



International  
Labour  
Organization



▶ **Guidelines for  
Model TVET  
Institutions (MTIs)**

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## Preamble

Delivering quality in technical and vocational education and training (TVET) is becoming a regular challenge in particular because of changing labour market due to continuous change in this sector. In this regard, Technical Vocational Education and Training (TVET) institutes have a huge responsibility for satisfactory outcomes in order to ensure not only employment but also employment sustainability. TVET quality, therefore, is of common interest and this is what motivates cooperation and concerted efforts in the field of quality assurance in TVET, starting from the institutions.

Providing quality TVET is possible only when with all quality components are in place at the institutional level as it is the origin of TVET delivery and graduates to the labour market. This includes the quality of courses, curriculum, resources, faculty and staff, etc. This is why any TVET institution needs a quality assurance management system. This system should offer the TVET institution support and guide TVET training on their quest to promote quality in TVET. This includes critical factors and their relationships, and facilitating a common approach and understanding in the form of indicators of TVET quality assurance. These indicators are the basis as well as part of the TVET quality at institute level. The indicators produced provide guidelines for internal and external quality assurance, as well as quality management to inform, facilitate and guide to TVET institutions.

TVET quality can be assured through the establishment of a quality system, which includes all components of TVET. Quality is not a particular procedure. Quality assurance with a range of measurable criteria and standards is needed to make quality in TVET delivery visible and measurable. Applying these criteria and standards to a TVET institution gives the basis for quality assurance to external quality assurance organization.

### **The Quality Standard for TVET institutions**

The TVET quality guidelines define the quality characteristics required for the 7 TVET institutions selected to become model TVET institutions, and these are even more important to when an organization plans to be designated as a Model Training Institution (MTI). The guidelines are intended to improve the quality of the institution as well as to guide it to become a Model Training Institution (MTI). The guidelines are based on various TVET quality *components* at the institution level, for which there are a series of *indicators*. Finally, the guidelines aim to help TVET institutions to:

- a) Develop the quality of the institution in terms of its courses, delivery, and resources, and to measure its performance.
- b) Improve TVET quality and institutional services leading its graduates to sustainable employment.

## **PART I: The Concept of Quality Improvement in TVET Institutions**

### **1.1 Technical Vocational Education and Training (TVET) Quality Assurance**

This quality assurance system for TVET institutions in Bangladesh has been developed following a review of international systems and practices that could be adapted to the Bangladesh context. The review included materials from the Asia Pacific Accreditation and Certification Commission (APACC), UNESCO, ISO, and from the International Labor Organization (ILO).

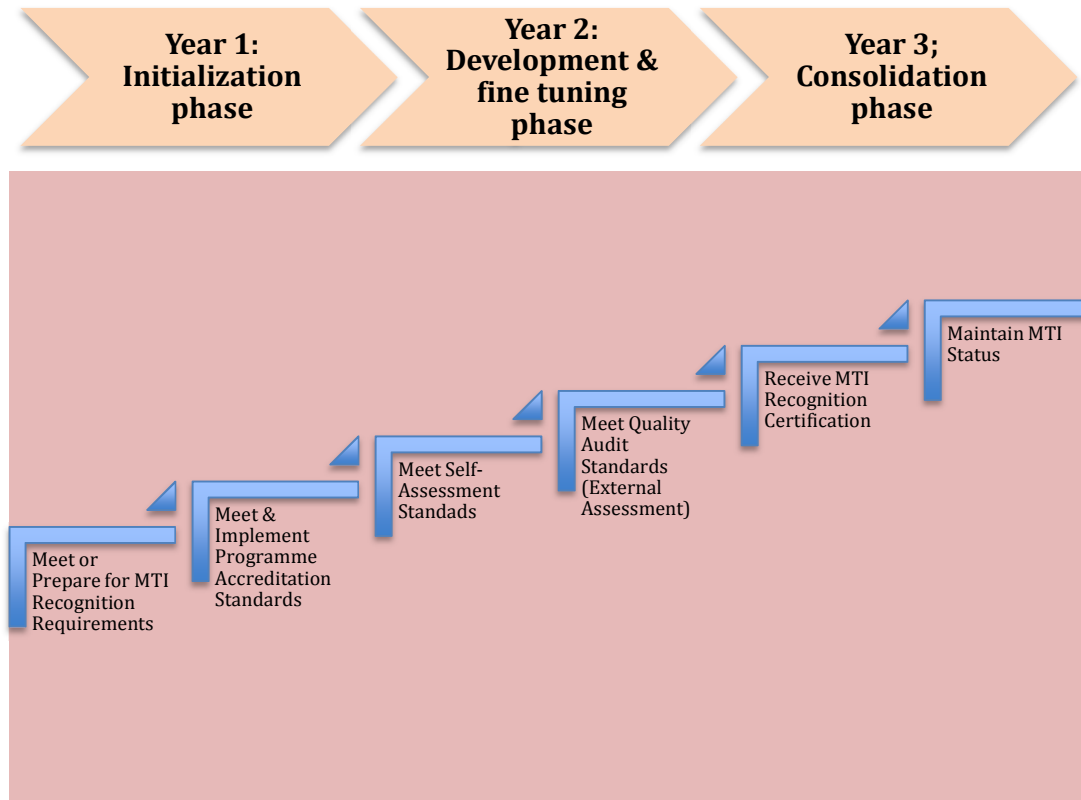
The definition of key terms related to quality in TVET institution varies among countries and regions. It is important, therefore, that all stakeholders agree on definitions and vocabulary. Below are some definitions specific to these guidelines for the Bangladesh context:

- 1) Quality in Technical Vocational Education and Training (TVET) refers to aspects such as: TVET qualifications, courses, resources, and providers. TVET quality is to be consistent with the vision and mission of the National Training and Vocational Qualifications Framework (NTVQF).
- 2) Quality improvement for TVET institution is the process of monitoring, with assessment and audit in line with predefined needs. The quality improvement system helps a TVET institution gain confidence in its quality and trust. Quality improvement may be undertaken by an external agency or through an institution's own internal quality evaluation system. Quality improvement – whether internal or external and irrespective of how quality is defined – requires established benchmarks against which qualifications, courses, resources, and institutions can be assessed.
- 3) The Quality Standard for TVET institution may be developed and assessed through both:
  - Internal assessment processes
  - External quality assessment processes
- 4) Quality assessment is the process of monitoring a TVET institution to ensure the presence of quality in its services delivery, which may include procedures and mechanism among others.
- 5) Quality assessment is an identification of the quality of TVET institution against indicators identified in this guideline. This process is designed to help institutions identify strengths, weaknesses, opportunities and threats (SWOT) for improvement. Quality assessment will be comprised of self-assessment, and external assessment (audit).
- 6) Self-assessment involves an institute level quality audit and includes input from management committees, staff, and students. A self-assessment report (SAR) is required.
- 7) External assessment involves a quality audit performed by an authority such as Bangladesh Technical Education Board (BTEB). External audit can be conducted according to standard practice based on established guidelines.
- 8) Accreditation is the outcome of internal and external quality assessment/audit for TVET institutions to award a MTI recognition. It helps to ensure that TVET institutions with MTI recognition are providing quality TVET programs.
- 9) Quality consists of a set of indicators measuring an aspect of the the quality assurance system. An indicator is a standard to measure the level of quality implemented.

