QUALITY MATTERS

Theme: International Accreditation and ISO Certification of Education 21001: Importance, Requirements and Challenges in Ethiopian Accreditation Services / EAS/.

IN THIS ISSUE

QUOTES OF THIS ISSUE

Never Regret a Day in Your Life

Good Days Give You Happiness,

Bad Days Give You Experience,

Worst Days Give You Lessons,

And Best Days Give You Memories.

Michael G. Demers

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This newsletter is published every three months by the Center for Educational Improvement and Quality Assurance (CEIQA) of St. Mary's University (SMU). The objective of the newsletter is to inform the SMU community as well as business and industry, government and non-government stakeholders and others about the activities and accomplishments of the institution in fostering quality education and research in the Ethiopian Higher Education setting.

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FROM THE EDITORIAL DESK

Dear Reader,

Welcome to this edition of Quality Matters, Vol. 17, No. 67, September 2023.

The main focus of this edition, Vol.17, No. 67, September 2023, is Accreditation and ISO Certification of Education 21001: Importance, Requirements and Challenges in Ethiopian Accreditation Services /EAS/.

The Newsletter discusses the topic in detail. it also investigates the contents and answers any outstanding questions related to it.

The interviewee for this issue of Quality Matters, is Mr. Zewdu Ayele Abawa who received a Bachelor of Medical Laboratory Technology from Jimma University a Bachelor of Arts in Economics from Admas University and a Master's Degree in Clinical Laboratory Science, specialty track in Clinical Laboratory. Management and Quality Assurance from Addis Ababa University.

RESEARCH CORNER

IMPACT OF ACCREDITATION ON QUALITY AND EXCELLENCE OF HIGHER EDUCATION INSTITUTIONS

INTRODUCTION

The Academy of Athens, founded by Plato in 387 BC, is one of the oldest higher education institutions, also known as the University of Athens. Ancient India was the world's educational capital, offering a variety of courses including Vedas, Logic & Reasoning, Grammar, Mathematics, Science & Technology, Zoology, Physical Sciences, Business Studies, Judiciary, Construction, Civil Engineering & Architecture, Astronomy, Medicine, Politics, Music, Dance & Drama, and Art of War. HEIs like Taxila, Nalanda, Vikramsheela, Kanchipuram, Ujjaini, Udantapura, and Vallabhi were well-established during this time. Quality assurance (QA) started in the 18th century, with the first QA body in India established in 1929 (Kumar et al., 2020).

The pursuit of excellence is one of the main goals of almost all HEIs. This study provides an evaluation of quality & excellence in higher education through the accreditation process and finds out its impact on various factors. During the course of our investigations, we sought to answer the following questions:

- Describe 'excellence in higher education?
- Which models/frameworks are being used globally to assess the quality and excellence in higher education?
- What is accreditation and how is it beneficial to the HEIs?
- What are major areas where accreditation is impactful to the HEIs?

The current study is significant to HEIs planning for accreditation or re-accreditation of their institution / program. This paper explains the linkage between the meaning of excellence and how accreditation may help to achieve the same via briefing its benefits and impact on business growth (enrollments/admissions, reputation, stakeholders' satisfaction), strategic planning (internationalization, employment), academic excellence (quality of faculty/curriculum and learning outcomes) and research & innovation.

Emergence of Modern Higher Education and Quality Assurance

The quality assurance system in higher education has emerged by engaging External Examiners. The University of Durham, UK engaged Oxford examiners in the year 1832 to assure the public that the standard of its degree programs was equivalent to Oxford (Mike [2003]). Since then, the role of independent external examiners has been used by HEIs globally. An accreditation process involves internal and external examiners to assure the public about the compliance of prescribed criteria/standards. ISO 9000 series of standards have been used over the last four decades for the unification of industry processes. However, accreditation is a quality assurance process based on self-and peer assessment having specific standards/criteria for higher education. The purpose of accreditation is to improve academic quality and public accountability of HEIs. In the late 1800s, accrediting agencies were established focusing on educational standards and admissions procedures: RICS, UK (1868); IET, UK (1871); NEASC, USA (1885); MSACS, USA (1887), to name a few. Later, several accrediting bodies, international accords and agreements, and regulatory/statutory bodies came into existence.

