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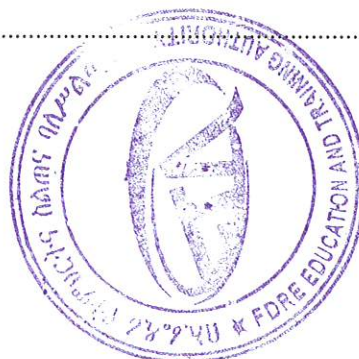
Standards for TVET Program Accreditation

November, 2023

Addis Ababa, Ethiopia



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Preamble

This manual serves as a comprehensive guide for the accreditation process of Technical Vocational Education and Training (TVET) programs. Accreditation plays a crucial role in ensuring the quality and relevance of TVET programs, equipping learners with the necessary skills and knowledge to thrive in the ever-evolving world of work.

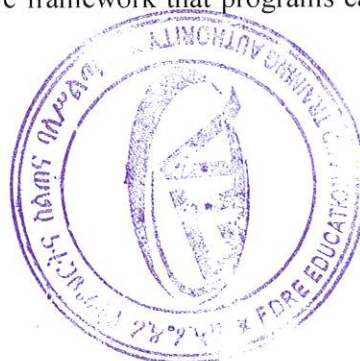
The purpose of this manual is to provide clear guidelines and procedures for the accreditation of TVET programs, promoting consistency, accountability, and excellence across different TVET institutions and training providers. It is designed to be a valuable resource for program administrators, instructors, industry stakeholders, and accreditation bodies involved in the evaluation and assessment of TVET education and training.

This manual included detailed information on the accreditation criteria, evaluation methodologies, and the documentation required for the accreditation process. These guidelines have been meticulously crafted to address key components of TVET education and training, including curriculum design, instructor qualifications, industry engagement, infrastructure and facilities, learner assessment, and quality assurance mechanisms.

The accreditation process outlined in this manual is rooted in the principles of competency-based education, industry relevance, and learner-centeredness. It acknowledges the transformative power of TVET programs in empowering individuals with the skills needed to succeed in various vocational fields. The process encourages programs to foster technical expertise, practical proficiency, critical thinking, entrepreneurship, and employability skills among their learners.

Accreditation is a collaborative endeavor, involving the active participation of program stakeholders, including educational institutions, industry representatives, learners, instructors, and accrediting bodies. It promotes collaboration between academia and industry, ensuring that TVET programs align with the current needs and demands of the labor market. The process also emphasizes the importance of continuous improvement, supporting TVET providers in their efforts to enhance the quality and relevance of their educational offerings.

While specific accreditation requirements may vary depending on the types of institutions and programs, this manual provides a comprehensive framework that programs can adapt to



their unique circumstances. It serves as a roadmap, guiding programs through self-evaluation, external evaluation, and ongoing quality enhancement, with the ultimate goal of producing skilled and employable graduates who contribute to the economic and social development of their communities.

We trust that this Technical and Vocational Education and Training Programs Accreditation Manual will prove to be an invaluable tool in the accreditation journey. By adhering to the guidelines outlined within, TVET programs can elevate the standard of vocational education, bridge the skills gap, and empower learners to succeed in their chosen career paths.

Thank you for your commitment to TVET education and for partnering with us in this important endeavor. Together, let us embark on this accreditation journey, promoting excellence in TVET programs and preparing learners for a future filled with opportunities.



Abbreviation

AB	Accreditation Body
ASDDG	Accreditation and Standardization Deputy Director General
CEO	Chief Executive Officer
CQI	Continuous Quality Improvement
DCT	Data Collection Tool
EOC	Ethiopian Occupational Standard
EQF	Ethiopian Qualification Framework
ETA	Education and Training Authority
ETP	Education and Training Policy
ETNQF	Ethiopian TVET Trainer and Leaders National Qualification Framework
GE	General Education
HEI	Higher Education Institute
HERQA	Higher Education Relevance and Quality Agency
ICT	Information Communication Technology
IQA	Internal Quality Assurance
KSA	Knowledge, skill, Attitude
MOE	Ministry of Education
MoSHE	Ministry of Science and Higher Education
NAB	National Accreditation Body
SER	Self-Evaluation Report
OC	Occupational Standard
TSS	Trainee Satisfaction Survey
ToR	Terms of Reference
TVET	Technical and Vocational Education and Training
TVETI	Technical and Vocational Education and Training Institute



Glossary of terms

Academic Staff refers to personnel engaged by higher education providers who are involved in teaching, research and community service, training and supervision.

Adequate refers to satisfactory or acceptable in quality or quantity

Alumni refers to graduates of a Higher Education Provider

Assessment is a systematic mechanism to measure a student's attainment of learning outcomes

Academic leadership refers to the positions and persons within the governance and management structures being responsible for decisions on academic matters in teaching, research, and service and would include dean, deputy dean, vice deans, provost, heads of departments, course leaders, directors of research institutes and centers, as well as chairs of standing committees.

Accreditation is 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 legal entities that develop a set of standards and accredit programs and/or institutions meeting predefined quality standards.

Admission policy would imply adherence to possible national regulation as well as adjustments to local circumstances. If the program does not control the admission policy, it would demonstrate responsibility by explaining relationships and drawing attention to consequences, e.g., an imbalance between intake and teaching capacity.

Blueprint is a clear, written recipe for an exam that ensures all content (KSA) is covered fairly. And the test is a balanced sample of all the learning objectives that students have to master.

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 student will achieve.

Co-curricular Activities is an activities conducted outside the classroom that may or may not form part of the credits.



Conducive refers to a favorable surrounding or condition or environment with a positive effect on the students – can determine how and what the person is learning.

Competency refers to a student’s knowledge, skills and abilities which enable the student to successfully and meaningfully complete a given task or role.

Cooperative Training refers to a type of practical training and training provided in industrial and vocational training institutes that are jointly implemented by technical and vocational training institutions and industries.

Learning Outcomes refer to statements of knowledge, skills, and attitude that students are expected to demonstrate at the end of a period of learning.

Formative and Summative Assessment: formative assessment is an assessment used to improve student learning and performance by giving feedback, while summative assessment is used to decide if the student has to move to the next stage of learning. Both should be conducted continually.

Governance means the act and/or the structure governing of the program. Governance is primarily concerned with policy making, the processes of establishing general institutional and program policies, and also with control of the implementation of the policies.

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

Ethiopian Qualification Framework refers to an instrument that classifies qualifications based on a set of criteria that are approved nationally and benchmarked against international best practices.