### **1.2 General Principles of the Quality Improvement System in Bangladesh**

The overall quality assurance system starts with establishing the quality improvement standard, conducting assessments and using the results of the assessments as shown in the picture below to award MTI status.

**Figure 1: Pathway for Model TVET Institution**



- The process of achieving the quality standard involves all stakeholders: the institutions, which will be assessed, BTEB, DTE, and organizations that employ students and graduates of the institutions. All concerned parties must collectively work to achieve the quality standard.
- The quality improvement system includes several activities, starting from the self-assessment of the institution and finishing with the use of assessment outputs. Institutions conduct a self-assessment every year. The institution utilizes the results of the self-assessment to improve quality for the year.
- After the self-assessment, BTEB conducts an external assessment.

## **PART II: The Quality Audit System for MTI**

### **2.1 Background**

The MTI is a recognition awarded to a TVET institution offering TVET training courses with an emphasis on quality in technical and vocational education and training. The MTI develops, maintains, and delivers high quality competency based training (CBT) based TVET provision across a range of new and traditional occupations employing innovative approaches in addressing issues related to the world of work in particular using dual training approach. The contents and delivery of the programs are anchored on the standards contained in the National Technical and Vocational Qualifications Framework and the aspiration of the National Skills Development Policy of the government.

The guidelines and indicators will provide mechanisms to assist the seven institutions to achieve the vision of government. The guidelines and indicators are to ensure that TVET institutions meet minimum standards for MTI status. The guidelines and indicators, and training quality audit standard defines the quality characteristics required for TVET institutions in order to become MTIs.

### **2.2 Objectives of the MTI Standard Guidelines**

The aim of a model TVET institution standard is to provide leadership, best practices, research, support, and training for a specific sector or specialized area of skills development. Moreover, it aims to:

- a) Raise standards and boost productivity in specific sectors in high demand through skills development.
- b) Deliver CBT-based TVET training stimulating innovation and applied learning (dual training) by co-locating learning with research and development.
- c) Act as a role model for other TVET institutions in related fields and develop a select group of workers with globally recognized qualifications to facilitate international movement for economic emigration/immigration.
- d) The purpose is also to develop the quality of the institution and its training services, and measure its performance, strengthen public trust in TVET quality and services, facilitate to government on decision-making about quality training allocations, provide quality information to learners and for parents, companies and government regarding institutional mechanisms, and enhance transparency, equity and accountability in TVET.

### **2.3 Purpose of MTI Recognition**

The purpose of awarding MTI recognition is to declare that the TVET institute has accomplished a set of measurable quality objectives in areas like training governance and management, teaching and learning, faculty and staff, infrastructure, workshop, and resources, linkages, student support services, etc. The recognition is awarded to support the good regulation principles applied and the policies and procedures are fit for purpose and achieving its mission and goals. Some of the purposes are:

- a) To share that the institution is meeting clear and measurable quality objectives and standards to all stakeholders such as government, employers, students, parents, etc.;
- b) To disseminate that the institution is applying guidelines for implementation, including stakeholder involvement;
- c) To establish that the institution has strong mechanism for appropriate and required<sup>5</sup>

- resources for training;
- d) To confirm that the institution is using consistent evaluation methods, associating self-audit and external review;
- e) To know that it has established feedback mechanisms and procedures for improvement;
- f) To understand there exist transparent and widely accessible evaluation results;
- g) To confirm that indicators serve to elucidate educational and training achievements against set objectives as defined;
- h) To present the inputs, processes and outputs of institution management, which correspond to the duties and responsibilities of the institution as defined; and
- i) To record that indicators correspond to the overall quality improvement achieved through self-assessment, external audit/ assessment.

#### **2.4 MTI Quality Improvement Process**

An MTI Recognition Award is granted after a thorough quality audit system, including scrutiny of documents and verification of the activities, records, processes and the other elements of a quality system to determine their conformity with the requirements of a quality standard. The MTI quality audit process is categorized by the following:

1. The audit process will apply objective focused and evidence-based criteria, using scoring in each criteria. The score will determine the MTI Recognition Award.
2. The process will aim at continuously improving the quality of institution and programs to satisfy the needs of its students and other beneficiaries.
3. The process will be independent.
4. The process ensures that the quality and standards of TVET are safeguarded.
5. Its processes and documentation including assessment briefing and rating criteria are transparent.
6. It instills among the management and staff the culture of quality development and self-regulation.

#### **2.5 Organizational Structure**

The BTEB is the authorized entity to award MTI accreditation to successful institutions. Interested institution should apply for MTI recognition as per guidelines.

1. At the national level, the BTEB shall organize the Board of MTI Quality Recognition Certificate. The structure is as follows:
  - a. Chairman of the Board – Chairman, BTEB
  - b. Co-Chairman of the Board – Director General, DTE
  - c. Director for Quality Audit
  - d. Member – DTE Senior Official, who will also act as the Chairman of Appeals Committee
  - e. Member - Private Sector Representative, who will also act as Chairman of the MTI Recognition Committee
2. At the institutional level, the head of the institution shall organize the Institutional Evaluation Team (IET) as follows:
  - a. Team Leader - Principal – In Charge of the TVET Training Institution
  - b. Co-Team Leader – Vice Principal of TVET Training Institution
  - c. Members of the Working Group – Consists of 7 members to correspond to the 7 quality criteria:
3. Head Instructors of existing Technology Courses
4. Head of Related Subjects
5. Head of Pedagogy Subjects



6. Administrative Officer
7. Accountant / Cashier
- a. The Institutional Evaluation Team (IET) may co-opt other members as necessary

