



**REGISTRATION CRITERIA FOR
TRAINING INSTITUTIONS PROVIDING TRAINING TO
TRADITIONAL COMMUNITY HEALTHCARE
PROVIDERS**

QUALITY COUNCIL OF INDIA

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REGISTRATION CRITERIA FOR TRAINING INSTITUTIONS PROVIDING TRAINING TO TRADITIONAL COMMUNITY HEALTHCARE PROVIDERS

1. Background

Quality Council of India is a nonprofit, autonomous body set up jointly by Government of India & Indian Industry, to establish & operate national accreditation structure and to promote Quality for National Well Being. Quality in health care has been chosen as one of the focus area under overall mission of National Well Being.

In view of this, Quality Council of India (QCI) has developed the Registration Criteria for Training Institutions providing training to Traditional Community Healthcare Providers.

The Registration criteria provides framework for the effective management and delivery of the competency based relevant Education and Training aimed at overall development of the students to be effective Traditional Community Healthcare Providers.

2. Introduction

Registration is a process of establishing competence of Training Institutions in delivering the requisite elements of relevant training and its ability to carry out evaluation of competence acquired by the students, so as to carry out the task of a Traditional Community Healthcare Providers in a specific domain effectively. The process of registration focuses on learning, self-development and encourages training Institutions to pursue excellence. Process of registration assists training Institution and professional programs of these institutions of a level of performance, integrity and quality that earns them the confidence of the stakeholders and community they serve. The purpose of introducing Registration Program for Training Institutions for Traditional Community Healthcare Providers is to uphold high standard of quality and expectation of the various stakeholders of the system. Salient objectives of Registration are:

- To assess institutions and their programs that meet defined quality standards;
- To foster excellence in the Training institutions building effectiveness in delivering competency based education and training
- To establish framework for continuous improvement and provide opportunity to benchmark with other institutions
- To facilitate developing professional competency of the students
- To provide basis for determining eligibility for assistance and investment of public funds by regulatory/affiliating agencies

A large number of Traditional Community Healthcare Providers are providing healing service in the villages. In a project led by IGNOU, QCI has prepared a scheme for registration of training providers/Training Institutions. The registration process is a formal and rigorous activity of seeking adherence to the laid down criteria which takes time and effort to understand the requirements and their implications for quality in the service provided and implementing the requirements providing training to Traditional Community Healthcare Providers in any specific domain/stream. Presently, following streams have been identified;

- (a) Jaundice
- (b) Traditional birth Attendants
- (c) Traditional Bone Setting
- (d) Skin conditions
- (e) Vatham related health conditions

- (f) Common ailments
- (g) Poisonous bites
- (h) Women specific health conditions
- (i) Piles and fistula
- (j) Infertility and Impotency

Any institution seeking QCI Registration can align its operations to the norms laid down herein after and create the necessary facilities to be eligible for it.

The criteria have emphasis on following dimensions;

- (a) Top Management Commitment and effective Institution Management
- (b) Infrastructure and Support Facilities
- (c) Design, Development and effective Delivery of education/training process
- (d) Performance evaluation and improvement

3.0 Scope

This criteria specifies requirements for Registration of an Institution which:

- a) needs to demonstrate its ability to consistently provide competency based Traditional Community Healthcare Providers training that meets interested party requirements and facilitate overall development of students,
- b) aims to enhance interested party satisfaction through the effective application of process approach for continual improvement of the system.

All requirements of these criteria are generic in nature and are intended to be applicable to all Institutions, regardless of type, size and nature of Training service provided. This criteria provide framework to plan, establish, operate, monitor and improve Traditional Community Healthcare Providers training service. This criteria is non prescriptive in nature. Institutions may determine the extent of prescriptions which shall be governed by;

- i) applicable statutory / regulatory requirements
- ii) their policies and objectives
- iii) resources required for effective implementation of the criteria

The criteria stipulate requirements for Registration of an institution or training provider with QCI which aim to seek and obtain objective evidence with regard to following:

- (a) Ability of the institution to consistently design, develop and deliver education and training in any specific domain/chosen area which meets the needs and expectations of interested parties.
- (b) Demonstrate fulfilling course objective through appropriate design of curriculum & its delivery process.
- (c) Provide evidence of a fair and just system of evaluation of the candidates for certification
- (d) Operation of a system for continual improvement by application of process approach.

