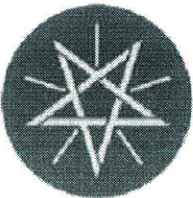


November, 2023
Addis Ababa, Ethiopia



Standards for Generic Program Accreditation

Document Code: ETA/ACC/Genp/01
Edition: 01
Effective Date: November/2023



FDRE Education and Training Authority

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PREAMBLE

FDRP Education and Training Authority's purpose in establishing a national system of program Accreditation is to provide confidence to the public and other stakeholders. This embraces both nationally and internationally, that the quality of a program, and the academic standards quality arising from successful completion of that program, are maintained at the appropriate level. Program Accreditation covers all aspects of a program, the program delivery 'process', and the 'output'. In other words, this is all about ensuring academic qualification and continual quality improvement.

Program Accreditation also brings wider benefits in that it: confirms that programs are of a sound standard, and can be recognized internationally. In so doing, it would enable to relate benchmarks connected to academic disciplines and/or professional requirements, supports, advises and gives feedback to institutions on the maintenance of academic standards and the quality of their programs. These in turn, promotes quality improvement, at both program and institutional level and enables a Higher Education Institutions hence forth- HEI to state publicly that its programs have undergone external verification and satisfied the requirements of that accrediting body.

In order for HEI accreditation in Ethiopia to be accredited by the FDRP Education and Training Authority, HEIs are required to achieve and sustain Institutional and Program Accreditation and Periodic re-accreditation through the Authority. The standards, policies, and procedures adopted by the FDRP Education and Training Authority to sustain the programs and of higher learning are designed to promote high quality in HEIs and programs to assure various stakeholders. These are for example prospective students, their families, employers, and other interested parties that accredited institutions and programs meet standards of quality consistent with current international practice and professional judgment. Program accreditation signifies that the program has properly developed and its outcome should be aligned with the institution's vision and mission. It also goes through appropriate document review and curriculum evaluation, learning-teaching and assessment. This is highly important to align with the curriculum and also enhance learning process, students' performance, academic staff, educational resources, research, and Community Engagement and Continual Quality Improvement which is sufficient to accomplish its mission. Program accreditation is granted for five years (full accreditation) and three years (re-accreditation with conditions). In order to achieve all these, there are some requirements: for instance an





Analytical Self-evaluation Report, data collection tool report and students' satisfaction survey report.

Assessment for program accreditation will evaluate the program's performance in meeting the required standards for program and will require critically reflective, clear, detailed evidence and appropriate documentation. This enables the program so as to accomplish its mission and offer and deliver with high quality consistent with current international practice. The program re-accreditation may be granted for a period of two years or three years or five years from the date of expiry of the accreditation.

Multi-Campus Program is a program where a single program is offered in the same modality in different locations or campuses. However, the program must be evaluated and accredited as a 'multi-campus program'.



Abbreviations

AB	Accreditation Body
ASDDG	Accreditation and Standardization Deputy Director General
CEO	Chief Executive Officer
CQI	Continuous Quality Improvement
DCT	Data Collection Tool
EQF	Ethiopian Qualification Framework
ETA	Education and Training Authority
ETP	Education and Training Policy
GE	General Education
HE	Higher Education
HEI	Higher Education Institute
HERQA	Higher Education Relevance and Quality Agency
ICT	Information Communication Technology
IQA	Internal Quality Assurance
MOE	Ministry of Education
MOSHE	Ministry of Science and Higher Education
NAB	National Accreditation Body
SER	Self-evaluation Report
SSS	Student Satisfaction Survey
TOA	Team of Assessor
TOR	Terms of Reference
TVET	Technical and Vocational Education and Training

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. This includes teaching, researching, and giving service for community and the structure might contain 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 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 legal entities that develop a set of standards and accreditation programs and/or institutions meeting predefined quality standards.

Admission policy refers to the set of rules, regulations and criteria that institutions of higher education use to select and admit students into their programs. This policy outlines the requirements and qualifications that applicants must meet to be considered for admission.

Blueprint refers to 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 are expected to master it.

Curriculum refers to a document of academic programs that encompasses all aspects of teaching-learning and assessment delivered by programs towards the attainment of learning outcomes and the acquisition of graduate attributes.



Co-curricular Activities refers to an activity conducted outside the classroom that may or may not form part of the credits

Community Engagement refers to the active involvement and participation of HEIs and programs with the communities they serve. It is the role of HEIs incorporating community needs, concerns, and aspirations into the teaching and research of the institution to deepen relationship and trust between HEIs and community.

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.

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.

Formative assessment refers to an assessment used to improve student learning and performance by giving feedback continuously.

Governance refers to 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.

Higher Education Institution (HEI) refers to University, college, or other organization that delivers higher education.

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.





Learning outcomes refers to measurable achievements that the learner will be able to understand after the learning is complete. They are statements that describe the specific knowledge, skill, and attitude that a learner demonstrates after the completion of program.

Principal stakeholders refers to students, faculty, Ministry of Education, professional associations, education strategic center, and the public.

Program refers to an arrangement of courses/ subjects/ modules that is structured for a specified duration and learning volume to achieve the stated learning outcomes, which usually leads to an award of a qualification.

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

Program goals/outcomes refers to 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 refers to process where steps are taken to bring about continual improvement in quality.

Summative assessment refers to a formal method to evaluate students learning at the end of an instructional unit and designed to both assess the effectiveness of the program and the learning of the participant which is used to decide if the student has to move to the next stage of learning.

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

Self-evaluation Report refers to a Self-evaluation report submitted by a Higher Education Provider to demonstrate whether it has achieved the quality standards for purposes of accreditation exercise or not.