### **The MTI Board and Its Officers**

1. Board of MTI Quality Recognition Award
  - a. Sets policies, deliberates and approves the result of external audit;
  - b. Appoints members of the External Audit Team, the Team of Review, the Appeals Committee and Awards Committee; and
  - c. Establishes linkages with private organization.
2. Chairman of the Board
  - a. Directs the operation of the MTI Quality Recognition and designates persons to ad hoc committees as need arises;
  - b. Provides all resources and logistics necessary for the conduct of the MTI Quality Award activities; and
  - c. Approves the decision of the Recognition Committee on the grant or denial of the award.
3. Director for Quality Audit
  - a. Mobilizes the group of external auditors to conduct audit of the applicant institution. They prepare their external report and submit to the Director for Quality Audit;
  - b. Checks the submitted report of the external group of auditors for completeness and dispatch the reports to the team of Audit Review;
  - c. Mobilizes the team of Audit Review to examine, verify and return the report with their finding and recommendations to the Director of Quality Audit and endorse the same to the Chairman of the Awards committee. In case of appeal from the institution the report will be endorsed to the Appeals Committee; and
  - d. Participates in the deliberations for the grant or denial of the award.
4. External Audit Team
  - a. Conducts the audit of the applicant institution; and
  - b. Prepares a report and submit the same to the Director for Quality Audit for endorsement to the Audit Reviewers Team.
5. Audit Reviewers Team
  - a. Conducts the examination and verification of the report submitted by the External Audit Team; and
  - b. Prepares and submits a report detailing audit findings to the Director of Quality Audit for endorsement to the Chairman of the Recognition Committee.
6. Appeals Committee
  - a. Conducts the investigation on the subject of appeal of the institution by convening the External Audit and the Team of Review and together analyze what has been the shortcomings of the evaluation listed in the report;
  - b. After appreciating all the data and documents and finding the appeal being reasonable the institution will be given time to fulfill missing evidence; and
  - c. Once the required documents or corrective measures are done the committee will prepare and submit the report to the Chairman of Board through the Recognition Committee.
7. Recognition Committee

- a. Informs the institution about the approval of the grant of recognition and the date of awarding the MTI Quality Recognition plaque.

### **The Institutional Evaluation Team (IET)**

1. Team Leader - Principal In-Charge
  - a. Provides the policy and guidance for the implementation of self-assessment;
  - b. Provides the resources (budget, time and staff); and
  - c. Approves the filing of application for Quality recognition.
2. Co-Team leader – Vice-Principal or the most senior Head Instructor
  - a. Oversees the conduct of the assessment, monitors the progress of the working groups, and provides support for their work as appropriate to the task, settling questions of conflicting issues among the working groups and developing editorial guidelines for the drafts of the working group reports;
  - b. Develops the procedure for reviewing drafts of the working group reports, and ensuring the support of all constituency of the institution and acceptance of the report by the head of the institution and its governing board; and
  - c. Assists in the development of a quality improvement plan based on the result of self-audit and the recommendations of the working group
3. IET Working Group – consists of 7 members, for the 7 functional areas. These are the Head Instructors of the technology courses, related subjects, and heads of pedagogy subjects;
  - a. Conducts self-audit of the institution in assigned functional area by collecting all records, documents relevant to the criteria indicators;
  - b. Provides score against each indicator of the functional area; and
  - c. Collects information and complete the self-audit report.

### **2.6 Qualifications of the Quality Auditors**

In order to gain trust and public acceptance of the dignity and value of the MTI recognition, it is of great importance that the persons assigned to perform the audit of the TVET institutions must have the following qualifications:

- a) Holder of a Master's Degree or any higher degree in Engineering, Technical Education, and Educational Management from any recognized institution;
- b) Minimum of 10 years in the field of engineering, education, or human resources development;
- c) Experienced work in quality assurance program in an educational institution or industry enterprise;
- d) Computer literate is necessity for the work;
- e) Have training in quality audit procedures and systems; and
- f) Capacity to make objective judgment and a person of known integrity.

### **PART III: Model TVET Institution (MTI) Guidelines**

Many industry participants have serious concerns about the basic level of education and training. While TVET has expanded rapidly, there has been little assurance that greater learning has accompanied the greater quality. There is limited evidence that a large proportion of the many students in TVET institutions are acquiring the quality skills that are relevant to job market expectations. Apart from challenges of domestic job market, Bangladesh as one of the major countries to send migrant workers (especially to the Middle East), most migrant workers are unskilled and end up in the most physically demanding and dangerous jobs that no one else will take. About 500,000 people migrate annually to work abroad<sup>1</sup>. Migrant workers collectively contribute about 7 – 8% to the country's total GDP in the form of remittances, thus fuelling the nation's growth and progress. Estimates by recruitment agencies suggest that for every \$100 earned by a Bangladeshi, an Indian worker earned \$300 while a Sri Lankan earned \$200<sup>2</sup>. On average, only 31% of those who leave the country obtain employment in skilled occupations that are also not recognized or considered less qualitative and less significant in destination country's labour market. Most lack quality training and very few have recognized qualifications.

The proposed guidelines have been developed after in-depth assessment of TVET institutions through consultations to identify gaps and opportunities for quality improvement at institution level using a SWOT tool. The guidelines have used standard criteria from APACC aligned with the generic standard for quality management systems of ILO, APACC, UNESCO, ISO, ILO Bangladesh Centers of Excellence (CSE) guidelines, etc., among others including Bangladesh Education Technical Board's (BTEB) Institution Accreditation and indicators have been generated based on 7 TVET institution assessments for quality evaluation and purposes of MTI accreditation.

The criteria for quality improvement are:

- a) Governance and Management
- b) Teaching and Learning
- c) Faculty and Staff
- d) Research and Development
- e) Engagement and linkages
- f) Resources (Financing)
- g) Support for Students

#### **3.1 Achievement of MTI and Sustainability of QIP**

Establishing an MTI that could rise to prominence with the reputation and image (institution that can address TVET complexities and act as role models) is not easy. For this, TVET institutions have to take initiatives focusing on specialised areas as below that are key to become a Model Training Institution:

- a) Greening of TVET institution
- b) Gender issues
- c) People with disabilities (PwD)
- d) Skills for migration

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<sup>1</sup> IOM Bangladesh 2018.

<sup>2</sup> Ibid.

- e) Inclusiveness of TVET programs
- f) Digital technologies for employment
- g) Business incubation
- h) Modern career guidance and job placement cell

This guidelines addresses seven criteria required for MTI and the following check list for self-assessment have been designed accordingly:

### Criteria 1: Governance and Management

This criteria aim to employ good governance and management within the institution for the right direction toward the implementation of the program for MTI.

Indicator	Sub- Indicators	Compliance		
		Outstanding	Good	Poor
Mission, Vision, Goal and Management System	1. The institution has the mission and vision developed in close collaboration with the organizations staff and learners			
	2. The TVET institution has a clear and functional management structure and roles and responsibilities are clearly defined.			
	3. Management procedures are clearly defined, documented and observed in the institution			
	4. Established MTI Academic Council			
	5. Established MTI Administrative Council			
	6. Developed guidelines on equity policy, Gender, PWD			
	7. Conducted regular management meeting			
	8. Regular monitoring of the quality system taking place			
	9. The TVET institute maintains documentation and record keeping in line with the skills development QI requirements			
Program Development and Budgeting	1. Prepared Annual plans			
	2. Has guidelines for the implementation of programs			
	3. Prepared Annual Program of Activities and Expenditure			
	4. Have records keeping procedure			
	5. Have financial management system			
	6. Have procurement management procedure			

## Criteria 2: Teaching and Learning

This section defines training program delivery not only to achieve intended quality skills but also to become a role model in training program implementation.

