

Coordinator **Activities:**

- Conduct OJT assessment as per OJT Assessment guideline
- Collect OJT report from trainees and evaluate the report based on guidelines
- Log book and assessment report should be collected from trainees
- Seminar presentation should be conducted
- OJT assessment marks should be included in the practical marks Records maintained by OJT coordinator

QAP 5.1.2: Procedure for conducting Modular Assessment

Objective & Scope: This procedure describes how to conduct modular Assessment

Responsibility: HOD, Vice Manager , Instructor /trainers

Activities:

- Conduct modular assessment as per Modular (CBT) /Continuous (Non-CBT) Assessment guideline
- Modular competency progress
- **Trainees' progress checklist to be filled in by** Instructor /trainer for every task/competency achieved.

Parameter 5.2: Final Assessment	
Criterion	The courses conducted based on the International/National Competency Standard are assessed in accordance with the assessment guideline and National Assessment conducted by competent Assessment Centres Courses that are not Competency Based Training are assessed by the institute as per the Institute Examination Rules and Regulations.
Indicators	<ul style="list-style-type: none"> • assessment for knowledge, skills and attitude conducted • Assessments are conducted as per the assessment criteria • Institutional assessment for courses not based on National Competency Standard is conducted in accordance to the Examination Rules and Regulations
Quality Assurance Procedures	1. Procedure for assessment.

QAP 5.2.1: Procedure for summative and other mode of assessment

Objective & Scope; This procedure describes how to conduct final assessment **Responsibility;** Institute Exam Committee

Activities

- Final assessment for courses conducted in accordance to the established Examination Rules and Regulations and guide lines.

For the different qualifications, learners will be required to complete

- **online e-volve multiple-choice assessment**
- **dated entry written exam**
- **assignment –Port folio-work book – see practical below**

Practical examinations:

11. Practical

12. exercises. Oral:

- Oral examination activities examinations Portfolio assessment

Although not an examination, but for schools that includes Portfolio in its assessment, examination results cannot be submitted without including Portfolio grades. All courses including Practical assessment have highlight portfolio grades in the mark sheet

- The methods of assessment used for the **RPL** will be determined by the assessment strategy for the qualification being assessed and might, for example, include:
 - examination of documents,
 - expert witness testimony
 - reflective accounts
 - professional discussion

Information on assessments Success/e-volve can be received from the examination policy and the external course syllabus hand book

	Quality Manual Process 6: Process of handling of complaints and non-compliances	Date of issue: Revision No:
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Parameter 6.1: Institute Rules and Regulations	
Criterion	All trainees and staff are aware of the institute rules and regulations for the smooth functioning of the Institute
Indicators	<ul style="list-style-type: none"> • Trainees and staff fully aware of the Institute rules and regulations • Institute rules and regulations published and disseminated • Actions taken in case of non compliances by trainees conforms to institute rules and regulations • Institute has discipline committee
Quality Assurance Procedures (QAP)	<ol style="list-style-type: none"> 1. Procedure for creating awareness on Institute rules and regulations 2. Procedure for control of non-compliances

QAP 6.1.1: Procedure for creating awareness on Institute Rules and Regulations

Responsibility: Manager (Overall), HoD, Instructor /trainers, supervisors;coordinators(Functional)

Objective & Scope: This procedure describes activities to create awareness on institute rules and regulations.

Activities:

- Orientation and induction of staff and trainees at the start of the new academic session on general rules and regulations, and Instructor /trainers code of conduct.
- Orientation on course information for new trainees
- Display of general rules and regulations on notice boards /library/website

QAP 6.1.2: Procedure for Control of Non-Compliances

Objective & Scope: This procedure describes the process to identify, eliminate and prevent non-compliances

Responsibility; HODs, Discipline Committee & Counsellor

Activities:

- Management Review committee in consultation with head of department to analyze the non compliance and decide on the action plan to be prepared.
- Head of departments should identify preventive actions to eliminate potential non-conformities.

