



BOTSWANA
Qualifications Authority

INSTITUTIONAL SELF EVALUATION REPORT

Block 7, Plot 66450 Private Bag BO 340, Gaborone, Botswana
TEL: +267 365 7200 **FAX:** +267 395 2301
E-mail: customerservice@bqa.org.bw
Website: www.bqa.org.bw
Toll Free Line: 0800 600 934

SMS: (+267) 75671114
Twitter: @BQA_BWUpdates,
Facebook: BotswanaQualificationsAuthority, bqa
Skype : BQA_Botswana Qualifications Authority

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1.0 EDUCATION AND TRAINING PROVIDER DETAILS

Entity Name	Company/Society/ Trust/Public Entity/ External Entity
ETP / Awarding Body Name	
ETP / Awarding Number	
ETP / Awarding Body Type	Conventional/ Workplace
Classification	University/ University College/ College/ Technical College/ Brigade
Campus Type	Main Campus/ Campus Centre/ Campus College/ Campus Institute/ Campus School
Sub-Framework	Higher Education/ Technical and Vocational Education and Training/ General Education
Postal Address	
Physical Address	
Designated Land use Type	
Lease Type	Rented / Owned
Lease Commencement Date	
Lease Expiry Date	
Location	Village/ Town /City
District	
Contact Number	
Fax Number	
Email Address	
Number of Learners	- No. of learners at full capacity - Current No. of enrolled learners (where applicable)

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2.0 PURPOSE FOR THE SELF-ASSESSMENT REPORT	TICK (✓)
ETP or Awarding Body Audit	
ETP or Awarding Body Registration	
Notice of Intent to Commence Operations as an ETP or Awarding Body	
ETP or Awarding Body Accreditation	
Renewal of ETP or Awarding Body Accreditation	

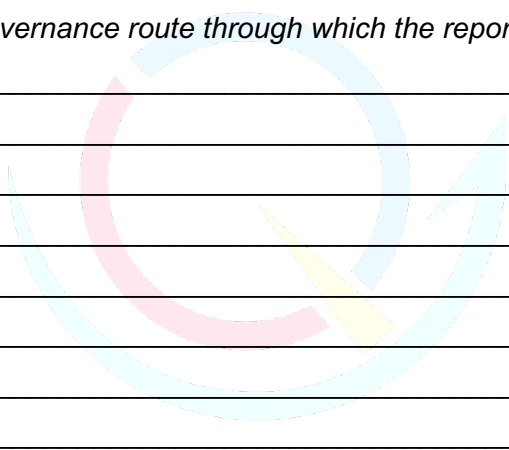
3.0 CONTACT PERSON(S) DETAILS	
Title	
Full Name	
Designation	
Email Address	
Contact Number	

4.0 DOCUMENT FORMAT	
Spacing	1.5
Font	Arial, 11
Removal of guidance/ instructional guidance	<i>Please ensure that any guidance or instructional text in the form is removed after completing your write-up (captured in italics).</i>

5.0 SELF EVALUATION REPORT DEVELOPMENT PROCESS

A Self-Evaluation Report (SER) is a comprehensive document generated by an Education and Training Provider (ETP) to evaluate its overall quality assurance system. Through the SER, the institution assesses its alignment with the relevant regulatory criteria: either the Norms and Standards for the Recognition of Higher Education Institutions and Awarding Bodies or the Norms and Standards for the Recognition of TVET Institutions and Awarding Bodies.

In this section, the ETP must outline the methodology used to compile the SER. This includes identifying key internal and external stakeholders involved, summarizing the consultation process, and detailing the formal governance route through which the report was approved.



Lined area for writing the Self-Evaluation Report development process.

6.0 PORTFOLIO OF EVIDENCE

The Portfolio of Evidence (PoE) accompanies the Self-Evaluation Report (SER) and serves to substantiate all claims made regarding the provider's performance against the applicable Norms and Standards.

All submitted evidence must be clearly cross-referenced within the text of the SER. Where supporting documentation cannot be included in the submission to the Authority, the ETP must explicitly state in the SER that the item will be available for inspection during the site visit. For all site-visit evidence, the ETP must provide a Document Reference Map listing the titles, locations, and codes of the documents to be viewed. Additional supporting documents deemed relevant by the ETP should also be made available during the site visit.

7.0 BACKGROUND OF THE ETP

The Education and Training Provider (ETP) must provide a comprehensive overview of its operations, strategic direction, and institutional profile, covering the following key areas:

- a) **Vision and Mission:** State the ETP's vision and mission statements, demonstrating how these foundational principles drive operational activities and shape strategic objectives.
- b) **Institutional Context and History:** Provide a brief historical account highlighting major organizational milestones, previous quality assurance assessments, leadership transitions, and strategic pivots that have shaped the institution.
- c) **Institutional Profile:** Present current profile data, including learner enrolment figures, faculty and departmental structures, staffing levels, physical and technological infrastructure, and graduation rates.
- d) **Relevance and Impact:** Outline key academic or training programmes and services, demonstrating how they address local industry demands and community needs.
- e) **Strategic Environment:** Summarize the key challenges and emerging opportunities currently impacting the institution.

8.0 EVALUATION AGAINST THE STANDARDS

The narrative under each standard must comprehensively address all relevant requirements outlined in the Guidelines on the Implementation of Norms and Standards, as applicable. While the guidance provided for each standard is not exhaustive, ETPs must use it to focus on the critical areas and evidence required for a thorough self-evaluation.

8.1 Legal Status of a Sponsoring Body

8.2 Ownership

8.3 Rationale for Establishment And Operation

8.4 Governance and Management

8.5 Financial Viability

8.6 Physical Resources and Infrastructure

8.7 Learning and Teaching Resources

8.8 Laboratories, Workshops and Teaching Clinics

8.9 Staff Offices

8.10 Safety, Health and the Environment

8.11 Information and Communication Technology

8.12 Accommodation facilities of learners (Where applicable)

8.13 Library Facilities and Resources

8.14 Human Resources

8.15 Admissions and Enrolment

8.16 Learner Support, Welfare and Wellness Services

8.17 Quality Management

8.18 Information and Data Management System

8.19 Research, Development and Innovation

8.20 Learning Programme Development, Delivery, Review and Evaluation

8.21 assessment, Moderation and Progression

8.22 Community Engagement

8.23 Open, Distance and E-Learning

9.0 CONCLUSION

The concluding section provides an overall synthesis of the institution's quality management system, highlighting good practices and outlining targeted areas for enhancement. The narrative should specifically address:

- a) **Overall Assessment and Good Practices:** *A summary of the ETP's primary quality assurance strengths and notable good practices.*
- b) **Action Plan for Improvement:** *Specific short-term initiatives and long-term strategic actions to address identified gaps and areas for improvements.*
- c) **Commitment to Quality:** *Evidence of how past achievements and ongoing initiatives demonstrate a sustained commitment to continuous quality improvement.*
- d) **Stakeholder Engagement:** *Mechanisms for integrating feedback from learners, staff, industry, and external stakeholders into decision-making and future self-evaluations.*

10.0 DECLARATION BY THE HEAD OF THE INSTITUTION

- a) I, in my capacity as the Head of [Institution Name], hereby declare that the information provided in this submission and accompanying Portfolio of Evidence (PoE), is true, complete, and accurate to the best of my knowledge and belief.
- b) I further confirm that this submission and its constituent documents have been formally reviewed, verified, and approved by the Governing Authority of the institution.

NAME: _____ SIGNATURE: _____

DESIGNATION: _____ DATE: _____

BOTSWANA
Qualifications Authority