

FDRE EDUCATION AND TRAINING AUTHORITY

Institutional Quality Audit Standard for Higher Education Institutions

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PREAMBLE

Ethiopia has experienced significant growth in its higher education sector, driven by both public investment and private sector participation. This expansion has underscored the need for robust quality assurance mechanisms to maintain and improve educational standards. In response, the Ethiopian government established HERQA in 2003 to oversee quality assurance across public and private higher education institutions, with the evolving landscape of higher education, HERQA transformed into ETA through Proclamation No. 1263/2021, with its powers and duties further detailed in Regulation No. 515/2022.

ETA has redefined the processes of licensing, auditing, and accrediting HEIs, demonstrating a commitment to a more rigorous and integrated quality assurance system. The purpose of the institutional quality audit is to ensure that HEIs adhere to high-quality standards, align with national priorities, and continuously improve their systems and processes. This commitment aims to provide quality education that meets the needs of students, the labor market, and broader society.

The *Quality Audit Standard for HEIs* document outlines the framework, standards, and guidelines for conducting institutional quality audit in Ethiopia. The institutional quality audit assesses the effectiveness of internal quality assurance systems in achieving institutional objectives, compliance with ETA's requirements, and alignment with both national and international quality standards. This document serves as a critical tool for ETA in fostering continuous improvement, promoting accountability, and ensuring transparency in higher education. By evaluating HEIs through the lens of fitness for purpose and fitness of purpose, ETA aims to build trust among stakeholders and facilitate the development of educational institutions that meet both national goals and global benchmarks.



ACRONYMS

ADRI:	Approach, Deployment, Result and Improvement
CPD:	Continuous Professional Development
EIC:	Entrepreneurship and Innovation Center
EQA:	External Quality Assurance
ETA:	Education and Training Authority
FFP:	Fitness for Purpose
FOP:	Fitness of Purpose
HEI:	Higher Education Institution
HEP:	Higher Education Proclamation
HERQA:	Higher Education Relevance and Quality Agency
HRM:	Human Resource Management
ILRM:	Infrastructure and Learning Resources Management
IPR	Intellectual Property Right
IQAS	Internal Quality Assurance System
KPI:	Key Performance Indicator
SIMS:	Students Information Management system
SME	Small and Medium-sized Enterprises
TVET:	Technical and Vocational Education and Training



Definition of Terms

Approach: is the first dimension of the ADRI cycle, which focuses on evaluating what the HEI aims to achieve for a given topic and how it proposes to achieve it.

Commendations: refers to findings from ETA's quality audits that highlight an institution's strengths in its quality assurance system, recognizing exemplary practices, achievements, or outcomes that exceed the standards' requirements.

Deployment: refers to the second dimension of the ADRI cycle, which focuses on whether a HEI's plans for a given topic are being followed in practice, and if not, why not.

Fitness for purpose: Examines how effectively an HEI or its programs meet the institution's stated mission, vision, and strategic goals and objectives.

Fitness of purpose: Examines whether the purposes or mission themselves are appropriate, rather than merely whether they are achieved.

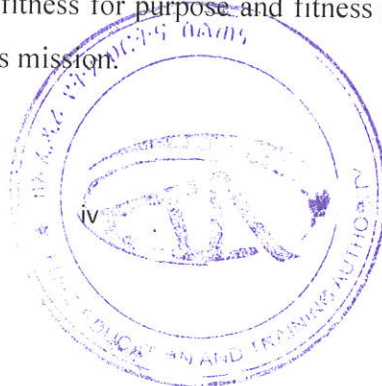
Focus Area: refers to a category or domain within the institutional quality audit standards consisting of a set of related quality audit standards sharing common characteristics.

Guideline: refers to specific expectation within a standard, when met, indicates compliance with that standard.

Improvement: refers to the fourth dimension of the ADRI cycle, which focuses on how effectively an HEI is improving its approach and deployment for any given topic in order to achieve better results.

Internal Quality Assurance System (IQAS): refers to a structured framework implemented by a HEI to monitor, evaluate, and enhance the quality of its academic and administrative processes, ensuring the institution meets standards, achieves its mission, and promotes continuous improvement.

Quality: The degree to which a HEI meets established standards, guidelines, and stakeholder needs, assessed through the concepts of fitness for purpose and fitness of purpose to ensure the institution is effective and aligned with its mission.



Quality Audit: refers to a systematic and independent evaluation process that assesses whether the Internal Quality Assurance System (IQAS) established by an HEI is effective.

Quality Audit Cycle: refers to a defined period, typically occurring at five-year intervals, during which an audit is conducted.

Quality Auditors: refers to trained professionals who have been designated by the Authority to conduct quality audits in HEIs.

Quality Enhancement: refers to the process where steps are taken to bring about continuous improvements in quality.

Recommendations: refers to suggestions as a result of institutional quality audit findings aimed at enhancing the quality and effectiveness of the internal quality assurance system of an HEI.

Results: refers to the third dimension of the ADRI cycle, which focuses on the evidence of the outputs and outcomes of a topic's approach and deployment.

Self-Evaluation: refers to a systematic internal process through which an institution assesses its performance and practices against established standards, using the ADRI model to identify strengths and areas for improvement.



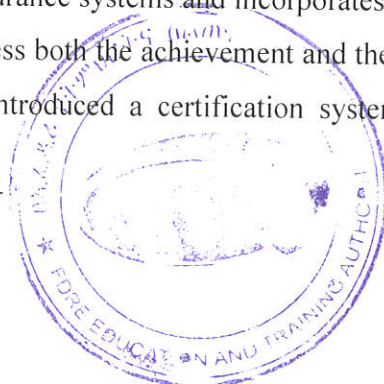
INTRODUCTION

1.1. Background

Over the past three decades, Ethiopia has undertaken significant reforms and expansion of its higher education sector to increase access and develop the skilled human capital required for national development. Alongside the expansion of public higher education institutions, the Government has encouraged private investment, resulting in substantial growth and diversification of the sector. This rapid expansion has increased the importance of establishing effective quality assurance mechanisms to safeguard academic standards, promote continuous improvement, and ensure the relevance of higher education. In response, the Government established the Higher Education Relevance and Quality Agency (HERQA) under Proclamation No. 351/2003, with the mandate to assure the quality and relevance of higher education in both public and private institutions.

Institutional quality audit was one of HERQA's principal external quality assurance mechanisms for evaluating the effectiveness of internal quality assurance systems and promoting continuous quality enhancement in higher education institutions. Although the legal framework required institutions to respond to audit findings and recommendations, the implementation of quality improvement actions was often inconsistent. This highlighted the need for a more effective mechanism to strengthen institutional accountability and ensure systematic follow-up of audit recommendations. Consequently, HERQA was restructured as the Education and Training Authority (ETA) under Proclamation No. 1263/2021. Subsequently, Council of Ministers Regulation No. 515/2022 established the Authority's organizational structure and defined its powers and responsibilities.

Building on HERQA's experience and informed by internationally recognized quality assurance principles and practices, ETA strengthened the institutional quality audit framework through a comprehensive reform of its audit methodology. The revised framework adopts the ADRI (Approach, Deployment, Results, and Improvement) model as the basis for evaluating the effectiveness of institutional internal quality assurance systems and incorporates the principles of fitness for purpose and fitness of purpose to assess both the achievement and the appropriateness of institutional objectives. In addition, ETA introduced a certification system that classifies



higher education institutions (HEIs) according to the functionality level of their Internal Quality Assurance Systems (IQAS). Collectively, these reforms reinforce institutional accountability, promote continuous quality enhancement, strengthen transparency, and align Ethiopia's external quality assurance system with internationally recognized quality assurance principles and good practices.

