



ብኢ.ፌ.ዲ.ሪ የትምህርትና ስልጠና ባለሥልጣን
FDRE Education and Training Authority



Document Code: ETA/ACC/TVETP/04
Edition: 1
Effective Date: Nov 10/2023

Self-Evaluation Guide for TVET Program Accreditation

November, 2023
Addis Ababa, Ethiopia



Table of Contents

Abbreviations	ii
Glossary	iii
1. Introduction.....	1
1.1. Purpose of the Document.....	1
1.2. Scope of the Document	2
2. The Self-Evaluation Procedures	2
2.1. Establishment of Committee and DCT Completion	2
2.2. Time frame for Self-Evaluation	4
2.3. Preparation of the Self-Evaluation Report.....	5
3. The Contents of the Self-Evaluation Report.....	5
3.1. Executive Summary	5
3.2. General Information.....	5
3.3. Introduction.....	6
3.4. Methodology	6
3.5. Areas of Evaluation.....	6
3.6. Summary Report of Self-Evaluation.....	7
4. Writing Self-Evaluation Report (Style, Length and Confidentiality)	7
5. Approval and Reporting the Self-Evaluation Report.....	8
6. Appendices.....	8
Sample Certification Page.....	i
Sample Cover Page	ii



Abbreviations

ETA	Education And Training Authority
TVET	Technical and Vocational Education and Training
CEO	Chief Executive Officer
DCT	Data Collection Tool
TSS	Trainee Satisfaction Survey
SER	Self-Evaluation Report
ICT	Information Communication Technology



Glossary

Academic Staff refers to personnel engaged by TVET Providers who are involved in training, industry extension teaching, research and supervision.

Assessment refers to a systematic mechanism to measure a trainee's attainment of learning outcomes.

Accreditation refers to the quality assurance process under which services and operations of educational and training institutions are evaluated and verified by an external body to determine if applicable and recognized standards are met.

Accrediting body refers to a legal entity that develops a set of standards and accredits programs and/or institutions meeting predefined quality standards.

Curriculum refers to the educational program and includes a statement of the intended educational outcomes, the content/syllabus, and experiences and processes of the program, including a description of the structure of the planned instructional and learning methods and assessment methods. The curriculum should set out what KSA the trainee will achieve.

Industry Extension refers to a service given to micro and small enterprises by trainers of TVET Providers first by identifying the gap and filling that gap by technical, entrepreneurial, technological and kaizen support to make the enterprises competent in the market.

Good practice refers to a set of internationally accepted norms which is expected to be fulfilled to maintain high quality.

Technical and Vocational Education and Training Institutes refers to a Polytechnic College, College and Institute that delivers TVET education.

Program Accreditation refers to an external evaluation of educational programs that meet predefined standards by recognized accrediting body.

Self-Evaluation Report refers to a report submitted by a Technical and Vocational Education and Training Provider to demonstrate whether it has achieved the quality standards for purposes of accreditation exercise.



1. Introduction

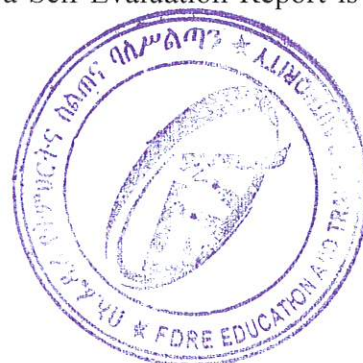
Self-Evaluation is the phase of the accreditation process in which institutionally recognized group of professionals collect and review data about the program in order to identify strengths to be maintained and effectively address areas of improvement. This process can also be called self-review, self-assessment, self-audit or self-evaluation. It is a mandatory step in the process of evaluation to obtain accreditation, and guarantee the program's compliance with standards via a transparent and constructive self-Evaluation and improvement process.

The Self-Evaluation to be objective and evidence-based, the evaluation needs to have a tool that is in line with international and regional accreditation standards. To be accredited, a program must use the current program accreditation standards developed by ETA. In the process of self-Evaluation, the program owner brings together representation from all its stakeholders in order to collect and review data, identify strengths and areas for improvement, and develop future plans and strategies.