Quality Manual Process 7: Internal Auditing and Management Review	Date of issue: Revision No:
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Parameter 7.1: Conducting Internal Quality Audit and Management Review	
Criterion	The Internal Audit are conducted to determine whether the implementation of
Indicators	<ul style="list-style-type: none"> • Internal Quality Audit schedule is prepared, and undertake the audit as per the plan • Internal Auditor/Supervisor/coordinatorrr should inform the schedule and scope of audit to all HODs • Audit report submitted to quality coordinator, Manager and DOS for information and necessary action. • Audit report is prepared and discussed at the management review meeting and corrective and preventive actions prepared.
Quality Assurance Procedures (QAP)	<ol style="list-style-type: none"> 1. Procedure for conducting Internal Quality Audit 2. Procedure for conducting management review meetings

QAP 7.1.1: Procedure for conducting Internal Audit

Objective & Scope: This procedure covers how the training institutes conduct the internal quality audits to ensure the effectiveness of the QMS and to improve the system.

Responsibility: Internal Auditor/Supervisor/coordinatorrr

Activities

- The Internal Auditor/Supervisor/coordinatorrr should prepare the Audit Plan considering the importance of each department and the previous audit findings.
- The Audit Plan should indicate the month and the corresponding department for auditing.
- Prior to each audit the Internal Auditor/Supervisor/coordinatorrr should inform the concerned HOD on the Audit Plan and scope of the Audit
- The Internal Auditor/Supervisor/coordinatorrr should study the following Documents:-
 - Quality Manual
 - Relevant Procedures
 - Forms & Records
 - Previous Audit report/findings
 - List of corrective actions to be taken
- The Internal Auditor should prepare the audit report using prescribed form for reporting
- The Internal Auditor/Supervisor/coordinatorrr should submit the report to the HOD/Manager to review and prepare corrective and preventive Action Plan.
- The Internal Auditor/Supervisor/coordinatorrr should schedule follow up Audits based on the importance of the activity and the status of Audit findings.
- Quality Audits are carried out half yearly to cover all the departments in the Institute.

- Corrective and preventive actions are discussed at the Management Review meeting
- HODs should write the proposed corrective actions and the date of completion of such actions.
- HODs and Managers should take necessary follow up actions.
- The Internal Auditor/Supervisor/coordinator should assist the Audit team at the time of external auditing

QAP 7.1.2: Procedure for conducting Management Review Meeting

Objective & Scope: This procedure describes the method of conducting the Management Review Meeting of all quality activities of the Institute and monitoring the effectiveness of the quality system.

Responsibility: Manager , Internal Auditor/Supervisor/coordinator
Activities

- Management Review Committee should be established comprising of HODs, Quality Coordinator (Manager), Internal Auditor/Supervisor/coordinator, Head (Accounts section) and other relevant staff of the institute.
- The Manager should chair the Management Review Meeting
- Management Review Meeting is held quarterly or as and when required.
- Agenda for the review meeting should be prepared and informed to the concerned HOD and Instructor /trainer well in advance
- Review the progress and status of corrective & preventive actions based on Audit Report.
- Summary of internal quality audits & follow up is tabled by the Internal Auditor/Supervisor/coordinator
- Feedback from industry/ employers are discussed during the Management Review Meeting
- Discuss on the Internal Audit report on the performance of Quality system
- Minutes are recorded and distributed by the Internal Auditor/Supervisor/coordinator.

	Quality Manual	Date of issue:
	Process 8: Internal Monitoring and Measuring System	Revision No:

Parameter 8.1: Internal Monitoring	
Criterion	The institute maintains effective monitoring system to ascertain the quality and standard of training in compliance with the requirements of the Monitoring and Evaluation guidelines.
Indicators	<ul style="list-style-type: none"> • Monitoring of trainees during OJT is done by OJT coordinator or panel of selected Instructor /trainers. • Monitoring of practical training in the workshop is closely
Quality Assurance Procedures (QAP)	1. Procedure for internal monitoring

QAP 8.1.1: Procedure for internal monitoring system

Objective & Scope: This procedure describes the Internal Monitoring system of the institute.