Indicator	Sub-Indicators	Compliance		
		Outstanding	Good	Poor
Curriculum	1. Curriculum implemented according to prescribed CBT based competencies (BTEB)			
	2. Approved curricula implemented to meet the needs of labour and employment markets following the CBT guidelines.			
	3. Curriculum contains all elements, particularly aims and objectives and procedures for assessing the achievement of learning			
	4. Delivery of training aligned with training standards and workplace training			
	5. Textbooks, learning materials, consumables and equipment are available for program delivery.			
	6. Delivery of training carried out as planned			
	7. Assessment of training is conducted as set out in procedures.			
	8. Evaluation of training procedures exist			
	9. Curriculum includes the basics of workplace safety and environmental protection			
	10. Organization of teaching/training is suitable for teachers/trainers			
	11. Curriculum addresses green values and sustainable development			
	12. Learning support provided inclusively to all categories of trainees such as vulnerable, gender, special needs, etc.			
Instructional Guide	1. Develops lesson plans that includes the content, methods, activities, assessment and resources			
	2. Lesson plan is adapted with the learners with special educational needs			
	3. Appropriate teaching and training methods are used, and teaching and learning is supportive to trainees.			
Dual training	1. The institute have clear information about the tasks to be performed, the length of the internship/apprenticeships			
	2. The information is available / provided to do the internship/ apprenticeship.			
	3. The institute conducts regular meetings between the intern/apprentice and the companies			

Indicator	Sub-Indicators	Compliance		
		Outstanding	Good	Poor
	4. The Institute has agreement with the enterprises that it offers at least one intermediate appraisal meeting to monitor progress against the learning objectives			
Teaching and Learning Materials	1. Variety of learning materials are available for use by the teachers/ trainers			
	2. Teaching/training materials supports the kinds of activities as per lesson plan			
	3. Adequate number of learning materials available for teachers use			
Teaching methods and techniques	1. Teaching process is based on sound pedagogical principles			
	2. Teachers carry out sessions according to planned lesson and achieve lesson objectives and activities			
	3. Teaching/Training methods, are matched with learning content			
	4. Delivery of training carried out as planned			
Monitoring and Evaluation	1. Teachers monitor and record the progress of learners			
	2. Monitoring and assessment are adapted for learners with special needs			
	3. Assessment is used to monitor the progress of learners in achieving competencies and to inform them of their achievements and progress			

### Criteria 3. Faculty and Staff

This section is important as a part of process input that indicates to the availability of competent experienced and motivated instructors and staff related occupational skills.

Indicator	Sub-Indicators	Compliance		
		Outstanding	Good	Poor
Recruitment, Selection Loading	1. Human resource policies on recruitment, selection and loading of staff and faculty members are available and followed according to regulations			
	2. Teachers and staff roles and responsibilities are clearly defined and understood			
Staff Development and Motivation	1. Professional training and development opportunities are available to upgrade capacities of teachers and staff to provide high quality training			
	2. Facilities, learning equipment and accommodation are accessible in line with regulations on work safety and other			

Indicator	Sub-Indicators	Compliance		
		Outstanding	Good	Poor
	regulations			
Performance audit	1. All teachers and staff performance are monitored and assessed regularly through performance appraisal and review systems			
	2. Performance evaluation result is presented to the teacher concerned			

#### Criteria 4. Research and development

It refers the extent to which the institution is engaged in promoting and motivating research and development in relation to new skills, technology, workplace etc. in the job market.

Indicator	Sub-Indicator	Compliance		
		Outstanding	Good	Poor
	1. The TVET institution has effective mechanisms for feedback from stakeholders and industry			
	2. The TVET institution exchanges with other education and training institutions on new developments, best practices, and cooperation potential			
	3. The TVET institution participates in innovation workshops, contests and conferences			
Teaching Staff Engagement in R & D	1. Opportunity for teaching staff engagement in research activities exist [e.g. action research in the institution and/or Industry, identification of projects in industry, technology packages]			
	2. Teaching staff engagement in development activities based on institution's needs [e.g. modules preparation, workbooks and laboratory manuals development, instructional materials development, fabrication and prototyping, innovation and improvisation]			
Dissemination and Utilization of R&D Outputs	1. Provision of reporting, dissemination, publication, and utilization of institutions success stories, best practices available			
Management of R & D	1. Institutional linkages in selected occupational areas explored regularly			
Extension Program	1. Plan for community extension services			

### Criteria 5. Engagement and Linkages

This indicator refers to the engagement of relevant stakeholders in the implementation of quality training programs including in work-based learning.

Indicator	Sub-Indicator	Compliance		
		Outstanding	Good	Poor
Stakeholder Participation	1. Involvement of stakeholders in the development of quality teaching, training, and learning process such as visiting teachers from companies conducted			
	2. Information about the current and future needs of relevant stakeholders in TVET gathered regularly			

### Criteria 6. Resources

The indicator defines the to what extent the institute is successful in meeting infrastructure (market driven tools and equipment plus relevant learning resources such as audio visual equipment) and facilities for quality training programs.

Indicators	Sub-Indicators	Compliance		
		Outstanding	Good	Poor
Infrastructure, repair and Maintenance	1. The TVET institution has sufficient facilities for its education and training programmes			
	2. The facilities comply with all mandatory safety regulations (lock, fire, hazard, emergency exits)			
	3. Safety instructions and emergency plans are accessible and visibly displayed			
	4. The TVET institution provides the laboratories and workshops needed			
	5. First aid equipment is available			
	6. Machines and equipment are installed, operated and maintained properly			
	7. Trainees in laboratories/workshops are supervised by qualified instructors			
	8. Classrooms and offices of the TVET institution are fit for the purpose			
	9. The furniture in classrooms is sufficient			
	10. The TVET institution has all necessary teaching and learning equipment			
	11. Emergency rules and plans are available and displayed in each room			
	12. Repair and maintenance plan for furniture, workshops, laboratories, library, canteen and other learning resources is implemented			
	13. Audio visuals and materials are sufficiently available			
	14. Equipment is regularly checked, maintained and stored safely			
	15. The TVET institution has a complete inventory list including the necessary			14



Indicators	Sub-Indicators	Compliance		
		Outstanding	Good	Poor
	information and updated regularly			
	16. Repair and maintenance for equipment, machineries and tools implemented as required			
Institutional development plan	1. Institutional plan presents the future physical improvements of the facilities			
Environmental management	1. Awareness signs for environmental care and protection program are available visibly			
Learning Resources	1. Adequacy of Classrooms, Furniture, Labs, Workshops, and other facilities			
Industry Visit	1. List of course-related industries around the institution visited			

### Criteria 7. Students Services

This indicator is import to define the institution's capacity and arrangement for ensuring student services such as career guidance and career support services, post training workplace information services to job information.

