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FDRE TECHNICAL & VOCATIONAL
TRAINING INSTITUTE

**FEDERAL TECHNICAL AND
VOCATIONAL TRAINING INSTITUTE**

TRAINEES HANDBOOK

2025/26

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1. Introduction

This is the Federal Technical and Vocational Training Institute Trainees Handbook. It gives you formal notification and explanation of the Institute's codes, regulations, policies, and procedures, and signposts relevant contact details and web links where you can find out more information. It is essential, and your responsibility, to read it. This handbook sits alongside the departmental and program handbooks relevant to your course and department, with which you should also familiarize yourself. This handbook applies to the 2025–26 academic year and will be revised annually.

The Office of Trainees Dean, as a central resource of the Federal Technical and Vocational Training Institute, oversees trainees' matters and ensures that the Institute's policies, regulations, and procedures are followed, with a focus on practical training, skill development, conduct, and overall trainees' well-being. Concerns or suggestions for improvement can be channeled through the Trainees Union Representative Council or directly to the Office of Trainee Dean, with whom we maintain regular communication. The Office of Trainee Dean is available for assistance and advice, and further information can be found on the Institute's official website. We hope that your time as a trainee at the Federal Technical and Vocational Training Institute is successful, enriching, and prepares you effectively for your chosen profession.

2. All about the Federal Technical and Vocational Training Institute

The Federal Technical and Vocational Training Institute (FTVTI), located in Addis Ababa, Ethiopia, was formally established in 2011 by the Council of Ministers Proclamation number 245/2011. The foundation of FTVTI was driven by a recognized gap in the national educational landscape: the absence of a dedicated institution capable of producing highly competent Technical and Vocational Education and Training trainers and leaders. Before its establishment, there was a clear need for a center that could train educators and leaders based on modern, outcome-based systems and aligned with National Occupational Standards, ensuring the technical workforce would meet the evolving needs of Ethiopia's economy.

Upon its inception, the Institute immediately focused on long-term programs, offering degree-level training in critical occupational sectors. These initial offerings included fields such as automotive,

construction, electronics/electrical, information and communication technology, building construction, railway, road, water, surveying, architectural design, and manufacturing technology. This targeted approach aimed to quickly build a core group of highly professional and technically efficient trainers and leaders. A few years later, recognizing additional national needs, FTVTI expanded its departments to include agro processing technology, further diversifying its role in contributing skilled manpower to major infrastructure and industrial sectors.

Today, FTVTI is committed to its vision of being a center of excellence, not only in Ethiopia but across the East African region. The institute continues to produce innovative and resourceful TVT trainers and leaders through both quality short-term and long-term programs. Furthermore, its mandate has expanded to include conducting demand-based research and technology transfer in active collaboration with industries. FTVTI's regional prominence is highlighted by its participation as a flagship institute in initiatives like the World Bank's East African Skills for Transformation and Regional Integration Project (EASTRIP), which focuses on developing the Institute as a center of excellence in specialized sectors like manufacturing technology and leather and leather products.

3. Trainee Union

The Trainee Union and elected representatives at the Federal Technical and Vocational Training Institute (FTVTI) serve as the primary voice and representative body for the entire trainee population. Their central role is to act as a critical bridge between the trainees and the institute's management, ensuring that trainees academic, social, and welfare interests are recognized and addressed in institutional decision-making. Trainees' union representatives are typically involved in key governance structures, such as various committees, where they provide trainee perspectives on policies related to academic affairs, quality assurance, trainee support services, and campus development. By facilitating transparent and structured dialogue, the Union is vital for promoting a cooperative and productive learning environment that aligns with the institute's mission of producing competent, innovative, and resourceful TVET professionals.

In addition to formal representation, the FTVTI Trainee Union plays an important part in enhancing the overall trainee experience and fostering a vibrant campus life. This involves

coordinating and supervising various committees, clubs, and societies, thereby promoting extracurricular activities like sports, cultural events, and social gatherings. These activities are crucial for developing trainees' soft skills, teamwork, and leadership qualities which attributes highly valued in the technical and vocational fields. The Union also focuses on trainee welfare by organizing awareness campaigns, providing advice on non-academic issues, and advocating for improved campus services, such as better accommodation, catering, and recreational facilities, directly contributing to trainee retention and well-being.