Scholarly activities refers to activities that apply systematic approaches to the development of knowledge through intellectual inquiry and scholarly communication (e.g., learning and teaching, research, publications, and creative and innovative

1. INTRODUCTION

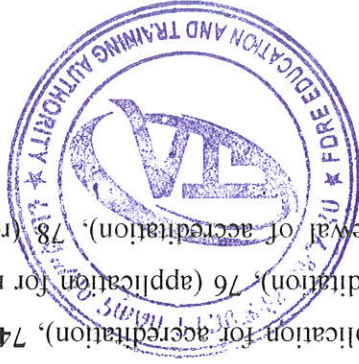
1.1 Background

Higher education is the source of scientific and technological advancement and economic growth of a country. Mindful of these and other benefits, the Ethiopian government embarked on the development and expansion of higher education since 1991. These and other necessitated the need to regulate and assure the quality of higher education and training. As a result, the Federal Government of Ethiopia established Higher Education Relevance and Quality Agency (HERQA) 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 education. It was, however, not able to deliver what was expected of it successfully due to various factors. Because of this, a number of criticisms have been presented from different bodies. One of the criticisms was not able to treat governmental and non-governmental higher education institutions in the same way. Further, it 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). 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, bench marked and mapped quality assurance systems and accreditation developed and employed by other equivalent agencies in different parts of the world, developed these accreditation standards in the national and international context to introduce a new accreditation system in Ethiopia.

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 to render necessary support. The main purpose of this





Higher Education Proclamation (1152/2018), especially the revised is one the issues of accredited education which is given due attention in various policy documents. 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 institution.

In so doing, HERQA was established through the Higher Education Proclamation (351/2003, Article 78). It has been proclaimed also as an autonomous legal body, accountable to the Ministry of Education, to supervise the relevance and quality of HE offered by any establishing the agency in charge of higher education relevance and quality, HERQA.

2003. This has been practically shown by ratifying the Higher Education Proclamation and documents, prevails that the government of Ethiopia gave due attention for HE quality in agenda considering the prevailing national, international, and global dynamics. The policy (2018), the issue of quality of higher education has internationally become one of the prime Furthermore, ETP (1994) and the recent Education and Training Policy study document principles and are up to the national standard' (ETP 1994:13).

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

1.2. Accreditation in Ethiopia

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



ETA's vision is:

1.4. Mission, Vision and Objectives

In order to assure quality in Ethiopian Higher Education Institutions, it requires to establish an internal quality assurance system and make periodic Self-evaluation. Then, there should be a platform 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.

It is imperative to clarify the concept of quality in higher education as it is used to establish a system which assures quality. In literature, there are diversified concepts of quality in higher education. HERQA (2005), accepted and used the concept of 'fitness for purpose' to assure relevance and quality of education provision in all higher education 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.

1.3. Ethiopian Higher Education Quality Assurance System

Cognizant to this, ETA within its mandate recognized the importance of implementing accreditation and licensing in its 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.

However, these exercises/practicalities were not a real accreditation rather they were simply licensing for providers to enter to the business and relicensing to stay operational. In other words, the focus was given only to private providers. It is, therefore, understanding and differentiating what real accreditations and licensing have been cleared out.

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.



- outcomes.
- 2) Students must always obtain high quality of education by pursuing necessary learning
 - 1) Assuring and achieving quality in higher education is the primary responsibility of higher education institutions and their staff.

1.5.1. Principles of Quality Assurance in ETA

1.5. Principles and Core Values

- 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;

The objectives are:

ETA's operational objectives have been derived from its mission statement.

ETA's Objectives

- 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.

ETA's mission is, generally, to ensure a high quality and relevant education and training by:

and regulation.

ETA's mission has been formulated on the basis of the relevant articles in the Proclamation

ETA's Mission Statement

2032.

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



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.

III. Transparent and Impartial Service Delivery

ETA with its staff will provide an expert, 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.

II. Professionalism

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

I. Public Accountability

ETA 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:

1.5.2. Core Values of ETA

- 3) One of the qualities of higher education is to what extent it meets and satisfies the needs of society, develops public confidence and sustains public trust.
- 4) Governments have a crucial role in encouraging and supporting quality higher education.
- 5) It is the responsibility of higher education providers and quality assurance and accreditation bodies to sustain a strong commitment to accountability and provide regular evidence of quality.
- 6) ETA works with higher education institutions and their leadership, staff and students and responsible for the implementation of processes, tools, benchmarks and it also measures learning outcomes to create a shared understanding of quality.
- 7) Quality higher education needs to be flexible, creative and innovative and it develops and evolves to meet students' needs to justify the confidence of society and to maintain diversity.

The following additional values have also been adopted by ETA.

IV. Individual Values

a) Competence:

All staff of ETA shall fully discharge their 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. Therefore, 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 minimize possible conflicts of interest.

b) Participatory team work

ETA strives to develop internal synergies and the integration of diversified competencies 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.





The accredited procedures outlined in this handbook are applied for both higher education institutional and program accreditation. The procedures will guide the Accreditation of institutions.

ETA is mandated to accredit the Ethiopian higher education and TVET institutions based on rigorous and comprehensive standards. Before earning accreditations to institutions and permitting them to state with confidence and public trust, they should meet quality standards standards, performances, and identify strategies to improve educational effectiveness.