Indicator	Sub-Indicators	Compliance		
		Outstanding	Good	Poor
Guidance and Counselling	1. The management information system of the institution includes all necessary information about the trainees to undertake necessary action and activities timely including the tracing of graduates.			
	2. Information about support measures, such as scholarships, bursary, etc. is available			
	3. Guidance and counselling services available			
	4. Information about future career building available			
Institute Decorum	1. Procedures for admittance, enrolment, course registration, feedback and complaints and graduation are established and implemented			
	2. Incident reports regarding misconduct is recorded and is administered			
	3. Government rules are communicated to teacher regularly			
Co-curricular and Extra-curricular Programs	1. Student activities for environment, sport, arts, and culture (involving communities and society) regularly conducted			
	2. Extra-curricular activities have the involvement of teachers and staff and the personal and professional development of students are taken into account			
	3. Extra-curricular activities are related to health, physical and social development of students and environmental protection			

The following section provides means of verification for application, implementation and achievements of the above criteria and indicators:

**Criteria 1: Governance and Management**

Indicator	Sub- Indicators	Means of Verification	Compliance		
			Outstanding	Good	Poor
Mission, Vision, Goal and Management System	1. The institution has the mission and vision developed in close collaboration with the organizations staff and learners	<ul style="list-style-type: none"> <li>• Published vision, mission, goals of the institution</li> <li>• Copy of Strategic and Annual plan</li> <li>• Documents relating to Vision and mission and objectives</li> <li>• Organogram</li> <li>• Handbook</li> <li>• Attendance and minutes of meeting</li> <li>• Summary of Approved Policies</li> <li>• Guidelines on equity, gender and PWD</li> <li>• Monitoring reports of equity, gender and PWD</li> <li>• Monitoring of Agreements with the concerned department</li> <li>• Copy of monitoring reports</li> <li>• Record of Internal assessment</li> <li>• Record of quality audit meeting</li> </ul>			
	2. The TVET institution has a clear and functional management structure and roles and responsibilities are clearly defined.				
	3. Management procedures are clearly defined, documented and observed				
	4. Established MTI Academic Council				
	5. Established MTI Administrative Council				
	6. Developed guidelines on equity policy, Gender, PWD				
	7. Conducted regular management meeting				
	8. Regular monitoring of the quality system taking place				
	9. The TVET institute maintains documentation and record keeping according to QI requirements				
	10.Prepared Annual plans				
Program Development and Budgeting	1. Has guidelines for the implementation of programs	<ul style="list-style-type: none"> <li>• Submitted proposed annual program and expenditure to implement activities</li> <li>• Attendance or record of guideline preparation</li> <li>• Copy of the proposed program of Activities and Expenditure aligned with the objectives in the strategic plan</li> <li>• Documented system of filing, storing, coding, archiving records</li> <li>• Audit and financial report</li> <li>• Inventory of share</li> <li>• Procurement committee meeting minutes</li> </ul>			
	2. Prepared Annual Program of Activities and Expenditure				
	3. Have records keeping procedure				
	4. Have financial management system				
	5. Have procurement management procedure				

## Criteria 2: Teaching and Learning

Indicator	Sub-Indicators	Means of Verification	Compliance		
			Outstanding	Good	Poor
Curriculum	1. Curriculum implemented according to prescribed competencies of the NTVQF	<ul style="list-style-type: none"> <li>• Copy of curriculum used in teaching containing all the necessary elements</li> <li>• Number of curricula reviewed and report submitted per year</li> <li>• Copy of training plan</li> <li>• Copy of guidelines for review and revision of curriculum</li> </ul>			
	2. Approved curricula implemented to meet the needs of labour and employment markets as per CBTA.				
	3. Curriculum contains all elements, particularly aims and objectives and procedures for assessing the achievement of learning				
	4. Delivery of training aligned with training standards and workplace training				
	5. Textbooks, learning materials, consumables and equipment are available for program delivery.				
	6. Delivery of training carried out as planned				
	7. Assessment of training is conducted as set out in mandatory procedures.				
	8. Evaluation of training procedures exist				
	9. Curriculum includes the basics of workplace safety and environmental protection				
	10. Organization of teaching/training is suitable for teachers/trainers				
	11. Curriculum addresses green values and sustainable development				

Indicator	Sub-Indicators	Means of Verification	Compliance		
			Outstanding	Good	Poor
	12. Learning support provided inclusively to all categories of trainees such as vulnerable, gender, special needs, etc.				
Instructional Guide	4. Develops lesson plans that includes the content, methods, activities, assessment and resources	<ul style="list-style-type: none"> <li>• Copy of prepared lesson plan</li> <li>• Full attendance of teacher participant during training sessions</li> <li>• Feedback report from station/post on utilization of acquired skills in the conduct of training sessions</li> </ul>			
	5. Lesson plan is adapted with the learners with special educational needs				
	6. Appropriate teaching and training methods are used, and teaching and learning is supportive to trainees.				
Dual training	1. The institute have clear information about the tasks to be performed, the length of the internship/apprenticeships.	<ul style="list-style-type: none"> <li>• Information sheet</li> <li>• Monitoring reports/ logs</li> <li>• Meeting minutes</li> <li>• List of training competencies in internship/apprenticeship</li> <li>• Progress report</li> </ul>			
	2. The information is available / provided before the learner formally agrees to do the internship/ apprenticeship.				
	3. The institute conducts regular meetings between the intern/apprentice and the companies.				
	4. The Institute has agreement with the enterprises that it offers at least one intermediate appraisal meeting to monitor progress against the learning objectives.				
Teaching and Learning Materials	1. Variety of learning materials are available for use by the teachers/ trainers	<ul style="list-style-type: none"> <li>• No. and types of available learning materials</li> </ul>			

Indicator	Sub-Indicators	Means of Verification	Compliance		
			Outstanding	Good	Poor
	2. Teaching/training materials supports the kinds of activities as per lesson plan	<ul style="list-style-type: none"> <li>• Learning material matched with the contents of the lesson plan</li> <li>• Ratio of learning materials against number of teacher participant</li> </ul>			
	3. Adequate number of learning materials available for teachers use				
Teaching methods and techniques	1. Teaching process is based on sound pedagogical principles	<ul style="list-style-type: none"> <li>• List of teaching methods in the lesson plan follows pedagogical principles</li> <li>• Passing rate in every test/exam after every end of unit/module</li> <li>• Teacher interest is manifested by early completion of assigned tasks</li> </ul>			
	2. Teachers carry out sessions according to planned lesson and achieve lesson objectives and activities				
	3. Teaching/Training methods, are matched with learning content and are appropriate to teachers/trainers				
	4. Delivery of training carried out as planned				
Monitoring and Evaluation	4. Teachers monitor and record the progress of learners	<ul style="list-style-type: none"> <li>• Progress chart showing achievement of activities</li> <li>• Types of test used for teacher participant with special needs</li> <li>• Result of assessment communicated to the administrator of sending institution</li> </ul>			
	5. Monitoring and assessment are adapted for learners with special needs				
	6. Assessment is used to monitor the progress of learners in achieving competencies and to inform them of their achievements and progress				