Responsibility; Manager (overall), HODs, Exam coordinator (Functional)

Activities

- Class attendance record of trainees should be monitored by HOD every week
- Staff attendance record should be monitored and verified by Manager
- OJT coordinator should prepare monitoring plan for OJT and monitor trainees at least once
- **HOD should monitor trainees' log and other records maintained by Instructor /trainer and the trainees**
- Manager /HOD should monitor theory and practical class regularly through planned visit to classroom and workshop
- During assessment/exam, Manager and HOD should monitor and ensure that a proper time table is prepared and assessment is conducted smoothly
- Moderate and validate question papers set by individual Instructor /trainers

Parameter 8.2: Measurement, Analysis and Improvement	
Criterion	Measurement, analysis and improvements are planned and implemented as per the corrective and preventive Action Plan prepared based on the Quality Audit.
Indicators	<ul style="list-style-type: none"> • Existence of corrective and preventative action plan • Number of observations of the Quality Audit

Quality Assurance	1. Procedure for implementing corrective and preventive
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Procedures (QAP)	Action Plan
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QAP 8.2.1: Procedure for implementing corrective and preventive Action Plan

Objective & Scope: This procedure describes the method of implementing Preventive and Corrective actions

Responsibility: Manager , HOD, Instructor /trainers

Activities:

- Institute management should demonstrate conformity of the Quality Management System through periodic Audits and Management Review Meetings
- Ensure conformity of the Quality Management System through Corrective and Preventive Action Plans
- The approved corrective action plan should be given to relevant officers for implementation.
- Management review committee should review the effectiveness of the implementation of corrective and preventive actions plan and take action accordingly

Quality Manual Process 9: Process of internal and external communication	Date of issue: Revision No:
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Parameter 9.1: Internal Communication	
Criterion	An effective internal communication channel to enhance the effectiveness of the system is established through the organization reporting protocol, enhancing morale of staff and promoting transparency
Indicators	<ul style="list-style-type: none"> • Inter-Office memos for staff are circulated to recipients through the Messenger, Staff Notice file, Notice board, or using ICT. • Copies of letters that needs immediate action from staff are circulated through the Messenger. • Copies of circulars, notices, memos that need attention from staff are circulated through the Staff notice file and notice boards. • The minutes of meeting is filed in the staff notice file. • Important decisions are communicated to the staff through the general staff meeting as and when required • Day to day important information is disseminated to the staff and trainees during the morning assembly
Quality Assurance Procedures (QAP)	<ol style="list-style-type: none"> 1. Communicating with staff 2. Communicating with trainees

QAP 9.1.1 Communicating with staff

Objective & Scope: The objective of this procedure is to establish an effective system of communication within the institute's staff. This is in turn intended to ensure efficient functioning of the institute's activities in a transparent and participatory approach. This procedure is a general description of communication amongst the institute staff through various modes/channels of communication.

Responsibility: Principa/managerl, director/supervisor/coordinators, HoDs and ADM Assistant

Activities:

- Conduct general staff meetings periodically
 - Circulate memos/notices/circulars/orders through appropriate medium (ICT, telephone, mobile etc)
 - Face to face communication with individual staff
 - Staff notice file should be maintained in the staff room or in a place where staff gather most of the time.
 - Main notice board should be displayed in a prominent place inside the administration building
 - Different departments and sections should have notice boards displayed in a prominent place.
 - Using Email to circulate the soft copy of important information should be encouraged.
- Other modalities of communication within an institute ie; sms, video broadcasts, and intranet, should be explored and initiated.

- Records maintained by adm. assistant

QAP 9.1.2 Communicating with trainees

Objective & Scope: The objective of this procedure is to establish standard practices for effective communication and information with the trainees. This procedure describes some suggested standard practices.

Responsibility: Manager , HoDs, Instructor /trainers, IT Instructor /trainers and ADM Assistant

Activities

- General announcements during gatherings
- Morning Assembly as and when required
- Meetings
- **Trainees’ notice board should be** displayed in a place that is most accessible and secured for safety.
- Face to face communication
- Issue written notices
- SMS blast
- Website etc
- Records to be maintained by Adm. Assistant