This guide is designed for developing a self-evaluation document for a program accreditation. The guide contains information related to the process that the TVET Providers need to follow or take in to account while developing the self-evaluation document. The document should be made available to individuals participating in the self-Evaluation process. For a comprehensive overview of the accreditation process, refer to the Guidelines and standards available on the ETA website <http://eta.et>.

1.1. Purpose of the Document

This document is developed to guide TVET institutions seeking accreditation to conduct self-Evaluation based on the ETA standard for program accreditation. The document enables TVET institutions undertaking Self-Evaluation assembles teams, prepare schedule and allocate relevant resources and conduct self-Evaluation. It provides a step-by-step guidance to collect data using the tool, analyze findings and prepare the self-Evaluation document and report to ETA. It also assists TVET institutions to systematically assess their programs in a consistent manner using standard templates. TVET institutions are notified that a Self-Evaluation Report is an essential requirement for ETA program accreditation.



1.2. Scope of the Document

This document is used to evaluate TVET programs in the country. The Evaluation will be conducted by an assigned committee. It is used to gather program specific information through Data Collection Tool, Trainee Satisfaction Survey, Observation and Interview and others; however, institution level information sources are going to be consulted whenever necessary. The data generated and analyzed using this guide will be used for accreditation of programs by an accrediting body and continuous quality improvement.

2. The Self-Evaluation Procedures

A program level Self-Evaluation may include the following procedures:

1. Establishment of committee
2. Setting time frame for self-Evaluation
3. Analyzing data collected through DCT and TSS for self –evaluation report
4. Preparation of Self-Evaluation Report
5. Approval and reporting of the self-evaluation report

2.1. Establishment of Committee and DCT Completion

TVET institutions are advised to establish a team to carry out Self-Evaluation. If the TVET Institutes has a member of staff responsible for continual quality improvement then it would be of advantage to include this person in the committee. The committee should include senior program staffs, Department head, program trainees, and representative from administration and trainee support services. Consideration should be given to including an external stakeholder such as an employer or recent graduate. The committee will have to meet often and to conduct enquiries and should thus not be too large in number. Members will need to have time to engage with the exercise.

The Self-Evaluation committee will need to have a chairperson and secretary. It is also desirable to have individuals or pairs of committee members responsible for particular aspects of the self-Evaluation.



Regular committee meetings are important and those tasked with particular enquiries or activities should be given deadlines for their completion and requested to make periodic reports. Minutes of committee meetings should be kept.

The program coordinator will need to facilitate and support the Self-Evaluation committee. The committee will need a budget and some administrative assistance. A room should be made available for their meetings. The committee will need access to ICT.

The Self-evaluation committee will be required to:

- Answer DCT questions in detail.
- Assign specific questions/sections of the DCT to individuals with the appropriate institutional and program knowledge.
- Ensure that each aspect of multi-part DCT questions is fully addressed.
- Synthesize all narrative DCT responses into a cohesive, factually, and consistent document that accurately reflects the institution.
- Ensure factual accuracy, consistency among the sections, and typographical/grammatical clarity in the DCT.
- Coordinate the activities of the self-evaluation committee.
- Complete the data collection tool (DCT) and the trainee satisfaction survey analysis (TSS), and compilation of supporting documents.
- Ensure that the planning self-evaluation executive summary is complete and answers all questions
- Analysis of the DCT and other information sources, including the TSS, and create a self-evaluation summary report that identifies program strengths, challenges related to performance in accreditation standards, and strategies to address these challenges.
- Ensure that the self-evaluation summary report is evidence-based

In completing the DCT, the program coordinator should take care to ensure that the data and descriptive information are current and accurate, and that the terminology is consistent across the DCT (e.g., consistent abbreviations, consistent names, and consistent titles for others). It is critical that the self-evaluation committee ensure that the completed DCT undergoes a



comprehensive review to identify any inaccuracies, missing data or question responses, or inconsistencies in reported information.