1.2. Legal Framework of HEIs Quality Audit

Upon its establishment under Higher Education Proclamation No. 351/2003, the Higher Education Relevance and Quality Agency (HERQA) was mandated to assure the quality and relevance of higher education in Ethiopia. To discharge this mandate, HERQA implemented two principal external quality assurance mechanisms: licensing and institutional quality audit. Licensing applied to private higher education institutions (HEIs), while institutional quality audits were conducted across both public and private HEIs. Through successive audit cycles, HERQA assessed the effectiveness of institutional quality assurance systems and issued recommendations to support quality enhancement. However, the implementation of audit recommendations has gaps across institutions, reflecting the need for stronger institutional accountability and more effective follow-up mechanisms. In response, the legal framework governing higher education quality assurance was progressively strengthened through Higher Education Proclamation No. 650/2009 and subsequently Higher Education Proclamation No. 1152/2019, which explicitly defined the quality assurance responsibilities of HEIs.

In particular, Article 21(6) of Higher Education Proclamation No. 1152/2019 requires higher education institutions to implement the recommendations arising from external quality audits. This responsibility is further reinforced by Council of Ministers Regulation No. 515/2022, which establishes the Education and Training Authority (ETA) as the national external quality assurance body and mandates institutions to implement the Authority's quality audit recommendations as part of their continuous quality improvement processes. Despite the establishment of legal provisions to strengthen institutional accountability, the implementation of quality audit recommendations has remained inconsistent across higher education institutions. This highlighted the need for a more robust regulatory mechanism to strengthen follow-up, promote institutional accountability, and support continuous quality improvement. Accordingly,



the Quality Audit Directive for Higher Education and Technical and Vocational Education and Training (TVET) Institutions was introduced to govern the conduct of external quality audits using a systems-oriented approach that focuses on the effectiveness of institutional internal quality assurance systems.

1.3. Importance of Quality Audit

Institutional Quality Audit is an independent external quality assurance process that evaluates the effectiveness of an institution's internal quality assurance system in assuring and enhancing the quality of its educational provision. By providing objective, evidence-based judgments on institutional performance, the audit promotes accountability, supports continuous quality enhancement, and strengthens public confidence in higher education.

Furthermore, the audit promotes transparency by providing reliable, evidence-based information on an institution's quality. Through the publication of audit outcomes, it strengthens stakeholder confidence and supports informed decision-making by learners, employers, policymakers, and the public. In doing so, the audit contributes to ETA's mandate of collecting, analyzing, and disseminating information on the quality of education and training institutions and their programs.

Moreover, the audit supports evidence-informed institutional decision-making by providing objective findings and recommendations for quality improvement. These enable institutions to strengthen their policies, strategic priorities, and internal quality assurance processes in alignment with their mission, objectives, and applicable regulatory requirements. Through this enhancement-oriented approach, the audit supports institutions in improving their effectiveness and advancing their contribution to national development. Ultimately, these efforts contribute to the realization of ETA's vision of becoming a globally recognized leader in education and training quality assurance by 2032.

1.4. Vision, Mission, Objective and Core Values of ETA

ETA's Vision is:

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



Mission: The mission of the Authority is to ensure a high quality and relevant education and training by:

- Developing national quality assurance standards and ensuring their proper implementation.
- Ensuring that education and training institutions establish vibrant internal quality assurance systems that can be continuously improved.
- Ensuring that graduates of education and training institutions acquire the necessary knowledge, skills, and attitudes to facilitate the country's development and growth.

Core Values: In delivering its quality audit services, ETA is committed to upholding public accountability, professionalism, transparency, impartiality, competence, and professional integrity.

Objective

By improving the legal framework which governs education and training it will assure quality of education and training by performing activities related to education quality, monitoring, evaluation and control in the control.

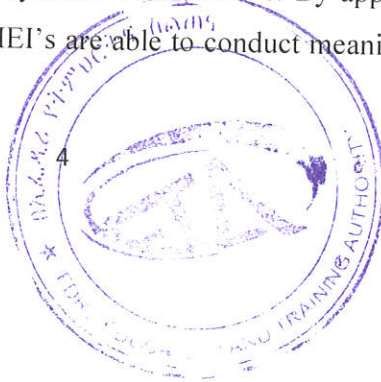
1.5 Scope of the Standard

This document delineates the standards for evaluating the internal quality assurance systems of higher education institutions in Ethiopia. The primary aim is to assess the robustness and effectiveness of the HEI's internal quality assurance system rather than focusing on the adequacy and sufficiency of resources.

Ethiopian HEIs exhibit considerable diversity across various dimensions, each of which has important implications for quality assurance. This standard is uniformly applicable to all HEIs, regardless of their status, program delivery modality, institutional differentiation and autonomy.

2. Fundamentals of Institutional Quality Audit

A Quality Audit is a systematic and independent evaluation process undertaken to assess the effectiveness of internal quality assurance systems within HEI's. By applying the fundamental principles and standards of quality audit, HEI's are able to conduct meaningful self-evaluations,



while ETA conducts external quality audits that support evidence-based improvement, strengthen institutional effectiveness, and enhance the overall quality of HEI provision.

2.1. ETA's Quality Audit principles: Fitness for Purpose and Fitness of Purpose

The Authority conducts institutional quality audits of higher education institutions (HEIs) based on the complementary principles of fitness for purpose and fitness of purpose. The fitness for purpose principle examines the extent to which an institution effectively achieves its stated mission, vision, objectives, and strategic priorities through appropriate policies, processes, and practices. The fitness of purpose principle considers the relevance, appropriateness, and alignment of the institution's stated purposes with its legal mandate, national priorities, stakeholder expectations, and the broader higher education context.

This approach enables ETA to assess whether institutions are effectively pursuing appropriate purposes while respecting institutional autonomy in defining their missions and strategic directions. It supports the dual purposes of external quality assurance accountability and enhancement by promoting institutional effectiveness, continuous improvement, and stakeholder confidence.

2.2. ETA's Quality Audit Evaluation Model: ADRI

ETA's institutional quality audit is conducted using the ADRI (Approach, Deployment, Results, and Improvement) model, a structured and cyclical evaluation framework that examines the effectiveness of institutional quality assurance systems. The model assesses how institutions establish their approaches, implement planned processes, demonstrate results, and use evidence to support continuous improvement. By applying the ADRI model, ETA ensures a systematic and evidence-based assessment of institutional quality assurance practices, promotes accountability, and encourages HEIs to engage in ongoing quality enhancement.

Approach: The Approach phase, also known as the planning phase, focuses on defining the goals and objectives of HEI and outlining the strategies to achieve them. This phase reflects the institution's intentions and serves as a foundation for aligning its actions with strategic priorities.



In the context of a quality audit, the Approach phase evaluates the institution's overarching mission and vision as well as the detailed plans related to the specific area under review.

Deployment: Deployment assesses how effectively the institution's quality assurance system is implemented across all levels. It looks at the operationalization of policies, strategies, and frameworks within different departments. This includes examining the extent to which quality assurance processes are embedded in day-to-day activities, how roles and responsibilities are distributed, and how leadership fosters an institutional culture of quality.

Results: Assessing quality involves evaluating not only the plans, inputs, and processes but also the outcomes achieved. Results serve as crucial indicators of whether the institution's actions are effective and aligned with its goals. Every goal should be associated with a reported result, and each result should directly relate to a specific goal. This establishes a clear causal relationship between the approach, its implementation, and the outcomes, preventing random success and enhancing the institution's understanding of how to improve future performance.