Exam Bank refers to repository of past exams for the program. It also a list of all questions created with exam software including all exams and a list of all question in one exam.

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.



Item Analysis refers to a statistical technique that helps instructors identify the effectiveness of their test items. In the development of quality assessment item analysis plays an important role in contributing to the fairness of the test along with identifying content areas that may be problematic for students.

Occupational Standard refers to a standard defined by experts from the world of work indicating the competences that a person shall possess to be able to productively perform in the world of work;

Principal Stakeholders include the students, faculty, Ministry of Education, professional associations, education strategic center, and the public.

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

Program Goals/Outcomes General statements of what the program intends to accomplish; they describe learning outcomes and concepts in general terms. They should also be consistent with the mission of the program and institution.

Quality Enhancement is process where steps are taken to bring about continual improvement in quality.

Support Staff refers to non- academic personnel engaged by higher education providers

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

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

Technology Transfer refers to the process of sharing of skills, knowledge, technologies, methods of manufacturing samples and facilities among industries, higher education, technical and vocational training, research institutes, government and private institutions to ensure scientific and technological developments are accessible to a wider range of users who can then develop and exploit the technology into new products, processes, applications, materials or service.



1. Introduction

1.1. Background

The Federal Government of Ethiopia established Higher Education Relevance and Quality Agency in 2003 through Higher Education Proclamation No. 351/2003 as an autonomous legal body, accountable to the Ministry of Education, to supervise the relevance and quality of higher education institutions. The Agency employed a number of mechanisms to maintain and improve good quality in institutions of higher educations. It was however not able to deliver what was expected of it successfully. It was criticized for not having treated governmental and non-governmental higher education institutions in the same way and was employing shallow/not adequately stringent accreditation standards that allowed the existence of poor-quality education programs in both public and privately-owned higher education institutions. As a result, in 2022, the Council of Ministers issued a decree to re-establish HERQA as Education and Training Authority (ETA) with a new set of duties and responsibilities (Council of Ministers, No 515/2022). As indicated in the Higher Education Quality Assurance Strategy (MoSHE, 2021), one of the duties of ETA is to launch a more effective accreditation system which covers both public and private higher education and training providers in the country.

Hence, ETA, having examined quality assurance systems developed and employed by other similar agencies in different parts of the world, developed these accreditation standards to introduce a new accreditation system in Ethiopia.

This new system aligns quality assurance with accountability of the providers and ETA's regulatory role, which includes the General Education and Technical and Vocational education and Training along with the Higher Education. By establishing a strong accreditation system, ETA aims to ensure the provision of quality education and implement mechanisms that focus on supporting institutions to establish strong internal quality assurance (IQA) systems. Accreditation requires higher education institutions a rigorous self-evaluation and commitment to continuous quality improvement of their system.

To facilitate the effective implementation of accreditation at both Institutional and program levels, having a comprehensive guideline and procedure manual is crucial. Therefore, ETA has come to the development of this standard and support to do so. The main purpose of this



document is to clearly set out the process and procedures required in the implementation of institutional and program level accreditation activities. ETA believes the actors in the quality assurance system (both internal and external) can easily use it in their respective quality assurance activities.

1.2. Accreditation in Ethiopia

The history of Ethiopian education and training goes back to the beginning of 1930s. Though it has relatively counted long years, as indicated by the World Bank (2003), the relevance and quality of the education and research activities are not up to expected standards and levels. Yet, it is possible to understand that the Ethiopian government has given special attention to the quality and relevance of higher education and training. The Ethiopian Education and Training Policy (1994:8) state that the Ethiopian education and training shall have the objective of promoting ‘relevant and appropriate education and training through formal and non-formal programs’ to citizens. The policy further emphasizes that the ‘curriculum and learning materials need to be prepared based on sound pedagogical and psychological principles and are up to the national standard’ (ETP 1994:13).

As indicated in the ETP (1994) and the recent Education and Training Policy study document (2018), the issue of quality of higher education has internationally become one of the prime agenda considering the prevailing national, international, and global dynamics. From the policy documents, we can understand that the government of Ethiopia gave due attention for HE quality in 2003 by ratifying the Higher Education Proclamation and establishing the agency in charge of higher education relevance and quality, HERQA.

HERQA was established through the Higher Education Proclamation (351/2003, Article 78) and as an autonomous legal body, accountable to the Ministry of Education, to supervise the relevance and quality of HE offered by any institution.

The issue of accreditation is given due attention in various policy documents, among which the revised Proclamation of Higher Education (1152/2018). In this proclamation Articles 72 (requirements for accreditation), 73 (application for accreditation), 74 (issuance and rejection of accreditation), 75 (validity of accreditation), 76 (application for renewal of accreditation), 77 (decision on application for renewal of accreditation), 78 (renewal of accreditation), 79



(revocation of accreditation) 80 (appeal), 81 (issuance of substitute accreditation certificate), and 82 (returning accreditation certificate) address the issue of accreditation in detail.

However, these exercises was not a real accreditation rather was simply licensing for providers to enter to the business and renewal of license to stay operational which only focus on private providers. It therefore understands and differentiating what real accreditation and licensing have been cleared out. Cognizant of this, the Education and Training Authority (ETA) within its mandate recognized the importance of implementing accreditation and licensing in their respective real sense and objectives. In the case of institution and program levels, ETA currently is expected to develop appropriate documents for the implementation of accreditation and also identify relevant bodies to work with ETA in the accreditation process.

1.3. Ethiopian TVET Quality Assurance System

It is imperative to clarify the concept of quality in TVET as it is used to establish a system which assures quality. In literature, there are diversified concepts of quality in TVET. ETA, accepted and used the concept of ‘fitness for purpose’ to assure relevance and quality of education provision in all TVET institutions in Ethiopia. With this, it is envisaged that provision of quality education is assured provided every program launched at institutions has a set of defined purposes that meet the specific needs of industry in particular. Not only industries but it is also expected to satisfy the nation’s development agenda in general.

In order to assure quality in Ethiopian TVET Institutions, it requires establishing an internal quality assurance system and making periodic Self-evaluation. Then, there should be a plat form for authority to submit the document within a given time interval. This enables to conduct external assessments through accreditation and quality audit to validate the Self-evaluation and make recommendations for further improvement.

1.4. Mission, Vision and Objectives of ETA

Vision:

To be globally recognized and competent education and training quality assuring body by 2032.



Mission:

To ensure a high quality and relevant education and training by:

- Developing national quality assurance standards and assure its proper implementation.
- Ensuring that education and training institutions established vibrant internal quality assurance system that can be improved continuously.
- Ensuring that graduates of educations and training institutions acquire the necessary knowledge, skill and attitude that can facilitate the country's development and growth.