### Criteria 3. Faculty and Staff

Indicator	Sub-Indicators	Means of Verification	Compliance		
			Outstanding	Good	Poor
Recruitment, Selection Loading	1. Human resource policies on recruitment, selection and loading of staff and faculty members are followed according to regulations	<ul style="list-style-type: none"> <li>• Qualifications of Teaching and staff</li> <li>• Personnel specification of teachers and staff</li> <li>• Job description document</li> <li>• Number of students per class</li> </ul>			
	2. Teachers and staff roles and responsibilities are clearly defined and understood				
Staff Development and Motivation	1. Professional training and development are carried out to upgrade capacities of teachers and staff to provide high quality training	<ul style="list-style-type: none"> <li>• Number of teachers and staff sent for professional development training annually;</li> <li>• Wholesome structure of faculty rooms with complete facilities;</li> <li>• No. of teachers and staff serviced by medical staff.</li> <li>• Guidelines for recognition and award program;</li> <li>• No. teachers awarded annually.</li> </ul>			
	2. Facilities, learning equipment and accommodation are accessible in line with regulations on work safety and other regulations				
Performance audit	1. All teachers and staff performance are monitored and assessed regularly through performance appraisal and review systems	<ul style="list-style-type: none"> <li>• No. of performance audit in a year</li> <li>• No. of meetings conducted with teachers and staff to discuss results of performance evaluation</li> <li>• Documents related to promotion and higher seat</li> </ul>			
	2. Performance evaluation result is presented to the teacher concerned				

#### Criteria 4. Research and development

Indicator	Sub-Indicator	Means of Verification	Compliance		
			Outstanding	Good	Poor
Research & Extension	1. The TVET institution has effective mechanisms for feedback from stakeholders and industry	<ul style="list-style-type: none"> <li>• Training of teachers and staff on conducting research</li> <li>• Training of community leaders to manage community outreach programs</li> <li>• Agreements among partnering institutions in research and extension approved</li> </ul>			
	2. The TVET institution exchanges with other education and training institutions on new developments, best practices, and cooperation potential				
	3. The TVET institution participates in innovation workshops, contests and conferences				
Teaching Staff Engagement in R & D	3. Teaching staff engagement in research activities [e.g. action research in the institution and/or Industry, identification of projects in industry, technology packages]	<ul style="list-style-type: none"> <li>• Allocation of time and resources for teachers to participate in research and extension work</li> <li>• Attendance of teachers to seminar/workshops in developing learning materials aligned with new technology used by industry</li> </ul>			
	4. Teaching staff engagement in development activities based on institution's needs [e.g. modules preparation, workbooks and laboratory manuals development, instructional materials development, fabrication and prototyping, innovation and improvisation]				
Dissemination and Utilization of R&D Outputs	2. Provision of reporting, dissemination, publication, and utilization of institutions success stories, best practices	<ul style="list-style-type: none"> <li>• No. of published researches relevant to the improvement of TVET quality</li> <li>• Sharing of results of studies between and among institutions</li> </ul>			

Indicator	Sub-Indicator	Means of Verification	Compliance		
			Outstanding	Good	Poor
Management of R & D	1. Institutional linkages in selected occupational areas	<ul style="list-style-type: none"> <li>Budget is allocated for research and extension in the annual program of expenditures</li> <li>No. of research proposals submitted for research and extension services</li> </ul>			
Extension Program	1. Plan for community extension services	<ul style="list-style-type: none"> <li>Participation of unemployed adults and out-of-work youths in skills training for livelihood</li> <li>Conduct of training on entrepreneurship</li> </ul>			

#### Criteria 5. Engagement and Linkages

Indicator	Sub-Indicator	Means of Verification	Compliance		
			Outstanding	Good	Poor
Stakeholder Participation	1. Involvement of stakeholders in the development of quality teaching, training, and learning process such as visiting teachers from companies conducted	<ul style="list-style-type: none"> <li>Roster of stakeholders as advisor, consultant, &amp; lecturers for teacher, curriculum, skills standards and learning materials development</li> </ul>			
	2. Information about the current and future needs of relevant stakeholders in TVET gathered regularly	<ul style="list-style-type: none"> <li>Number of institutions participating in pooling of resources</li> <li>Communication of job vacancies information from companies</li> <li>No. of companies opens it facilities for work</li> </ul>			



**Criteria 6. Resources**

Indicators	Sub-Indicators	Means of Verification	Compliance		
			Outstanding	Good	Poor
Infrastructure, repair and Maintenance	1. The TVET institution has sufficient facilities for its education and training programmes	<ul style="list-style-type: none"> <li>Submitted report on the implementation of repair and maintenance plan for infrastructure and other learning</li> <li>Contract of repair works to be done</li> <li>Completion report of repair done</li> </ul>			
	2. The facilities comply with all mandatory safety regulations (lock, fire, hazard, emergency exits)				
	3. Safety instructions and emergency plans are accessible and visibly displayed				
	4. The TVET institution provides the laboratories and workshops needed				
	5. First aid equipment is available				
	6. Machines and equipment are installed, operated and maintained properly				
	7. Trainees and trainees in laboratories/workshops are supervised by qualified instructors				
	8. Classrooms and offices of the TVET institution are fit for the purpose				
	9. The furniture in classrooms is sufficient				
	10. The TVET institution has all necessary teaching and learning equipment				
	11. Emergency rules and plans are available and displayed in each room				

Indicators	Sub-Indicators	Means of Verification	Compliance		
			Outstanding	Good	Poor
	12. Repair and maintenance plan for furniture, workshops, laboratories, library, canteen and other learning resources is implemented				
	13. Audio visuals and materials are sufficiently available				
	14. Equipment is regularly checked, maintained and stored safely				
	15. The TVET institution has a complete inventory list including the necessary information and updated regularly				
	16. Repair and maintenance for equipment, machineries and tools implemented as required				
Institutional development plan	1. Institutional plan presents the future physical improvements of the facilities	Budget for Institutional plant development are included in the annual program of expenditures			
Environmental management	1. Awareness signs for environmental care and protection program are available visibly	<ul style="list-style-type: none"> <li>Greening programs such as tree plantation is going on along the boundaries of the institution</li> <li>Campaign for clean and green program is established and implemented</li> </ul>			
Learning Resources	1. Adequacy of Classrooms, Furniture, Labs, Workshops, and other facilities	<ul style="list-style-type: none"> <li>Sufficient number to meet the number of students per class</li> <li>Well ventilated and lighted wholesome learning environment</li> </ul>			
Industry Visit	1. List of course-related industries around the institution visited	Industry visit report			