It is a continuous process that supports HEI to examine their institutional mission and promote accountability, and encourage a sustained culture of excellence in higher education. Moreover, accreditation is aimed to enhance the quality of higher education in the country,

recognized set of operational standards. and/or programs undergo accreditation process to conform that they meet a strict and determine if applicable and recognized standards are met. Higher Education institutions educational and training institutions are evaluated and verified by an external body to Accreditation is the quality assurance process under which services and operations of

2. Accreditation Procedure, Approach and Practice

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

VII. Strategic Value

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.

b) Efficiency and Effectiveness

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

a) Credibility

VI. Operational Values



regulate the quality assurance issues of the education and training of the country. Accreditation is a newly introduced approach in the Ethiopian higher education quality assurance system. FETA is a governmental organization established by proclamation 1263/2021 and the national accreditation body. The authority is mandated to oversee and

2.1.1. FETA Accreditation Structure

structure. Department is one of the recent entities established in the quality assurance system of FETA after institutional accreditation. In order to facilitate the activities smoothly the Accreditation won't be eligible for accreditation. And likewise, a program accreditation is required to come before accreditation request. Thus, if institutions and programs do not obtain license, they these quality assurance entities. Accreditation process considers licensing as a prerequisite In FETA structure, a strong integrated activities and aligned work flow is expected between Department, HE and TVET Inspection and Control Department.

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

2.1. Overview of FETA Structure

decision. The accreditation process is based on a thorough and independent evaluation carried out by a team of assessors. Accreditation process starts with application and ends with accreditation be campus based for both institutional and program accreditation.

The two approaches of accreditation are Institutional and Program accreditation. Higher education institutions can request institutional and program accreditation. The request shall Department, Higher Education Institutions and team of assessors in carrying out the accreditation processes and activities.

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, HETs, professional associations 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, accreditation desk heads and accreditation experts.

1) Director General

- 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 institutions and the public.
- c) Entertain and approve appeals associated with accreditation results coming from the higher educational institutions.
- d) Direct financial and material support for accreditation process and related issues.
- e) Provide overall direction related to accreditation.

2) Accreditation Council

- a) Examine and approve the accreditation decision forwarded by the team of assessors.
- b) Notify the accreditation decision to the director general.

3) Accreditation and Standardization Deputy Director General

1. Chair the accreditation council.
2. Coordinate and control the accreditation process.
3. Support and coordinate the overall quality assurance and the continual quality improvement processes of the HETs.
4. Review periodically the accreditation of HETs and their programs and take remedial action as necessary.
5. Provide accreditation certificate for the accredited programs and institutions.

4) Accreditation CEO





- 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 HEI and their programs;
- Ensure accountability and gain public trust and confidence in the quality and standards of higher education;

Therefore, accreditation serves the following purposes:

- 1) To determine if an education and training institutions are in compliance with accreditation standards and associated indicators.
- 1) To promote institutional and program improvement.

Accreditation by the ETA serves two specific purposes:

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

2.2. Purpose of Accreditation

- a) Leads the accreditation process.
- b) Continuously reviews standards, policies, procedures.
- c) Administers the process all accreditation processes.
- 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 HE institutions.



The higher education institutions shall:

2.6. Roles and responsibilities of higher education institutions

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

2.5. Confidentiality

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

For Stakeholders

- Provide information to the government for informed decisions on funding and the overall health of higher education system in the country.

For Government

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

For Higher Education Institutions

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

For Students

2.4. Benefits of Accreditation

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

2.3. Scope

- Encourage and support HEI and their programs to strive for continuous quality improvement;
- Provide assurance of quality to the government and stakeholders and employers;



- Be committed to provide quality of higher education.
- Comply with policies, directives, guidelines, and relevant standards.
- Maintain required standards as outlined in this handbook.
- Conduct program Self-evaluation Report (SER), Data Collection Tool (DCT) and Students Satisfaction Survey (SSS) for accreditation requests as per the guidelines and directive.
- Declare conflict of interest.
- Collaborate and support to the assessors during accreditation site visits.
- Apply for re-accreditation six months prior to expiry of accreditation.
- Ensure timely payment of accreditation fees.
- Inform the authority any substantive changes in the HEI along with supporting documents.
- Institutionalize internal quality assurance (IQA) mechanism.
- Submit Continuous Quality Improvement Reports (ACQIR) annually.
- Implement the areas of improvements identified in the accreditation report within the agreed time frame.

2.7. Team of Assessors

The assessor shall:

- Declare conflict of interest.
- Conduct other appropriate actions as considered necessary to ensure professionalism.
- Study the SER, DCT and SSS submitted by HEI, prepare site visit report, grade and list the required evidences.
- Develop action plan for the program accreditation site visit (4 days) and share with the Desk head.
- Validate the evidences during the site visit.
- Ensure comprehensive and diligent evaluation of the program against standards outlined in this handbook.
- Finalize and present exit report at the exit meeting for the evaluated HEI
- Produce accreditation report and submit to the desk head and CEO in both hard and soft copies within one month of the site visit.
- Complete assigned tasks as per the agreement including appeal, if any.



- The documents provided by the HEI for accreditation request should be recent, brief and concise.
- The SER, DCT and SSS reports preparation needs to be based on appropriate information and evidences that support and best illustrate their specific implementations.
- The HEI is expected to conduct, prepare and submit SER, DCT and SSS reports with the necessary and provided application letter.

Upon fulfilling the minimum requirements for accreditation, the HEIs shall begin the application of accreditation process. Any HEIs and its program that has license to operate in higher education should be able to demonstrate the potential to develop and achieve the standards outlined in this handbook.

1) Application for Program Accreditation

The major steps in accreditation process are as follows.