Ultimately, the function of the Trainee Union and representatives at FTVTI is rooted in promoting good governance and accountability within the institution. By being democratically elected, the trainee body provides legitimate checks and balances on the administration's decisions, especially those that directly impact the learning process and quality of life for trainees. Their advocacy helps ensure the TVET system remains outcome-based and responsive to trainee needs, which is particularly relevant in a technical institution focused on practical skills and industry relevance. This participation in governance nurtures a culture of civic responsibility, conflict resolution, and leadership among future technical leaders, which are essential for Ethiopia's economic and social development.

4. Trainees' Rights and Responsibilities

This statement on rights, freedoms, and responsibilities is an attempt to bring together a consensus of the ideas and suggestions of the trainee, faculty members, and administrators of the Institute.

II. General Policies

A. Academic Rights and Responsibilities

1. Admission to the Institute: The Institute welcomes applicants who wish to take advantage of the learning and living opportunities within the academic community and who find the educational goals of the Institute personally compatible. Admission of trainees is based primarily on such factors as high school rank, high school curriculum, high school recommendation, and recognition of the high school by accrediting agencies.

2. In the Classroom: The professor in the classroom, workshop and the conference shall encourage free discussion, inquiry, and expression. Trainee performance shall be evaluated primarily on an academic basis and not on opinions or conduct in matters unrelated to academic standards.

A. Protection of Freedom of Expression. Trainees shall be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of the course of study for which they are enrolled.

B. Protection against Improper Academic Evaluation. Trainees shall have protection through orderly procedures against prejudiced or capricious academic evaluation. At the same time, they are responsible for maintaining the standards of academic performance established for each course in which they are enrolled. It shall be the responsibility of the instructor to maintain reasonable objective criteria and data in grading and evaluation processes.

C. Grade Appeals. Trainees who wish to appeal a final course grade should follow the procedure described below. (1) Contact the instructor and attempt to resolve the disagreement. (2) If the problem cannot be resolved in consultation with the instructor, the trainee should contact the chair of the department, who will mediate between the trainee and instructor and attempt to resolve the matter. At this point the trainee should file a written appeal with the department chair and send a copy to the instructor. (3) If the trainee is not satisfied with the outcome of discussions with the instructor and the chair, the trainee may appeal directly to the Admissions and Standards Committee. An appeal may be filed by completing the appeal form which is available from the Center for Academic Advisement.

The appeal form should be completely filled out and any supporting documentation should be attached to the form. At a minimum, supporting documentation must include a course syllabus and a copy of the appeal letter. These materials should be returned to the Center for Academic Advisement. The written grade appeal to the Admissions and Standards Committee must be filed within 30 days of the beginning of the following semester, although earlier contact is highly recommended. A hearing will be conducted by the Admissions and Standards Committee to examine the merits of the appeal and either approve or deny the appeal. Both the instructor and the trainee will be notified of the time and date of the grade appeal hearing. The instructor and the trainee will each have equal time in which to present the essence of their case. Normally 10 minutes

would be allocated for each presentation. Each presentation will be made without the other party in the room. After materials have been presented by both parties, they will be excused, and committee members will discuss and reach a decision on the merits of the case. The trainee will be notified by the chair of the Admissions and Standards Committee of the decision by mail within a week of the hearing. The decision of the Admissions and Standards Committee is final; however, a trainee may request the committee to reconsider its decision if the trainee has additional, new, and relevant materials to submit. Trainee who wishes to file a request for reconsideration should submit a new appeal form and attach the new materials they wish considered.