### Criteria 7. Students Services

Indicator	Sub-Indicators	Means of Verification	Compliance		
			Outstanding	Good	Poor
Guidance and Counselling	1. The management information system of the institution includes all necessary information about the trainees to undertake necessary action and activities timely including the tracing of graduates.	<ul style="list-style-type: none"> <li>No. of teachers served regarding study and learning difficulties</li> <li>Orientation program for career planning</li> </ul>			
	2. Information about support measures, such as scholarships, bursary, etc. is available				
	3. Guidance and counselling services available				
	4. Information about future career build- available				
Institute Decorum	1.Procedures for admittance, enrolment, course registration, feedback and complaints and graduation are established and implemented	<ul style="list-style-type: none"> <li>No. of posters displayed in the campus</li> <li>No. of handbook for teacher participant is distributed to new enrolees</li> <li>Record of incident reports secured in file</li> </ul>			
	2.Incident reports regarding misconduct is recorded and is administered				
	3.Government rules are communicated to teacher regularly				
Co-curricular and Extra-curricular Programs	1. Student activities for environment, sport, arts, and culture (involving communities and society) regularly conducted	<ul style="list-style-type: none"> <li>Roster of participants actively engaged in co-curricular and extra- curricular activities</li> <li>Guidelines for the implementation of co-curricular</li> </ul>			
	2. Extra-curricular activities have the involvement of teachers and staff				

Indicator	Sub-Indicators	Means of Verification	Compliance		
	and the personal and professional development of students are taken into account	and extra-curricular program <ul style="list-style-type: none"> <li>• No. of the reviewed extra-curricular program in semester</li> </ul>			
	3. Extra-curricular activities are related to health, physical and social development of students and environmental protection	<ul style="list-style-type: none"> <li>• Monitoring of professional development and participation in community activities</li> </ul>			

## **PART IV: Model Training Institution (MTI) Recognition Criteria, Rating and Award System**

It is crucial for a TVET institution to have a commitment to quality and a system to translate the commitment into reality in order to become an MTI. Such a quality system should demonstrate that a TVET institute understands what it means to deliver high-quality TVET programs and services. Therefore, a number of evidence-based methods are applied in the process of MTI recognition. Some of them are presented below:

### **Evaluation**

A number of evaluation concepts will be used in the evaluation processes. The credibility of both self-assessment and external audit (assessment/evaluation) depends on using rigorous evidence-based methods.

### **Evidence**

All assessment will be based on evidence, which is scored in relation to the criteria, indicators, and sub-indicators, i.e. physical evidence to substantiate claims. It may be evidence provided internally, externally, or collected externally.

### **Triangulation**

The collecting and interpreting evidence will be based on triangulation. A single source of evidence is not used as a basis for decision making or making judgments. Information from one source of evidence shall be corroborated with evidence from other sources.

### **Interviews**

Formal interviews with stakeholders are a rich source of evidence and provide leads to be followed in the course of evidence collection. All issues raised in interviews will be triangulated with other sources of evidence. So, interviews will be used with learners, employers, management staff, graduates, etc. so that their sides of stories can be discussed.

### **Rating and MTI Award**

As stated above, the quality criteria consist of 7 components; each component has indicators, making a total of **25 indicators** and **90 sub-indicators**.

The evaluation of the institution is based on the Self-Assessment Report, which will be reviewed by the designated MTI Quality Recognition Award Team of Auditors. The final evaluation will be made only after validating the Self-Assessment Report data/information submitted. If found incomplete, the Team of Auditors will conduct another interview with other personnel of the institution, review the documents again, and make observations during a second on-site visit.

The rating system shall be based on points given to each indicator, in cases where there are sub-indicators, the total point score earned by each sub-indicator will be the score for the indicator. Each sub-indicator's weight is 10 points in all criterions. The evaluation will be based on compliances that will be **“Outstanding”** or **“Good”** and **“Poor”**.

- a) Outstanding =10 points
- b) Good = 5 points
- c) Poor = 3 points.

### Rating Score Chart

No.	Component	Number of Indicators	Number of sub-indicators	Total score
1	Governance and management	2	15	150
2	Teaching and learning	6	29	290
3	Faculty and staff	3	6	60
4	Research and development	5	8	80
5	Engagement and linkages	1	2	20
6	Resources	5	20	200
7	Support to students	3	10	100
	<b>Total</b>	25	<b>90</b>	<b>900</b>

Any TVET institution that scores 60 percent or more in each criterion will be awarded a full MTI Recognition Award. Any TVET institution whose score is less than 60 percent will be awarded a provisional MTI Recognition Award. In order to maintain MTI status, the self-assessment report is submitted and based on which of the following actions are taken:

- a) Analysis of the report of each component.
- b) If the audit score is less than 60 or shows significant change (negatively), an official meeting with the management team is convened to review the results and make a precise action plan for improvement.

### MTI Recognition and Certification

The assessment report is submitted to the Chairman of the MTI Award, which will be the basis for the granting, or denial of the MTI Recognition and Certification. The report will be sent to the institution containing information about the total points earned, the level of award, and validity of the award in case the required total score is obtained. It will also contain information on what actions are needed during the period of validity of the award.

The following are the award categories and their period of validity:

Level	Level defined	Score	MTI Type	Validity
A	The institute has the highest credibility in relation to quality supported by many excellent indicators.	81-100	Full MTI Recognition	5 years
B	Quality is sufficient, though some indicators require attention in times of major institution transformation.	61-80	Full MTI Recognition	3 years
C	Fulfilled some quality indicators while majority of indicators are highly recommended for improvement.	Below 60	Provisional MTI Recognition	2 years for improvement

## **PART V: Quality Audit System**

The purpose of quality audit is to evaluate the performance of the TVET institution, with particular focus on management of quality, and it's also designed to provide a structured opportunity for improvement. Openness and transparency considerations of the actual situation are helpful for the institution and contribute to a useful outcome for all stakeholders. In order to encourage these aspects and enhance the benefits of the exercise for all stakeholders, the quality audit system values both capability in self- audit and performance against the criteria and indicators.

### **1.1 Application for Quality Audit**

Below provides the process for quality audit:

- a) The institutions that are interested to be accredited MTIs should apply for recognition. An application should be submitted to Office of the Chairman of the BTEB. Prior to filing of the application, the applying institution will be orientated on benefits of the recognition, its requirements and processes. Then, they will file their application.
- b) The application and its content will be thoroughly reviewed by the designated staff in the Office of the Chairman of the BTEB to determine its capability. The institution will be advised to prepare and conduct the institutional Self-Assessment and submit a report with complete documentation.