2.8. Accreditation Process

- conduct Document review (preliminary)
- compile site visit report
- Write minute of team of assessors.
- Present to and review site visit report with the desk head.

secretary shall:

In addition to the roles and responsibilities of the assessors outlined in section 2.7, the

2.7.2. Team secretary

- Lead the team of assessors during the entire accreditation process and activities.
- Chair all meetings during accreditation site visits.
- Present the accreditation report to the Council and other concerned bodies.

shall conduct the followings.

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

2.7.1. Team leader



- The application form is prepared by the authority and contains general information about the higher education and detail about the program information.
- The SER Preparation should be based on the SER Guideline

2) Document Review

a) Eligibility of the HEI for site visit

- i. The accreditation desk heads undergo primary screening of the application to verify the submission of all the required documents and the necessary information to which are provided in the documents.

- ii. The accreditation desk heads either accept the application if the necessary information and documents are fulfilled for the application (eligible) or reject the incomplete application and give feedback to the HEI.

b) Appointment of team of assessors

- The desk heads select and assign team of assessors as per assessors' composition, selection and assigning criteria (three from the authority's accreditation experts and one from the HEI and one from industry/professional association).

- Communicating the assigned team of assessors to declare if they have conflict of interest.
- Communicating the HEIs the assigned team of assessors to disclose conflict of interest.

- The desk heads provide the necessary documents (Application letter, DCT, SSS and SER reports) of the HEI for the assigned team of assessors.

c) Document study

- 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 HEI.
- The team of assessor study or review the DCT, SAR and SSS reports thoroughly.
- The team of assessors rate each indicator against the rubrics and notify the preliminary/pre-site visit report to desk head.

3) Site Visit

- The team of assessors visits the HEI and verify the claims in the SER, DCT and SSS reports against the standards and indicators.
- Decide marks to be awarded for each indicator and prepare the grade sheet based on observation and evidence.



1) "Full accreditation" is granted for a program which fulfills 80-100% of the accreditation standards for five years.

The accreditation decision for program accreditation is categorized in to:

- 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 the continual quality improvement activities as well.
- The authority shall follow up the institution based on the report, and it shall conduct special field assessment when deemed necessary.

6. Follow up for quality

- MOE and public.
- ETA shall issue the decision and disseminate the outcomes of accreditation to the general and the institution
- Chairperson of the accreditation council shall notify the decision to the director accreditation council shall pass the accreditation decision.
- Having examined the accreditation report submitted and presented, the of the team.
- The team leader of the team of assessors present the report to the Council on behalf of the report.
- Within three weeks after the submission of the report, the chairperson of the council shall organize Accreditation Council Meeting for review and endorsement

5) Accreditation Decision and Endorsement

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

4) Report writing

- report.
- The team of assessors shall seek the signature of head of the institution on exit on the overall analysis of the institution.
- Conduct exit meeting to finalize the site visit where a presentation shall be made



- Reaccreditation shall mean subsequent cycle of accreditation that happens after the expiry of validity of the previous accreditation.
- The HEI 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.

2.10. Reaccreditation

- 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.

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

2.9. Re-assessment

- 2) "Accreditation with condition" is granted for a program which fulfills 70-79.99% for three years.
- 3) "Denial of Accreditation" applies for a program which 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 consider as new applicant.
- 4) The program must attain a score of 50% for each of the standard to be granted for accreditation.



- Student placement
- Research fund grant

The MoE is suggested to provide the following incentives to accredited programs/institutions.

2.12. Award and Benefits of Accredited intuitions and Programs

- 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 HEI concerned shall be updated on the status of the appeal decision within one month of appeal request.
- Not satisfied with the accreditation decision.
- Not satisfied with the accreditation process.
- The HEI 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 HEI concerned shall be updated on the status of the appeal decision within one month of appeal request.

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

2.11. Appeal

- "Reaccreditation for five Years" is granted for a program which fulfills 80-100% of the accreditation standards.
- "Denial of Reaccreditation" applies for a program which 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.

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



The developed standards for program accreditation:

- Staff and student scholarship
 - Publicity
- 3. Program Accreditation Standards**
- Program accreditation is a systematic and thorough process of assessing the performance of HEI's program in accordance with the standards in this guideline and enabling it to provide quality higher education. It looks at critical areas of program development and performance that can be assessed objectively. The program accreditation process as outlined in this handbook will assess HEI'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 significant, relevant, 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 Universities and professional associations.
 - The standards were mapped with various international and national standards (ETA program quality audit standards).
 - The standards were commented by accreditation experts both inside and outside the country and their comments were included.
 - 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



- 1.1.1. The program has policies consisting of procedures, guidelines and processes consistent with the policies for introducing new program and periodically reviewing existing program.
- 1.1.2. The program addresses the national priorities and needs of the society, and emerging role of the learner is consistent with international standards, professional and legal requirements for practice and knowledge creation.

1.1. Program Development

Standard 1: Program Outcome

There is an explicit and clear identification given for numbers and names for each standard (e.g. Standard 1: Program Outcome). Similarly, the sub-standards of each standard is numbered with two digits (e.g. 1.1 and 1.2) for two sub standards under standard 1. Like that of standards, each sub-standard has a set of indicators (e.g. Sub-standard 1.1: Alignment with institutional mission and vision) numbered three digits as 1.1.1, 1.1.2, and 1.1.3.