Meaning of Excellence in Higher Education

Excellence in higher education may be equated differently in different contexts. From student's perspective, it may be defined as indicating the

standing and academic reputation of an institution. However, this depends on students' experiences and institutional missions. The term "Excellence" has been used extensively by accreditors to define the level of quality processes and services offered by institutions for the stakeholders' satisfaction and the success of students. Many accrediting bodies have defined Excellence as a tangible reality; a combination of inputs using quantitative and qualitative indicators and continual progress of improved outputs. Some researchers like Brusoni et al. [2014] have considered the Quality of curriculum, teaching-learning, availability of resources, level of research, skill enhancement of students, and level of students' learning outcomes and achievements as measures of excellence (Brusoni [2014]). Globally, the following four models are applied to define excellence in H.E.:

a) EFQM Excellence Model
b) Baldrige Model
c) Other Models

a) The European Foundation for Quality Management (EFQM) Excellence Model is a tool widely- used for continuous improvement of all types of organizations. This model evaluates current performance to identify strengths and areas of improvement. The model has nine criteria, categorized as enablers and results (Calvo et al. [2006]):
Enablers:

i. Leadership   ii. People   iii. Partnerships & Resources   Iv. Processes, Products & Services v. Strategy

Results of:
i. People   ii. Customer   iii. Society   v. Business

Establishment of accrediting bodies, accords and agreements, and regulatory/statutory bodies.

Program-level accreditation started in 1868 with the establishment of the Royal Institution of Chartered Surveyors (RICS) in the UK, whereas institutional-level accreditation started in 1885 (with NEASC, USA). In India, standardization of higher education started before independence (with ICAR, 1929), later many other statutory, regulatory, and accrediting bodies were established such as MCI (1933), AICTE (1945), INC (1947), PCI (1948), DCI (1949), UGC (1956), BCI (1961), CCIM (1971), CoA (1972), CCH (1973), NAAC (1994), NBA (1994), and others.

The above nine criteria are evaluated based on RADAR (determining the Results – to review for making future plans, Approach – methodology for desired results, Deploy – systematic way of implementing the plans/ strategy, Assess and Refine - for result analysis and continuous improvements based on monitoring and analysis of achieved results). The earlier methodology for assessing the quality improvement was a Plan-Do-Check-Action (PDCA) cycle. However, RADAR is an integral part of the EFQM Excellence Model, which is a strategic, systematic, fact-based framework and provides a tool for the evaluation of organizational results, approaches, deployment, assessment and review (Sokovic et al. [2010]).

The Baldrige Model works for all types and size of organizations, yet, it is directly applicable to higher education institutions. It focuses on self-assessment and training with consideration of the varying missions, roles, and services/programs offered by an institution. As per the Baldrige criteria view, students and parents are the key customers. The Baldrige concept of excellence has the following three elements:

A well-defined assessment strategy;

Continual improvements on a period basis (year-to-year basis) with measurable key indicators of student learning and success;

Demonstrated leadership in performance benchmarked with its peer group.

In order to drive and manage changes, 'innovation' is considered as an effective tool in the Baldrige Model.

i. Leadership;
ii. Strategy Development;
iii. Focus on Customer: Student, Stakeholder and Market;
iv. Measurement, Analysis and Knowledge Management;
v. Focus on Workforce : Faculty and Staff;
vi. Focus on Operations : Process Management, and
vii. Organizational Performance Results.

In the context of the Baldrige Model, Brent Ruben has emphasized seven essential elements in his book on "Excellence in Higher Education" (Ruben [2007]):

i. Leadership
ii. Objectives & plans
iii. Beneficiaries & constituencies
iv. Programs & services
v. Faculty/staff & workplace environment
vi. Assessment & usage of information
vii. Outcomes & achievements

Definition of ISO

ISO 21001 provides a common management tool for organizations providing educational products and services capable of meeting the needs and requirements of learners and other customers. It is a stand-alone management system standard, aligned with other ISO management system standards (such as ISO 9001, ISO 14001, etc.) through the educational organization, the learner, customers, and other relevant interested parties. It specifies requirements for an Educational Organization Management System (EOMS) when such an organization: • Needs to demonstrate its ability to consistently provide, share,

and facilitate the construction of knowledge while conforming with applicable statutory and regulatory requirements • Aims to enhance the satisfaction of learners, other customers, and personnel through the effective application of its EOMS, including processes for improvement of the system.