The application will be based on factual including brief history and status of the TVET institution, institutional details, and data for each programme offered, as well as attachments for the orientation of quality auditors such as:

- a) Organization chart
- b) Terms of Reference of Committees (e.g. existing Academic or Administrative Committee, etc.)
- c) List of equipment
- d) Institutional policies and procedures
- e) Strategic plan and annual plan
- f) Prospectus and any other promotional material (brochures etc.)
- g) List of staff, student and programme handbooks
- h) Copies of any recent institutional research reports/ review reports/self-evaluation reports/ institution related reports
- i) Health and safety documents, if any
- j) List of students and graduates by programme and level
- k) List of employers providing workplace-based learning experiences
- l) List of teaching staff by programme/courses taught, part-time/full-time status and qualifications
- m) List of support staff by designation and qualification

In its application, the institution will propose dates for the steps of the quality audit process, within the parameters provided in the schedule for quality audit, and will create an Institutional Evaluation team (IET) and nominate a co-team leader for correspondence/arrangements and for the audit visit.

### **1.2 Self-Assessment**

Self-assessment is an important mechanism to improve institutional education and training quality. It involves quality evaluation by the institution itself in order to promote, develop, and improve quality, and to be ready for external assessment/audit for MTI accreditation.

The self-assessment serves the following objectives:

- a) The self-assessment outcome is an important document for institutional administrators to be used in development planning.
- b) The outcomes of the self-assessment should be reported to the Office of the Chairman of the BTEB to inform its current status.
- c) The self-assessment motivates the institution to develop further.
- d) The self-assessment creates confidence among students and among society by demonstrating a focus on educational and training quality.

In general,

1. Upon receiving information of the acceptance of the application, the TVET institution will mobilize the Institutional Evaluation Team (IET). The team leader of the IET shall inform the staff on their role in this activity and request their active participation and will call a meeting. A QUALITY HUB will be established in the institution as the center of the activities during the Self-Assessment. The co-team leader will serve as the overall coordinator the activity.
2. The institution will mobilize its IET working groups to conduct the Institutional Self-Assessment/External Evaluation.

### **1.2.1 Roles and Responsibilities**

#### **General Qualifications, Team leader**

- a) Experience in education management, curriculum teaching, teaching-learning materials, technology, analysis and assessment, capacity to make appropriate decisions.
- b) Knowledge and comprehension of quality assurance and experience of institutional quality assessment.
- c) Knowledge and comprehension of TVET quality standard.
- d) Strong capacity to work in a team.
- e) Good coordination skills.
- f) Trained in institutional quality assessment.

### **1.3 External Audit (External Assessment)**

External audit is the measurement, assessment, monitoring and auditing of an institution's educational attainments and the organization(s) in charge. The scope of work includes a review of concerned documents and other evidence, including:

- a) Documents about the structure, system, policies, and processes of the institution;
- b) Statistics and records of teaching or training;
- c) Sample data on students;
- d) Analysis of resources (human resources, facilities, materials, etc.) and audit of the use of the resources;
- e) Analysis of any additional information requested from concerned units;
- f) Interviews with administrators, teachers/instructors, students, and other stakeholders;
- g) Inspection of processes such as teaching-learning activities;
- h) Inspection of facilities and teaching / training materials.

The objectives of external audit include the following:

- a) To help the organization in charge to improve the quality of educational services and efficiency of staff performance;



- b) To build trust about educational products and services within society;
- c) To ensure a suitable budget allocation from the government;
- d) To provide learners with information about education quality;
- e) To provide information about processes or activities of the institution;
- f) To assure transparency, equity and accountability, particularly for public institutions.

### 1.3.1 The purpose of external assessment

The specific purposes of external assessment are:

- a) To ensure that the institute’s quality assurance system is functioning as defined and planned.
- b) To improve and enhance education quality through the analysis of the institution using a set of components and indicators to reveal the weak and strong points of the institution and support the quality improvement process.
- c) To build the confidence of learners, parents, society, and government that the institution can provide quality education.

### 1.3.2 External assessment process

- a) Upon submission of the Self-Assessment report, the representative of the institution and the Director for Quality Audit will discuss to agree on the schedule of the visit.
- b) Detailing of activities and requirements of the External Quality Auditors designated to conduct the On-Site Audit is included in the audit schedule.
- c) The external audit is conducted as scheduled.

### 1.3.3 Audit outcome and decision

The audit committee make judgements in respect to:

- Verification of the self-evaluation
- Review of performance against the indicators (external assessment)

The above two will be used to determine the outcome of the Audit. The decision-making criteria for making judgements in each evaluation are as follows:

	Decision Making Criteria for External Assessment Outcomes		
Verification of the self-assessment	<b>Complied and verified</b>	<b>Complied partially &amp; verified</b>	<b>Not complied and verified</b>
	Complied all the identified issues and evidence-based.	Complied in majority of issues and evidence based	Complied in some of the issues only and evidence
Review of performance against the indicators (external audit)	<b>Realized</b>	<b>Partially Realized</b>	<b>Not Realized</b>
	The achievements are in line with indicators and substantially met and evidence based.	The indicators are partially met and evidence based.	The indicators are substantially not met and evidence of gaps.
MTI Award	<b>A</b>	<b>B</b>	<b>C</b>

### 1.3.4 Recognition of Performance and Award of MTI

The outcome of the formal audit will result in a awarding of MTI. The TVET institution will be formally accredited for a maximum period of 5 years as MTI.

### **1.3.5 Appeals and Complaints**

#### **a) Appeals**

The TVET institute may appeal the outcome of a quality audit process and outcome, and if they are not satisfied, the head of the TVET institution will convene IET and review the decision. If the IET upon review finds areas of concerns (in areas such as published process, standards, decision making criteria, or code of conduct.), it may file an appeal to the Appeals Panel at BTEB.

1. The Appeals Panel will be comprised by the Chairman, BTEB. Chairman, BTEB will nominate the Chairperson, one member from BTEB and one representative from DTE/BMET, and two members from RTOs. The BTEB develops clear procedural guidelines for the panel.
2. The Appeals Panel will investigate and if the appeal is reasonable and would require submission of some missing documents which can be presented easily the institution will be given time to submit the documents. If the MTI Board as a result of the findings overturns the outcome of the quality audit process, the revised outcome will be notified to institution and granting of the recognition.

#### **b) Complaints**

Any complaints with regard to quality audit process and outcome will be taken into consideration in two approaches as below:

##### **i. Complaints about TVET Institution**

Complaints about a TVET institution may come from different sources including learners, parents, staff, public, and other providers. If the Appeals Panel receives a complaint about a TVET institution, the Panel will delegate investigation of the complaint to one of its members. The TVET institution and the complainant will be informed about the investigation. The member will report the findings of the investigation and any recommendations to the Chairman of the Panel. The outcome of the complaint will be communicated to the TVET institution and to the complainant.

##### **ii. Complaints about Quality Audit Team**

Complaints about the audit team are communicated to the Appeals Committee. The Chairman will delegate a member to investigate the complaint and the complainant will be informed of the investigation. The findings of the investigation and any recommendations will be reported to the Panel. The outcome of the complaint will be communicated to the to the complainant.