While the DCT is being completed, the program coordinator and self-evaluation committee coordinate the study of TSS with the program trainee services, the learning facilities, and other areas of relevance to trainees. The committee will collect and analyze the data from the survey of trainees in all classes of the program and reach independent conclusions about areas of strength and areas that require attention.

2.1.1. Role and Responsibility of the Designated Committee

The self-Evaluation committee will need to have a chairperson and secretary. It is also desirable to have individuals or pairs of committee members responsible for particular aspects of the self-evaluation.

The designated committee is responsible for organizing and coordinating the self-evaluation process and for ensuring that appropriate progress is made. In addition, it is an important role of the committee to ensure that evidence is shared within the institution and that relevant internal stakeholder, who have knowledge of data and who can contribute to the analysis of data and evidence, are involved in the process as appropriate. One possible approach is to create an electronic repository on the internet or the website for sharing information on self-evaluation progress. (e.g., the time table for the self-evaluation process, minutes from committee meetings, and drafts of the various sections of the Institutional Self-Evaluation Report in order for college representatives to post input to the Report)

2.2. Time frame for Self-Evaluation

The self-evaluation Committee will need to establish a time frame for its work. One milestone may be the date by which a Self-Evaluation Report will be submitted to ETA for the evaluation of program accreditation.

The committee can then work back from this date and schedule time for planning, document and data collection and analysis, further data collection and analysis, report writing and



dissemination. Some flexibility will need to be built into the schedule to allow for unexpected disruptions and consequent overrun.

Typically, the DCT is available from ETA prior to the site visit. The self-evaluation committee should distribute sections of the DCT (by standard, substandard, or indicators) to those individuals best able to provide accurate and current information. Individuals should then complete and return their sections of the DCT to the committee secretary.

2.3. Preparation of the Self-Evaluation Report

The self-evaluation committee is responsible for preparing the self-evaluation report. The committee should review and analyze the accreditation standards, sub-standards, indicators, DCT report, TSS report, and other sources by triangulating with supportive documents provided to prepare final self-evaluation report.

The final self-evaluation report should identify set of strengths, challenges/concerns about performance related to standards, and strategies to address the identified concerns. The self-evaluation committee secretary should submit the compiled and final Self-evaluation document to program coordinator. The program coordinator will provide the Self-evaluation report to the Academic commission/equivalent governing body of the TVET institutions for validation. The TVET Institute will submit the ratified self-evaluation document, DCT report and the program accreditation application letter to ETA three months prior to the external evaluation.

3. The Contents of the Self-Evaluation Report

3.1. Executive Summary

The executive summary should be complete and address the purpose of the document, contents, procedures, questions and recommendations of the self-evaluation report.

3.2. General Information

This section should include the following information about the TVET Institute and program to be evaluated.

- Name and establishment date of the TVET Institute.



- Name and launch date of the program to be evaluated.
- Modality of the program to be evaluated.
- Level of the program to be evaluated.
- The program accreditation history.
- License and external quality audit history (date).
- Number of batches graduated.
- Full address of the TVET institutions (Email, telephone numbers and Website address)
- Name and telephone of focal person of the program.

3.3. Introduction

The introduction part should provide a brief about the purpose of the self-evaluation report, how it is conducted, roles and contributions of staff, trainees and stakeholders.

3.4. Methodology

This section should describe, in details, the methods used by the self-evaluation committee to carry out the self-evaluation report. The committee need to make sure that the methodology should consider DCT, TSS, Interview, focus group discussion, observation and other possible sources of information.