4.0 Processing of Application

The processing cycle of Application is given in Annexure- I

5.0 Glossary

For the purpose of these criteria, the following terms have specific meanings as defined here:

i) Interested party/ Stakeholder

Person or group having an interest in the performance or success of an Institution including the recipient of a training service

Note: An interested party can be a student, parent/guardian, parents' association, potential employers, potential patients, other Institutions, society or statutory and regulatory authorities.

Note: A group can comprise an organization, a part thereof, or more than one organization.

ii) Training

The act or process of imparting or acquiring knowledge, skill or judgment.

iii) Training process

Process resulting in providing of educational / Training service

iv) Training service

Service concerned with training.

v) Training Institution

An organization that provides training services to potential Traditional Community Healthcare Providers for any specified stream

vi) Management committee

Committee which includes board of trustees or directors, head of the Institution, individual owners or others, exercising an effective control on the Institution for making it relevant, efficient and effective and thereby excellent one.

vii) Management system

System to establish policy and objectives and to achieve those objectives

viii) Quality

- Quality is the degree of excellence and distinguishing nature of attributes of Training programme.
- Quality is the ongoing process of building and sustaining relationships by assessing, anticipating, and fulfilling stated and implied needs.
- Quality is the customers' perception of the value of the suppliers' work output

ix) Mission

Statement which conveys the purpose of the Institution's training programs, expresses expectations for quality and serves as the basis for daily operational and instructional decision making as well as long range planning.

x) Registration manual

Document specifying the management system of the Institution based on requirements of Registration criteria

xi) Preventive action

Action to eliminate the cause of potential non-conformity or other undesirable potential situation

xii) Corrective action

Action to eliminate the cause of a detected non-conformity or other undesirable Situation

xiii) Process Approach

Any activity or set of activities that uses resources to transform inputs to outputs can be considered as a process. For organizations to function effectively, they have to identify and manage numerous interrelated and interacting processes. Often, the output from one process will directly form the input into the next process. The systematic identification and management of the processes employed within an organization and particularly the interactions between such processes is referred to as the “process approach”.

xiv) Document

Document is an instruction or procedure format for information and its supporting medium. Example: procedure, drawing, report, standard

xv) Record

Record is a document stating results achieved or providing evidence of activities performed.

xvi) Competence

It denotes a combination of knowledge, demonstrable skill and displayed attitude as possessed by a person.

xvii) Appeals

Request made by a participant/student to an appellate authority to review a decision already taken for example decision to admission, examination or evaluation etc.

REQUIREMENTS FOR REGISTRATION

SECTION 1:

GOVERNANCE OF THE INSTITUTION

1.1 General

The Management Committee of the Institution shall establish and maintain a training management system and continually improve its effectiveness in accordance with the requirements of this criteria.

The Institution shall:

- a) have a written mission statement that reflects the collaborative effort of stakeholders and describes the expectations for student learning. The mission shall guide establishment of the training management system and the general operation of the institution. The mission shall be reviewed periodically, revised when needed, and disseminated to interested parties.
- b) determine;
 - i) the processes needed for establishing the training system and their application throughout the Institution.
 - ii) methods and procedures needed to ensure that the operation, control and continual improvement of these processes are effective in realizing the objectives set by the Institution.
- c) ensure the availability of resources necessary to support the operation and control of these processes.
- d) review and analyze these processes for improvement.
- e) implement actions necessary to achieve planned results and continual improvement of these processes.
- f) where an Institution chooses to outsource any process that affects conformance with the requirements of this criteria, the Institution shall ensure control over such processes too.