1. Program Outcome
2. Curriculum
3. Learning, Teaching and Assessment
4. Students
5. Academic Staff
6. Educational Resources
7. Research, and Community Engagement
8. Program Management
9. Continual Quality Improvement

The nine standards are:

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



- 2.1.1 The curriculum design is based on national and international expectations of the academic disciplines.
- 2.1.2 The curriculum incorporates core content of the disciplines that are essential for understanding the concepts, principles and methods that support the program outcomes.
- 2.1.3 The curriculum takes into account the indigenous knowledge that foster local potential.
- 2.1.4 The curriculum considers the appropriate professional, industry and good practices in the field.
- 2.1.5 The learning outcomes of the program clearly articulates the required learning domains (knowledge, skills, values, behaviors, and preparedness of learners) to become professionals and responsible citizens.
- 2.1.6 The curriculum design shows students' clear career pathways.
- 2.1.7 The curriculum maintains the coherence between learning and teaching activities, and the learning outcomes.

2.1 Design and Development

Standard 2: Curriculum

- 1.2.1 The program has clearly defined program educational objectives, program outcome and course learning outcome that are aligned with institutional mission.
- 1.2.2 The program learning outcomes conform to academic requirements of the study program and Ethiopian Qualification Framework (EQF).
- 1.1.3 The program learning outcomes are clearly expressed and communicated to staff and students; it also ensures the participation of principal stakeholders reasonably in formulating and reviewing the processes.
- 1.1.4 The program learning outcomes indicate the career and further studies options available to students upon program completion.
- 1.1.5 The program has a systematic approach in place to obtain feedback from stakeholders to improve the delivery of the study program, and it confirms the up-to datedness and attainment of the program outcomes.
- 1.1.6 The program is approved by appropriate governing body.
- 1.2. Alignment between Institutional Mission, program educational objective, program outcome, and course learning outcome

2.1.8 The total duration of the program, and semester load are clearly defined and consistent with the national standards

2.2 Curriculum Evaluation and Review Process

2.2.1 There is a functional curriculum committee with the capacity to oversee, monitor and evaluate the curriculum.

2.2.2 There is a clearly defined mechanism to regularly monitor and evaluate the curriculum.

Standard 3: Learning, Teaching and Assessment

3.1 Learning and Teaching

3.1.1 The learning-teaching methods are aligned with learning outcomes.

3.1.2 The learning-teaching activities encourage the active participation of students in their learning process.

3.1.3 The program uses educational resources, (including technology facilities) that are consistent with the learning outcomes.

3.1.4 The program has co-curricular activities that will enrich students' experiences, and foster personal development responsibility.

3.2 Assessment Policy and System

3.2.1 The program has an assessment policy or guideline that clearly describes assessment principles and practices (including methods, frequency, scoring, marking, remedial action and post-exam analysis procedures).

3.2.2 The program has mechanisms to ensure the validity and reliability of the student assessment system (including exam blue print, item analysis and exam bank).

3.2.3 The program has clearly regulated and fairly administered mechanisms for student's appeal and dispute resolution.

3.2.4 The academic security and integrity of assessment, confidentiality of assessment results and academic records are maintained in line with HEI's policy.

3.2.5 The program has a system of assessment that measures course and program learning outcomes and informs students on progression and graduation.

3.2.6 The program has a functional system to conduct item analysis, standard-setting, and to use the results for decision-making.





4.2.2. The program has a comprehensive student handbook that indicates students support systems and makes it accessible to students. There is an effective academic, non-academic and career counseling provided to students.)

4.2.1. There are appropriate and adequate student support services (such as physical, psychological, social, and financial support, and there is also an online facilities,

4.2. Student Counseling and Support Service

performance.

4.1.5. Entry standards for the program are regularly reviewed based on student

institutions nationally and internationally.

4.1.4. The program has established well-defined policies and mechanisms to facilitate student mobility which may include student transfer within and between

available resources to ensure effective implementation.

4.1.3. The program defines and periodically reviews intake capacity in accordance with

disseminated and publicly accessible.

4.1.2. The criteria and processes of student selection and admission are published,

accordance with the HET's policies and regulations.

4.1.1. Student selection and admission criteria for the program are clear, fair and in

4.1. Student Selection and Admission Policy

Standard 4: Students

of the learning outcomes.

3.3.5. The assessments within the study program are adequate to judge the achievement

3.3.4. Information on the assessment is clearly provided to students.

learning

identifies students' academic strengths and areas of improvement to enhance their

3.3.3. The program has a systematic assessment feedback mechanism in place that

regularly reviewed to ensure its effectiveness.

3.3.2. The program's approach to overall assessment activities is systematically and

learning outcomes and competencies.

3.3.1. The program employs a variety of assessment methods and tools to assess

3.3. Assessment Method



5.1.1 The program has well defined system in place for the appointment and promotion of staff with appropriate qualifications, competences and skills guided by considerations. This should results in an alignment with institutional, national policy and international best practices.

5.1 Staff Recruitment and Selection

Standard 5: ACADEMIC STAFF

4.4.1 There is an active mechanism to trace employability and satisfaction of graduates and employers (tracer study).

4.4.2 There is an effective use of formal system and process for managing and maintaining relationships with its alumni database.

4.4 Alumni

4.3.1 The program has appropriate strategies to improve the retention, progression and completion rates of students in the program.

4.3.2 The program ensures that more than 50% of the graduates pass the exit exam.

4.3.3 The program regularly reviews the effectiveness of its strategies to ensure appropriate student attrition, retention, progression and completion rates are maintained.

4.3 Student Progression

4.2.3 The program has effective mechanisms to identify and support students with special needs and those who are at risk of not progressing academically.

4.2.4 The program evaluates student support services regularly to ensure their adequacy, effectiveness and safety.

4.2.5 There is an active mechanism for students to voice their grievances and seek resolution on academic and non-academic matters.