ISO 21001:2018 was developed to be a part of the ISO 9001 family of standards, which was first introduced in 1987 and is currently in use in 160 countries with nearly 900,000 registered certificates as of 2018 (ISO, 2018b). The 21001 Standard developments were led by the Korean Agency for Technology and Standards with 86 expert members drawn from 39 national standardization bodies, plus multiple observer stakeholders (LaChapelle et al., 2018.

ISO Certification and Accreditation

Higher education today operates in an environment of global competition for reputation, talent, and students. The basis of that competition is increasingly focused on quality (Musselin, 2018). Quality as a concept of higher education is not easily defined, reflecting the complex relationships of higher education to students and the diverse roles of a student in the educational process. The International Organization for Standardization (ISO) has recently entered the fray with several new standards that may shape the view of quality in higher education much as the extensively used ISO 9001 standard has since its debut in 1987. This paper focuses on some of the potential impacts of one new education standard, ISO 21001:2018, which is focused on education organizations and thus may have significant implications on higher education quality assurance including accreditation. Changing quality marks for Higher Education Accreditation often serves as a coveted quality mark, which transcends national boundaries (Hazelkorn, 2011).

ACCREDITATION AND ITS BENEFITS

Accreditation is a quality indicator used to assess the educational quality of higher education institutions

(HEIs) and programs. It is a process of QA and improvement, evaluated by experts and peer groups to ensure institution's quality. Accreditation audits are impartial and specific, and criteria are reviewed by experts. The National Board of Accreditation, India (NBA), defines accreditation as a Mark of Excellence, providing benefits such as promoting excellence in higher education.

i. It is an assurance of a basic level of quality standards to relevant stakeholders;
ii. Credits are most likely to be transferred to other accredited institutions;
iii. A recognized degree certificate;
iv. Coherence of the research plan;
v. Initiate HEIs developing the necessary infrastructure and pedagogical support;
vi. Helps to develop the content of training programs to the needs of the relevant sector;
vii. Demonstrates commitment to excellence;
viii. Facilitates continuous improvements;
ix. Recognizes achievements/innovations;
x. Helps in fundraising;
xi. Gives a new sense of direction to build strength and overcome weaknesses;
xii. Helps in systematic ways of planning, development, and review of processes, etc.

IMPACT OF ACCREDITATION

Accreditation may be categorized as – institution-level and program-level. Institution-level accreditation reviews overall processes and quality of an institution, whereas program-level accreditation reviews specific programs within institutions and attainment of results & student success in depth. Outcomes of accreditation status have significant impact on many aspects of HEIs. First of all, it helps for improving the quality of H.E. through improving its policies, processes and core functional areas, such as research, academics, teaching-learning etc.

Enrollments/Admissions

The International Accreditation Organization (IAO) states that an institution's accreditation status can influence admission decisions, reflecting the authenticity of its degree program and acceptability. NBA emphasizes that accreditation's impact extends beyond QA, improving student enrollment. A 2018 survey of 3,500 students in Delhi/NCR identified 13 influential factors for admission aspirants to join a higher education institution, with 84% ranking these factors as the most influential.

"Accreditation Status" is considered as the most important factor. "Rankings" was chosen as the next important factor by 83% of aspirants. Whereas "Education Fairs", "Advance from a school counselor or teacher", Contact and Recommendation from faculty staff" and "Visit by a representative to school" were the least four factors found. However, McFarlane [2010] investigated and found that earning a degree from an unaccredited institution does not mean that the HEI lacks quality and standards. Yet, students who have completed a degree from an unaccredited institution face problems when they wish to pursue further higher education.

Academic Reputation and Internationalization

Expansion, privatization, and globalization of HEIs have generated a growing need to ensure the quality of higher education. Brennan and Shah [2000] conducted case studies in 14 nations and found that accreditation leads to many advantages through an enhanced academic reputation, increased funding, improvements in academic processes, and internationalization of higher education (McFarlane [2010]). Patil and Codner [2007] conducted a study on global accreditations and their impact. Apart from other impacts, they found the following are some of the important purposes of accreditation:

a) Quality assurance,

b) Enhanced academic reputation at national and international levels,

c) International mobility of graduates,

d) Improvements in academic processes,

e) Educational marketing and competitiveness,

f) Public accountability.

The impact of the accreditation process results in measurable outcomes. The Outcomes/results are further evaluated by various international ranking agencies. A ranking survey is conducted by the National Institutional Ranking Framework (NIRF, under the Ministry of HRD, Govt. of India) each year. Over 3950 higher education institutions and 199 Centrally Funded Technical Institutes from 37 states in India participated in the 2018 NIRF ranking survey.