Objectives:

The objectives are:

- Assessing the relevance and quality of education and training offered by institutions;
- Ensuring that the education and training curriculum supports the country's development needs;
- Providing an efficient and transparent quality audit and accreditation system;
- Disseminating information regarding standards and programs offered by both Ethiopian and foreign education and training institutions

1.5. Principles and Core Values of ETA

1.5.1. Principles of Quality Assurance in ETA

- 1) Assuring and achieving quality in TVET is the primary responsibility of TVET institutions and their staff.
- 2) The training provided to trainees must always be of high quality whatever the learning outcomes pursued.
- 3) The quality of TVET provision is judged by how well it meets the needs of society, engenders public confidence and sustains public trust.
- 4) Governments have a crucial role in encouraging and supporting quality TVET.
- 5) It is the responsibility of TVET providers and quality assurance and accreditation bodies to sustain a strong commitment to accountability and provide regular evidence of quality.



- 6) Education and Training Authority (ETA), working with TVET institutions and their leadership, staff and trainees, are responsible for the implementation of processes, tools, benchmarks and measures of learning outcomes that help to create a shared understanding of quality.
- 7) Quality TVET needs to be flexible, creative and innovative; developing and evolving to meet trainees' needs, to justify the confidence of society and to maintain diversity.

1.5.2. Core Values of ETA

ETA's accreditation has committed itself to the following values to support its functions. The three core values embraced by the staff of ETA to accomplish the duties and responsibilities vested on ETA by society and the government are the following:

I. Public Accountability

ETA, cognizant of its societal role, will remain committed to serve the society with a full sense of responsibility.

II. Professionalism

ETA and its staff will provide an expert and professional service informed by knowledge of methods and models of quality assurance for assessing the quality of institution and program of education and training institutions and reach at decision responsibly to accredit them.

III. Transparent and Impartial Service Delivery

The staff of ETA shall pursue and have a mindset based on the ideals of impartiality and equality of treatment and will have transparent and democratic dealings with stakeholders in everything they do.

The following additional values have also been adopted by ETA:

IV. Individual Values

a) Competence

The staff of ETA shall pursue its responsibilities with the highest possible diligence, standards and demonstration of professional ability.

b) Professional Integrity



All staff of ETA will operate with utmost honesty and social responsibility. They shall be professional through technical performance and rigor, ethical through exemplary and fair behavior and shall be responsible in the undertaking of duties and responsibilities.

c) Self-initiation

Taking initiative to carry out individual and organizational responsibilities is crucial for achieving the goals, objectives and tasks of ETA. Staff will be willing to move beyond a narrow definition of responsibilities and be flexible and wholehearted in seeking solutions.

V. Organizational Values

a) Trusted partnership

All relationships with stakeholders and individuals shall be with trust and confidence and on the basis of mutual respect and benefit. ETA shall respect confidentiality and carefully avoid possible conflicts of interest.

b) Participatory team work

ETA strives to develop internal synergies and the integration of diversified competencies and to promote teamwork and participatory democratic relationships as its powerful instruments to accomplish its roles and responsibilities. ETA will promote consultation and discussions on a regular basis at every level.

c) Client Satisfaction

ETA commits itself to give proactive, relevant and quality services to the highest standards ensuring the satisfaction and fulfillment of the expectations of its stakeholders.

VI. Operational Values

a) Credibility

ETA is bound to the principle of demonstrating trust, public satisfaction and acceptance in all its undertakings.

b) Efficiency and Effectiveness



ETA is committed to maximize its efficiency and effectiveness so that the quality and the outcome of education could be reflected in the social, economic and technological development of the country.

VII. Strategic Value

- a) Commitment to excellence in the performance of ETA is a key to deliver a quality service to the stakeholders and the society at large.

2. Procedure, Approach and Practice of Accreditation

Accreditation is 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.

ETA is mandated to accredit the TVET institutions meet rigorous and comprehensive standards, which are addressed in the context of the mission of each institution and within the culture of ethical practices and institutional integrity expected of accredited institutions. In meeting the quality standards of institutional and program accreditation, institutions earn accredited status, and this permits them to state with confidence, our students are well-learned; society is well-served.

ETA shall undertake both institutional and program accreditation. The accreditation procedures outlined in this handbook are applied for TVET programs. The procedures will guide the assessors, TVET Institutions and Accreditation CEO in carrying out the accreditation processes and activities.

Accreditation is aimed to enhance the quality of TVET education in the country, promote accountability, and encourage a sustained culture of excellence in higher education. It is a continuous process that supports TVET institutions to examine their program goal and standards, performances, and identify strategies to improve educational effectiveness. Accreditation is thus a mechanism to create awareness, gain public trust and confidence in the quality, and standards of TVET.

TVET institutions shall be evaluated against nine standards for program accreditation outlined in this handbook. Program accreditation is compulsory for all the programs given at the federal and regional level.



The accreditation process is based on a thorough and independent evaluation carried out by a team of assessors. In case a TVET program consistently fails to show progress as evident in the assessors' report, the Council may take necessary action and may recommend the authority for appropriate action.

2.1. Overview of ETA's Structure

The structure of FDRE Education and Training Authority consists of nine major responsible bodies. These are Internal Quality Assurance Office, Accreditation Office, Standardization and Qualification Office, Higher Education (HE) Licensing Office, Technical & Vocational Education and Training (TVET) and General Education (GE) Licensing Office, Quality Audit Office, Education Credentials Authentication and Equivalence Office, General Education Inspection and Control Office, HE and TVET Inspection and Control Office.

In the structure, a strong integrated activities and aligned work flow is expected between these quality assurance entities of the authority. Accreditation process considers as a prerequisites licensing before program accreditation evaluation. That means a program which is not licensed is not eligible for accreditation. And likewise a program accreditation is required to come after institutional accreditation. The Accreditation Office which is one of the entities in the quality assurance system of ETA is a newly introduced approach in the system.

2.1.1. ETA's Accreditation Structure

Accreditation is a newly introduced approach in the Ethiopian higher education and TVET quality assurance system. The accreditation system has two accrediting bodies, the Education and Training Authority (ETA) and the regional body that has been legally delegated to carry out accreditation in the region. The FDRE Education and Training Authority is the major governmental accrediting body established by proclamation number 1263/2021. The authority is mandated to oversee and regulate the quality assurance issues of the education and training of the country.