4.2.6 The program has clearly defined and documented processes and procedures for handling student disciplinary cases.



- 5.1.2 The program implements a strategic approach to the planning and management of human resources. The recruitment strategy seeks a balance between senior and junior academic staffs, academic and non-academic staff, academic staff with multidisciplinary backgrounds and specializations.
- 5.1.3 The program has an adequate number of qualified full-time academic staff e.g. lecturers, professors...
- 5.1.4 The staff to student ratio of the program is appropriate to the teaching-learning methods and complies with the program discipline standards.
- 5.1.5 The program has clearly defined roles and responsibilities for staff and has an academic code of conduct with efficient and fair procedures for discipline, complaints, and disputes resolution.
- 5.1.6 The program regularly reviews the effectiveness of its strategies and mechanisms of staff recruitment, promotion and retention to maintain conducive learning and teaching environment.
- 5.2 Staff Support and Retention**
- 5.2.1 The program has transparent staff appraisal system addressing the roles of the academic staff in teaching, research, community engagements and administrative functions.
- 5.2.2 Utilize the appraisal data to provide timely and constructive feedback, improve the performance of staff, and inform decisions, benefits and awards.
- 5.3 Staff Professional Development**
- 5.3.1 The program has an effective academic staff development program and offers professional development to its staff based on appropriate needs assessment.
- 5.3.2 The program provides mentoring and formative guidance for new academic staff as part of its staff development program.
- 5.3.3 The program provides the academic staff with the necessary training, tools and technology for self-learning, access to information and for communication.
- 5.3.4 The program supports and encourages the research activities of its academic staff and ensures their academic freedom.
- 5.3.5 The program has national and international linkages for enhancement of academic and professional development and scholarly activities.

Standard 6: Educational Resources

6.1. Physical Facilities

6.1.1. The program has clearly stated and well-defined system in place for procuring and utilization of educational resources in line with the HEI policy.

6.1.2. The program has sufficient and appropriate resources, including equipment and facilities for training to ensure effective delivery of the curriculum. Educational resources are distributed according to the educational needs of the study program, and are well maintained.

6.1.3. The program ensures that learning and teaching resources and facilities are appropriate. The program is not only appropriate but also adequate to meet the needs of its study program.

6.1.4. The physical facilities comply with the relevant laws, and with health and safety regulations including accessibility to people with disabilities.

6.1.5. The program has a functional library accessible to students and staff with adequate capacity.

6.1.6. The library has adequate resources and facilities (such as latest references, electronic resources, digital library, qualified staff and other facilities including appropriate information and communication technology mediated reference materials) to support academic programs and research activities.

6.1.7. The program has appropriate information and communication technology infrastructure (including computer laboratories) that are required for the study program.

6.1.8. The program regularly reviews resources to ensure that they are appropriate and effectively support the process of learning and teaching.

6.2. Financial Resources

6.2.1. The program has sufficient resources to undertake its operations.

Standard 7: Research and Community Engagement

7.1. Research

7.1.1. The program has a policy and procedure that identifies the priorities and researcher's recognition of research outputs.



support the implementation of the educational program.

8.1.1 The program has administrative structure and adequate staff that are qualified to

8.1 Leadership and Decision Making

Standard 8: Program Management

reviewing the effectiveness of the linkage.

7.2.5. There is an effective industry linkage for program delivery and periodically

community engagement activities that lead to productive relationship.

7.2.4. The program encourages and supports staffs and students to engage in industry and

engagement with, industry, employers, professions and the community.

7.2.3. The program has a well-defined, coordinated approach to the identification of, and

and takes these in to consideration for its activities.

7.2.2. The program defines the community it serves, assesses its needs and requirements

evaluating community engagement in line with HFI policies.

7.2.1. The program has a system and process for planning, implementing, monitoring and

7.2. Community Engagement

into the learning and teaching activities and community engagements.

7.1.7 The program ensures that the outcomes of research are appropriately integrated

engagement.

7.1.6 The program has dedicated resource and budget for research and community

outputs and outcomes are achieved.

7.1.5 The program regularly reviews the effectiveness of its approach to research and

community engagement planning and management to ensure quality research

prevented and complied with ethical standards.

7.1.4 The program ensures that its research activities conform to internationally accepted

quality standards. The program ensures that misconduct, including plagiarism, is

cooperation.

7.1.3 The program encourages national and international research collaboration and

the research activities of its staff to promote research activities.

7.1.2 The program provides adequate budget and sufficient facilities and equipment for



- 8.1.2 The program has policies, procedures and mechanisms for regular reviewing and updating (functions, strategies, core activities and resources) to ensure continual quality improvement.
- 8.1.3 The program has a transparent governance structure that aligns with the program goals to realize the three pillars (learning teaching, research and community engagement).
- 8.1.4 The program has effective regular reporting procedures about learning-teaching, research and community engagement.
- 8.1.5 The program ensures creating institutional memory (archives, institutional emails) for a smooth transition of academic leaders.
- 8.1.6 The program describes the representation and role of the academic staff, students and other principal stakeholders in committee's activity and decision-making process.
- 8.1.7 There is a periodic review of the program which includes review of effectiveness of the program management.
- 8.1.8 The governing body of the program is an effective decision-making body with an adequate degree of autonomy.
- 8.1.9 The program provides accurate, relevant and timely information about the program which are easily and publicly accessible, especially to prospective students.
- 8.1.10 The program has a risk management strategy and ensures risk assessment.
- 8.2. Allocation of Resources
- 8.2.1 The program ensures a balanced and transparent budget and educational resource allocation for the core functions.
- 8.2.2 The program ensures the allocations of sufficient resources, efficient utilization. This in turn enables to achieve the objectives of the program efficiently and responsibly.
- Standard 9: Continual Quality Improvement**
- 9.1 Continual Quality Improvement System**
- 9.1.1 The program has a system for monitoring, evaluating and reviewing the effectiveness of its governance structure.