Improvement: This final dimension focuses on how the institution uses the results of its quality assurance processes to drive continuous improvement. It examines the mechanisms in place for reviewing, reflecting on, and enhancing institutional processes and outcomes.

2.3. Quality Audit Focus Areas and Standards

Quality assurance agencies organize external quality audit standards in different ways to reflect their legal mandates, higher education systems, and quality assurance frameworks. Accordingly, the ETA organizes its institutional quality audit standards into seven focus areas, informed by the Ethiopian higher education context and international quality assurance principles. Each focus area comprises a set of standards and corresponding guidelines that provide the basis for evaluating the effectiveness of an institution's internal quality assurance system. Each guideline is supported by specific indicators that serve as the criteria for assessing institutional performance. The following sections present the focus areas, standards, guidelines, and their respective indicators.

1. Vision, Mission and Governance
2. Infrastructure and Learning Resources
3. Academic and Support Staff



4. Student Affairs and Graduate Outcomes
5. Program Development and Delivery
6. Research, Community Engagement, Incubation and Innovation, and Industry linkage
7. Internal Quality Assurance

Focus Area 1: Vision, Mission and Governance

Every HEI shall have a clearly defined and relevant mission and vision as well as a governance system and structure that support the realization of its vision and mission. The governance framework, along with institutional regulations and policies, must be developed in consultation with those impacted and must adhere to legal requirements. The roles and responsibilities of the governing body at various levels and different academic committees shall be clearly defined, communicated, and understood by its stakeholders. Each staff member shall recognize how their work aligns with the HEI's mission, policies, and objectives. A clear timeline shall be established for reviewing and revising legislative documents. Processes, procedures, systems, mechanisms, and activities must be implemented, evaluated, and monitored in a structured and systematic manner. The governing body is responsible for periodically assessing their effectiveness in achieving the institution's goals.

Standard 1: Vision and Mission

The HEI shall establish clear and realistic vision, mission, and goals statements developed with the participation of stakeholders, align with the national priorities, and clearly articulate the institution's purpose. The goals and strategic objectives are aligned with the mission, approved by the governing body, and communicated to stakeholders.

Guidelines

The HEI shall:

- 1.1. Establish a mechanism to set clear and realistic vision, mission and goals aligned with the purpose it is differentiated for, national priorities and regulatory requirements, approved by concerned body, ensuring the participation of relevant stakeholders and the establishment of a communication mechanism.



- 1.2. Formulate a mechanism to ensure strategic goals and objectives emanate from its mission and align with its activities while integrating major cross cutting issues across its functional units.
- 1.3. Establish a system that enables regularly monitor and periodically evaluate its mission, vision, and core values to ensure their relevance and assess the level of attainment using KPIs.
- 1.4. Have a clear and realistic vision, mission, and goals developed with stakeholders participation, approved by the governing body, consistently reflected in all strategic documents, aligned with its differentiation and cross-cutting issues, supported by well-defined objectives and activities, effectively communicated to stakeholders, regularly monitor and periodically evaluate the attainment of its mission and vision using pre-defined KPIs.
- 1.5. Demonstrate measurable results that align with strategic goals and objectives, establish a causal relationship with the approach and deployment, and assess its performance against targets and trends.
- 1.6. Consistently gather, validate, analyze and report data on its strategic intents, regularly review and update its strategic and operational plans, and demonstrate tangible improvements in these areas through established review processes.

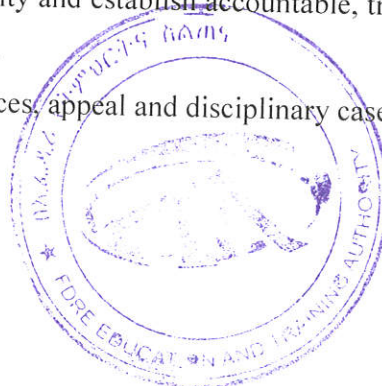
Standard 2: Governance

The HEI shall establish a governance system for effective management and implementation of policies and procedures that ensures accountability and transparency.

Guidelines

The HEI shall:

- 2.1. Establish an appropriate governance system that aligns with the institution's mission and regulatory requirements, ensuring the participation of relevant stakeholders and the establishment of a communication mechanism.
- 2.2. Define and communicate roles and responsibilities of different organs that commensurate with the required authority and establish accountable, transparent, merit based and inclusive governance system.
- 2.3. Establish a system for handling grievances, appeal and disciplinary cases.



- 2.4. Devise a risk identification and mitigation system.
- 2.5. Devise a mechanism to regularly monitor and periodically evaluate its governance system using KPIs.
- 2.6. Allocate resources, implement policies, ensure transparency and accountability, promote merit-based inclusive leadership, empower staff, handle grievances, mitigate risks, regularly monitor and periodically evaluate the attainment of its governance goals using pre-defined KPIs.
- 2.7. Demonstrate measurable results that align with governance goals and objectives, establish a causal relationship with the approach and deployment, and assess its performance against targets and trends.
- 2.8. Consistently gather, validate, analyze, and report data on its governance goals, regularly review and update its governance management system, and demonstrate tangible improvements in governance through established review processes.

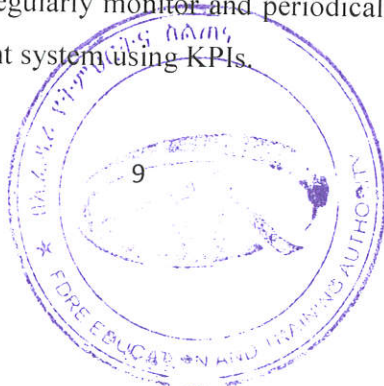
Standard 3: Financial Management

The HEI shall establish and maintain financial management systems that ensure strategic alignment with institutional objectives and legal frameworks.

Guidelines

The HEI shall:

- 3.1. Establish a financial management system that aligns with national regulations and international principles, ensuring the participation of relevant stakeholders and the establishment of a communication mechanism.
- 3.2. Devise mechanisms to diversify funding sources for financial sustainability and ensure balanced budget allocation across functions with transparency and accountability in the budgeting process.
- 3.3. Establish a mechanism to carry out internal financial audit that is in line with the national financial audit requirement.
- 3.4. Develop a mechanism to regularly monitor and periodically evaluate the effectiveness of the financial management system using KPIs.



- 3.5. Engage stakeholders in financial policy formulation, communicate the policy, allocate resources, ensure balanced budget allocation, diversify funding sources, conduct internal financial audit and regularly monitor and periodically evaluate the financial management system's effectiveness using pre-defined KPIs.
- 3.6. Demonstrate measurable results that align with financial management goals and objectives, establish a causal relationship with the approach and deployment, and assess its performance against targets and trends.
- 3.7. Consistently gather, validate, analyze, and report data on its financial management goals, regularly review and update its financial management system, and demonstrate tangible improvements in financial management system through established review processes.

Focus Area 2: Infrastructure and Learning Resources

This focus area emphasizes systems and processes that HEIs shall establish for effective management of physical and digital infrastructure, as well as learning resources. It focuses on acquiring, utilizing, retaining, maintaining, and updating resources in alignment with the institutional mission.