ETA being the major accountable body for accreditation and can delegate some of its roles and responsibilities to other actors in the implementation of accreditation. In this process TVET institution and other relevant bodies can participate as deemed necessary.



The structure of accreditation consists of six responsible bodies. These are Director General, Accreditation council, Accreditation and Standardization Deputy Director General, Accreditation CEO, Desk Heads and Experts.

1) Director General

Roles & Responsibilities

- a) Establish the accreditation council, appeal committee and other structure as required.
- b) Ensure that the accreditation results and other pertinent information have been accessed to the institution and the public.
- c) Entertain and approve appeals associated with accreditation results coming from the higher educational institutions.
- d) Facilitate financial and material support for accreditation process and related issues.
- e) Provide overall direction related to accreditation.

2) Accreditation Council

- a) Design the council's action plan
- b) Examine and approve the accreditation decision forwarded by the team of assessor
- c) Prepare minutes for each program accreditation decision
- d) Notify the accreditation decision to the director general

3) Accreditation and Standardization Deputy Director General

- a) Chair the accreditation council
- b) Coordinate and control the accreditation process
- c) Support and coordinate the overall quality assurance and the continual quality improvement processes of the TVET institutions'.
- d) Review periodically the accreditation of TVET institutions' and their programs' and take remedial action as necessary.

4) Accreditation CEO

- a) Leads the accreditation process
- b) Continuously reviews standards, policies, procedures.
- c) Administers the process by which accrediting TVET institutions and their programs secure initial and renewed accreditation by the authority.



- d) Consults institutions, associations, accrediting bodies, other federal and regional bodies, regarding accreditation.
- e) Conducts appropriate research and investigates complaints against accredited institutions and programs and any relevant body related to accreditation.
- f) Collaborate with the accreditation council and during the recognition or accreditation process. Also provides administrative support to the institutional or program accreditation committee.
- g) Collect the annual quality improvement and follow up report from TVET institutions.

2.2. Purpose of Accreditation

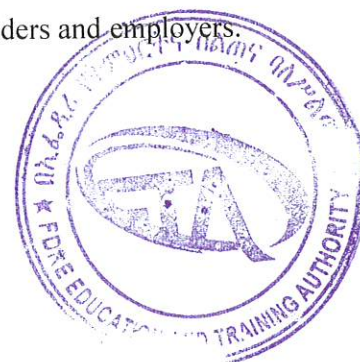
Accreditation is a quality assurance process that TVET programs undergo to confirm that they meet a strict and recognized set of services and operational standards.

Accreditation by the ETA serves two specific purposes:

- 1) To determine if an education and training institution is in compliance with accreditation standards and associated indicators
- 2) To promote institutional and program improvement

Therefore, accreditation serves the following purposes:

- Creates a set of quality standards for all education and training institutions or programs,
- Maintains institutions confidence
- Ensure accountability of education and training institutions and programs which boosts public trust and confidence.
- When an institution or program is properly accredited, it is able to gauge its overall quality without having to conduct a detailed analysis on its own.
- Ensure that set standards are met by all TVET and their programs.
- Ensure accountability and gain public trust and confidence in the quality and standards of TVET.
- Encourage and support TVET and their programs to strive for continuous quality improvement.
- Provide assurance of quality to the government and stakeholders and employers.



2.3. Scope of Accreditation

Accreditation is applied to all TVET institutions and their programs. It shall also apply to all actors, who directly and indirectly participate in the accreditation process.

2.4. Benefits of Accreditation

For Trainees

- Help trainees to make informed decisions about choice of TVET institutions/ programs within the country.
- Enable quality learning.
- Enhance trainees/staff mobility.
- Facilitate credit transfer.

For TVET Institutions

- Gain public confidence and trust.
- Promote professionalism and seeks continuous quality enhancement.
- Earn international recognition of the awards.

For Government

- Provide information to the government for informed decisions on funding and the overall TVET system in the country.

For Stakeholders

- Facilitate in deciding on the choice of TVET institution for their education.
- Help in identifying quality graduates for employment.

2.5. Confidentiality

Any information on accreditation that is considered confidential in nature shall be protected.

2.6. Roles and Responsibilities of TVET Institutions

Technical and vocational education and training institutions shall:

- a) Be committed to provide quality technical and vocational education and training.
- b) Comply with all existing Acts, policies, guidelines, and other relevant directives.
- c) Maintain required standards as outlined in this handbook.



- d) Conduct program SER, DCT and TSS for submission to the authority as per the guideline.
- e) Submit required documents.
- f) Declare conflict of interest.
- g) Collaborate and support to the assessors during accreditation site visits.
- h) Apply for accreditation and re-accreditation six months prior to expiry of validity.
- i) Ensure timely payment of accreditation fees.
- j) Informs the CEO of any substantive changes in the TVET institution along with supporting documents.
- k) Institutes an internal quality assurance (IQA) mechanism.
- l) Submits Annual Continuous Quality Improvement Reports (CQIR) to the authority.
- m) Implements the citations for correcting elements of nonconformance as identified in the accreditation report within the agreed time frame.

2.7. Team of Assessors

The assessor shall:

- Declare conflict of interest.
- Evaluate the SED, DCT and TSS submitted by TVET institution through detailed examination, prepare tentative assessors' report, grade and list the required evidences and prepare questions used on site before the site visit.
- Assist in developing action plan for the program accreditation site visit (3 days) and share with the CEO.
- Validate the evidence during the site visit.
- Ensure comprehensive and diligent evaluation of the program against standards outlined in this handbook.
- Ensure integrity of practice and submit undisputed recommendation on accreditation to the Council without making biased judgment.
- Finalize and present assessors' report at the exit meeting, and the final accreditation report and submit to the CEO in both hard and soft copy within one months of the site visit.
- Complete assigned tasks as per the agreement including appeal, if any.
- Conduct other appropriate actions as considered necessary to ensure professionalism.



2.7.1. Leader of team of Assessor

Besides the roles and responsibilities of the assessors outlined in section 2.7, the team leader shall:

- Lead the team of assessors during the entire accreditation process and activities.
- Chair all meetings during accreditation site visit.
- Present the assessors' report to the Council.

2.7.2. Secretary of team of assessor

Besides the roles and responsibilities of the assessors outlined in section 2.7, the secretary shall:

- Conduct desk review (preliminary)
- Compile site visit report
- Write minute of team of assessor.
- Present to and review site visit report with the desk.

2.8. Accreditation Process

The major steps in accreditation process are:-

1) Application for TVET Program Accreditation

Any TVET institution and its program that has license to operate in higher education in Ethiopia shall demonstrate the potential to develop and achieve the standards outlined in this handbook. Upon fulfilling the minimum requirements for accreditation, the TVET institution shall commence the application for accreditation process.