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



4. Grading System

stakeholders and wider community.

9.4.1. The program has a mechanism to identify and disseminate good practices to the

9.4. Documentation and Dissemination

periodically.

9.3.3 The program reviews its quality assurance system for its effectiveness and impact

relevancy.

9.3.2 The program has an internal program monitoring and review committee

responsible for continual review of the program to ensure its currency and

results for program improvement.

9.3.1 The program has a mechanism to periodically gather and analyze a variety of data

(including feedback from students, instructors and other stakeholders), and use

9.3 Monitoring and evaluation of Continual Quality Improvement

improvement.

9.2.3 The program's quality assurance activities focus on enhancement and quality

culture development. The program ensures the active involvement of academic and

support staff and students in the operational process of continual quality

quality assurance activities provide feedbacks to support the program's goals.

9.2.2 The program's continual quality improvement covers all units of operations. The

building.

9.2.1 The program has a mechanism for continuous and need-based staff capacity

9.2 Implementation of Continual Quality Improvement

activities) to ensure continuous quality improvement.

9.1.2 The program has a publicly available quality assurance policy and procedure

(including regular reviewing and updating of its internal quality assurance



The weightings for each standard according to the different category are indicated in Tables I to 5 below as follows:

- a) Engineering and Technology
- b) Natural and Computational Sciences
- c) Medicine and Health Sciences
- d) Agriculture
- e) Business and Humanities

The assignments of weightings for standards are different for different categories of programs. The programs existed at present in higher education institutions are categorized in to five categories. The divisions are made based on the similarities in focus areas, requirement of resources to run the programs, as well as the ministry of education category of programs into bands with minor modification. Accordingly, the categories of the programs are as follows.

4.1. Weighing for Categories of Programs and Standards

The process of assessing and grading program takes into account the weighted 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 standard has different weightings according to their relative importance and contribution to the quality of the program envisaged.

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.



Table 1: Engineering and Technology		Standards	Sub-standard	Weights
		1. Program outcome	1.1. Program Development	14
		2. Curriculum	2.1. Curriculum Design and Organization 2.2. Curriculum Evaluation and Review Process	9
		3. Learning, Teaching and Assessment	3.1. Learning and teaching 3.2. Assessment policy and system 3.3. Assessment Methods	16
		4. Students	4.1 Student Selection and Admission Policy 4.2 Student Counseling and Support Services 4.3 Students' Progression 4.4 Alumni	12
		5. Academic Staff	5.1 Staff Recruitment and Selection 5.2 Staff Support and Retention 5.3 Staff professional development	15
		6. Educational Resources	6.1. Physical facilities 6.2 Practical/clinical training site 6.3 Financial resources	16
		7. Research, and Community Engagement	7.1. Research 7.2. Community Engagement	6
		8. Program Management	8.1 Leadership and Decision Making 8.2 Allocation of Resources	7
		9. Continual Quality Improvement	9.1 Continual quality improvement system 9.2 Implementation Continual quality improvement 9.3 Monitoring and Evaluation of Continual quality improvement 9.4 Documentation and Dissemination	5



Table 2: Natural and Computational Sciences		Standards	Sub-standards	Weightings
		1. Program outcome	1.1. Program Development 1.2. Alignment with institutional mission/vision/goals	14
		2. Curriculum	2.1. Curriculum Design and Organization 2.2. Curriculum Evaluation and Review Process	9
		3. Learning, Teaching and Assessment	3.1. Learning and teaching 3.2. Assessment policy and system 3.3. Assessment Methods	16
		4. Students	4.1. Student Selection and Admission Policy 4.2. Student Counseling and Support Services 4.3. Students' Progression 4.4. Alumni	12
		5. Academic Staff	5.1. Staff Recruitment and Selection 5.2. Staff Support and Retention 5.3. Staff professional development	15
		6. Educational Resources	6.1. Physical facilities 6.2. Practical/clinical training site 6.3. Financial resources	16
		7. Research, Community Engagement and	7. Research 7.1. Community Engagement	6
		8. Program Management	8.1 Leadership and Decision Making 8.2 Allocation of Resources	7
		9. Continual Quality Improvement	9.1 Continual quality improvement system 9.2 Implementation Continual quality improvement 9.3 Monitoring and Evaluation of Continual quality improvement 9.4 Documentation and Dissemination	5



Standards		Sub-standard	Weights
1. Program outcome		1.1. Program Development	15
2. Curriculum		2.1. Curriculum Design and Organization	9
		2.2. Curriculum Evaluation and Review Process	
3. Learning, Teaching and Assessment		3.1. Learning and teaching	16
		3.2. Assessment policy and system	
		3.3. Assessment Methods	
4. Students		4.1. Student Selection and Admission Policy	12
		4.2. Student Counseling and Support Services	
		4.3. Students' Progression	
		4.4. Alumni	
5. Academic Staff		5.1. Staff Recruitment and Selection	15
		5.2. Staff Support and Retention	
		5.3. Staff professional development	
6. Educational Resources		6.1. Physical facilities	16
		6.2. Practical/clinical training site	
		6.3. Financial resources	
7. Research, Community Engagement and		7.1. Research	5
		7.2. Community Engagement	
8. Program Management		8.1. Leadership and Decision Making	5
		8.2. Allocation of Resources	
9. Continual Quality Improvement		9.1. Continual quality improvement system	7
		9.2. Implementation Continual quality improvement	
		9.3. Monitoring and Evaluation of Continual quality improvement	
		9.4. Documentation and Dissemination	