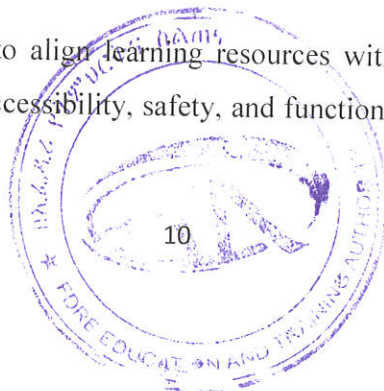
Standard 4: Infrastructure and Learning Resources

The HEI shall implement systems for acquiring, utilizing, retaining, maintaining, updating and upgrading their infrastructure and learning resources.

Guidelines

The HEI shall:

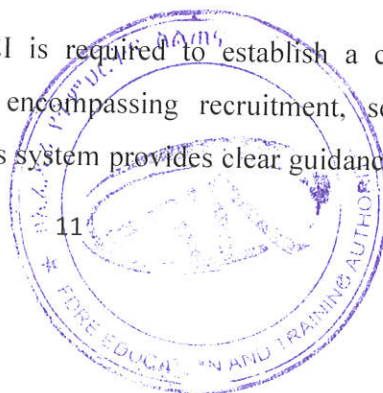
- 4.1. Establish an effective asset management policy and system for acquiring, utilizing, retaining, maintaining, and updating infrastructure and learning resources, ensuring the participation of relevant stakeholders and the establishment of a communication mechanism.
- 4.2. Establish mechanisms to align learning resources with curriculum requirements and student needs, ensure accessibility, safety, and functionality of resources and facilities,



- comply with national health and safety regulations, and integrate emerging technology to support learning.
- 4.3. Establish an inventory management system to regularly review and improve learning facilities and resources, and develop a mechanism to periodically produce utilization reports.
 - 4.4. Design a mechanism for the maintenance, calibration, and up-to-date record-keeping of learning resources, and formulate a process for regular safety inspections by certified professionals to identify and mitigate potential hazards.
 - 4.5. Establish an integrated waste management system that promotes the reduction, reuse, and recycling of waste ensuring the proper disposal of hazardous, recyclable and organic waste in compliance with environmental regulations.
 - 4.6. Devise a mechanism to digitalize its core and support functions
 - 4.7. Develop a mechanism and evaluation processes to regularly monitor and periodically evaluate the effectiveness of infrastructure and learning resources management system using KPIs.
 - 4.8. Allocate resources for asset management, involve stakeholders in policy formulation, communicate its asset management policy to stakeholder, ensure safe and functional facilities, integrate emerging technologies, align resources with curriculum and students needs and regularly monitor and periodically evaluate its ILRM system using pre-defined KPIs.
 - 4.9. Demonstrate measurable results that align with infrastructure and learning resources management goals and objectives, establish a causal relationship with the approach and deployment, and assess its performance against targets and trends.
 - 4.10. Consistently gather, validate, analyze, and report data on its ILRM system goals and regularly review and update its ILRM system and demonstrate tangible improvements in ILRM system through established review processes.

Focus Area 3: Academic and Support Staff

To achieve its strategic goals, each HEI is required to establish a comprehensive Human Resource Management (HRM) system encompassing recruitment, selection, appointment, promotion, and termination processes. This system provides clear guidance on staffing practices,



ensuring that hiring decisions are based on competence and qualifications. Policies must clearly define the required education and experience for staff members in alignment with their responsibilities. Additionally, the HEI shall conduct regular assessments of its HR needs.

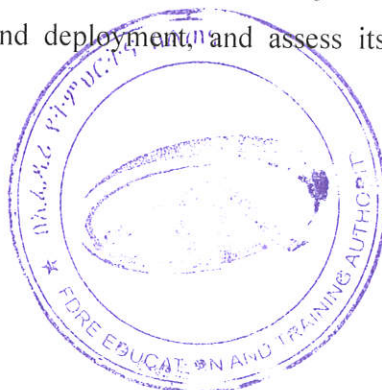
Standard 5: Academic and Support Staff

The HEI shall establish and maintain HRM system addressing recruitment, selection, appointment, promotion, and termination to provide clear guidance on staffing.

Guidelines

The HEI shall:

- 5.1. Develop HRM policy that aligns with regulatory policies, ensuring the participation of relevant stakeholders and the establishment of a communication mechanism.
- 5.2. Devise a system to conduct periodic human resource needs analysis and staff retention.
- 5.3. Develop a professional development and capacity-building plan for its academic and support staff and implement a fair and transparent performance evaluation and appraisal system.
- 5.4. Devise a mechanism that promotes inclusiveness in its HRM system.
- 5.5. Devise a procedure for handling disciplinary cases, and a fair and transparent appeal system with clearly defined procedures.
- 5.6. Establish a mechanism to regularly monitor and periodically evaluate the effectiveness of HRM system using KPIs.
- 5.7. Align HRM policies with its mission, analyze HR need, appoint and promote staff, conduct inductions, provide professional development for academic staff, communicate policies and roles, implement a staff retention plan, regularly monitor and periodically evaluate performance against pre-defined KPIs, and offer capacity-building.
- 5.8. Promote inclusiveness in recruitment, address disciplinary and appeal cases, communicate the code of conduct, collect feedback, and regularly monitor and periodically evaluate its HRM system using pre-defined KPIs.
- 5.9. Demonstrate measurable results that align with HRM goals and objectives, establish a causal relationship with the approach and deployment, and assess its performance against targets and trends.



- 5.10. Consistently gather, validate, analyze, and report data on its HRM goals, regularly review and update its HRM system, and demonstrate tangible improvements in HRM system through established review processes.

Focus Area 4: Student Affairs and Graduate Outcomes

To ensure effective management of admissions and student support services, HEIs must implement comprehensive policies, mechanisms, and procedures that align admission requirements with program standards and government regulations, while also establishing a system that delivers a wide range of academic and non-academic support services to address the specific needs of its students.

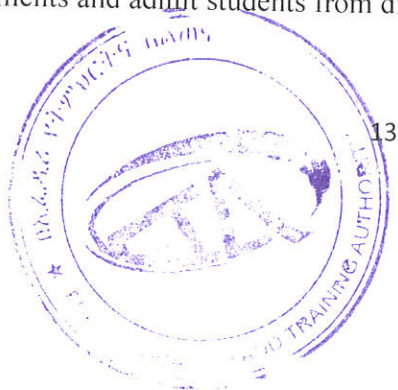
Standard 6: Student Admission

The HEI shall have a system and a well-defined student admission policy that addresses criteria for program admission requirements and regulatory policies.

Guidelines

The HEI shall:

- 6.1. Develop student admission policy that addresses admission requirements while considering diversity, aligning with regulatory requirements, ensuring the participation of relevant stakeholders and establishing a communication mechanism.
- 6.2. Develop a system to verify student credentials and admission endorsements while integrating Student Information Management System (SIMS) with the national Education Assessment and Examination Service database.
- 6.3. Create a system to ensure consistent admission procedures across campuses and securely store and easily retrieve student and graduate records.
- 6.4. Establish an appeal system with a clear procedure for student admission.
- 6.5. Establish a mechanism to regularly monitor and periodically evaluate its student admission management system using KPIs.
- 6.6. Involve stakeholders in admission policy formulation, communicate policy, allocate resources for student admission activities, verify credentials follow admission requirements and admit students from diverse and special need backgrounds.



- 6.7. Ensure consistent admission procedures across campuses, utilized the integrated EAES and SIMS, securely store credentials with backup mechanisms, handle student appeals, and regularly monitor and periodically evaluate the system's effectiveness based on pre-defined KPIs.
- 6.8. Demonstrate measurable results that align with student admission management system goals and objectives, establish a causal relationship with the approach and deployment, and assess its performance against targets and trends.
- 6.9. Consistently gather, validate, analyze, and report data on its student admission goals, regularly review and update its student admission management system, and demonstrate tangible improvements in student admission management system through established review processes.

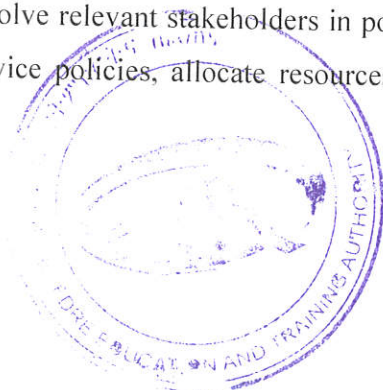
Standard 7: Student Support Service

The HEI shall establish and implement a well-defined policy, system, and procedures for its academic and non-academic support services, ensuring that students are enabled to achieve the program objectives.

Guidelines

The HEI shall:

- 7.1. Establish an inclusive student support service policy and procedure that aligns with regulatory requirements, ensuring the participation of relevant stakeholders and the establishment of a communication mechanism.
- 7.2. Devise a student retention mechanism to minimize attrition and improve national exit exam success, while addressing support needs through academic advising, extracurricular services, healthcare, counseling, and career training.
- 7.3. Establish a mechanism for grievance and appeal on students support services.
- 7.4. In place a mechanism to regularly monitor and periodically evaluate the effectiveness of its student support services management system using KPIs.
- 7.5. Involve relevant stakeholders in policy formulation, communicate its students support service policies, allocate resources for student support activities including academic



- advising, extracurricular activities, healthcare, counseling, career training, and manage grievances and appeals.
- 7.6. Regularly monitor and periodically evaluate its student support services using pre-defined KPIs.
 - 7.7. Demonstrate measurable results that align with students support service goals and objectives, establish a causal relationship with the approach and deployment, and assess its performance against targets and trends.
 - 7.8. Consistently gather, validate, analyze, and report data on its student support service goals, regularly review and update its student support service management system, and demonstrate tangible improvements through established review processes.

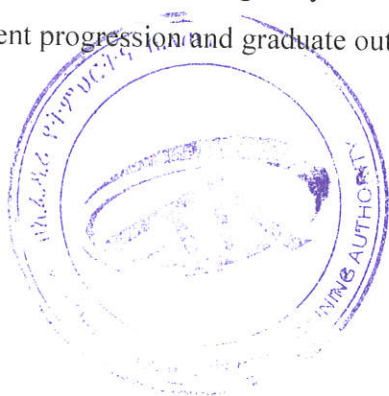
Standard 8: Students Progression and Graduate Outcomes

The HEI shall establish a comprehensive system and procedure to effectively monitor student progression and identify individuals requiring support, with the aim of reducing dropout rates and enhancing graduate outcomes. This system shall involve the regular collection and analysis of data related to student admissions, progression, and graduate outcomes to track employment trends.

Guidelines

The HEI shall:

- 8.1. Develop a policy that governs student progression and graduate outcomes in alignment with regulatory requirements, ensuring the participation of relevant stakeholders and the establishment of a communication mechanism.
- 8.2. Develop a system that tracks students' progress, including course enrollment and grade earned to ensure timely identification of students' academic progression.
- 8.3. Establish a mechanism to conduct tracer studies to evaluate graduate effectiveness and program outcomes, and develop a system to maintain continuous relationships with alumni.
- 8.4. Establish an appeal system regarding students' progression
- 8.5. In place a system to regularly monitor and periodically evaluate the effectiveness of student progression and graduate outcome management system using KPIs.



- 8.6. Involve stakeholders in student progression and graduate outcome policy formulation, communicate the policy, and use a tracking system for identifying at-risk students.
- 8.7. Conduct tracer studies, engage alumni in institutional initiatives, survey alumni career progression, analyze alumni engagement, communicate and deploy appeal procedures regarding student progression and regularly monitor and periodically evaluate the students' progression and graduate outcome system's effectiveness based on pre-defined KPIs.
- 8.8. Demonstrate measurable results that align with goals and objectives related to students progression and graduate outcomes, establish a causal relationship with the approach and deployment, and assess its performance against targets and trends.
- 8.9. Consistently gather, validate, analyze, and report data on the attainment of goals related to student progression and graduate outcomes, regularly review and update its student progression and graduate outcomes management system, and demonstrated tangible improvements through established review processes.

Focus Area 5: Program Development and Delivery

The HEI shall put in place and implement a planned and robust procedure for program design, development, approval, and review in order to maintain program relevance, quality, and alignment with the national framework. The HEI also shall make sure that the program delivery is in line with the curricula.

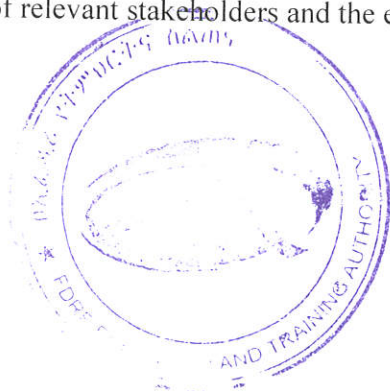
Standard 9: Program Development and Review

The HEI shall establish and implement a robust system for its programs design, development, approval and review.

Guidelines

The HEI shall:

- 9.1. Develop a policy and guideline for program design, development, approval and revision that align with regulatory requirements and national priority, ensuring the participation of relevant stakeholders and the establishment of a communication mechanism.



- 9.2. Develop a program needs assessment guideline that aligns with national priorities, incorporates indigenous knowledge and 21st century skills, and includes a mechanism for continuous improvement through feedback obtained from tracer studies.
- 9.3. Establish a procedure to ensure that the necessary resources to operate academic programs are secured in advance.
- 9.4. Establish a mechanism to regularly monitor and periodically evaluate its program development and revision system using KPIs.
- 9.5. Implement its program design, development, approval, and revision policy and guidelines by involving relevant stakeholders, aligning with national priorities and tracer study results, communicate its program design, development and revision guideline to its relevant stakeholders, conducted a program needs assessment based on the guideline and integrated indigenous knowledge and 21st C skills, and ensure sufficient resources are available to effectively operate academic programs, regularly monitor and periodically evaluate the effectiveness of its program development and revision system using pre-defined KPIs.
- 9.6. Demonstrate measurable results that align with program development and review goals and objectives, establish a causal relationship with the approach and deployment, and assess its performance against targets and trends.
- 9.7. Consistently gather, validate, analyze, and report data on program development and review goals, regularly update its program development and review management system, and demonstrate tangible improvements through established processes.

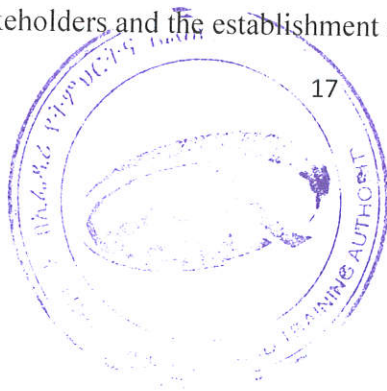
Standard 10: Learning and Teaching

The HEI shall establish and put in to practice clear policies and procedures that govern the overall learning and teaching process.

Guidelines

The HEI shall:

- 10.1. Develop a comprehensive learning and teaching policy and guideline considering regulatory requirements and different modes of delivery, ensuring the participation of relevant stakeholders and the establishment of a communication mechanism.



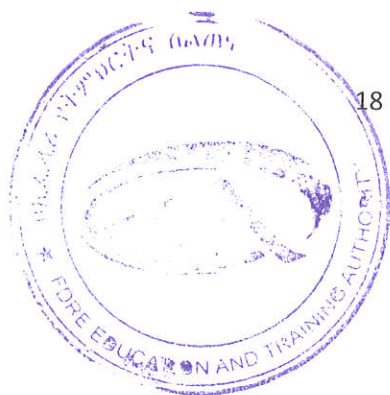
- 10.2. Develop a mechanism to equip faculty with pedagogical skills and establish a technology-assisted learning process.
- 10.3. Establish a mechanism that enables to check the use of variety of teaching methods that fit the nature of the course content and learning outcomes which are appropriate for the mode of delivery.
- 10.4. Create a mechanism to ensure comprehensive course content coverage and maintain a balance between theory and practice in course delivery.
- 10.5. Establish a system to regularly monitor and periodically evaluate the effectiveness of the learning and teaching management system using KPIs.
- 10.6. Involve stakeholders in the development of the learning and teaching policy; communicate the policy; equip faculty with pedagogical skills; ensure course content coverage that maintains a balance between theory and practice; monitor the implementation of diverse active learning methods suited to the course nature, delivery modality, and technology used; ensure that course content, teaching methods, and learning outcomes are consistent and complementary; regularly conducted trainee and staff satisfaction survey on its learning teaching management system and communicated to its stakeholder and regularly monitor and evaluate the system's effectiveness based on predefined KPIs.
- 10.7. Demonstrate measurable results that align with learning and teaching goals and objectives, establish a causal relationship with the approach and deployment, and assess its performance against targets and trends.
- 10.8. Consistently gather, validate, analyze, and report data on learning and teaching goals, regularly update its learning and teaching management system and demonstrate tangible improvements through established processes.

Standard 11: Student Assessment

The HEI shall establish assessment system to measure student's achievement of learning outcomes with clear and effective procedure for its implementation.

Guidelines

The HEI shall:



- 11.1. Develop a comprehensive assessment policy considering regulatory requirements and different modes of delivery, ensuring the participation of relevant stakeholders and the establishment of a communication mechanism.
- 11.2. Develop a mechanism to ensure the use of diverse methods and guarantee the validity and reliability of assessment.
- 11.3. Establish a mechanism to support assessments with technology and develop procedures to ensure the security, fairness, and consistency of exam handling.
- 11.4. Create a mechanism to ensure assessments cover the entire course content, maintain a balance between theory and practice, and align assessment with course objectives and learning outcome.
- 11.5. Establish a mechanism to ensure consistency of assessment practices across the institution.
- 11.6. In place an appeal system for grievance handling related to assessment and marking.
- 11.7. Devise a mechanism to regularly monitor and periodically evaluate the effectiveness of assessment system using KPIs.
- 11.8. Involve stakeholders in developing assessment policies, communicate the policy, allocate resources, ensure alignment between course content, assessment methods, and learning outcomes, ensure assessments covered the entire course objectives, course content and balance between theory and practice is maintained, support assessment with technology, and monitor security, consistency, fairness, validity and reliability of assessment, monitor consistency of assessment practices across its departments and campuses, while addressing grievances and regularly reviewing the effectiveness of the system using pre-defined KPIs.
- 11.9. Demonstrate measurable results that align with student assessment goals and objectives, establish a causal relationship with the approach and deployment, and assess its performance against targets and trends.
- 11.10. Consistently gather, validate, analyze, and report data on student assessment goals, regularly update its student assessment system, and demonstrate tangible improvements through established processes.



Focus Area 6: Research, Community Engagement, Industry Linkage and Incubation and Innovation

HEIs are expected to engage in research and community activities alongside their teaching responsibilities. While all HEIs are required to conduct research, the extent of their involvement may vary based on their specific mission and focus. To effectively fulfill these roles, it is essential to establish clear policies, guidelines, and systems that support these activities. This focus area outlines the necessary standards and guidelines for the systems and procedures required to enhance and maintain the quality of research, community engagement, and industry partnerships. By implementing these frameworks, HEIs will ensure they meet their obligations and make meaningful contributions to their communities and academic disciplines.

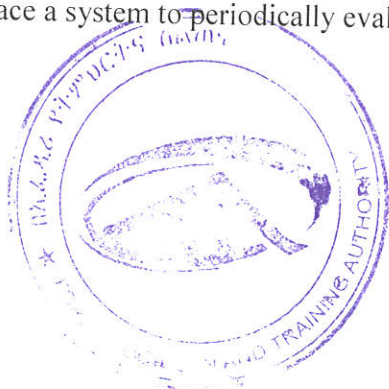
Standard 12: Research

The HEI shall in place a system for research undertakings ensuring national priorities, institutional mission and stakeholder expectation.

Guidelines

The HEI shall:

- 12.1. Develop research policies that align with its mission, national priority and regulatory requirements, ensuring the participation of relevant stakeholders and the establishment of a communication mechanism.
- 12.2. Develop a mechanism to identify and prioritize research thematic areas ensuring consistent and stringent research approval process.
- 12.3. Establish a mechanism to secure research funding and ensure it is exclusively used for research purposes.
- 12.4. Establish mechanisms to support, monitor, and evaluate both student and staff research activities, including incentives to promote engagement.
- 12.5. Create a database for managing and archiving research output, a process for publication and dissemination and a mechanism to prevent plagiarism.
- 12.6. Establish a mechanism to verify the reputability of journals before subscription and create a system for collaboration with national and international institutions.
- 12.7. In place a system to periodically evaluate the impacts of its research outputs.



- 12.8. In place an appeal system for grievances handling related to research undertakings.
- 12.9. Develop a system to regularly monitor and periodically evaluate the effectiveness of its research management system using KPIs.
- 12.10. Develop and communicate research policies, allocate resources, prioritize research themes, ensure ethical standards, support and monitor staff and students' research, diversified funding sources, and ensured research funds are used exclusively for research activities, deploy a database system, publish research output, collaborate with institutions, subscribe reputable journals, checked plagiarism and maintained ethical standards in its research approval procedures, assessed research impact, and regularly monitor and periodically evaluate the research management system using pre-defined KPIs.
- 12.11. Demonstrate measurable results that align with research goals and objectives, establish a causal relationship with the approach and deployment, and assess its performance against targets and trends.
- 12.12. Consistently gather, validate, analyze, and report data on research goals, regularly update its research management system, and demonstrate tangible improvements through established processes.

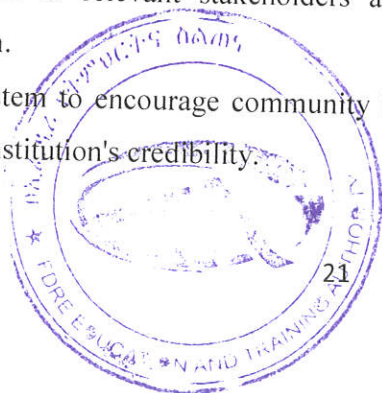
Standard 13: Community Engagement

The HEI shall establish a system for community engagement ensuring national requirements, institutional mission, social responsibility and stakeholder expectation.

Guidelines

The HEI shall:

- 13.1. Establish community engagement policies in alignment with the mission it is differentiated for, national priorities and regulatory requirements, ensuring the participation of relevant stakeholders and the establishment of a communication mechanism.
- 13.2. Create a system to encourage community involvement in institutional committees and build the institution's credibility.



- 13.3. Establish a mechanism to engage its staff and students to participate in a range of community activities and national services.
- 13.4. Devise a mechanism to support community engagement activities by research.
- 13.5. Devise a system to periodically evaluate the impacts of its community engagement activities.
- 13.6. In place a mechanism to regularly monitor and periodically evaluate the effectiveness of its community engagement management system using KPIs.
- 13.7. Develop a community engagement policy with stakeholder involvement, communicate it, allocate resources, engage staff and students in community service, build credibility, encourage research-based engagement, assess impact, and regularly monitor and periodically evaluate the system's effectiveness using pre-defined KPIs.
- 13.8. Demonstrate measurable results that align with community engagement goals and objectives, establish a causal relationship with the approach and deployment, and assess its performance against targets and trends.
- 13.9. Consistently gather, validate, analyze, and report data on attainment of community engagement goals, regularly update its community engagement system, and demonstrate tangible improvements through established processes.

Standard 14: Industry Linkage

The HEI shall in place a system for industry linkage ensuring national priorities, regulatory requirements, institutional mission and stakeholders' expectation.

Guidelines

The HEI shall:

- 14.1. Develop industry linkage policies in alignment with the mission it is differentiated for, national priorities and regulatory requirements, ensuring the participation of relevant stakeholders and the establishment of a communication mechanism.
- 14.2. Develop a strategy to form local and international partnerships and diversify funding sources for industry linkages.



- 14.3. Create a mechanism to strengthen university-industry linkages, align graduate skills with industry needs, and build strong relationships to improve employability through real-world experience.
- 14.4. In place a mechanism to regularly monitor and periodically evaluate the effectiveness of its industry linkage management system using KPIs.
- 14.5. Establish industry linkage policy through stakeholder involvement, allocate resources, communicate the guidelines and procedures to stakeholders, create strategic partnerships, diversify funding, secure industry-funded research, execute internships, and conducted contextualized collaborative projects, while analyzing graduate skills and labor market trends and regularly monitored and periodically evaluate its industry linkage management system using pre-defined KPIs.
- 14.6. Demonstrate measurable results that align with industry linkage goals and objectives, establish a causal relationship with the approach and deployment, and assess its performance against targets and trends.
- 14.7. Consistently gather, validate, analyze, and report data on the attainment of industry linkage goals, regularly update its industry linkage management system, and demonstrate tangible improvements through established processes.

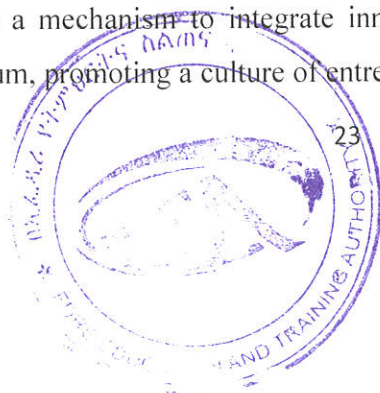
Standard 15: Incubation and Innovation

HEIs shall establish and implement systems and mechanisms to nurture incubation and entrepreneurship, linking training with innovation to enhance job creation.

Guidelines:

HEIs shall:

- 15.1. Develop an Incubation and Innovation policy aligned with national priority, ensuring the participation of relevant stakeholders and the establishment of a communication mechanism.
- 15.2. Establish Entrepreneurship and Innovation Centers (EICs) to evaluate, support, and provide resources, mentorship, and training for innovative ideas and startups.
- 15.3. Develop a mechanism to integrate innovation and indigenous knowledge into the curriculum, promoting a culture of entrepreneurship among staff and trainees.



- 15.4. Formulate a mechanism to ensure that EICs provide training and support to researchers, innovators, and entrepreneurs in areas such as ideation and innovation, prototyping and design, business development, and commercialization.
- 15.5. Develop metrics to assess incubation success, including the number of startup launches, sustainability, and track progress with periodic reviews of incubates' development.
- 15.6. Establish partnerships with external experts and investors to provide funding and support, and create a mechanism to offer technical and advisory services to small and medium-sized enterprises (SMEs) through business incubation centers.
- 15.7. Devise a mechanism to disseminate best practices of innovation to promote a culture of innovation
- 15.8. Devise a mechanism to protect Intellectual Property Rights (IPR) arising from innovation, ensuring transparency and equitable sharing of benefits among stakeholders
- 15.9. Devise a mechanism to regularly monitor and periodically evaluate the effectiveness of its incubation and innovation management system using KPIs.
- 15.10. Develop Incubation and Innovation policy through stakeholder involvement; communicate the policy to stakeholders, allocate resources, transform ideas into innovation, provide training and support to students and entrepreneurs, promote indigenous knowledge, track and measure the progress and success of incubated initiatives, offer SME technical and advisory services, partner with industry experts and investors, disseminate best practices, and regularly monitor and periodically evaluate its Incubation and innovation management system using pre-defined KPIs.
- 15.11. Demonstrate measurable results that align with Incubation and innovation goals and objectives, establish a causal relationship with the approach and deployment, and assess its performance against targets and trends.
- 15.12. Consistently gather, validate, analyze, and report data on Incubation and innovation goals, regularly update its incubation and innovation management system, and demonstrate tangible improvements through established processes.



Focus Area 7: Internal Quality Assurance

The effectiveness of a quality assurance system is an important factor that influences the quality of graduates. It is widely recognized that a robust quality assurance system increases the likelihood that educational outcomes meet established standards. By implementing comprehensive quality assurance processes, HEIs can enhance their educational programs and better prepare graduates for their future careers. HEIs must establish mechanisms and procedures to ensure the effectiveness and continuous improvement of their quality assurance systems, safeguarding the quality of their educational programs. The quality assurance and improvement strategy applies to all aspects of the institution and its activities. To support quality enhancement and facilitate external verification through institutional quality audits, HEIs are expected to conduct periodic self-evaluations.

Standard 16: Internal Quality Assurance System

HEI shall establish comprehensive quality assurance policies, systems, mechanisms, processes, and procedures, actively engaging its internal stakeholders in various quality assurance activities. Additionally, the HEI shall periodically evaluate the effectiveness of its quality assurance systems, mechanisms, processes, and procedures to ensure the continuous quality enhancement of its educational provisions.

Guidelines

The HEI shall:

- 16.1. Establish quality assurance policies aligned with the institution's mission, and regulatory requirements, ensuring the participation of relevant stakeholders and the establishment of a communication mechanism.
- 16.2. Establish a quality assurance structure ensuring decision-making autonomy and set up a quality care committee at the institutional, faculty, and program levels.
- 16.3. Establish a comprehensive quality assurance system, mechanism, procedure and process fully integrated across all institutional functions (core, support, control, strategic, operational, and cross-cutting) that ensures institutional quality, enhancement, and continuous improvement.

- 16.4. Establish a mechanism for periodic self-evaluation of the internal Quality Assurance System, address identified gaps, and ensure consistency in implementation across campuses, faculties, and programs.
- 16.5. Establish a mechanism to regularly monitor and periodically evaluate the effectiveness of its internal quality assurance systems to ensure achievement of the intended purpose using KPIs.
- 16.6. Involve stakeholder in formulating internal quality assurance policies, allocate resources, enforce quality standards, conducts internal audits, integrate the system into core, support, control, strategic, operational and cross-cutting functions, and deploy a quality committee structure at all levels, implement its quality assurance policies, systems, mechanisms, and procedures across its campuses, faculties and programs consistently, regularly monitored and periodically evaluated the effectiveness of its internal quality assurance system using pre-defined KPIs.
- 16.7. Demonstrate measurable results that align with internal quality assurance goals and objectives, establish a causal relationship with the approach and deployment, and assess its performance against targets and trends.
- 16.8. Consistently gather, validate, analyze, and report data on internal quality assurance goals, regularly update its internal quality assurance system, and demonstrate tangible improvements through established processes.