- The HEI is expected to conduct and submit SER, DCT and TSS, with the provided application letter.
- The SER, DCT and TSS development needs to be based on appropriate information and evidences that support and best illustrate their specific implementations.
- The documents provided by the TVET institution for accreditation request should be recent, brief and concise.
- The application form is prepared by the authority and contains general information about the TVET and detail about the program information.
- The SER Preparation should be based on the SER Guideline



- The CEO of Accreditation will forward the application to the desk head within five days after receiving the application.

c) Document Review

- The team of assessor prepares pre-site and site visit schedule in line with accreditation site visit template and notify to the desk head and TVET institution.
- The team of assessor study or review the DCT, SER and TSS reports thoroughly.
- The team of assessors rates each indicator against the rubrics and notifies the preliminary/pre-site visit report to desk head.
- The document study will take 15 days to verify the eligibility status of the program for accreditation.

1) Site Visit

- The team of assessors visits the TVET institution and verifies the claims in the SER, DCT and TSS reports against the standards and indicators.
- Decide marks to be awarded for each indicator and prepare the grade sheet based on observation and evidence.
- Conduct exit meeting to finalize the site visit where a presentation shall be made on the overall analysis of the institution.
- The team of assessors shall seek the signature of head of the institution on exit report.

2) Report Writing

- The assessors shall produce report based on the SER, DCT and TSS reports evaluation and site visits findings using the report writing template and guide.
- The team of assessors reviews the report with the desk head and submits the reviewed report to the accreditation CEO within one month after site visit.

3) Accreditation Decision and Endorsement

- Within three weeks after the submission of the report, the chairperson of the council shall organize Accreditation Council Meeting for review and endorsement of the report.
- The team leader of the team of assessors presents the report to the Council on behalf of the team.



- Having examined the accreditation report submitted and presented, the accreditation council shall pass the accreditation decision.
- The chairperson of the accreditation council shall notify the decision to the director general and the institution
- ETA shall issue the decision and disseminate the outcomes of accreditation to the MOE and the public.

The accreditation decision for program accreditation is categorized in to:

- 1) "Full accreditation" is granted for a program that fulfills 80-100% of the accreditation standards for five years.
- 2) "Accreditation with condition" is granted for a program that fulfills 70-79.99% for three years.
- 3) "Denial of Accreditation" applies to a program that scores less than 70% of accreditation standards. The denied program may reapply for assessment after one year from the date of issuance and in such case the evaluation of the request process shall be considered a new applicant.
- 4) The program must attain a score of 50% for each of the standards to be granted accreditation.

5) Follow Up for Quality Improvement

- 1) The accredited institution or program shall submit annual reports if it has properly implemented on the areas of improvement given by the team of assessors during the field visit and works on continual quality improvement activities as well.
- 2) The authority shall follow up with the institution based on the report, and it shall conduct special field assessments when deemed necessary.

2.9. Re-assessment

Re-assessment for accreditation shall be made in the following situations:

- Where a program fails to get the minimum required grade; it shall apply for reassessment within twelve months.



- The program accredited with condition shall apply six months prior to the expiry date of the accreditation.
- The evaluation shall be limited to the areas of improvements stated in the accreditation report.
- The accreditation decision is based on the maintenance of previous achievement and the limited evaluation findings.
- If the areas of improvements are resolved, the authority shall grant full accreditation.
- If the areas of improvements are not resolved, the accreditation with condition shall expire and the program may submit a new application for accreditation after one year of date of issuance.

2.10. Reaccreditation

- Reaccreditation shall mean subsequent cycle of accreditation that happens after the expiry of validity of the previous accreditation.
- The TVET institution shall apply for reaccreditation six months prior to the expiry of the validity of the previous accreditation certificate.
- The fee structure of the reaccreditation will be as per the authority approval.
- The procedure and the standards for reaccreditation shall be as per the existing program accreditation.

The re-accreditation decision for program accreditation is categorized in to:

- “Reaccreditation for five Years” is granted for a program that fulfills 80-100% of the accreditation standards.
- “Denial of Reaccreditation “applies to a program that scores less than 80% of accreditation standards. The denied program may reapply for assessment after one year from the date of issuance and in such case the evaluation of the request process shall consider as new applicant.
- The program must attain a score of 50% for each of the standard to be granted for Reaccreditation.



2.11. Appeal

The right to appeal is granted to TVET Institution/Program as an opportunity to question either the process or outcome of the assessment or decision of the Council on the accreditation report. TVETI may appeal under the following circumstances.

- Not satisfied with the accreditation decision.
- Not satisfied with the accreditation process.
- The TVETI intending to appeal may apply to the Director General of the authority using the prescribed form within fifteen (15) working days from the receipt of the accreditation decision letter or certificate/letter of regret along with adequate justification.
- The application must be submitted along with receipt of non-refundable appeal fee.
- The Director General may direct the appeal to the appeal committee of the authority to investigate the appeal.
- The appeal shall be treated and addressed according to the procedure indicated for appeal process.
- Finally, the TVETI concerned shall be updated on the status of the appeal decision within one month of appeal request.

3. Standards of TVET Program Accreditation

Program accreditation is a systematic and thorough process of assessing the performance of TVET institution's program in accordance with the standards in this guideline and enabling it to provide quality education. It looks at critical areas of program development and performance that can be assessed objectively. The program accreditation process as outlined in this document will assess TVET institution's program based on a set of nine standards which are formulated through wide stakeholder consultations, research and international best practice. Each Standard has sub-standards and Indicators that are specific, measurable and achievable.

The following procedures are used to develop the standards.



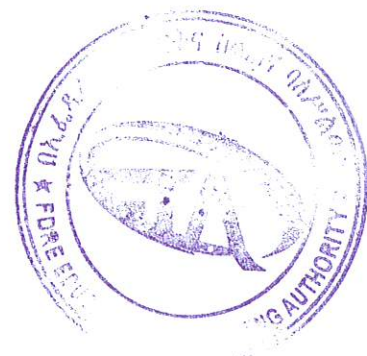
- The accreditation department has trained ETA accreditation experts at various times by local and international accreditation experienced experts on how to develop standards and guidelines.
- Identification of countries with best accreditation experience.
- Review of various countries' accreditation standards.
- ETA program accreditation standards were developed.
- The standards were reviewed by various experts from TVET Institutions, GIZ and Regional TVET Bureau.
- The standards were mapped with various international and national standards.
- Presented to ETA management and the management provided their remarks.
- The ETA management comments are incorporated and finalized.
- Endorsed for stakeholders
- Stakeholders` remarks are taken into account
- Finally, the standards are approved by ETA board

The standards of TVET Program Accreditation:

- Meet minimum criteria.
- Appropriate with purpose of accreditation.
- Demonstrate accomplishment of program goals, and
- Meet international requirements and address national/local issue.