The survey is based on the following five parameters:

a) Teaching-Learning and Resources

b) Research and Professional Practice

c) Graduation Outcome

d) Outreach and Inclusivity

e) Peer Perception

The result revealed that there is a correlation between the overall rank and Peer Perception based on the calculated score for individual parameters for each HEI.

Meeting internationally benchmarked standards is one of the priorities of HEIs today. Internationalization is firmly connected with the improvement of the quality of H.E. Internationalization, as such, has elements of concern in almost all institutional and academic program accreditation criteria and standards (Ruben et al. [2015]). The importance of internationalization has been increased during the last decade. Most international ranking bodies are giving considerable weightage to their ranking methodologies as they provide students and faculty staff a cross-cultural environment, facilitate joint research, exchange programs, and advantages of best practices and beliefs .

Promotion of Research and Innovation

The accreditation and rankings help HEIs to focus on promoting research and innovation culture, to publish research findings in refereed journals, and to contribute research papers in conferences and workshops. Periodic evaluation of various processes and results by external experts brings measurable output of such activities (Dattey et al. [2014]).

Stakeholders' Satisfaction and Employability

CHEA [2010] emphasized the value of accreditation and its benefits to stakeholders. "Accreditation Status" means that an institution or program has satisfied the standards/minimum requirements. In other words, students and parents gain confidence that the degree has some value or recognition. This results in improvement of student success, i.e. attainment of learning outcomes, graduation rates, and better career progression through the transfer of credits, and enhancing employability. Industry-academia tie-ups are enriching the curriculum to fill the gap between jobs available in the market and skills earned by the students. This model helps HEIs to develop employer-approved courses, thereby boosting chances of employability (Burke and Butler [2012]). As such, the accreditation status of an HEI helps immensely in an organization's decision-making, and improvements in infrastructure, attitudes, and responsibilities, which might indirectly improve teaching-learning (Liu et al. [2015]). Shearman and Seddon [2010] noted that the advantages of accreditation are being recognized throughout the world. HEIs are collaborating with industries to develop work-based learning programs to develop industry-ready talent.

Quality of Faculty, Curriculum, and Learning Outcomes

Accreditation processes significantly influence

faculty quality, curriculum, and learning outcomes assessment. Accreditors focus on improving these aspects, as learning outcomes are crucial for academic programs. Faculty members play a crucial role in curriculum development and assessment. Accreditation drives factors like faculty initiatives, external funding, and recruiter feedback, influencing academic activities and learning.

CONCLUSIONS

The IAO and NBA highlight that accreditation status influences admission decisions, impacting degree program authenticity and acceptability, and improving student enrollment, with 84% ranking these factors as influential.

Accreditation benefits higher education institutions by facilitating credit transfer, enhancing degree acceptance, benchmarking, and adopting best practices. It also improves processes and funds. Accreditation's impact on quality and excellence is global, with top-ranked institutions influencing academic reputation. The QS World University Ranking gives 50% weightage to reputation, while NIRF Ranking in India gives 20% weightage to perception-based surveys.

High perception rank of institutions improves overall ranking, with over 80% of admission aspirants choosing institutions based on accreditation and ranking status. Accreditation and ranking are crucial for attracting international students, exchange programs, and collaborations. Accreditation criteria define faculty qualifications, workload, scholarly activities, curriculum updates, learning outcomes, and industry connections. Policy guidelines are formulated and implemented for academic and administrative functioning of HEIs. However, due to the numerous accrediting bodies and their different standards, a common holistic excellence framework is needed for HEIs to achieve excellence in various criteria and parameters.

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INTERVIEW

Mr. Zewdu Ayele Abawa

I received a Bachelor of Medical Laboratory Technology from Jimma University on July 10, 2010 (G.C), and a Bachelor of Arts in Economics from Admas University in January 2019. A Master's Degree in Clinical Laboratory Science: specialty track in Clinical Laboratory Management and Quality Assurance from Addis Ababa University in September 2021. I worked at Dil-Frie Health Center, Bole Sub-city, Addis Ababa from April 9, 2011, to February 2018. During my stay there, I have worked as Laboratory Head and as Quality Manager. As of January 2018, I have been working at the Ethiopian Accreditation Service (EAS) as a Medical Laboratory Technical Assessor, Lead Assessor, and EAS Registered Assessor Coordinator and as a Consultant. Currently, I am working as an Accreditation Quality Manager. I also participate as a Trainer of ISO 15189 in different sites in Ethiopia. I have also experience in the development of different Quality Guidelines and Standard Operating Procedures.