D. Appeal for Variation from Institute Standards: A trainee who wishes to file a request for exemption from an Institute requirement, such as being excused from a graduation requirement, class overloads, exceeding transfer hours, substituting a class for a required class, etc., should do the following: (1) The trainee should consult their advisor to discuss the variation or exception. (2) The trainee may then obtain an appeal form from the Center for Academic Advisement. The form should be filled out and complete supporting documentation should be attached. (3) The trainee should sign the appeal form and obtain signatures from the advisor and the appropriate department chair. The advisor and chair will note whether or not they support the appeal. (4) The form should then be returned to the Center for Academic Advisement. (5) The Admissions and Standards Committee will consider the appeal at its next meeting. Committee members will either approve or deny the appeal. On some occasions, the committee may choose to request additional information. The trainee will be notified of the decision of the committee by mail. (6) The decision of the Admissions and Standards Committee is final. Trainee may appeal a committee decision if they have additional, new information to present in support of their appeal. The process is similar to filing the initial appeal.

B. Freedom of Inquiry and Expression

The Institute considers freedom of inquiry and discussion essential to a trainees' educational development. Thus, the Institute recognizes the value of all trainee and employees engaging in discussion; exchanging thought and opinion; and speaking, writing, or printing freely on any

subject. The Institute believes this broad principle is a cornerstone of education in a democracy. Further, the Institute endeavors to develop in all members of the campus community a realization that all citizens not only have the ability, but the responsibility to inform themselves regarding various issues, to formulate views regarding these issues, and to express them in a public forum. However, the Institute may regulate the time, place, and manner of expression to prevent unreasonable interference with or disturbing of the Institutes' educational, teaching, research, outreach, and business functions and normal or scheduled uses of Institute property by the campus community, as well as protecting public health, safety, and welfare.

5. Trainee Support Service and Welfare

As a prominent higher education institute in Ethiopia's Technical and Vocational Education and Training (TVET) sector, the Federal Technical and Vocational Training Institute (FTVTI) is expected to offer a comprehensive suite of Trainee Support and Welfare Services. These services are critical for ensuring that trainee, particularly those in intensive, hands-on TVET programs, can focus on their studies and successfully transition into the workforce. The provision of robust support systems is a key indicator of a quality TVET institution, directly impacting trainee retention, learning outcomes, and graduate employability, which are central to Ethiopia's development goals.

Academic Guidance and Counseling forms the foundation of FTVTI's expected support services. Given the technical nature of the programs and the potential for a mismatch between trainee interest and chosen field, the institute is expected to provide career counseling both at entry and exit. This service helps trainee select appropriate specializations, understand labor market demands, and navigate their educational journey. Furthermore, academic advisory support, including tutoring and learning assistance, is crucial to help trainee master the practical skills and theoretical knowledge required by National Occupational Standards (NOS), thereby addressing the common challenge of insufficient skills acquisition reported in some TVET programs.

A fundamental welfare service expected from FTVTI is the provision of safe and inclusive accommodation and catering. For an institute attracting trainee from various regions, on-campus or affiliated dormitory facilities are essential to provide a secure and conducive living

environment. Furthermore, the institute must strive to ensure quality food services are available and affordable.

Health and psychological support are indispensable welfare components. Trainees undertaking rigorous technical training often face various forms of stress, necessitating access to a campus health clinic for immediate medical attention and general health services. Equally important is the availability of counseling and psychological services to address mental health challenges, stress related to workload or personal issues, and the general well-being of the trainee body. Offering this confidential support helps ensure trainee are emotionally and psychologically prepared to handle the pressures of both the academic and industrial work environments.

Affirmative Action and Special Needs Support are a legal and ethical expectation for FTVTI, in line with national strategies that endorse the rights of persons with disabilities and disadvantaged groups. The institute is expected to implement inclusive policies and provide affirmative action in admissions and support. This includes ensuring physical accessibility to all training and living facilities, providing adaptive educational materials, and training instructors to effectively work with trainee with diverse needs. Targeting support for groups like women, rural youth, and disabled individuals is the key to the TVET system's mission for social equity and broad-based development.

To fulfill its mandate, FTVTI must provide robust Industry Linkage and Employability Services. This goes beyond mere training to include proactive support for career advancement. Expected services include organizing internships, apprenticeships, and cooperative training with industry partners. Additionally, the institute should offer job placement assistance, CV/resume writing workshops, and interview skills training. This component is critical for realizing the final objective of TVET: ensuring graduates' transition into productive self-employment or salaried work in a relevant sector.