Program accreditation has the following nine standards:

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



The narration and description of standards of TVET program accreditation are described using substandard and indicators. Each standard, identified by given standard number and name (example; standard 1: Program Goal and Outcome). The standards are characterized by one digit of numbers, sub-standards are characterized by having two digits of number prior to given name (e.g. 1.1, 1.2... and etc.); Moreover, set of indicators under sub standards are identified by having three digits of number prior to narrated description (e.g. 1.1.1, 1.1.2... and etc.).

Standard 1: Program Goal and Outcomes

1.1. Program Goal

The program:

- 1.1.1. Has well defined goals and make them known to its constituency.
- 1.1.2. Ensure that the goal of the program is in line with, and supportive of the vision and mission of the institution.
- 1.1.3. Ensure that the goal of the program conform to Occupational Standard (OS) and is aligned with the zoning and differentiation principles.

1.2. Training Outcomes

The program:

- 1.2.1. Has clearly defined training outcomes that are in line with and supportive of the program goals.
- 1.2.2. Make the training outcomes of the program known to the trainees, trainers and stakeholders.
- 1.2.3. Training outcomes correspond to the updated Ethiopian Occupational Standard (EOS) level descriptors and the domains of training.
- 1.2.4. The program indicates the career options available to trainees on completion of the program.
- 1.2.5. Review and suggest the training outcomes periodically in consultation with stakeholders.



Standard 2: Curriculum, Training Material and Delivery

2.1. Curriculum

The program:

- 2.1.1. Ensure that the curriculum contains adequate content realizes the updated Ethiopian Occupational Standard (EOS).
- 2.1.2. Ensure that the curriculum has various activities to enrich trainee experience and to foster creativity, innovation, personal development and responsibility and entrepreneurial mindset.
- 2.1.3. The curriculum takes into account the indigenous knowledge and skills that foster local potential.
- 2.1.4. Has a clearly defined mechanism to regularly review the curriculum.

2.2. Training Materials

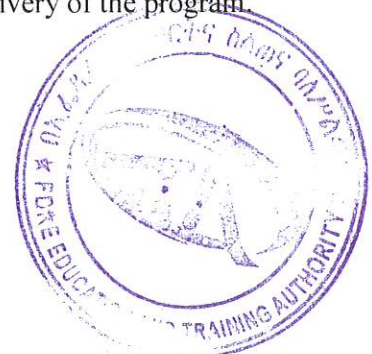
The program:

- 2.2.1. Ensure that the training materials directly related to the curriculum.
- 2.2.2. Ensure that the trainer adapted the training and learning Material (TTLM) to fit local condition and appropriate to intended trainees.
- 2.2.3. Ensure that the adapted training materials addresses all the training outcomes of the training module.
- 2.2.4. Ensure that the training equipment and tools are in place and being used.

2.3. Program Delivery

The program:

- 2.3.1. Take responsibility for the effective delivery of the program training outcomes.
- 2.3.2. Ensure that the trainees be provided with, and briefed on, current information about the competencies, structure, outline, schedule, nominal hours, training outcomes, and methods of assessment of the program at the commencement of their studies.
- 2.3.3. Has an appropriate full-time coordinator and a team of TVET staff (e.g., a program committee) with adequate authority for the effective delivery of the program.



- 2.3.4. Encourage innovation in TVET delivery and assessment such as work-based training, problem-based training, blended training, online training, apprenticeship and project work.
- 2.3.5. Ensure that the feedback obtained from the stakeholders are used to improve the delivery of the program outcomes.
- 2.3.6. Ensure the delivery of Cooperative training in the industry with a related occupation according to the cooperative training delivery Manual

Standard 3: Assessment

3.1. Assessment and Training Outcomes

The program:

- 3.1.1. Ensure that the assessment principles, methods and practices be aligned to the achievement of training outcomes of the program.
- 3.1.2. Ensure the assessment methods to measure the skills, knowledge and attitude, need to be aligned with the competency level to ensure the achievement of training outcomes.
- 3.1.3. Systematically and regularly reviewed the alignment between assessment and the achievement of training outcomes to ensure its effectiveness.

3.2. Assessment Methods

The program:

- 3.2.1. Ensure the frequency, methods, and criteria of trainee assessment are documented and communicated to trainees on the commencement of the program.
- 3.2.2. Encourages using a variety of appropriate assessment methods and tools for measuring the training outcomes and competencies.
- 3.2.3. Conduct a competency-based assessment as a process for collecting evidence about the skill, knowledge and attitude of a trainee concerning an occupational/industry competency standard.
- 3.2.4. Has mechanisms to ensure and periodically review the assessment methods.

3.3. Management of Trainee Assessment

The program:



- 3.3.1. Conduct assessment according to training assessment package.
- 3.3.2. Has mechanisms to ensure the security of assessment documents and records.
- 3.3.3. Ensure that the assessment results must be communicated to trainees before the commencement of the next learning module/unit of learning.
- 3.3.4. Has appropriate guidelines and mechanisms for trainees to appeal against their assessment results.
- 3.3.5. Periodically review the management of trainee assessment and act on the findings of the review.

Standard 4: Trainee

4.1. Trainee Selection

The program:

- 4.1.1. Has transparent and objective criteria and processes of trainee selection and placement.
- 4.1.2. Has a clear policy and appropriate mechanisms for appeal on trainee selection.
- 4.1.3. Ensure the size of trainee intake is in line with available resources based on the updated Ethiopian Occupational Standard (EOS)
- 4.1.4. Has well-defined policies and mechanisms to facilitate trainee transfer within and between institutions.

4.2. Trainee Support Services

The program:

- 4.2.1. Has access to appropriate and adequate support services for trainees, such as physical, social, financial, recreational and online facilities; academic and non-academic counseling; and health services.
- 4.2.2. Has mechanisms that actively identify and assist trainees who are in need of training as well as psychological and social support.
- 4.2.3. Has clearly defined and documented processes and procedures for handling trainee disciplinary cases.
- 4.2.4. Regularly evaluate the trainee support services to ensure their adequacy, effectiveness and safety.