What is ISO Certification in Education (ISO 21001) area?

Certification is defined as the process of determining how well a facility, product, unit, or professional meets basic criteria. ISO certification in education is a kind of recognition when a certain educational organization fulfills the relevant international organization for standardization's (ISO, s) standard requirements. So, in this case, to be certified, the education organization shall implement the ISO 21001 standard.

What have you done to create awareness of ISO Certification in education?

In my opinion, regulatory bodies should give due attention to education organizations to be certified/ Accredited. The House of Representatives standing committees should also create synergy and harmony among Federal Ministries to make quality in

education an issue in their plan. The Ministry of Education in collaboration with stakeholders (e.g. Ethiopian accreditation service, partners who work on education quality, standard Agency, etc.), should support and facilitate certifying universities. Moreover, educational associations should be involved in capacity building on the quality of education and certification as well as accreditation.

What are the specific requirements that universities in Ethiopia need to meet in order to obtain ISO certification of 21001?

As a quality expert, I advise that, any university that needs to be certified with ISO 21001 should meet all of these criteria: The University shall operate as an educational service provider in the country; it should be licensed to provide educational and research services as a university; provides a complete range of quality education services for its students; in the case of a different type of education service provider university, it should provide a defined set of services, such as accounting, economics, medicine, dental etc..; comply at all times with the relevant certification/ accreditation requirements; moreover to be certified, the university should fill ISO 21001 or any relevant standard for education.

Would you explain the importance of international accreditation and ISO certification of 21001for universities in Ethiopia?

Accreditation and certifications have tremendous advantages for universities: they can identify and mitigate potential risks in meeting their objectives, ensuring compliance with education industry and legal standards; they can improve their efficiency and can reduce errors or mistakes related to educational services; they can foster a culture of quality and competence, enhancing staff motivation and performance; they can get international recognition; they can demonstrate the reliability, integrity, and quality to their students and teachers; they can have a confidence in any kind of decision making during

their operational; they can also provide opportunity to other university to benchmark.

How do international accreditation and ISO certification benefit students and faculty members at universities in Ethiopia?

Accreditation/ certification is very important not only for universities but it is also crucial for students especially faculty members: certification/accreditation the university can stimulate the students and faculty members' motivation; it enables the students and faculty members to demonstrate commitment to quality of education; it raises the students and faculty members confidence in the services provided by the university; it provides marketing advantage in a competitive job opportunity.

How does international accreditation and ISO certification impact the reputation and ranking of universities in Ethiopia?

International accreditation/ certification with ISO standard have a significant impact on the country's current education system. The universities infrastructures, the competency of the teachers, the curriculum of the each discipline, the behavior of the faculty members, education equipment, and range of services must be improved. While the university addresses these and other requirements based on the ISO standard, the quality of education becomes significantly improved. To that end, accredited/ certified universities ultimately improving their educational outcomes. Furthermore, the presence of an accredited educational institution is a necessary condition for attracting students, and thus the reputation and the rank of the accredited university is obvious.

How does ISO certification (21001) contribute to the overall quality of education and research at universities in Ethiopia?

Certification/Accreditation is granted as a result of an independent evaluation by a reliable accrediting body against standards. To address the challenges

confronting Ethiopia's poorly regulated educational sector, the unspecified role of the education governing body and universities in quality management certification/accreditation is very important. In line with that, the accreditation /certification will be extremely valuable in education and research.

What role do accreditation agencies like yours and certification bodies play in the process of obtaining ISO certification 21001 for universities in Ethiopia?

I think and believe that the Ethiopian accreditation service should address the following activities for the accreditation of universities: develop surveyor selection, recruitment, training & certification guidelines for education accreditation; select, train, certify, and deploy surveyors; developing the survey management process.

What are the prospects for international accreditation and ISO certification for universities in Ethiopia?

The accreditation determines the indicators of the university to be monitored. This will help the organization to generate and analyze performance data as part of an internal quality improvement program and use the results to make improvements; these data provide comparable measures of achievement over time for a university or between similar organizations in terms of processes and outcomes in students, teachers, and faculty members.