1.2 Leadership

Management Committee shall establish and follow methods to determine the needs and expectations of the interested parties with regard to effective delivery of curriculum and varied development of the students.

Management committee shall identify all statutory and regulatory requirements for compliance.

The Management committee shall:

- a) involve all members of the Institution in understanding and implementing the mission and quality objectives that are measurable and derived from core training and support processes of the Institution.
- b) identify and plan for resources necessary for achieving the Institution's objectives.
- c) communicate to all members of Institution the importance of meeting the requirements of interested parties as well as the applicable statutory and regulatory requirements.
- d) measure the performance of the Institution in order to monitor the fulfillment of the mission and quality objectives.

1.3 Responsibility and authority

1.3.1 Head of the Training Institution and Key Personnel

The head of Institution shall be empowered by the management committee to carry out day to day functioning of the Institution. The management committee shall clearly describe the management structure. The head of institution shall decide and implement the processes which support the development and deployment of the specific stream of traditional healing system. The responsibility and

authority for all personnel involved in key functional areas shall be defined and communicated within the Institution.

Head of Institution may be designated as deemed appropriate viz Director/ Principal.

1.3.2 Registration Coordinator

Management committee shall appoint a senior staff member who, irrespective of other responsibilities, shall monitor to ensure that the requirements of these criteria are being implemented. The coordinator shall periodically report to management committee on the compliance of criteria and the need for improvement.

The coordinator shall ensure communication within the Institution on the information related to the application and relevance of the criteria in training and support processes.

The coordinator shall liaise with Registration Body.

1.4 Registration Document(s)

1.4.1 Registration Manual

The Institution shall develop an Registration manual describing:

- i) background of the Institution.
- ii) organization structure.
- iii) linkages / affiliations / registrations.
- iv) profile of senior management and trainers.
- v) facilities with respect to teaching of the specific stream of learning and meeting the requirements of stakeholders.
- vi) scope of training services such as internal evaluation, placement services etc.
- vii) the details of infrastructure including clinical facilities, stores/equipment etc. required for the courses conducted by the institution as per the requirements of regulatory body.

The manual shall describe the training and related support processes including their interactions. It shall include or provide references to all documented procedures and other applicable criteria upon which the training system is based.

The manual shall also include:

i) Mission

The Institution's mission shall be documented. This shall be consistent with needs and expectations of interested parties, applicable statutory & regulatory requirements and commitment to delivering excellence.

ii) Quality Objectives

The Institution shall establish objectives that are measurable and derived from training and support processes of the Institution. The objectives shall be aligned with the Institution's mission.

1.4.2 Control of documents

The Institution shall establish a documented procedure describing the arrangements for:

- a) preparing, reviewing and approving internal documents including their identification, and revision.
- b) controlling external documents, including the relevant regulations that should be continuously kept updated.
- c) ensuring that relevant documents are available to all concerned within the Institution and to the interested parties.

1.4.3 Control of records

The Institution shall identify and maintain records to provide evidence of conformity to this criteria. A documented procedure shall be established to define control of records providing for identification, indexing, storage, retention time and disposal. In addition, the Institution shall also identify and maintain records based on the applicable statutory and regulatory requirements.

1.5 Financial resources

The Institution shall provide financial resources which shall be capable of sustaining a sound vocational educational program consistent with its stated mission and objectives for long term stability.

1.6 Compliance to statutory and regulatory requirements

The Institution shall identify and comply with the applicable statutory and regulatory requirements pertaining to the services provided.

SECTION 2:

TRAINING AND SUPPORT PROCESSES

The Training Institution shall determine and provide resources required for the effective delivery of curriculum along with the support services such as human resources, infrastructure, health & safety and work environment.

2.1 Human resources

2.1.1 The Training Institution shall have adequate management, teaching/training and support staff, with appropriate qualifications and competencies to carry out the stream specific traditional healing program, services and activities.

The Training Institute shall;

- a) meet the applicable statutory and regulatory requirements related to adequacy and competency of managerial, teaching and support staff.
- b) carry out regular reviews for identifying competency, changing needs with respect to technical and pedagogical requirements for effective delivery of curriculum.
- c) enable staff to conduct regular self-appraisal of their performance and to project their professional development needs.
- d) provide necessary training or recruit to meet the competency gaps(refer b & c).
- e) maintain records of qualification and experience, continual professional development activities of staff through education and training including attending seminars, workshops etc.
- f) developing a suitable mechanism to maintain high level of motivation and esteem to meet the standards of excellence.

2.2 Curriculum

The Training Institution shall;

- a) Adopt/develop course curriculum for the specific stream/streams that it intends providing training in, based on requirements specified by appropriate statutory or regulatory body.
- b) Ensure that the curriculum meets the various developmental needs of students and contemporary requirements.
- c) Review the enabling requirements for effective delivery of curriculum keeping in view the stream specific current traditional healing educational thinking and pedagogy including time schedule, lesson plan and demonstrational plan by trainers.

- d) Ensure that the total time to be devoted to classroom lectures, practical, experiments etc. shall not be less than that prescribed by relevant regulatory bodies for specific stream.
- e) Follow the guidelines and requirements as specified in training manual of regulatory bodies.

2.2.1 Training - learning process

The Institution shall provide appropriate support and resources to implement and deliver the course curriculum. The teaching staff shall implement the course curriculum through a range of approaches and teaching strategies that recognize diverse learning style relevant to the learning needs. The delivery among others shall include the following:

- a) course planning and development.
- b) development of course time table and delivery of curriculum.
- c) monitoring and evaluation of learning of students by way of continuous assessment, tests, examinations, feedbacks as appropriate.
- d) records of the stage wise course delivery and student evaluation shall be maintained. .
- e) practice in clinics / laboratories shall be carried out in proper sequence and in harmony with progress in classroom sessions. Clinics / laboratories should be laid out with necessary equipment, instruments, tools etc, so as to help the students undertake various experiments systematically and accurately for acquiring competence for real life healing situation.

2.3 Design, Development and Delivery of Education/Training Process

2.3.1 Design of Training.

2.3.1.1 Learning Objective. On successful completion of a course/programme, a participant/ student shall be able to apply and practice the learning to implement various concepts, tools and techniques intelligently and effectively to provide an effective and efficient need based Traditional Healing service/practice and operate it to the entire satisfaction of the patients/recipients of the service and continually improve the same.

2.3.1.2 Course/programme specific objectives will be clearly articulated by the training providing institution and made public. These objectives will aim to meet the needs and expectations of the interested parties. This provides the basic link between the training provider and the student as also a key input for objective evaluation of the programme delivery.

2.3.1.3 Course Content. Course content, structure as also the pedagogy will be suitably decided to achieve the laid down objectives. Course content will be in conformity with the criteria laid down by the domain expert and the same will be made available to QCI for evaluation and approval.

2.3.1.4 Course Structure. The course will be so designed to cover all necessary inputs for achieving the course objectives. The structure will have a judicious mix of theory, concepts, exercises, and case studies, to illustrate and provide an opportunity to have a hands-on practice for application. Since the training is a kind of vocational training, adequate component of practice, evaluation and feedback cycle needs to be incorporated.

2.3.1.5 In the initial stages of the course, the training provider will inform all the participants about the structure of the course and training methodology. Students will be informed about expectations from them and their responsibilities. The scheme of evaluation with its basis/logic will also be intimated to the students. In addition, it will be desirable to inform the students about career opportunities and prospects on successful completion of the course as also the code of conduct/practice.

2.3.2 Development of Training. Once the subjects, topics and specific modules have been decided, the training provider will develop study material, exercises, case studies and plan for syndicate and or project work as applicable. Talks by experts and well known professionals on key issues should also be catered for.