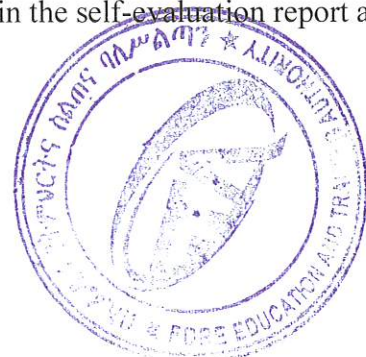
3.5. Areas of Evaluation

The self-evaluation is directly linked to the standards of program accreditation. For each of the nine standards, a separate and distinct sub-standards and indicators are provided. This shall assist the TVET Institute / Self-evaluation committee in understanding the standards, generating data and evidence. Responses should be written in a narrative form, not as an answer to each specific item. The responses should be evidence-based and provide relevant explanations, cross-references to other parts of the report and clearly linked to supporting documents provided.

In each of the evaluation areas/standards, the key findings, areas for improvement and good practices (if there is any) should be stated.

The nine ETA program accreditation standards to be addressed in the self-evaluation report are:-

1. Program Goal and Outcomes



2. Curriculum, Training Material and Delivery
3. Assessment
4. Trainee
5. Trainer
6. Training Facilities and Resources
7. Industry Extension, Research, Technology Transfer, Innovation and Incubation
8. Program Management
9. Continual Quality Improvement

3.6. Summary Report of Self-Evaluation

A summary report should include a list of program strengths, issues of potential unsatisfactory performance related to each standards, sub-standards and indicators or challenges that require attention, and the time plan for implementation of the program's future plans and strategies to address issues.

4. Writing Self-Evaluation Report (Style, Length and Confidentiality)

The self-evaluation report should be a concise document that is sufficiently descriptive and evaluative to allow the ETA program accreditation team of assessors to gain a clear picture of the TVET Institute program to be evaluated its strengths and weaknesses. The self-evaluation report must also allow the program accreditation team of assessors to gain a good understanding of the key features of the TVET Institute's approach to assuring quality. The Self Evaluation Report must thus be an honest appraisal that is both accurate and verifiable by the ETA accreditation team of assessors.

The self-evaluation report may typically be 40 to 50 pages in length but slightly shorter or longer documents will not be viewed unfavorably as long as TVET Institute provides necessary information. A self-evaluation report may include appendices of relevant information and also be cross referenced to other documents made available to the ETA program accreditation team of assessors. The self-evaluation report (excluding appendices) should be not more than 50 A4 pages in length. It should be typed with Times New Roman font style, 1.5 lines and paragraph



spacing and using a font size of 12pt. The annexed documents, images, videos, and other attachments should all have links (attached by links).

5. Approval and Reporting the Self-Evaluation Report

The governing body of TVET institutions is responsible for training and educational quality and monitoring of program performance, including planning, implementation of plans, and participation in self-evaluation processes, they should be kept current of the progress of the self-evaluation process. When the program self-evaluation has been completed, it ensures a means of sharing updated information on self-evaluation with its campus community and governing body. The governing body must read and certify that they have been involved in the process by signing the Certification page of the Institutional Self-Evaluation Report and enforce submission to ETA (see Appendix B).

6. Appendices

Supporting documents/images/videos, committee composition, time frame and others should be provided under this appendix.



Sample Certification Page

(To be inserted in the Program Self-Evaluation Report following the Cover Sheet)

To: Education and Training Authority

From: _____

(Name of TVET Institution)

(Name of the campus)

(Address)

This Institutional Self-Evaluation Report is submitted to the ETA for the purpose of assisting in the determination of the institution's accreditation status. I certify there was effective participation by the campus community, and I believe the Self-Evaluation Report accurately reflects the nature and substance of this institution.

Signatures: _____

(President of the TVET Institution) (Date)

(Chairperson, Self-Evaluation Committee) (Date)

Committee Member (Name, Title, Representing) (Date)

Committee Member (Name, Title, Representing) (Date)



Sample Cover Page

(To be inserted in the Program Self-Evaluation Report)

(Program Name) Self-evaluation Report

(Name of Institution)

Program Self-Evaluation Report

(Notification of Reason for submission, i.e., Support of an Application for Accreditation, Reassessment or Reaccreditation)

Submitted by:

(Name of the Institution)

(Address of the Institution)

Submitted to:

F.D.R.E Education and Training Authority

Date Submitted:

