



The Cabinet of Ministers  
Egyptian TVET for Quality Assurance  
and Accreditation Authority  
(ETQAAN)



**Accreditation Standards Document**  
**For Post-Secondary Technological Education**  
**Institutions**

**Frist Edition**

**2026**



# **Accreditation Standards Document For Post-Secondary Technological Education Institutions**

**First Edition**

**2026**

## **Opening Statement**

Since the declaration of 2019 as the Year of Education, and the launch of the National Project to Develop Egypt's New Education System, as well as linking the technological education system to the needs of the labor market and to Egypt's Vision 2030, Presidential Decree-Law No. (160) of 2022 was issued establishing the **Egyptian TVET for Quality Assurance and Accreditation Authority (ETQAAN)**, mandated with ensuring the quality and accreditation of technical and technological educational institutions and programs, as well as vocational training centers.

In light of the mandates entrusted to the Authority, which aim to enhance the quality of the technical, technological education, and vocational training (TVET) system—both institutions and programs—the Authority has set the policies and procedures that organize the accreditation of technical, technological education, and vocational training institutions and programs. At the forefront of these mandates is the formulation of national standards for accrediting institutions and programs and ensuring their alignment with international standards.

Technological higher education institutions are society's tool for shaping its leaders with technological and technologically skilled people across various specializations. They focus on preparing qualified and trained human resources capable of keeping pace with technological upgrades and addressing challenges and changes that have created a system based on knowledge and technological advancement, and relying on highly advanced technologies. In addition, these institutions are engaged in conducting applied research and addressing production-related issues and problems, thereby contributing to achieving economic and social development.

Therefore, the application of quality assurance and accreditation systems enables technological higher education institutions to face these challenges, achieve the required development and improvement in their institutional ability, and enhance the quality of education and research they provide. This also requires the development of faculty members' skills, improvement of academic performance level, and advancement of

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assessment and training methods. Within this\* framework, the Authority has established the national standards for technological higher education institutions' accreditation, guided by international specifications, national standards applied in many European countries, quality frameworks implemented at the European Union level, while also taking into account national accreditation requirements, labor market needs, and the country's plans and policies for sustainable economic and social development in Egypt.

As the Authority presents this document, "*Standards for Accreditation of Post-Secondary Technological Education Institutions*", it extends its gratitude to all relevant entities and esteemed experts—members of the national committees for developing accreditation standards—who contributed seriously and effectively to formulate these standards and examine their alignment with international standards. The Authority hopes that these standards will support technological higher education institutions in achieving the desired level of quality and in continuing their efforts toward continuous development.

**Chairman of  
Egyptian TVET for Quality Assurance and  
Accreditation Authority  
(ETQAAN)**

**Prof. Dr. Mohamed Mousa Emarah**

## **Acknowledgement**

The Egyptian TVET for Quality Assurance and Accreditation Authority (ETQAAN) expresses its sincere gratitude and appreciation to all state institutions, headed by the Egyptian Cabinet, the House of Representatives, as well as the ministries and stakeholders whose representatives contributed to formulating the national standards for accrediting technological higher education institutions. Special thanks go to:

- Ministry of higher education and scientific research – Supreme council for technological education.
- Ministry of Transport
- Ministry of Defense
- Ministry of Interior
- Ministry of Health and Population
- Ministry of Industry
- Education Development Fund
- General Organization for Teaching Hospitals and Institutes
- Federation of Egyptian Industries
- Representatives of the Technological Committee on Quality Management System Standards for Educational Institutions, Egyptian Organization for Standardization and Quality (EOS)
- Egyptian Accreditation Council (EGAC)
- National Authority for Quality Assurance and Accreditation of Education (NAQAAE)

The Authority also extends thanks to the experts and consultants of the Authority, the faculty members of the Egyptian universities, the technological universities and faculties, also the technological institutes, in addition, who are specialized and experienced in technological higher education quality, and representatives of relevant community stakeholders and those interested in the quality of technological education, who participated in the national committee's work on formulating accreditation

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standards, and contributed opinion and constructive thought for setting these standards.

Special tribute must be given to the outstanding efforts of all Authority staff in preparing and finalizing this document in its final form.

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## **Introduction**

The quality of education—particularly post-secondary technological education—represents one of the most significant challenges facing education systems in most developing countries, including Egypt, due to the requirements of providing resources and adequately preparing faculty members to ensure that students acquire the competencies demanded by labor markets and are enabled to compete. This comes in light of international organizations' emphasis on the importance of reconsidering the philosophy of higher education in general, and technological education in all its streams in particular, with a focus on setting standards that achieve the quality of the presented educational service and its outcomes.

In recent years, we have witnessed Egypt's increasing attention to the development of the technical, technological education, and vocational training (TVET) system in general. These efforts have been particularly visible in the field of technological higher education through vertical and horizontal expansion in establishing new technological universities across different regions of Egypt, which support post-secondary technological education, in addition to support education through eight technological colleges distributed across 16 governorates nationwide, encompassing a total of 44 post-secondary technological institutes, as well as forming partnerships between industry and technological higher education institutions, developing programs to meet labor market needs, supporting entrepreneurship and innovation, and integrating technology and artificial intelligence into the education process—all within a broader strategy of achieving Egypt's Vision 2030.

There is no doubt that post-secondary technological education constitutes one of the vital pathways in the education system, due to its essential role in preparing and qualifying specialized technical and technological cadres capable of meeting labor market needs and supporting sustainable development plans. This is achieved by linking technical and technological education with higher education, while enhancing practical and skill-based aspects, in addition to the rapid technological development and the increasing demands of the labor market locally, regionally, and internationally, ensuring an adequate level of quality in post-secondary technological education institutions is no longer an optional consideration;

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rather, it has become an imperative dictated by current challenges and anticipating the future. Accordingly, Presidential Decree Law No. (160) of 2022 was issued to establish the Egyptian TVET for Quality Assurance and Accreditation Authority (ETQAAN).

In light of the Authority's mandates—chief among them the formulating of accreditation standards—the Authority has established standards for accrediting post-secondary technological education institutions, with the participation of beneficiaries' representatives, stakeholders, experts, and professionals concerned with the quality of post-secondary technological education, while taking into account international standards, global developments in quality assurance systems, modern trends in post-secondary technological education, and international experiences, with fully committing to align with the context of the post-secondary technological education system in Egypt and its diverse components across different types of institutions, and preserving the Egyptian identity while adhering to national constants.

This document therefore presents an introduction to the Authority and its legally mandated role, under the law establishing it, as well as a definition of institutional accreditation and its importance, and a detailed overview of the methodology adopted in preparing the accreditation standards for post-secondary technological education institutions, which included several consecutive and integrated stages, focusing on being guided by international standards, incorporating beneficiaries' needs, and taking into account the nature of Egypt's technological education system, up to the preparation of the current edition of the national accreditation standards.

## **1. The Egyptian TVET for Quality Assurance and Accreditation Authority (ETQAAN)**

### **1-1 Introducing the Authority**

**The Egyptian TVET for Quality Assurance and Accreditation Authority (ETQAAN)** was established after the Presidential Decree in (11<sup>th</sup> Oct. 2022) Law No. (160) of 2022, to be an independent entity has a public legal personality, follows the prime minister, aims to advance the quality of technical, technological education, and vocational training, including institutions and programs in accordance with accreditation standards and labor market requirements, in a way that serves the state's sustainable development plans and policies. It's concerned with the following institutions:

1. **Institutions of technical and technological education**, in all their types and systems.
2. **Technological education institutions**, including universities, colleges, and higher and post-secondary institutes.
3. **Formal and informal vocational training centres.**

The Authority aims to establish an integrated system for quality assurance and accreditation of institutions and programs in technical, technological education, and vocational training (TVET), which supports these institutions and their programs in achieving a level of quality that ensures better education and learning, aligned with globally accepted quality standards, In accordance with the provisions of the law establishing it, the Authority sets the general framework and quality measuring indicators for TVET programs, teaching and learning methods, and necessary assessment methods. It also sets the conditions and standards for institutional accreditation, guided by international specifications, national standards applied in many European countries, and the quality frameworks applied at the level of the European Union, while also taking into account national accreditation requirements and labor market needs.

The review and assessment processes for institutions and programs are carried out through external review visits involving academics and technical experts in the relevant program, specialization, and professional fields. These visits aim to assess the extent to which these institutions meet

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quality standards. The Authority issues two types of accreditation certificates, they are:

- **Institutional Accreditation Certificate**
- **Program Accreditation Certificate**

Neither of these certificates is valid for more than three years. The Authority may renew, suspend, or revoke accreditation based on a justified decision, in light of the outcomes of follow-up and periodic review during the accreditation period.

### **1-2 Vision of the Authority**

The Authority seeks to be recognized locally, regionally, and internationally as a leading organization in quality assurance and accreditation in technical, technological education, and vocational training, as well as to be an essential partner in developing education in Egypt.

### **1-3 Mission of the Authority**

Establish and develop an integrated system for quality assurance and accreditation in technical, technological education, and vocational training, in accordance with specific and transparent national standards aligned with the international specifications, benchmarks, and quality frameworks applied regionally and internationally, besides putting into consideration national constants and requirements, which serve sustainable development plans and policies in the Arab Republic of Egypt.

### **1-4 Objectives of the Authority**

- Spread the culture of quality.
- Set conditions and standards for accreditation of programs and institutions of technical, technological education, and vocational training.
- Support educational institutions and training centers' capabilities for self-assessment.
- Develop the quality of technical, technological education, and vocational training system, including institutions and programs.
- Comprehensive assessment of programs and institutions of technical, technological education, and vocational training according to accredited standards and indicators.
- Ensuring confidence in the quality of the educational and training process outcomes at the national, regional, and international levels.

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- Establishing the general framework for the quality of technical and technological education and vocational training programs, learning and teaching methods, and the necessary assessment approaches.
- Formulating and periodically reviewing indicators for measuring the quality of the technical, technological education, and vocational training system to ensure alignment with international standards.

## **2. Institutional Accreditation**

### **2-1 Definition of Institutional Accreditation:**

Institutional accreditation is the authority's recognition that an educational or training institution meets a certain level of defined quality standards. This requires the application of the philosophy and principles of quality in all institutional operations; ensuring beneficiary satisfaction; adopting teamwork approaches; applying systems of accountability and transparency; collecting and utilizing data through a documented and clear system; delegating authorities; working in participation; optimizing the use of human and physical resources; maintaining its infrastructure; and improving channels of communication with the external community to provide training and employment opportunities, ensuring that graduates are efficient and competitive both locally and internationally.

### **2-2 Objectives of Institutional Accreditation:**

- Encourage educational institutions to adopt scientific planning to regularly and continuously improve all elements of the educational process (inputs, processes, outputs), as well as create competitiveness among educational institutions to enhance and develop performance.
- Encourage educational institutions to raise the level of vocational practices that ensure maximum benefit from available resources and sources, leading to high-quality outputs.
- Encourage institutions to set strategic objectives for development and improvement, establish plans to achieve these objectives effectively, and maintain a high level of performance.
- Promote the effective participation of all members of the institution in accreditation processes.

### **3. Methodology for preparing Institutional Accreditation Standards**

The authority relied on a set of main references and foundations in establishing institutional accreditation standards, including:

- Alignment with corresponding international standards while preserving national identity and constants.
- formulate a structure for the standards consistent with international benchmarks.
- Applying the concept of “process,” measuring inputs and processes, while emphasizing measurement of educational process outcomes.
- Stressing the importance of the following:
  - The student is the core of the training process, and developing his competencies is the output of this process.
  - Linking vocational training with the labor market.
  - Adopting new trends such as employment skills and entrepreneurship.
  - Strengthening interconnection and participation with production institutions.
  - Continuous assessment and improvement are a fundamental basis for quality and excellence.

In light of these references and foundations, the authority followed the next systematic steps to set the accreditation standards:

- Studying the technological education qualifications awarded in the Arab Republic of Egypt and their levels on the National Qualifications Framework (NQF), which begin at Level 4 and extend up to Level 8 of the framework.
- Conducting a comprehensive study entitled “The Landscape of Technological Education in Egypt.” In this study, the Authority engaged a group of experts and beneficiaries in the technological education sector, Through which, the Authority identified the institutions that award these qualifications, whether affiliated with

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the Ministry of Higher Education—such as (technological Universities, technological Colleges, and Private Higher Technical Institutes)—or with other ministries such as the Ministry of Health and Population, Ministry of Transport, Ministry of Military Production, and Ministry of Defense). Also included is studying how these qualifications are granted, and the bylaws governing their recognition by the Ministry of Higher Education. This study introduced as well as the system and duration of study for these qualifications (e.g., 4-year programs, the 2+2 system, 2-year programs, and other systems), and the objective of it was to achieve alignment and coherence between the national accreditation standards in technological education and the context of Egypt’s technological education system, the actual qualifications, and the multiple awarding bodies within this system.

- Identifying relevant stakeholders and beneficiaries of institutional accreditation standards for technological education, and inviting them to participate in committees for drafting the standards of accreditation.
- The authority conducts analytical and comparative studies of international experiences in setting quality standards for technological education institutions, engaging some experts in technological education quality for conducting these studies, for example:
  - ✓ International standard ISO 21001:2018 (Management systems for training and educational institutions).
  - ✓ Other relevant ISO standards: ISO 9001:2015, ISO 14001:2015 (and 2024 Amendment), ISO 45001:2018, ISO 29992:2018.
  - ✓ European Quality Assurance applied frameworks (ENQA/ EQAVET/ ESG)
  - ✓ Quality standards and measures applied in technological education institutions and in technological colleges and universities in several European countries, including: (Netherlands, Germany, Scotland, Ireland).

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- ✓ Quality standards and measures applied in technological education institutions in some countries in Asia, Africa, America, and Australia, including: (Malaysia, Turkey, the United States of America, South Africa, Australia, and New Zealand).
- ✓ Quality Standards and measures applied in technological education institutions in some Arab countries (e.g., Saudi Arabia, Bahrain).
- **The authority's board of directors' decision was issued to form the National Committee** for setting accreditation standards for technological education institutions, which consists of a selected group of representatives of stakeholders, professors and university staff, experts specialized in technological education quality in Egypt, who have
  - ❖ Studied the past efforts that had been made in Egypt for formulating the accreditation standards for higher education institutions.
  - ❖ Studied regional and international experiences in setting quality standards and indicators for technological higher education.
  - ❖ Adopted a teamwork method through continuous workshops to ensure comprehensive and precise outcomes.
- The national committee for setting the accreditation standards has divided the work into many phases to prepare the accreditation standards document for technological higher education institutions, as follows:

### **Phase 1:**

Define the general framework for the document in light of the authority's directions, regional and international experiences.

**Phase 2:**

Prepare “the initial version” of the institutional accreditation standards document for technological higher education institutions, through:

- preliminary meetings, brainstorming sessions with a selected group of experts, stakeholders, and beneficiaries for drafting the institutional accreditation standards in accordance with the international standards and specifications.
- The preparation team of standards has defined and drafted the institutional accreditation standards and indicators related to each standard.

**Phase 3:**

Hold regular meetings for accreditation standards for technological higher education institutions setting committee, which includes the authority’s experts, stakeholders and beneficiaries from:

- **Ministry of Higher Education and Scientific Research – Supreme Council for Technological Education.**
- **Ministry of Defense.**
- **Ministry of Interior.**
- **Ministry of Transport.**
- **Ministry of Health and Population.**
- **General Organization for Teaching Hospitals and Institutes.**
- **Education Development Fund.**
- **Egyptian Accreditation Council (EGAC)**
- **Technical Committee on Quality Management System Standards for Educational Institutions, Egyptian Organization for Standardization and Quality (EOS)**
- **National Authority for Quality Assurance and Accreditation of Education (NAQAAE), including representatives of the National Qualifications Framework**

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- **Quality assurance experts in technological education from university professors**
- **Labor market representatives from private sector institutions across various economic sectors.**
- **Civil society organizations are closely linked to technological education.**

The committee discussed the initial draft of the standards and indicators, reviewed the results of comparative studies with international standards, and presented national determinants that must be taken into account. The process concluded with the establishment of institutional accreditation standards and specific indicators for each standard, along with a definition of the acceptable performance level for each indicator, drawing on past experiences and expertise.

### **Phase Four:**

Field discussions were conducted to assess the ability of applying the proposed standards, indicators, and performance levels through committees that included representatives from all field cadres across the previously mentioned ministries, authorities, and organizations. These standards and indicators were evaluated—along with the acceptable performance levels for each indicator—in terms of their comprehensiveness, clarity, coherence, readability, content quality, and applicability.

Working sessions were also held with technical teams from beneficiary institutions and stakeholders' representatives. Following these consultations, the standards were reviewed and enhanced based on the comprehensive notices and feedback collected during the workshops.

### **Phase Five:**

The Authority engaged several experts from the Technical Committee on Quality Management System specifications

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for Educational Institutions of EOS to conduct benchmarking studies comparing the Authority's issued standards with relevant international standards issued by ISO.

In addition, the Authority implemented an EU-supported activity through the European Training Foundation (ETF) aimed at reviewing the Authority's standards against the national standards applied in selected EU Member States and EU-supported countries.

The Authority documented the results of these reviews and benchmarking studies between the national standards it issued and international standards.

#### **4. Standards and Indicators for Accreditation of post-secondary technological education institutions:**

Based on the methodology adopted by the Authority for setting institutional accreditation standards, and drawing on several international experiences in preparing this type of standards, while also considering the nature of the post-secondary technological education system in Egypt; finally, the Authority established eight (8) standards for the accreditation of post-secondary technological education institutions, each standard is supported by a set of indicators, with total of (34) indicators, as follows:

**Standard 1: Governance and Leadership**

**Standard 2: Resources**

**Standard 3: Education and Training**

**Standard 4: Student Assessment**

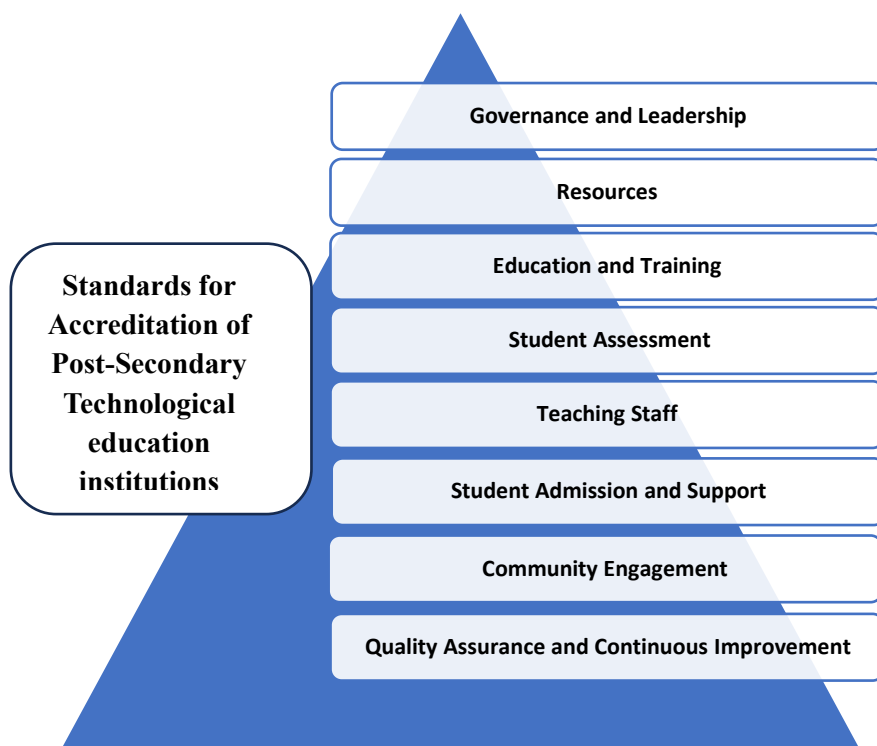
**Standard 5: Teaching staff**

**Standard 6: Student Admission and Support**

**Standard 7: Community Engagement**

**Standard 8: Quality Assurance and Continuous Improvement**

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Standard	N. of Indicators
<b>Governance and Leadership</b>	<b>7</b>
<b>Resources</b>	<b>7</b>
<b>Education and Training</b>	<b>3</b>
<b>Student Assessment</b>	<b>3</b>
<b>Teaching staff</b>	<b>3</b>
<b>Student Admission and Support</b>	<b>5</b>
<b>Community Engagement</b>	<b>3</b>
<b>Quality Assurance and Continuous Improvement</b>	<b>3</b>
<b>Total Indicators</b>	<b>34</b>

### **Standard 1: Governance and Leadership**

The institution has a system of sound governance and effective leadership that adopts a vision and core values, adheres to a clear mission and objectives, plans to achieve them, and applies a supportive management system based on organization and distribution of authorities and responsibilities, enabling it to fulfil its duties and achieve its goals.

**1-1** The institution sets a clear and announced vision and mission that reflect its educational and societal role, and stakeholders participate in their formulation.

**1-2** The institution sets clear and published objectives and annual action plans to achieve them, supported by a risk-management plan that leverages opportunities.

**1-3** The institution has an updated and announced organizational structure covering all activities, allowing coordination and communication in decision-making.

**1-4** The institution applies published mechanisms for selecting academic and administrative leaders, periodic plans for developing their capacities, and applies fair and transparent performance assessment mechanisms.

**1-5** The institution has guiding values that steer its performance and applies effective procedures to ensure transparency, integrity, non-discrimination, and professional ethics among its members.

**1-6** The number and experience of administrative staff are compatible with their assigned duties and jobs. The institution applies periodic plans for their capacity development and mechanisms for periodic performance assessment.

**1-7** The institution possesses a documented data and information system that is effectively and securely managed to support decision-making.

**Standard 2: Resources**

The institution has financial, physical, infrastructure, and technological resources; diverse learning resources; and facilities supporting education and training to support its activities and processes. It maintains and develops these resources and ensures efficient use to achieve its mission.

**2-1** Financial resources of the institution are compatible with its activities' nature and number of students, and efficiently managed to achieve objectives, and the institution works to expand them and provides extra resources.

**2-2** The institution has adequate and valid buildings, spaces, and infrastructure which are appropriate for the nature of activities and the number of students.

**2-3** The institution provides a healthy learning environment for students and staff.

**2-4** The institution has sufficient and suitable technological infrastructure and communication tools for educational activities and administrative processes.

**2-5** The institution implements occupational safety and health requirements that ensures the preservation of physical and human resources, as well as specific procedures to deal with emergency situations.

**2-6** The institution provides adequate and effective physical and electronic learning resources for students needs and keeping pace with developments, and applies specific procedures for managing their use.

**2-7** The institution implements a periodic plan for maintenance its buildings, facilities, and equipment.

### **Standard 3: Education and Training**

The institution applies effective mechanisms and clear procedures for managing and continuously monitoring teaching and training processes to ensure their quality.

**3-1** The institution implements mechanisms to manage and monitor teaching and training to ensure quality.

**3-2** The institution applies specific procedures to address teaching-related problems.

**3-3** The institution applies specific procedures to manage and monitor partnership agreements in education/training, defining responsibilities of each part and evaluating their effectiveness.

### **Standard 4: Student Assessment**

The institution has a system for managing student assessment processes based on effective and fair policies and procedures, and uses assessment results to support and improve learning.

**4-1** The institution implements specific procedures for managing examinations and student assessment processes fairly and efficiently.

**4-2** The institution applies defined regulations for handling student complaints and appeals regarding assessment and exams results.

**4-3** The institution uses students' assessment results to evaluate programs and services' effectiveness and identify support needed to improve learning.

**Standard 5: Teaching Staff**

The institution has an adequate number of teaching staff with appropriate qualifications and experience who can perform academic and community roles, as well as perform their responsibilities effectively. They receive necessary support and continuous vocational development programs, and their performance is regularly evaluated to identify improvement opportunities.

**5-1** The number of teaching staff is appropriate for student numbers in teaching groups as well as the type and nature of educational programs. The institution applies specific mechanisms to address shortages/excess, retains experienced staff, and attracting qualified professionals.

**5-2** The institution applies continuous professional development programs for teaching staff, based on specific procedures to identify needs, and evaluates them periodically.

**5-3** The institution applies announced procedures and regulations for evaluating teaching staff performance and uses results to improve performance.

**Standard 6: Admission and Student Support**

The institution has clear and announced admission procedures and requirements consistent with training programs' nature, ensuring equal opportunity, and applied fairly, by providing technical support and guidance services to students to enhance their development and achievement, and by applying mechanisms for effective communication with graduates and utilizing their feedback.

**6-1** The institution applies clear, published, and fair rules for admission, transfer, and student distribution across educational programs.

**6-2** The institution provides appropriate and effective academic support and guidance according to students' educational and vocational needs.

**6-3** The institution provides non-academic support services and promotes them through various methods.

**6-4** The institution provides resources and mechanisms to support student activities.

**6-5** The institution communicates with its graduates through multiple ways, provides vocational development programs, and encourages their interaction with current students.

**Standard 7: Community Engagement**

The institution has effective plans and mechanisms for community partnership consistent with its mission, establishing constructive linkages with the community and labor market to support student education and training, and follows the effectiveness of the community partnership as well as improve and develop it.

**7-1** The institution has effective mechanisms for communicating with the community, identifying its problems, and involving community representatives in supporting resources and implementing programs.

**7-2** The institution applies a community-service plan to address its needs, contributes to development issues, and regularly evaluates activities to fulfil its mission.

**7-3** The institution activates partnerships and linking with business sectors to provide student training opportunities that enhance students' practical capabilities.

**Standard 8: Quality Assurance and Continuous Improvement**

The institution has an internal quality assurance system supported by leadership, promoting a culture of quality, conducting regular self-assessment, and using results for performance continuous improvement.

**8-1** The institution establishes a quality assurance unit with an equipped workspace and trained staff with defined duties.

**8-2** The institution implements an annual self-assessment plan based on accreditation standards.

**8-3** The institution implements continuous improvement plans based on self- assessment results, documents them, and evaluates their effectiveness

**Appendix (1)**  
**Guidelines of the Performance Level**  
**For the Indicators of the Accreditation Standards for Post-**  
**Secondary Technological Education Institutions**

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<p><b>1: Governance and Leadership</b></p>		<p>The institution has a system of sound governance and effective leadership that adopts a vision and core values, adheres to a clear mission and objectives, plans to achieve them, and applies a supportive management system based on organization and distribution of authorities and responsibilities, enabling it to fulfil its duties and achieve its goals.</p>
No.	Indicator	Description guideline for performance indicator
<p>1-1</p>	<p>The institution sets a clear and announced vision and mission that reflect its educational and societal role, and stakeholders participate in their formulation.</p>	<ul style="list-style-type: none"> <li>• The institution has an ambitious vision articulated in clear and understandable terms, aligned with national priorities and development requirements, and formally approved by the institution’s governing council.</li> <li>• The institution has a mission that describes its current roles and functions, articulated in clear and understandable terms, learner-centered in focus, and formally approved by the institution’s governing council.</li> <li>• Relevant stakeholders participated in developing the vision and mission, including internal stakeholders (leadership, faculty members, and representatives of administrative staff and students) and external stakeholders (representatives of the labor market and external beneficiaries).</li> <li>• Diverse methods and tools were used to disseminate the vision and mission and to raise awareness among internal and external stakeholders.</li> <li>• Procedures are in place to ensure the periodic review of the vision and mission and their alignment with current directions and priorities.</li> </ul>

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1-2	<p>The institution sets clear and published objectives and annual action plans to achieve them, supported by a risk-management plan that leverages opportunities.</p>	<ul style="list-style-type: none"> <li>• The institution sets <b>SMART objectives</b> (specific, measurable, achievable, relevant, and time-bound) covering institutional and administrative development, quality of education and training, student services, and community services.</li> <li>• The objectives are developed with the participation of <b>leadership and representatives of staff and students</b>, are communicated through various channels, and awareness of them is promoted.</li> <li>• The institution has an <b>implementation plan</b> to achieve these objectives, including the identification of risks that may hinder implementation and mechanisms to capitalize on available opportunities.</li> <li>• The institution applies <b>procedures for periodic review</b> of the achievement of objectives and updates them on a regular basis.</li> </ul>
1-3	<p>The institution has an updated and announced organizational structure covering all activities, allowing coordination and communication in decision-making.</p>	<ul style="list-style-type: none"> <li>• The institution has an <b>updated, approved, and publicly available organizational structure</b> that is fit for purpose and appropriate to the nature and size of its activities, clearly outlining the main functions at all administrative levels.</li> <li>• The organizational structure provides <b>clear communication channels</b> among the institution’s governing bodies, leadership, faculty members, and staff, fostering a positive organizational climate and work environment, and supporting participation in decision-making.</li> <li>• The organizational structure <b>clearly defines roles, responsibilities, and authorities</b> at all administrative levels.</li> <li>• There is <b>documented and publicly available job descriptions</b> for positions within the organizational structure, ensuring balance between authority and responsibility, and applied in cases of appointment, transfer, and secondment to various positions.</li> <li>• The institution applies <b>defined procedures for the delegation of authority and powers</b>, particularly in</li> </ul>

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		<p>relation to financial and administrative decision-making.</p> <ul style="list-style-type: none"> <li>• <b>Bylaws, procedures, and decisions</b> governing educational, administrative, and financial processes are documented, and the institution applies appropriate mechanisms to ensure the dissemination and implementation of issued decisions and recommendations.</li> </ul>
1-4	<p>The institution applies published mechanisms for selecting academic and administrative leaders, periodic plans for developing their capacities, and applies fair and transparent performance assessment mechanisms.</p>	<ul style="list-style-type: none"> <li>• Academic and administrative leaders are selected according to <b>objective and publicly announced criteria</b> and <b>transparent mechanisms</b> that ensure equal opportunities and the rotation of leadership.</li> <li>• The institution implements a <b>periodic plan for leadership capacity development</b> and for building a pipeline of potential future leaders.</li> <li>• The institution applies <b>fair and transparent mechanisms</b> for the periodic evaluation of leadership performance, with the aim of continuous improvement and development.</li> </ul>
1-5	<p>The institution has guiding values that steer its performance and applies effective procedures to ensure transparency, integrity, non-discrimination, and professional ethics among its members.</p>	<ul style="list-style-type: none"> <li>• The institution defines a set of <b>governing values</b> that it adopts; these values are publicly declared, accessible to stakeholders, and incorporated into its <b>vocational and ethical charter</b>.</li> <li>• The institution has a <b>published ethical charter and clear legal procedures</b> governing ethical academic practices, ensuring justice and preventing conflicts of interest, and addressing any form of discrimination or unacceptable behavior (such as cheating, falsification of results, or assigning work to others). The institution monitors the implementation of these procedures and takes appropriate action in cases of non-compliance.</li> <li>• The institution applies <b>effective procedures to protect intellectual property rights</b>, copyright, and to prevent academic plagiarism.</li> </ul>

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		<ul style="list-style-type: none"> <li>• The institution applies <b>transparent and fair accountability and reward mechanisms</b>.</li> <li>• The institution has <b>formal and operational procedures</b> to ensure the integrity and security of the certification issuance process, including measures to prevent errors, cheating, forgery, and other forms of misconduct. The institution continuously improves the quality of certificate issuance and keeps pace with technological developments.</li> </ul>
1-6	<p>The number and experience of administrative staff are compatible with their assigned duties and jobs. The institution applies periodic plans for their capacity development and mechanisms for periodic performance assessment.</p>	<ul style="list-style-type: none"> <li>• The institution has a sufficient number of qualified and experienced administrative staff to carry out all administrative functions, with staffing levels appropriate to the size and nature of the institution’s activities, and with competencies and qualifications aligned to assigned roles and responsibilities.</li> <li>• The institution maintains up-to-date records of the qualifications and skills of all staff members, whether full-time or part-time.</li> <li>• The institution periodically identifies the training needs of administrative staff and develops training plans accordingly for each staff category, including training related to the quality assurance system and relevant topics.</li> <li>• The institution applies mechanisms for periodic performance assessment of administrative staff, informs them of the evaluation results, and uses these results to improve performance and to design training and professional development programs.</li> </ul>
1-7	<p>The institution possesses a documented data and information system that is effectively and securely managed to support decision-making.</p>	<ul style="list-style-type: none"> <li>• The institution has a <b>documented information system</b> used to organize, store, and retrieve information in a manner that ensures accuracy and formal, systematic documentation. The system includes <b>databases and statistical records</b> covering the institution’s core processes, such as decisions, regulations, governing laws, student data, staff and faculty data, facilities and equipment data, assessment and examination results, and statistics.</li> </ul>

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		<p>This information is used to support <b>decision-making and continuous improvement</b>.</p> <ul style="list-style-type: none"><li>• The institution applies <b>mechanisms for data storage, security, and protection</b>, preventing misuse, unauthorized access, disruption, or destruction, and ensuring proper data disposal.</li><li>• The institution implements <b>defined periodic procedures</b> to ensure the <b>accuracy, currency, and reliability</b> of all published information, whether printed or electronic, and ensures that publicly available information is comprehensive and covers all institutional activities.</li></ul>
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<b>2- Resources</b>		The institution has financial, physical, infrastructure, and technological resources; diverse learning resources; and facilities supporting education and training to support its activities and processes. It maintains and develops these resources and ensures efficient use to achieve its mission.
<b>No.</b>	<b>Indicator</b>	<b>Description guideline for performance indicator.</b>
<b>2-1</b>	Financial resources of the institution are compatible with its activities' nature and number of students, and efficiently managed to achieve objectives, and the institution works to expand them and provides extra resources.	<ul style="list-style-type: none"> <li>• The institution has adequate financial resources commensurate with the nature of its activities, the number of enrolled students, and its objectives, these resources are managed efficiently in accordance with bylaws and priorities, in a manner that supports the achievement, development, and sustainability of institutional goals.</li> <li>• The institution seeks to secure additional financial resources in compliance with applicable rules and bylaws, particularly through engagement with the business community and relevant stakeholders.</li> </ul>
<b>2-2</b>	The institution has adequate and valid buildings, spaces, and infrastructure which are appropriate for the nature of activities and the number of students.	<ul style="list-style-type: none"> <li>• All institutional buildings are in good structural condition, both internally and externally, and do not require major structural maintenance, in accordance with the requirements and specifications set by the relevant technical authorities.</li> <li>• The building(s) includes all architectural spaces necessary for operation, such as lecture and theoretical training halls, practical training areas, control rooms, administrative offices, storage areas, restrooms, service spaces and routes, entrances and exits, staircases, elevators, emergency exits, and facilities accessible to whom with disabilities. The capacity of these spaces is appropriate to the number of students and staff.</li> <li>• The institution is provided with basic infrastructure networks (clean water supply, wastewater and liquid waste disposal, electricity, and fire protection</li> </ul>

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		<p>systems) suitable for the types of educational programs and student numbers. These networks comply with engineering codes, are fit for use, and do not require major engineering maintenance.</p> <ul style="list-style-type: none"> <li>• Lecture and training halls, as well as practical training facilities, are appropriate to the nature of the educational programs and to learners’ needs (learning needs and special needs), in terms of space and basic equipment.</li> <li>• If some training facilities or rooms are not under the institution’s direct <b>control</b>, the institution provides objective evidence demonstrating the suitability of these training venues for the number and characteristics of students (if applicable).</li> <li>• All spaces within the institution’s buildings are equipped with the <b>basic</b> operational facilities, including seating, desks, tables, boards, lighting, and ventilation.</li> </ul>
2-3	The institution provides a healthy learning environment for students and staff.	<ul style="list-style-type: none"> <li>• Educational, training, and administrative spaces meet <b>healthy environmental standards</b> in terms of ventilation (natural and mechanical) and lighting appropriate to the size of spaces and the number of users.</li> <li>• The institution applies <b>defined procedures to monitor food safety</b> in food and beverage outlets, in accordance with health requirements (if applicable).</li> <li>• The institution applies <b>specified procedures, in line with applicable laws and systems</b>, to protect the environment, ensure the safe disposal of waste, reduce pollution, and provide the necessary resources to protect the environment and address environmental violations (if applicable).</li> </ul>