2.3.3 Course Delivery

- 2.3.3.1 Duration.** While training provider may decide about the duration of the course, the total contact hours for a course should be laid down as per the requirements stipulated by the domain expert.
- 2.3.3.2 Teaching/Training Methodology.** In order to make transfer of knowledge and skills effective, appropriate topic specific training methodology will be adopted. A typical cycle of explain, demonstrate, imitate, feedback, practice, evaluate, problem solving related inputs will be followed. Where necessary, use of case studies, experiential learning will be resorted to. Talks by experts on relevant topics will add value to teaching. Adequate practice opportunities for operational skills will be catered for and ethical issues of the healing practice highlighted.
- 2.3.3.3** Training methods shall be designed to have a high degree of interaction between students and Faculty members/ Resource persons in order to meet the objective of the course. Training methods shall seek to involve and engage students throughout the duration of the course/program with a focus on active learning environment.
- 2.3.3.4** The training methods shall include both knowledge based (to facilitate understanding of concepts) and skill based sessions (application of knowledge and skills in practical activities).
- 2.3.3.5** Training aids such as videos that are directly relevant may be used to supplement the training by the faculty members/ resource persons. These may be commercial training videos or videos produced during the course/program to record and review the performance of students.
- 2.3.3.6** Students shall be required to attend at least the stipulated number of sessions in the course/program to make them eligible to appear in the examination as per statutory and / or regulatory requirements if there is any.
- 2.3.3.7** Each student should be provided with a necessary set of course notes to supplement, the text books as recommended.

2.2.3 Continuous Evaluation

The Training Institution shall;

- a) analyze student performance through a variety of methods that will include formal testing, project/ experimental work, or any other means as deemed fit and use the results for improvement of students performance.
- b) use the result of student assessment to evaluate and suggest revision of curriculum and methodology of delivery on a continuing basis to the competent authority.
- c) ensure appropriate confidentiality of various tests and assessments and their results.
- d) regularly monitor the student assessment procedures so as to ensure the adequacy and accuracy.

2.2.4 Student Development

- 2.2.4.1** The institution should make necessary arrangement wherever applicable for having certain classroom sessions taken up by suitable guest faculty /experts.
- 2.2.4.2** The institution should encourage students to develop necessary soft skills and attitudes so as to enable them to get suitable placements as traditional community healthcare providers and perform healing work better.
- 2.2.4.3** The institution should provide necessary guidance to students for getting placements.

2.3 Admissions policy

The institution shall;

- a) establish documented policy and procedures for admissions including policy on concessions. The admission policy and procedure shall comply with the applicable statutory and regulatory requirements.

b) prepare information brochure/prospectus, describing the information on Institution's policies and programs. It shall provide for easy and unambiguous understanding of rules and regulations concerning conduct/discipline, attendance norms, and financial obligation on part of students/parents, assessment /qualifying criteria etc.

c) provide for safe custody of the documents submitted by the students including birth certificates, certificates of previous Institution and deposits, if any.

Note:- The brochure may form part of formal agreement between Institution and student/parent at the time of admission.

2.4 Learning environment

The institution shall provide conditions to facilitate learning environment.

The learning environment shall include offices, safe class rooms, clinics, laboratories, common spaces and other facilities.

The institution shall monitor and address issues relating to environmental conditions including:

- a) adequate illumination.
- b) adequate ventilation.
- c) housekeeping and cleanliness.
- d) safeguard against excessive weather conditions like dust, cold, heat and rain.
- e) controlling noise and distractions.

2.5 Infrastructure

The Institution shall identify, provide and maintain the specific infrastructure and equipment's to support the training and related support processes. These shall be safe, clean and well maintained. Tools, instruments and equipment to be used for training purposes shall be periodically updated by replacement of obsolete equipment's and supplies in consonance with updating of syllabi.

The Institution shall define responsibilities and authorities for carrying out purchase, storage, safeguarding, installation, usage and maintenance activities, and for analyzing the associated risks regarding human security and hygiene.

The institution shall define the process of phasing out old and unused furniture, tools and equipment's. Process of upgrading the, tools and equipment as well as bringing latest technology should also be defined by the institute.

Effective delivery of sound Traditional Healing education greatly depends upon appropriate infrastructure. Following minimum essential facilities will be ensured;

- (a) Adequate class rooms commensurate with the number of students, with appropriate audio-visual facilities, as required. Sitting arrangement will provide for free movement of students and faculty. Availability of black/white boards etc
- (b) Library with a plan for regular up gradation
- (c) Computer centre with internet access
- (d) Syndicate rooms/ seminar hall/conference facility
- (e) Student facilities viz recreational area, canteen or arrangement for refreshments etc, as appropriate
- (f) Arrangement for cleanliness and hygiene for which standard should be laid down
- (g) Necessary facilities for faculty and staff
- (h) Creating conducive learning environment with adequate lighting, ventilation, freedom from noise and distractions.
- (i) Provision for handling extreme weather conditions
- (j) Ensure safety of students and their belongings

- (k) Availability of safe drinking water
- (l) Availability of first aid and arrangement for medical aid
- (m) Defined responsibilities for providing, maintaining and upgrading infrastructure and support facilities

2.6 Health and safety

The Institution shall determine, maintain and comply with health, safety and security norms including:

- a) appropriate procedures and training for all staff members to implement emergency and crisis plans & handle accident.
- b) applicable statutory and regulatory requirements.
- c) provision for emergency situations covering both indoor and outdoor activities.
- d) health policies for staff and students

SECTION 3:

PERFORMANCE MEASUREMENT AND IMPROVEMENT

3.1 General

The Institution shall periodically monitor and measure the effectiveness of the training and support processes as required in the respective clauses of the standard.

Note: The Institution may identify suitable indicators to monitor and measure its performance.

Few suggested examples are:

- a) learning progress of specific stream of traditional healing
- b) clinic upkeep and modernizations.
- c) health and safety incidences.
- d) feedback from employers/patients.

3.2 Continual Improvement

The Institution shall regularly assess the effectiveness of training and learning. The Institution shall identify and initiate continual improvement projects through involvement of students, teachers and other interested parties. It shall implement suitable corrective and preventive actions at various levels.

The Institution's management shall ensure effective management, collection, validation and analysis of data to monitor the Institution's performance as well as the satisfaction of interested parties. Where possible, Institution shall collect/share data from/with other Institutions and benchmark with its own data to improve upon in deficient areas.

Few suggested sources of data are:

- a) student and interested party(s) feedback on elements of curriculum(2.2).
- b) student attendance and student dropout rate.
 - c) student performance by way of result etc.
- d) patient feedback
- e) placement.

3.3 Management Review

The management shall review the following at least annually for effectiveness and conformity:

- a) actions outstanding from previous management review meetings.
- b) actions resulting from surveillance by the approval body.

- c) administrative procedures.
- d) course/programme design.
- e) course/programme presentation.
- f) performance of Faculty members/ Resource persons and future training required for the Faculty members/ Resource persons.
- g) complaints and appeals.
- h) analysis of student feedback.
- i) analysis on results of students.

3.4 Complaints and Appeals

3.4.1 Complaints may be received on the results of evaluation or on other aspects such as course contents, manner of course delivery, administrative arrangements, pre and post training activities. The applicant shall have documented procedures for handling and disposal of complaints within a reasonable time.

3.4.2 The Institution (Training Course Provider) shall have a documented appeal mechanism for handling appeals against its decisions and disposal of appeals within a reasonable time.

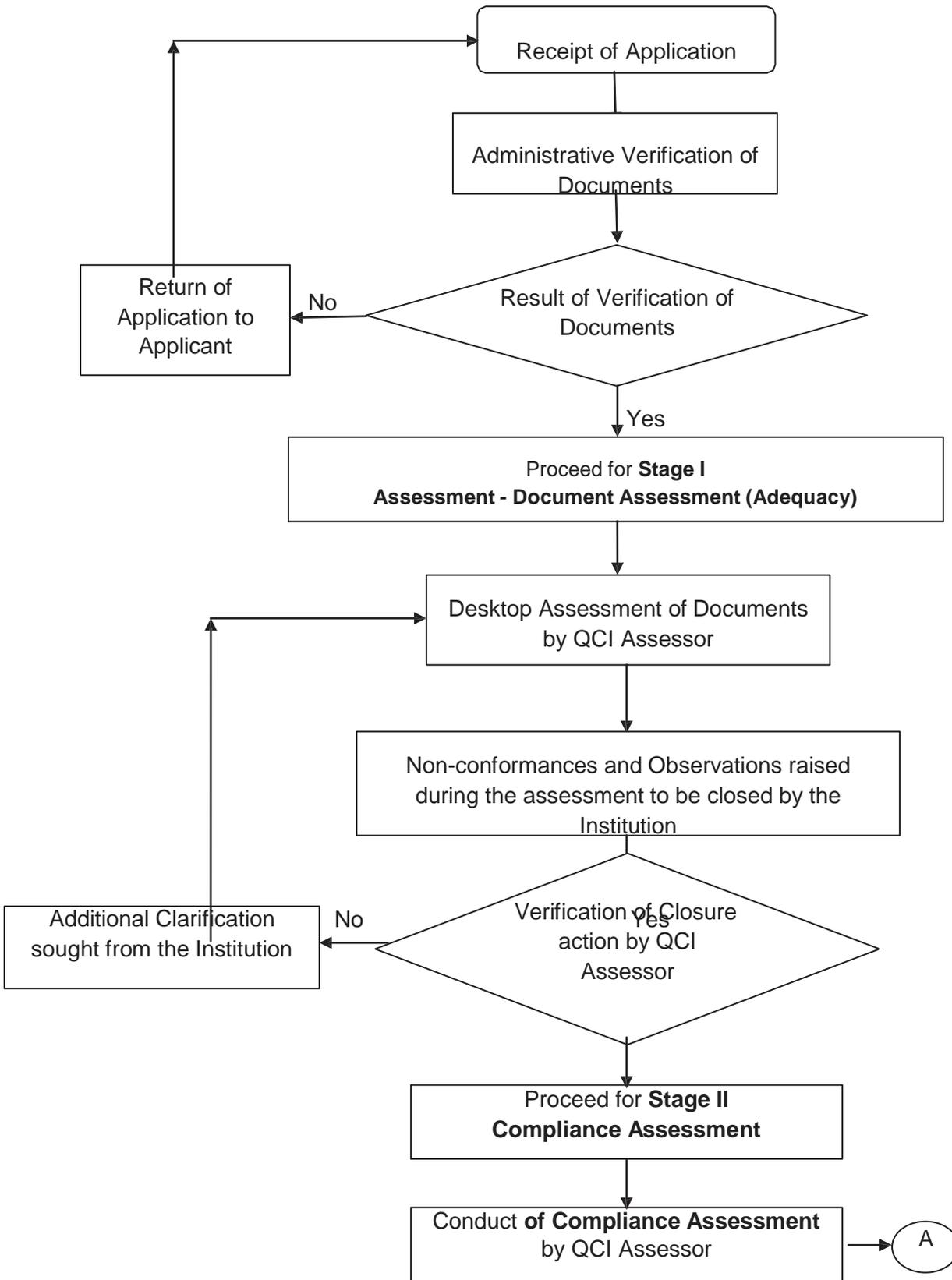
3.4.3 The documented procedure shall include provision for corrective and/or preventive action to be taken if required as a result of any complaint or appeal. The procedures shall include the potential involvement of QCI in unresolved complaints or appeals.