4.3. Trainee Representation and Participation

The program:

- 4.3.1. Ensure the adequate representation of trainee in academic and non-academic activities.
- 4.3.2. Facilitate trainees to develop linkages with external stakeholders and to participate in activities to gain managerial, entrepreneurial, innovation and leadership skills in preparation for the workplace.
- 4.3.3. Facilitate trainee activities and organizations to encourage trainee participation in activities that promote character building; inculcate lifelong training, a sense of belonging, responsibility and intercultural values; and promote active citizenship.

4.4. Alumni

The program:

- 4.4.1. Encourage the alumni to play a role in the development, review and continuous improvement of the program and in preparing the trainees for their professional future through linkages with industry and the professions.

Standard 5: Trainer

5.1. Recruitment and Management

The program:

- 5.1.1. Has a clearly defined plan for their training human power needs, consistent with institutional policies and program requirements.
- 5.1.2. Ensure the trainers are hired based on the criteria of the qualifications of training staff for TVET program as visualized in the Ethiopian TVET trainer and leaders National Qualification Framework/ETNQF/.
- 5.1.3. Ensure that the training staff/industry trainers have National Certificate of Competency from COC Agency/Center.
- 5.1.4. Has adequate trainer-trainee ratio for the TVET program.
- 5.1.5. Has collaboration with industry and/or stakeholders to involve professionals and industry practitioners in order to enhance the training of the program.



5.2. Service and Development

The program:

- 5.2.1. Has guidelines addressing matters related to service, professional development and appraisal of the training staff.
- 5.2.2. Ensure freedom for its trainer and trainees in exploring the use of new appropriate technology and disseminate the output.
- 5.2.3. Has clear policies and procedures for handling disciplinary cases involving the training staff and on conflict of interest, particularly in the areas of professional conduct, private practice, multiple employment, and consultancy services.
- 5.2.4. Has mechanisms and processes for periodic trainee evaluation of the training staff for the purpose of quality improvement.
- 5.2.5. Offers induction course and continuous professional enhancement for the training staff.
- 5.2.6. Require all the training staff to participate in staff industrial attachment to keep abreast with the industrial standard and work competency.
- 5.2.7. Provide opportunities for the training staff to participate in professional, training and other relevant activities at national and international levels and to obtain professional qualifications to enhance the training experience.

Standard 6: Training Facilities and Resources

6.1. Physical Facilities

The program:

- 6.1.1. Provide sufficient, relevant and appropriate physical facilities and training resources at the commencement of the program to ensure its effective delivery including facilities for practical-based programs and for those with special needs.
- 6.1.2. Ensure the physical facilities and training resources of the program comply with the relevant laws and regulations.
- 6.1.3. Has library or resource center with relevant, adequate and up-to-date conventional and/or digital reference materials, computers and internet access.
- 6.1.4. Has adequate facilities and resources to encourage research and support innovation.



6.1.5. Periodically review and improve the training resources, services and facilities to maintain their quality and appropriateness to the training.

6.2. Financial Resources

The program:

6.2.1. Has clear procedures to ensure effective financial planning and efficient use of financial resources.

6.2.2. Have adequate budget to carry out all trainings activities required to achieve the training outcomes.

Standard 7: Industry Extension, Research, Technology Transfer and Incubation

7.1. Industry Extension

The program:

7.1.1. Has policies and procedures of industry extension services.

7.1.2. Ensure that the training staff engaged in industry extension service (to SME /Industry operators/workers) with respect to their occupation based on the need assessment.

7.1.3. Allocate budget and necessary facilities for trainers who are engaged in industry extension service.

7.1.4. Regularly reviews the effectiveness of its approach to industry extension service planning and implementation.

7.2. Research

The program:

7.2.1. Has a research policy and procedures.

7.2.2. Provides adequate budget and sufficient facilities and equipment for the research activities.

7.2.3. Encourages research collaboration and cooperation with industries and other institutions.

7.2.4. Ensures that the outcomes of research are appropriately integrated into the training and technology and enterprise development.



7.3. Technology Transfer, Innovation and Incubation

The program:

- 7.3.1. Has policies and procedures for technology transfer, innovation and incubation.
- 7.3.2. Ensure that implementation of technology transfer is based on value chain analysis to the community, MSE/Industry operators.
- 7.3.3. Allocate adequate fund for technology transfer, innovation, incubation centers and enterprise establishment.
- 7.3.4. Support trainers and trainees to participate in innovation workshops, skill competitions and conferences.
- 7.3.5. Establish and implement appropriate incubation centers and link to innovative and entrepreneurial skill learning (training).
- 7.3.6. Regularly review the effectiveness of its approach to technology transfer, innovation and incubation planning and implementation.

Standard 8: Program Management

8.1. Governance of the Program

The program:

- 8.1.1. Clarify their structure and function and the relationships between them, and these must be communicated to all stakeholders involved based on the principles of responsibility, accountability and transparency.
- 8.1.2. Have a mechanism for ensuring functional integration and comparability of training and educational quality.
- 8.1.3. Have a formal committee system responsible for internal and external consultation, feedback; market needs analysis and employability projections of the program.
- 8.1.4. Ensure the participation of, and consultation with, training staff, trainees and external stakeholders for the governance of the program.
- 8.1.5. Regularly reviewing and updating of its structures, functions, strategies and core activities to ensure continual quality improvement.

8.2. Leadership of the Program

The program:



- 8.2.1. Has a clearly stated criterion for the appointment and the responsibilities of the TVET program leader.
- 8.2.2. Has a program leader led by those with appropriate qualifications and experience, and with sufficient authority.
- 8.2.3. Has a mechanisms and processes to allow for communication between the program and the leadership on matters such as staff recruitment and training, trainee admission, allocation of resources and decision-making processes.
- 8.2.4. Periodically evaluate its program leadership in relation to achievement of its program goals and intended educational and training outcomes.

8.3. Administrative Staff and Management

The program:

- 8.3.1. Has an adequate number of qualified administrative staff with relevant experience to support the implementation of the program and related activities.
- 8.3.2. Has an appropriate training scheme for the advancement of the administrative staff as well as to fulfill the specific needs of the program.
- 8.3.3. Conduct a regular performance review of the administrative staff of the program.

8.4. Records Administration

The program:

- 8.4.1. Has appropriate policies and practices concerning the nature, content and security of trainee and training staff records.
- 8.4.2. Implement policies on the rights of individual privacy and the confidentiality of records.
- 8.4.3. Continuously review policies on the security of records including the increased use of electronic technologies and safety systems.