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2-4	<p>The institution has sufficient and suitable technological infrastructure and communication tools for educational activities and administrative processes.</p>	<ul style="list-style-type: none"> <li>• The institution has <b>operational computers</b>, operating systems, and <b>licensed software</b> that meet its administrative needs, such as (management, human resources, student affairs, quality assurance unit, and control rooms..etc.).</li> <li>• <b>Basic communication tools</b> (telephone, email, and others) are available to support the operation of educational, training, and administrative processes and to facilitate the exchange of information and data.</li> <li>• The institution has the <b>infrastructure and technological resources required for distance learning</b> (if applicable).</li> <li>• <b>Internet service</b> are available to facilitate administrative and educational activities.</li> <li>• The institution has a <b>user-friendly website or web page</b> that provides accurate and up-to-date information for users and is regularly updated to ensure the accuracy and currency of published content.</li> <li>• The institution applies <b>appropriate procedures for managing and using its website and social media accounts</b> (if any), enabling effective communication with relevant stakeholders.</li> </ul>
2-5	<p>The institution implements occupational safety and health requirements that ensures the preservation of physical and human resources, as well as specific procedures to deal with emergency situations.</p>	<ul style="list-style-type: none"> <li>• All spaces within the institution's buildings are equipped with basic safety requirements, including (alarm systems, firefighting equipment, signs and guidance markings).</li> <li>• Access to buildings is secure, well-controlled, and safe, and is appropriate for students, staff, and whom with disabilities (if applicable).</li> <li>• The institution develops a risk and crisis management framework, including risk identification, classification and assessment, and mechanisms for crisis response and management.</li> <li>• The institution has an emergency and evacuation plan, provides training for staff and students, and raises awareness to address emergency situations.</li> <li>• Educational and training facilities include evacuation plans for students and staff in case of emergencies.</li> <li>• There are internal communication mechanisms among different areas of the institution during emergencies, as well as mechanisms for communication with external entities such as fire services, local emergency authorities, and civil defence.</li> <li>• Where training facilities are not under the institution's direct control, compliance with occupational health and safety requirements is ensured through agreements, arrangements, or certifications (if applicable).</li> </ul>

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		<ul style="list-style-type: none"> <li>• The institution provides a medical clinic and/or first aid kits/boxes equipped with complete and usable supplies for first aid, and conducts periodic reviews to ensure the validity of their contents.</li> <li>• The institution has a trained first aid team and the capacity to provide a higher level of medical care in emergency cases, such as (on-site ambulance or student healthcare agreements with nearby hospitals in emergency cases).</li> </ul>
2-6	The institution provides adequate and effective physical and electronic learning resources for students needs and keeping pace with developments, and applies specific procedures for managing their use.	<ul style="list-style-type: none"> <li>• The institution provides <b>complete educational materials</b> for the programs it offers, including (references, books, manuals, and presentations), ensuring that these materials are <b>up to date</b>, The institution has <b>active procedures</b> for the periodic development and updating of these materials according to the developments.</li> <li>• The institution provides <b>physical and electronic learning resources</b> that enable access to information sources, such as (a physical /or digital library containing printed or digital books and references, catalogs, user guides, software, videos, and images), library services include lending, copying, research support, access to digital libraries, and subscriptions to knowledge banks, in compliance with <b>intellectual property and copyright bylaws</b>.</li> <li>• The institution applies <b>specific procedures for managing the use of learning resources</b> and addressing cases of misuse, and conducts periodic assessment and updating of these resources to meet student needs and learning program requirements.</li> </ul>
2-7	The institution implements a periodic plan for maintenance its buildings, facilities, and equipment.	<ul style="list-style-type: none"> <li>• The institution has a <b>maintenance plan</b> for buildings, facilities, and equipment, specifying maintenance schedules, responsibilities for implementation, and procedures to be followed in cases of emergency corrective maintenance.</li> <li>• The institution applies <b>specific procedures for the maintenance</b> of buildings, spaces, infrastructure, and occupational health and safety equipment. Maintenance activities are <b>periodically monitored</b>, whether carried out by the institution or through external service providers, and the results are <b>documented in maintenance records</b>.</li> </ul>

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<b>3: Education and Training</b>		The institution has clear policies and procedures for the design and review of its educational programs in a manner that supports the fulfillment of its mission, meets labor market needs and requirements, and aligns with national development priorities. It implements effective mechanisms to manage and continuously monitor education and training processes to ensure their quality.
No.	Indicator	Description guideline for performance indicator.
3-1	The institution implements mechanisms to manage and monitor the education and training processes to ensure they are conducted in accordance with the established plan.	<ul style="list-style-type: none"> <li>• The institution applies <b>defined and regular procedures</b> to monitor education and training processes to ensure efficiency and effectiveness. These procedures may include (monitoring compliance with academic schedules, student attendance, adherence to the use of personal protective equipment and health and safety instructions, and ensuring the availability and adequacy of materials and the safety of equipment), <b>Periodic monitoring reports</b> are produced, including observations and recommendations, and are used for <b>continuous improvement</b>.</li> <li>• The institution applies <b>mechanisms for monitoring and supervising students</b> during cooperative training and field training activities (if applicable).</li> </ul>
3-2	The institution applies specific procedures to address teaching-related problems.	<ul style="list-style-type: none"> <li>• The institution applies defined procedures to address educational challenges such as (high student density, high rates of student absenteeism, and low academic performance among some students).</li> <li>• The institution has a system and mechanisms to ensure the discipline of the educational process and student behavioural discipline, in accordance with governing bylaws.</li> <li>• The institution conducts periodic monitoring of high absenteeism and dropout cases across all programs and grade levels, and takes appropriate measures to address and reduce the causes of absenteeism.</li> </ul>

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3-3	The institution applies specific procedures to manage and monitor partnership agreements in education/training, defining responsibilities of each part and evaluating their effectiveness.	<ul style="list-style-type: none"><li>• The institution applies <b>clear mechanisms and procedures</b> for establishing partnerships and cooperation agreements in education and/or training, defining the <b>roles and responsibilities of each part</b> in education, training, and student assessment. These mechanisms also specify the <b>rules and procedures to protect students and their achievements</b> in the event of any dispute or conflict between the parts to the agreement.</li><li>• The institution applies <b>appropriate mechanisms and procedures</b> to monitor the implementation of these agreements, ensure their quality, evaluate their effectiveness, and provide feedback to support <b>decision-making and continuous improvement</b>.</li></ul>
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4: Student Assessment		The institution has a system for managing student assessment processes based on effective and fair policies and procedures. Assessment results are utilized to support and enhance learning
No.	Indicator	Description guideline for performance indicator.
4-1	The institution implements specific procedures for managing examinations and student assessment processes fairly and efficiently.	<ul style="list-style-type: none"> <li>• The institution applies internal system or bylaw as well as specific, and transparent procedures to manage examinations and student assessments efficiently and fairly.</li> <li>• Official assignments are issued for all exam and assessment committees, clearly defining their responsibilities.</li> <li>• The Conflict-of-interest rules are applied in accordance with governing regulations.</li> <li>• Leadership monitors all programs to ensure that each responsible party performs their role in assessments and examinations according to the institution's assessment regulations throughout all stages of the process.</li> <li>• The institution applies effective procedures to secure assessment results and records, maintain confidentiality, and define retention periods.</li> </ul>
4-2	The institution applies defined regulations for handling student complaints and appeals regarding assessment and exams results	<ul style="list-style-type: none"> <li>• The institution implements regulations and decisions for handling student appeals and complaints regarding exam and assessment results.</li> <li>• Procedures for submitting appeals are documented and communicated to all stakeholders and students.</li> <li>• Records of all appeals are safely stored, and results are documented in the relevant records.</li> </ul>
4-3	The institution uses students' assessment results to evaluate programs and services' effectiveness and identify support needed to improve learning.	<ul style="list-style-type: none"> <li>• Current and past student performance statistics are systematically compared across all programs.</li> <li>• Support plans are developed to improve teaching, learning, and training, in collaboration with program coordinators.</li> </ul>

<p><b>5: Teaching Staff</b></p>	<p>The institution has an adequate number of teaching staff with appropriate qualifications and experience who can perform academic and community roles, as well as perform their responsibilities effectively. They receive necessary support and continuous vocational development programs, and their performance is regularly evaluated to identify improvement opportunities.</p>
<p><b>5-1</b></p>	<p>The number of teaching staff is appropriate for student numbers in teaching groups as well as the type and nature of educational programs. The institution applies specific mechanisms to address shortages/excess, retains experienced staff, and attracting qualified professionals.</p> <ul style="list-style-type: none"> <li>• The institution has the sufficient number of teaching staff according to reference ratios, student group sizes, teaching hours, and program nature.</li> <li>• The institution has published, transparent, and formal mechanisms for recruitment and appointment of teaching staff.</li> <li>• The institution applies specific procedures to manage staff shortages or surpluses.</li> <li>• Specific incentives and procedures are in place to retain experienced staff and attract talent to enhance their competitive skills.</li> <li>• Workload is distributed to allow participation in teaching, administrative, and community tasks to fulfil institution’s mission.</li> </ul>

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<p><b>5-2</b></p>	<p>The institution applies continuous professional development programs for teaching staff, based on specific procedures to identify needs, and evaluates them periodically.</p>	<ul style="list-style-type: none"> <li>• The institution periodically identifies vocational development needs for teaching staff, then accordingly sets its training plan for each category.</li> <li>• The institution applies continuous vocational development and knowledge transfer training programs and activities to ensure that teaching staff stay updated with professional, training and teaching methods and strategies.</li> <li>• The institution periodically evaluates continuous vocational development programs and measures their effectiveness then uses it for improvement.</li> </ul>
<p><b>5-3</b></p>	<p>The institution applies announced procedures and regulations for evaluating teaching staff performance and uses results to improve performance.</p>	<ul style="list-style-type: none"> <li>• The institution applies specific, substantive, and published standards, procedures and rules that evaluate teaching staff performance (cover all areas of teaching, service, and activity participation), then staff will be informed and discuss assessment results (if needed).</li> <li>• Teaching staff performance is periodically evaluated, then assessment results are used to improve performance and plans for capacity development are suggested.</li> </ul>

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<p><b>6: Admission and Student Support</b></p>		<p>The institution has clear and announced admission procedures and requirements consistent with training programs' nature, ensuring equal opportunity, and applied fairly, by providing technical support and guidance services to students to enhance their development and achievement, and by applying mechanisms for effective communication with graduates and utilizing their feedback.</p>
<p><b>6-1</b></p>	<p>The institution applies clear, published, and fair rules for admission, transfer, and student distribution across educational programs.</p>	<ul style="list-style-type: none"> <li>• The institution applies fair rules, specific and published conditions for admission (Egyptians, foreigners) for all educational programs.</li> <li>• The institution provides all information about (its programs and studying system, program completion rules, studying fees, date and way to collect, including refund policies), via adequate mechanisms to ensure reply for all applied students' inquiries on time.</li> <li>• The institution applies effective procedures exist to attract international students.</li> <li>• The institution applies formal procedures to handle admission appeals.</li> <li>• Admission data and statistics are recorded and analysed for continuous improvement.</li> </ul>
<p><b>6-2</b></p>	<p>The institution provides appropriate and effective academic support and guidance according to students' educational and vocational needs.</p>	<ul style="list-style-type: none"> <li>• Academic support is provided by the institution according to students' learning needs, including (high achievers, struggling students, special needs, etc) (if applicable), as well as developing programs to care for, motivate, and support each of these groups.</li> <li>• Students' progress is regularly monitored, with timely guidance.</li> </ul>

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6-3	The institution provides non-academic support services and promotes them through various methods.	<ul style="list-style-type: none"> <li>• The institution maintains integrated and effective non-academic support system for students (financial, social, health) to meet their actual needs.</li> <li>• The institution applies diverse methods to inform students with available non-academic support systems.</li> <li>• If the institution provides <b>student housing and transportation services</b>, student accommodation must be <b>clean, safe, supervised, and suitable for students' needs</b>. Likewise, student transportation services must be provided through <b>comfortable, safe, and appropriate means</b> that meet students' requirements.</li> </ul>
6-4	The institution provides resources and mechanisms to support student activities.	<ul style="list-style-type: none"> <li>• The institution establishes the <b>rules and procedures</b> necessary to ensure student representation on committees related to the educational process, activates student participation, and evaluates the effectiveness of such participation and ways to enhance it.</li> <li>• The institution develops <b>plans for diverse student activities</b> to promote holistic personal development and provides appropriate resources for these activities (academic, cultural, sports, social, etc.) in terms of venues, facilities, and supervision.</li> <li>• The institution implements <b>various methods</b> to encourage student participation in activities and periodically evaluates these activities to propose improvement procedures.</li> </ul>
6-5	The institution communicates with its graduates through multiple ways, provides vocational development programs, and encourages their interaction with current students.	<ul style="list-style-type: none"> <li>• The institution uses <b>multiple channels</b> to reach out to graduates, maintain communication with them, solicit their feedback, and encourage their interaction with current students, and maintains <b>regularly updated graduate databases</b>.</li> <li>• The institution provides its graduates with <b>training programs for professional development and lifelong learning</b>, based on their needs and labor market developments.</li> </ul>

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<b>7: Community Engagement</b>		The institution has effective plans and mechanisms for community partnership consistent with its mission, establishing constructive linkages with the community and labor market to support student education and training, and follows the effectiveness of the community partnership as well as improve and develop it.
<b>7-1</b>	The institution has effective mechanisms for communicating with the community, identifying its problems, and involving community representatives in supporting resources and implementing programs.	<ul style="list-style-type: none"> <li>• The institution has effective bodies and councils engage with community stakeholders in decision-making, resource support, and program implementation.</li> <li>• The institution applies mechanisms to identify community needs, study its problems and propose community service programs.</li> <li>• The institution periodically evaluates communication tools and mechanisms effectiveness and implement adequate procedures for improvement.</li> </ul>
<b>7-2</b>	The institution applies a community-service plan to address its needs, contributes to development issues, and regularly evaluates activities to fulfil its mission.	<ul style="list-style-type: none"> <li>• The institution sets a community service plan aligning with its goals and community priorities and needs.</li> <li>• The community service plan includes activities and programs that address societal problems related to institutional specialties and encourage student/staff participation.</li> <li>• The institution periodically evaluates its community services and external interaction and communication, then benefits from results for continuous improvement.</li> </ul>
<b>7-3</b>	The institution activates partnerships and linking with business sectors to provide student training opportunities that enhance students' practical capabilities.	<ul style="list-style-type: none"> <li>• The institution follows appropriate mechanisms and procedures to build and strengthen links with the business community in areas related to its programs, in order to support students' professional and educational development and facilitate their transition into the labor market.</li> <li>• The institution evaluates its role in activating partnerships and linkages with the labor market and the extent to which these partnerships contribute to provide training opportunities for students, and takes the necessary actions to ensure continuous improvement.</li> </ul>

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<b>8: Quality Assurance and Continuous Improvement</b>		<p>The institution has an internal quality assurance system supported by leadership, promoting a culture of quality, conducting regular self-assessment, and using results for performance continuous improvement.</p>
<b>8-1</b>	<p>The institution establishes a quality assurance unit with an equipped workspace and trained staff with defined duties.</p>	<ul style="list-style-type: none"> <li>• The institution has a Quality Assurance Unit that is included in the organizational structure, established by an official decision, and governed by internal bylaws defining its affiliation with the institution’s management, its functions, and its internal divisions.</li> <li>• The Quality Assurance Unit has an appropriate premise in terms of space and office equipment, as well as a secure location for document storage.</li> <li>• The unit includes an adequate number of qualified human resources trained in internal audit processes and the preparation of self-assessment reports. The roles and responsibilities of unit staff are clearly defined.</li> <li>• The institution supports the Quality Assurance Unit in promoting a quality culture and implementing the quality assurance system.</li> <li>• The institution’s management monitors the performance of the Quality Assurance Unit and periodically evaluates its effectiveness.</li> </ul>
<b>8-2</b>	<p>The institution implements an annual self-assessment plan based on accreditation standards.</p>	<ul style="list-style-type: none"> <li>• The unit implements an activated annual plan for conducting internal reviews and preparing the annual self-evaluation report on the extent to which accreditation standards are met. The plan includes review timelines, performance indicators, required resources, and clearly defined roles and responsibilities.</li> <li>• The institution applies appropriate tools to collect feedback, conduct beneficiary and stakeholder surveys, measure satisfaction, and manage complaints, and utilizes the results to identify development and improvement actions.</li> <li>• The results of the annual self-assessment report, including key strengths and weaknesses and improvement activities, are announced and discussed in senior management meetings, and used to identify necessary corrective actions.</li> </ul>

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8-3	The institution implements continuous improvement plans based on self-assessment results, documents them, and evaluates their effectiveness.	<ul style="list-style-type: none"><li>• The Quality Assurance Unit has documented improvement plans linked to self-assessment results, development priorities, and performance evaluation analysis, with allocated resources, defined implementation timelines, and assigned responsibilities.</li><li>• All continuous improvement activities and programs undertaken are documented, and their effectiveness is evaluated.</li></ul>
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**Egyptian TVET for Quality Assurance and Accreditation Authority  
(ETQAAN)**

Appendix (2)  
Terms and Concepts

## **Egyptian TVET for Quality Assurance and Accreditation Authority (ETQAAN)**

### **1. Program Accreditation:**

The Authority's recognition that an educational or training program has met a certain level of quality standards in accordance with the provisions of the law establishing the Authority.

### **2. Institutional Accreditation:**

The Authority's recognition that an educational or training institution has met a certain level of quality standards in accordance with the provisions of the law establishing the Authority.

### **3. Post-Secondary Institutes**

They are higher education institutions affiliated with the Ministry of Higher Education and Scientific Research, offering technical and applied educational programs for a duration of two academic years. They aim to provide vocational and technological qualification for holders of a high school diploma certificate or technical and technological diploma certificates or their equivalents, enabling them to either enter the labor market or continue their studies at higher levels in accordance with specific bylaws.

### **4. Training Program:**

A set of training packages and activities that provide the trainee with the competencies required to meet the demands of a specific occupation.

### **5. Self-Assessment:**

The evaluation of the institution's performance by the institution itself, based on quality assurance and accreditation standards, to identify strengths and areas that need improvement.

### **6. Cumulative Assessment of Students:**

Also known as "final assessment", it is the process of measuring and evaluating the knowledge and skills acquired by students at the end of a specific learning period (a course unit, semester, or full program), to issue a final judgment on their level of mastery of that unit or course, and to determine their final achievement level.

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### **7. Continuous Formative Assessment of Students:**

An assessment process conducted during the learning process with the aim of supporting and guiding student learning, rather than merely judging performance at the end. It seeks to collect information periodically and continuously in order to make immediate decisions that help adjust teaching and learning strategies, and to provide accurate feedback that enhances continuous improvement.

### **8. Quality:**

The degree of achievement of a set of standards and procedures intended to improve the educational and training environment.

### **9. Improvement Plan:**

A future vision for a set of processes and procedures that the educational institution's community can implement within a specific timeframe, through the use of available physical and human resources to overcome weaknesses and strengthen areas of excellence of the institution. It is included among the accreditation file documents.

### **10. Self-assessment Study:**

A study prepared by the institution to describe its current situation, identify strengths and weaknesses, and determine areas for improvement as a result of conducting a self-assessment in light of accreditation standards.

### **11. Mission:**

A concise and clear statement that defines the primary purpose of the institution, how it delivers its products or services, reflects the institution's values and strategic directions, and helps unify efforts toward achieving its common goals.

### **12. Vision:**

A descriptive statement of future aspirations that defines the major ambitions the institution seeks to achieve and presents a picture of what the institution aims to become in the future.

### **13. Accreditation Certificate:**

A document that reflects the institution or program's fulfillment of the accreditation methodology and conditions issued by the

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Authority, based on national and international requirements and relevant ISO specifications. The certificate is issued based on the Authority's confirmation of the validity of the certification processes conducted by conformity assessment bodies.

### **14. Evidence / Proof / Source of Verification in External Accreditation Review:**

An available source that can be relied upon to judge performance, such as tangible, visible, and audible evidence that reviewers must seek and consider when conducting an external accreditation review. Key examples include: databases, meeting minutes, annual reports, interview results, observations, assessment processes, and various records (attendance, absence, follow-up, etc.).

### **15. Quality Assurance:**

The procedures that monitor the fulfillment of quality standards across all elements of the educational and training process to meet the needs of the labor market, society, and individuals.

### **16. Educational Spaces:**

All areas where educational activities are conducted within the institution, including classrooms, laboratories, as well as administrative and faculty staff offices.

### **17. Accepted Performance Level:**

The minimum acceptable or desired level of performance set by the Authority as a baseline for judging efficiency and quality of performance, and for measuring the extent to which indicators are achieved.

### **18. Indicators:**

Observable and measurable statements are used to clarify the extent of progress toward achieving a standard.

### **19. Learning Outcome:**

A statement that informs students precisely about what they should be able to do after completing a particular learning process.

### **20. Review:**

A systematic, independent, and documented process for obtaining verification evidence on the quality system of an institution or

## **Egyptian TVET for Quality Assurance and Accreditation Authority (ETQAAN)**

program and evaluating it objectively to determine the extent of compliance with standards.

### **21. Accreditation Standards:**

The set of conditions is defined by the Authority, in collaboration with relevant stakeholders and beneficiaries of the educational or training service, guided by international standards and local requirements.

### **22. Technological higher education institutions:**

Each educational institution—public, civil, or private—that offers study programs in the field of technological education at the post-secondary level, and awards qualifications starting from Level 4 on the National Qualifications Framework (NQF). The duration of study in the first educational stage is either a continuous 4-year system or a 2+2 system.

### **23. Academic Integrity:**

Commitment and adherence by individuals and institutions to ethical and professional principles, standards, and practices in the fields of education and scientific research.

### **24. Institutional Quality Management Systems:**

The institution's internal systems, including associated mechanisms and procedures, are used to manage quality-related activities concerning institutional capacity and educational effectiveness.

### **25. Quality Assurance Unit:**

The unit responsible for managing quality within the institution provides planning and technical support to ensure quality assurance. It maintains all documents and evidence of practical practices to achieve the accreditation level.



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