Parameter 9.2: External Communication

Criterion	Institute to establish external communication system to advocate TVET to potential clients (youths), facilitate collaborations through industry-institute linkages in TVET delivery, promote and market the programs/graduates to potential employers/industries and facilitate participation of community/stakeholders to improve the quality of TVET.
Indicators	<ul style="list-style-type: none"> • Functional Industrial Liaison and Publicity Unit (ILPU) • strategy and plan <ul style="list-style-type: none"> ◦ Dynamic websites • Record on the frequency of Industry visits and participation (field visit, meetings etc) • Number of short courses delivered based on Industry demand • Number of consultancy services provided for Industries
Quality Assurance Procedures (QAP)	1. Procedure for Institute Advocacy

QAP 9.2.1: Procedure for Institute Advocacy

Objective & Scope: This procedure describes some of the Advocacy strategies to promote institute programs and services

Responsibility: Manager (Overall), HOD,
ILPU/ICT **Activities:**

- Maintain and update information in the Institute Website
- Publish publicity materials for information sharing via media (print and broadcast); news articles, TV etc
- Road shows to communities and schools, Exhibitions, Talks shows etc
- Celebration of National Day
- Appoint media spokesperson for the Institute
- OJT, Industrial visit, inviting Guest Lecturers
- Records to be maintained by Adm. Assistant

	Quality Manual	Date of issue:
	Process 10: Process of Document Control and Record	Revision No:

Parameter 1: Process of Recording	
Criterion	A sound and up-to-date recording process maintained for transparency, easy access, validity and reliability in the Institute.
Indicators	<ul style="list-style-type: none"> • Information up to date & available as and when required • Required information accessible by staff & trainees • Reliable and functional Computerized Inventory Management System • Information available to public through Institute website
Quality Assurance Procedures (QAP)	<ol style="list-style-type: none"> 1. Procedure for maintaining Inventory system 2. Procedure for maintaining Trainee Record 3. Procedure for maintaining Staff Record 4. Procedure for maintaining Training Record 5. Procedure for maintaining Administrative Record

QAP-10.1.1: Procedure for maintaining Inventory system

Objective & Scope: This procedure describes the system of maintaining inventories in the Institute

Responsibility: HOD, Store In-charge, Lab asst, Librarian, Adm. Asst, ICT and Exam coordinator

Activity:

- Maintain inventory for fixed assets of the Institute as per Procurement Management Manual
- Maintain inventory of facilities and amenities as per Procurement Management Manual

QAP-10.1.2: Procedure for maintaining Trainee Record

Objective & Scope: This procedure describes maintaining up to date trainees' record

Responsibility: Exam Coordinator, HoDs, Admin. Asst, ICT

Activities:

- Registration and admission record updated and maintained
- Trainees database maintained and up-dated as per the prescribed format of DHR
- Maintain and update trainee personal file
- Maintain graduates information with employment details

QAP-10.1.3: Procedure for maintaining Staff Record

Objective & Scope: This procedure describes maintaining up to date record of staff through proper filing system.

Responsibility: Adm. Assistant

Activities:

- Maintain and update personal file for each staff
- Maintain and up-date staff details

QAP-10.1.4: Procedure for maintaining Training Record

Objective & Scope: This procedure describes maintaining up to date record of training record for particular training program.

Responsibility: Manager (Overall), HoD, Instructor /trainer, Admin Asst. (Functional)

Activities:

- Maintain and update Annual training calendar/five year plan, work plan
- Maintain and update training delivery plan/documents
- Maintain logbooks by concerned Instructor /trainer
- Maintain feedback report from the trainees
- Maintain Assessment Record

QAP-10.1.5: Procedure for maintaining Administrative Record

Objective & Scope: This procedure describes the maintenance of various administrative documents and records for Institute.

Responsibility: Adm. Assistant, Accountant

Activities:

- Maintain all general correspondences (internal and external)
- Maintain minutes of the meetings, reports and publications
- Maintain financial records
- Maintain five year plan and annual plan for the Institute

Parameter 2: Process of Record Control	
Criterion	A set of rules and procedure is followed in storing, archiving and accessing records that are maintained in the Institute
Indicators	<ul style="list-style-type: none"> • Record control Rules and Procedure exists in the Institute • Record is controlled by designated staff • Control of records done through proper record keeping system for efficient traceability and identification
Quality Assurance Procedures (QAP)	<ol style="list-style-type: none"> 1. Procedure for Storing and Archiving records 2. Procedure for Accessing Records

QAP-10.2.1: Procedure for Storing and Archiving records

Objective & Scope: The procedure outlines the document/record storing and archiving activities

Responsibility: Store Keeper, Accountant, Exam Coordinator

Activities:

- Identify and designate storage and archiving facility
- Store and archive records as per the Financial Manual
- Discard records as per the standing rules and regulations of the Government
- Archive and maintain Assessment record for future reference

QAP-10.2.2: Procedure for Accessing records

Objective & Scope: The procedure describes the activities to be followed to access various records

Responsibility: Manager (Overall), HOD/Exam Coordinator, Admin Asst, Stores In-charge

Activities:

Access to information is based on procedure for accessing different kinds of records maintained in the Institute

Methods of assessment

Different courses at Vocational Training Institute Ltd will use different methods of assessing their students, but they all have the same purpose – to help you achieve the best grade you can. You will discover during your time at vti ltd that you have strengths in different types of assessment. Make sure you know what your trainer is looking for with each piece of work, and ask for advice if you are unsure.

Depending on your course, you may benefit from the opportunity to choose how you approach certain assessments. For example, some subjects may offer a choice of essay titles, optional modules that have different assessment methods (e.g. exams or coursework), or allow you to decide the focus of your semester projects.

Take a look at some of the assessment methods you may encounter during your award:

first row

Problem sheets

This method of assessment is similar to a traditional “test” that you might have taken at school. They are a highly efficient and targeted way of testing a specific area of knowledge, and they’ll let your trainer build up a good picture of how comprehensive your knowledge is.

Laboratory /work shop -work and lab reports

Working in a laboratory/work shop environment requires a special set of skills, and these assessments will examine your ability to handle equipment confidently, competently and safely. Follow-up reports will show how well you have understood the underlying scientific principles behind the work.

Presentations

Oral presentations test your ability to communicate effectively with others in a clear, concise and interesting way. You may also be asked questions after a presentation, which will assess the depth of your knowledge and your ability to deal with unexpected situations.

second row

Group projects

These test your ability to work with others. Different people bring different strengths to a project, and you will need to develop an understanding of the roles individuals play – as well as your own contribution to the team.

Essays/port folio and reports

Essays and reports are an effective way for you to demonstrate many of the desired skills you should be learning on your course - critical analysis, qualitative knowledge, mathematical and logical skills, and written communication capability.

Written exams

Written exams can be used to demonstrate all the skills you use in writing essays and reports, but under a different set of conditions. They also test your ability to use these skills under pressure and without help from anyone else.

Formative and summative assessment

Every piece of work you do will fall into one of two categories: formative assessment or summative assessment.

Each one has a different purpose, but both are very important parts of the learning process.

Formative and summative

Formative assessment

Formative assessment helps you to improve. It doesn't count towards your final award, but the lessons you learn through doing this type of assessment will help you to achieve a better final grade. For this reason the feedback you get on formative assessments is very important – this will tell you where your weak points are, and what you need to do to improve.

Summative assessment

Summative assessment measures how well you've done. All summative assessment counts towards your final award, and is likely to happen at the end of a set period (term, semester, academic year, etc.). The feedback from this work will show you how well you have performed - and what your next steps should be.

Depending on the assessment, methodology varies. **Refer to Examination policy**

For the different qualifications, learners will be required to complete

- **online e-volve multiple-choice assessment**
- **dated entry written exam**
- **assignment –Portfolio-work book – see practical below**

Practical examinations:

13. Practical

14. exercises. Oral:

- Oral examination activities examinations
- Portfolio assessment

Although not an examination, but for schools that includes Portfolio in its assessment, examination results cannot be submitted without including Portfolio grades. All courses including Practical assessment have highlight portfolio grades in the mark sheet

- The methods of assessment used for the **RPL** will be determined by the assessment strategy for the qualification being assessed and might, for example, include:
 - examination of documents,
 - expert witness testimony
 - reflective accounts
 - professional discussion

Information on assessments Success/e-volve can be received from the examination policy and the external course syllabus hand book