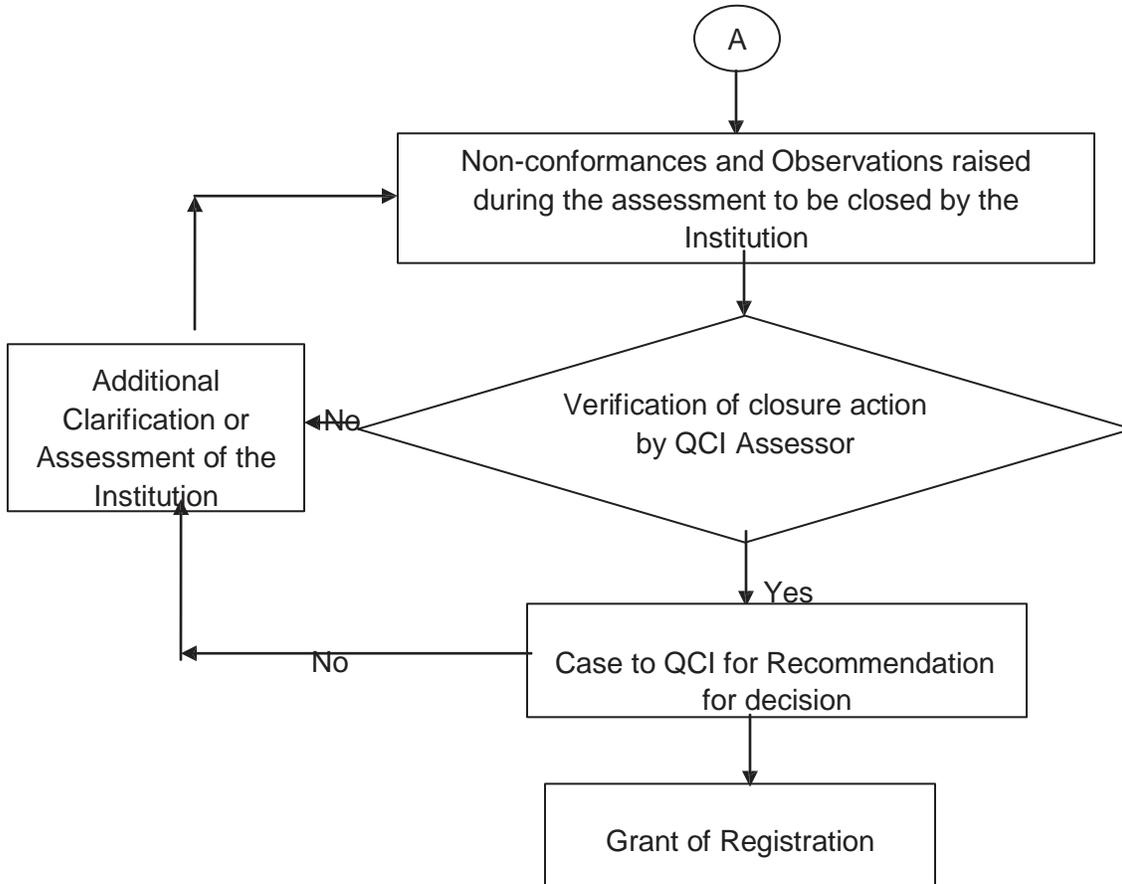
3.4.4 The Institution (Training Course Provider) shall inform all students of the right to make a complaint or an appeal and shall provide written details of the process for doing so, as and when required.

3.4.5 The Institution (Training Course Provider) shall notify each complainant or appellant in writing of the result of the complaint or appeal and of the right to appeal against the decision to QCI.

3.4.6 The Institution (Training Course Provider) shall maintain records of all complaints and appeals, of their resolutions and the corrective and preventive actions taken.

APPLICATION FLOW





Registration Process

Total time taken for the registration process will be 60-90 days. This is subject to no inordinate delay taking place at the Applicant’s end in submitting the clarifications/additional information sought by QCI and in closure of Non Conformances and observations raised by QCI.

Important:

In case the applicant does not respond within 90 days for any additional information or closure actions for the NC’s and Observations, the application shall be deemed closed. The applicant will have to re-submit the application for registration with all applicable fees.