Table 3: Medicine and Health Sciences



Table 4: Agriculture		
Standards	Sub-standard	Weightings
1. Program outcome	1.1. Program Development 1.2. Alignment with institutional Mission/Vision/Goals	14
2. Curriculum	2.1. Curriculum Design and Organization 2.2. Curriculum Evaluation and Review Process	9
3. Learning, Teaching and Assessment	3.1. Learning and Teaching 3.2. Assessment Policy and System 3.3. Assessment Methods	16
4. Students	4.1 Student Selection and Admission Policy 4.2 Student Counseling and Support Services 4.3 Students' Progression 4.4 Alumni	12
5. Academic Staff	5.1 Staff Recruitment and Selection 5.2 Staff Support and Retention 5.3 Staff professional development	15
6. Educational Resources	6.1. Physical facilities 6.2. Practical/clinical training site 6.3. Financial resources	16
7. Research, Community Engagement and	7.1 Research 7.2 Community Engagement	6
8. Program Management	8.1 Leadership and Decision Making 8.2 Allocation of Resources	7
9. Continual Quality Improvement	9.1 Continual quality improvement system 9.2 Implementation Continual quality improvement 9.3 Monitoring and Evaluation of Continual quality improvement 9.4 Documentation and Dissemination	5



Table 5: Business and Humanities	
Standards	Sub-standard
1. Program Outcome	1.1. Program Development
	1.1. Alignment with institutional mission/vision/goals
	2.1. Curriculum Design and Organization
	2.2. Curriculum Evaluation and Review Process
3. Learning, Teaching and Assessment	3.1. Learning and teaching
	3.2. Assessment policy and system
	3.3. Assessment Methods
4. Students	4.1 Student Selection and Admission Policy
	4.2 Student Counseling and Support Services
	4.3 Students' Progression
	4.4 Alumni
5. Academic Staff	5.1 Staff Recruitment and Selection
	5.2 Staff Support and Retention
	5.3 Staff professional development
6. Educational Resources	6.1. Physical facilities
	6.2. Practical/clinical training site
	6.3. Financial resources
7. Research, and Community Engagement	7.1 Research
	7.2 Community Engagement
8. Program Management	8.1 Leadership and Decision Making
	8.2 Allocation of Resources
9. Continual Quality Improvement	9.1 Continual quality improvement system
	9.2 Implementation Continual quality improvement
	9.3 Monitoring and Evaluation of Continual quality improvement
	9.4 Documentation and Dissemination
Weights	
14	
16	
12	
12	
15	
10	
7	
7	
7	

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 Midwifery 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 point's 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 HEI's program DCT, SSS, SER, observations, and evidence from the site visit using the rubric.



Example Standard 1: program Outcome (THIS IS EXAMPLE OF RUBRICS scoring)

Criteria	Maximum Score	Points (1-5)	Example Score	Weighted Score
1. The program has policies, procedures, and processes for introducing new program and periodically reviewing existing program.	1.875	3	5.625	
2. The program Identify and address the national priorities, needs of the society, and present and emerging role of the learner which is consistent with international standards in addition to professional and legal requirements for practice and knowledge creation.	1.875	2	3.75	
3. The program learning outcomes are clearly expressed and communicated to staff and students; ensure principal stakeholders have reasonably participated in formulating and reviewing processes.	1.875	1	1.875	
4. Considering the stated learning outcomes, the program indicates the career and further studies options available to students upon program completion.	1.875	1	1.875	
5. There is a systematic approach in place to obtain feedback from stakeholders to improve the delivery of the study program and attainment of the program outcomes and update the program accordingly in line with the current practice.	1.875	3	5.625	
6. The program is approved by appropriate governing body.	1.875	4	7.5	
7. The outcomes of the program align with the HEI's	1.875	2	3.75	





Midwifery program evaluation processes are carried out with nine standards and 120 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

4.3. Rating Standard

Midwifery 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.

Range of Total Weighted Average Score	Accreditation status	Duration of Accreditation
80-100	Full Accredited	For Five years
70-79.99	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

below:

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

The total weighted score for this standard 1 above is 15. To find the weighted average score of each indicator, the total weighted score of this standard shall be divided by the number of each indicators which gives $1.875 (15 \div 8 = 1.875)$. To find the weighted average score for this particular standard, the total weighted score shall be divided by the maximum possible point i.e. 5, which gives the total score of 2.375 ($35.625 \div 15 = 2.375$) for that standard. The weighted average score for the rest of the standards shall be obtained in the same way and added to get the final total score.

Mission, Vision and strategy.				
8. The program learning outcomes conform to academic requirements of the study program and Ethiopian Qualification Framework (EQF).	1.875	3	5.625	
	15	19	35.625	



The standard approved by ETA's Board.

5.2 Approval

- In-house validation: validated by FDRE Education and Training Authority management and their comments are incorporated.
- Open validation: All higher education institutions (both public and private HEIs), and representatives of target industries, representatives of target professional associations, the Ministry of Education and other interested stakeholders were participated on the endorsement workshop.

The standard of program accreditation has been reviewed through a validation workshop. The management of ETA reviewed the standards and their comments are incorporated. ETA has also organized a validation workshop and various stakeholders from HEIs, relevant industries, relevant professional associations, the Ministry of Education and other interested stakeholders were participated on the workshop (endorsement workshop). The feedbacks obtained from these workshops were used to improve the standard.

5.1 Validation Workshops

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. Review of the Standards

and in writing institutional Self-evaluation Reports 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.

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