CAMPUS NEWS

Innovative Teaching: Embracing the Flipped Classroom Model

In a significant move to revolutionize the educational experience, St Mary's University's AVP's Office organized a training session on the 'Flipped Classroom' model on April 5, 2024, at the Syndicate Room. The third-round training led by Ato Daniel Zewdie, was aimed at explicating SMU instructors about the cutting-edge trend of flipping traditional classroom dynamics.

The 'Flipped Classroom' is a pedagogical approach where students first explore new content at home through digital means and then apply this knowledge in the classroom through interactive activities. This method fosters a more student-centered learning environment, encouraging active participation and deeper engagement with the subject matter.

During the session, instructors were introduced to the core principles of the flipped classroom, which include shifting direct instruction to the individual learning space and moving the 'homework' element into the classroom. This approach allows educators to guide students as they apply concepts and engage creatively in the subject matter.

The training highlighted the benefits of this innovative teaching methodology, such as enhanced student performance, increased teacher-student interaction, and the opportunity for students to learn at their own pace. With the successful implementation of the flipped classroom, SMU is poised to set a new standard in educational methodologies, paving the way for a more interactive and effective learning experience.

Training for SMU Academic Staff

Training for SMU Student Representatives

On February 29, 2024, St. Mary's University (SMU) hosted an event for undergraduate student representatives at the Undergraduate Multipurpose Hall. The event was organized by the Students' Support Services Office (SSSO), the Center for Educational Improvement, and the Quality Assurance Office (CEIQA) in collaboration with the student union. Hirut Ebdo, Head of SSSO, led the event, and Ato Shegaw G/ Medhin, Director of CEIQA, delivered the training.

Training for SMU Student Representatives

The event aimed to raise awareness about quality assurance in higher education and how SMU maintains it. The participants learned about the components of quality assurance: Accreditation, External Quality Assurance (EQA), Internal Quality Assurance (IQA), and the duties and responsibilities of representatives in the classroom. The presenter emphasized the roles and responsibilities of student representatives and outlined the quality assurance system and practices of SMU. He also explained that filling up instructor evaluation forms correctly is a key way of ensuring quality, as it is part of the evaluation process. After the training, there was a session for questions, comments, and reflections. A total of 80 representatives were presented.

Training for SMU Student Representatives

St. Mary's University
Programs Offered

Undergraduate Degree Programs (Regular/Extension)

- Accounting & Finance
- Computer Science
- Management
- Marketing Management
- Tourism & Hospitality Management

Undergraduate Degree Programs (College of Open and Distance Learning)

- Accounting & Finance
- Banking and Finance
- Management
- Marketing Management
- Financial Economics
- Rural Development
- Agricultural Extension
- Agri-Business Management
- Agricultural Economics
- Cooperative (Accounting & Auditing)
- Cooperative (Business Management)
- Educational Planning & Management
- Economics
- Sociology
- Logistics &Supply Chain Management
- Public Administration and Development
- Management

Other Services Through Our Testing Center

- TOEFL iBT (Internet based)
- Recruitment test
- GRE
- Praxis
- (CISI) Chartered Institute for Securities & Investment

Graduate Programs (Regular)

- Master of Business Administration(MBA)
- MBA in Accounting and Finance
- MA in Project Management
- MA in Marketing Management
- MA in Social Work
- MA in Sociology
- MA in Development Economics
- MSc. in Agricultural Economics
- MSc. in Computer Science
- MSc in Quality and Productivity Management

Graduate Programs Offered in Partnership with Universita Cattolica del Sacro Cuore, Italy

- MBA in Impact Entrepreneurship

Graduate Programs In Partnership With IGNOU (Distance)

- Master of Business Administration
- Master of Arts in Social Work
- Master of Arts in Economics
- Master of Arts in Public Administration
- MARD (Master of Arts in Rural Development)
- Master of Arts in Sociology
- Master of Arts in Political Science
- Master of Commerce

Short Term Training

- Business, IT, and Education areas
- Certified Quality Manager
- Certified Quality Engineer
- ISO 9001:2015 Quality Management System
- ISO 31000:2015 Risk Management
- Supply Chain Management
- Qualty Professional
- ISO 9001:2015 Auditor
- ISO 9001:2015 Lead Auditor
- Qualty and Productivity areas
- Entrepreneurship
- and more

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