3. AN OVERVIEW OF ETA'S QUALITY AUDIT PROCEDURES

The institutional quality audit is conducted through a systematic and structured process comprising pre-audit preparation, an external review, a site visit, reporting, and follow-up. The site visit enables the audit panel to verify and triangulate the information and evidence presented in the institution's self-evaluation report. Upon completion of the audit, ETA issues a public audit report presenting its findings, judgments, and recommendations on the effectiveness of the institution's internal quality assurance system. The following section outlines the key stages of the institutional quality audit process.



3.1. Preparation Phase

3.1.1. Initiation of the Quality Audit Process

The institutional quality audit may be initiated by either ETA or a higher a HEI. Regardless of how the audit is initiated, the HEI is required to undertake a comprehensive self-evaluation and submit a Self-Evaluation Report (SER), which serves as the primary basis for the external quality audit. The SER shall be prepared in accordance with the requirements of the ETA Institutional Self-Evaluation Manual and submitted to ETA for review.

3.1.2. Self-Evaluation Report Review and Validation Process

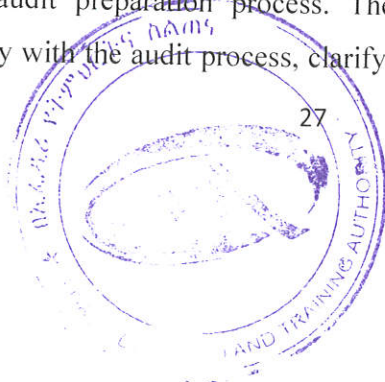
Upon receipt of the Self-Evaluation Report (SER), ETA conducts a preliminary review to determine its compliance with the requirements of the ETA Institutional Self-Evaluation Manual and its alignment with the ADRI evaluation framework. The SER is assigned to a review committee established by the Quality Audit CEO, which examines the report and prepares a SER review report. Where deficiencies are identified, the report specifies the issues requiring revision or clarification. The SER review report is approved by the Quality Audit CEO before being communicated to the institution.

3.1.3. The Portfolio Meeting

The Portfolio Meeting is a key activity in the preparatory phase of the institutional quality audit and is conducted prior to the audit visit. The meeting aims to orient external auditors on the audit process, clarify roles and responsibilities, review preliminary observations on the Self-Evaluation Report (SER), confirm the audit scope, determine the programs and campuses to be included in the review, and identify any additional information or evidence required. Furthermore, the meeting supports the planning of interviews and focus group discussions (FGDs) to ensure an effective and well-coordinated audit visit. The Portfolio Meeting is conducted virtually.

3.1.4. The Briefing Visit

Once the audit visit date has been confirmed, ETA conducts a virtual briefing session with the HEI as part of the audit preparation process. The session is intended to familiarize the institutional community with the audit process, clarify roles and expectations, address questions,



and ensure the institution's readiness for the audit visit. Participants typically include institutional leadership, personnel responsible for quality assurance, deans, heads of departments, and representatives of academic staff and students. During the briefing session, ETA also communicates the requirements, procedures, and logistical arrangements for the quality audit visit.

3.2. The Quality Audit Visit

The audit visit begins with a formal opening meeting between the Audit Panel and the institution's leadership. During the visit, the panel undertakes key review activities, including document examination, interviews, and focus group discussions (FGDs) with relevant stakeholders. These activities enable the panel to triangulate evidence presented in the Self-Evaluation Report (SER) and assess the effectiveness of the institution's internal quality assurance system against quality audit standards. Throughout the process, the panel maintains a professional, objective, and constructive approach, promoting an environment of mutual respect and meaningful engagement.

3.3. POST AUDIT PHASE

3.3.1. Quality and Follow up Audit Report

Following the audit visit, the Audit Panel prepares a draft audit report presenting its findings, including commendations for identified strengths and good practices, as well as recommendations for areas requiring improvement. The draft report is shared with the HEI to provide an opportunity to comment on factual accuracy before the final report is issued. Based on the audit findings and recommendations, the HEI is required to prepare a Quality Enhancement Plan outlining actions to address identified areas for improvement. ETA subsequently conducts follow-up activities to monitor and assess the institution's progress in implementing the recommendations and issues a follow-up audit report. After completion of the quality assurance process, the final audit and follow up report is published and made known to the public.



3.3.2. Determining the Performance Level of Internal Quality Assurance Systems of HEIs

The performance level of an institution's internal quality assurance system is determined through a structured assessment of the extent to which the institution meets the requirements of ETA External Quality Audit Standards using the ADRI (Approach, Deployment, Results, and Improvement) framework. The assessment is conducted at three levels: guideline level, standard level, and institutional level.

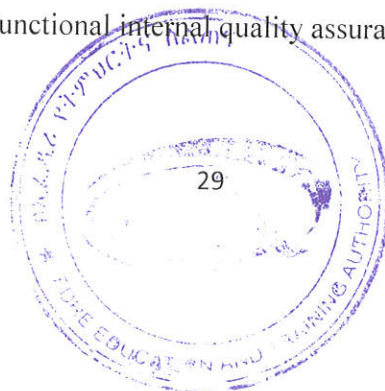
At the guideline level, the level of compliance is determined based on the extent to which the institution has demonstrated conformity with the ADRI indicators associated with each guideline. The level of compliance is categorized as fully Compliant, Compliant, or Non-Compliant.

At the standard level, the functionality of the internal quality assurance system is determined by assessing the overall performance of the guidelines under each standard. The functionality level is categorized as Fully Functional, Functional, or Minimally Functional, reflecting the extent, to which the institution has established, implemented, achieved results, and improved its quality assurance practices.

At the institutional level, the overall functionality of the institution's internal quality assurance system is determined based on the performance of all applicable quality audit standards. The institutional functionality level is categorized as Fully Functional, Functional, or Minimally Functional, reflecting the overall maturity, effectiveness, and sustainability of the institution's internal quality assurance system.

3.3.3. Certification

The quality audit performance level certificate issued to audited institutions shall indicate the overall functionality level of their internal quality assurance system using a three-color classification scheme: green for institutions with a Fully Functional internal quality assurance system, yellow for institutions with a Functional internal quality assurance system, and red for institutions with a Minimally Functional internal quality assurance system.



3.3.4. Complaints and Appeals

The institution is provided with an opportunity to review the draft Quality Audit Report and submit formal comments. Where an HEI identifies significant factual inaccuracies, procedural irregularities, or issues that may compromise the fairness and integrity of the audit process, it may submit an appeal in accordance with ETA's established procedures.

4. STANDARD DEVELOPMENT AND REVIEW PROTOCOL

The standard was developed through a structured and consultative process. The process commenced with a comprehensive review of relevant national legal and regulatory frameworks, including the Higher Education Proclamation No. 1152/2019 and Council of Ministers Regulation No. 515/2022, to ensure alignment with national requirements. In addition, relevant international quality assurance frameworks and practices were reviewed to ensure consistency with recognized benchmarks. A dedicated working group comprising the Quality Audit CEO, desk heads, and experts was established for the development process. The draft standard underwent rigorous internal review and was subsequently subjected to public consultation to obtain feedback from relevant stakeholders. The finalized standard is subject to periodic review, including annual monitoring and a comprehensive review every five years, to ensure its continued relevance, effectiveness, and alignment with evolving legal, policy, and quality assurance requirements.



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