Standard 9: Continual Quality Improvement

9.1. Quality Assurance System

The program:



9.1.1. Has a publicly available quality assurance policy and procedure including regular reviewing and updating of its internal quality assurance activities to ensure continuous quality improvement.

9.1.2. Has a system for monitoring, evaluating and reviewing the effectiveness of the governance structure.

9.2. Implementation and Review of Continual Quality Improvement

The program:

9.2.1. Conducts regular quality self-assessment and implement the enhancement plan.

9.2.2. Analyze various aspects of trainee performance, progression and attrition for the purpose of continual quality improvement.

9.2.3. Has an indicator to measure the industry's satisfaction with the quality of graduates for the purpose of employability.

9.2.4. Review system constructively and engages the stakeholders including the alumni and employers as well as the external expertise, whose views are taken into consideration in continual quality improvement of the program.

4. Grading System

Program accreditation grading is the main outcome of the standard assessment and accreditation process. The Certificate of Program Accreditation carries a grade assigned to the program which is the status of accreditation. The grading system is based strictly on the principles of objectivity and accuracy in the accreditation process. Grading is expected to contribute to the continuous improvement of the program and the motivation and strategies it requires for sustained efforts to improve quality. The grading system has been designed based on a sound understanding of local contexts and international best practices.

The process of assessing and grading program takes into account the weighed mean value of all grade scores obtained for each of the nine standards, sub standards and indicators considered in the accreditation activities. Each of the standards has different weighing according to their relative importance and contribution to the quality of the program envisaged.



4.1. Weighing for categories of Programs and Standards

The assignments of weighing for standards are different for different categories of programs. The programs existed at TVET institutions are categorized in to two categories based on the similarities in focus areas and requirement of resources to run the programs. Accordingly, the categories of the programs are as follows:

- a) Natural Science related sectors/Occupations
- b) Social Science related sectors/Occupations

The weighing for each standard is indicated in Tables 1 and 2 as follows:

Table 1: Natural Science related sectors/Occupations

Standards	Sub-standard	Weighing
1. Program Goal and Outcomes	1.1. Program Goal 1.2. Training Outcomes	5
2. Curriculum, Training Material and Delivery	2.1. Curriculum 2.2. Training Materials 2.3. Program Delivery	20
3. Assessment	3.1. Assessment and Training Outcomes 3.2. Assessment Methods 3.3. Management of Trainee Assessment	10
4. Trainee	4.1. Trainee Selection 4.2. Trainee Support Services 4.3. Trainee Representation and Participation 4.4. Alumni	10
5. Trainer	5.1. Recruitment and Management 5.2. Service and Development	8
6. Training Facilities and Resources	6.1. Physical Facilities 6.2. Financial Resources	22
7. Industry Extension, Research, Technology Transfer, Innovation and Incubation	7.1. Industry Extension 7.2. Research 7.3. Technology Transfer, Innovation and Incubation	15



8. Program Management	8.1. Governance of the Program 8.2. Leadership of the Program 8.3. Administrative Staff and Management 8.4. Records Administration	5
9. Continual Quality Improvement	9.1. Quality Assurance System 9.2. Implementation and Review of Continual Quality Improvement	5

Table 2: Social Science related sectors/Occupations

Standards	Sub-standard	Weighing
1. Program Goal and Outcomes	1.1. Program Goal 1.2. Training Outcomes	5
2. Curriculum, Training Material and Delivery	2.1. Curriculum 2.2. Training Materials 2.3. Program Delivery	20
3. Assessment	3.1. Assessment and Training Outcomes 3.2. Assessment Methods 3.3. Management of Trainee Assessment	10
4. Trainee	4.1. Trainee Selection 4.2. Trainee Support Services 4.3. Trainee Representation and Participation 4.4. Alumni	10
5. Trainer	5.1. Recruitment and Management 5.2. Service and Development	8
6. Training Facilities and Resources	6.1. Physical Facilities 6.2. Financial Resources	18
7. Industry Extension, Research, Technology Transfer, Innovation and Incubation	7.1. Industry Extension 7.2. Research 7.3. Technology Transfer, Innovation and Incubation	13



8. Program Management	8.1. Governance of the Program 8.2. Leadership of the Program 8.3. Administrative Staff and Management 8.4. Records Administration	8
9. Continual Quality Improvement	9.1. Quality Assurance System 9.2. Implementation and Review of Continual Quality Improvement	8

4.2. Process of Grading

The team of assessors uses mainly documentary evidence, discussions, consultations, observations and collective judgment as a method during site visit to collect data for final rating of the program. For each indicator, Rubric system of scaling is assigned to evaluate each indicator objectively and the rubric is developed for each indicator is annexed to this handbook. For ease of grading, five points rubrics scales shall be used to work out the weighted score. The five points are 5(Excellent), 4(Very Good), 3(Good), 2(Satisfactory), and 1(Unsatisfactory). An appropriate point shall be awarded for each indicator based on the TVET institution's program DCT, TSS, SER, observations, and evidence from the site visit using the rubric.

Decision of accreditation is made based on the range of scores obtained as shown in the table below:

Range of Total Weighted Average Score	Accreditation status	Duration of Accreditation
80-100%	Full Accredited	For Five years
70-79.9%	Accredited with condition	For Three years
Less than 70%	Not Accredited	Denied
80-100%	Re-accredited	For Five years
Less than 80%	Not re-accredited	Denied

The program must score a minimum of 50% in each standard to get accredited. The accreditation certificate shall be printed on a special paper prepared for this purpose.



4.3. Rating Standard

Program evaluation processes are carried out with nine standards and 100 indicators. The basic tool used in evaluation processes is the criteria Rubric. The Rubric is a style of assessment tool used in the internal evaluation works of higher education institutions and in writing institutional self-evaluation report as well as being used in external evaluation processes. It has been developed to increase clarity, objectivity, comprehensibility, consistency and transparency levels in institutional evaluation or decision-making processes.

4. Review of the Standards

The standards of program accreditation will be reviewed at every two years of interval after the first year of review to ensure whether it is relevant and address current aspects of quality, students, stakeholders, community and policy. ETA will involve Stakeholders from industries, professional associations and HEIs in the standard review process. The standard review should be based on the impact assessment results and the feedback obtained from various stakeholders such as policy makers, employers, alumni, students, and staff members.

5. Validation Workshops

The management of ETA reviewed the standards and their comments are incorporated. ETA has also organized a validation workshop and various stakeholders from TVETIs, the Ministry of Labor and Skill Education and other interested stakeholders were participated on the workshop. The feedbacks obtained from these workshops were used to improve the standard.

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