Another vital support area involves fostering Entrepreneurship and Business Development Services. In line with Ethiopia's push for job creation through micro and small enterprises (MSEs), FTVTI is expected to support trainee who wish to start their own businesses. This support should encompass entrepreneurship training, access to business incubation facilities like Technobizian,

mentorship, and advice on accessing start-up credit facilities. Equipping graduates with business acumen ensures they can become job creators, not just job seekers.

Finally, the Trainee Union and Governance Support is an integral welfare service. FTVTI is expected to facilitate a robust, democratically elected Trainee Union and trainee representative system. By funding and supporting the Union, the institute ensures that trainee have an effective mechanism for raising grievances, participating in campus governance, and organizing extracurricular and social activities that build a strong community? This infrastructure promotes trainee leadership, accountability, and a sense of ownership, which are all vital elements of a modern higher education and TVET experience.

5.1 Guidance and Counseling Service

The features of a robust Counseling Service in a Technical and Vocational Training Institute (TVET) like FTVTI are inherently holistic and career-focused, distinguishing them from traditional academic institutions. Key features include Vocational Guidance, where counselors help trainee align their aptitudes, interests, and values with the specific trades and occupational standards of their training, mitigating the high rate of trainees who do not like their field of study. Additionally, the service provides Academic Counseling to address study skills, time management, and examination anxiety crucial for mastering competence-based curriculum. Crucially, they offer Personal-Social Counseling to help trainee navigate challenges like adjusting to the campus environment, managing stress, developing crucial soft skills such as teamwork, communication and dealing with personal issues that could impede their demanding practical training. Finally, a strong service includes Job Placement and Entrepreneurial Counseling, preparing trainee for the labor market through CV workshops, interview practice, and advice on starting a Micro and Small Enterprise (MSE), thus connecting the training to real-world economic outcomes.

Providing effective counseling services in a TVET setting requires a multi-faceted and integrated approach. Firstly, it should be delivered through a combination of individual, group, and peer counseling methods to address diverse needs and promote shared learning. The service must be proactive by integrating guidance activities directly into the curriculum, such as mandatory career workshops at the start of the program, rather than only reacting to crises. Secondly, FTVTI should employ highly qualified, dedicated professional counselors who are knowledgeable not only in psychological principles but also in the national labor market trends and the specific technical

fields offered by the institute. Crucially, the service must establish strong referral networks with external psychological services, health facilities, and industry partners for specialized support and to facilitate internships and job placement. Finally, the success of the service hinges on awareness creation among trainee and staff to build trust and eliminate the stigma associated with seeking help, ensuring that guidance is seen as an indispensable tool for trainee success and lifelong career development.

5.2 Support Provision for Trainees with Disabilities

The Inclusive Center at the Federal Technical and Vocational Institute (FTVTI) serves and supports trainees with disabilities. Its core features are the provision of reasonable accommodations and personalized support. This service begins with an individual assessment for each trainee with a disability. Based on this, the center coordinates and implements supports such as the provision of assistive technology and modified equipment (like hand-operated loom machines), accessible educational materials (Braille, large print, digital formats), flexible examination arrangements, and dedicated resource rooms or support centers. Furthermore, the service is responsible for ensuring physical accessibility of workshops, classrooms, and dormitories, making the entire campus environment conducive to the full participation of all trainees.

To effectively provide these services, the inclusive center must employ a holistic, multi-stakeholder approach. A key provision is the training of TVET instructors in disability-inclusive teaching methodologies and basic sign language to ensure that learning is accessible within the workshop and classroom. The center also actively engages in attitudinal barrier removal through awareness campaigns for the entire institute community to combat stigma and promote an inclusive culture.

5.3 Provision of Health service

The Institute has a mandate to provide essential support services, including healthcare, to its trainees. The on-campus clinic or health service is a standard provision, though specific details about the FTVTI's clinic, in line with national higher education and TVET policies, focus on delivering accessible and immediate primary healthcare to trainee and, in some cases, staff. The primary objective is to maintain a healthy learning environment by addressing common health

issues promptly and efficiently. This service is crucial for a residential campus, helping to minimize disruption to academic and vocational training due to illness.

The types of services provided to trainee at the FTVTI clinic typically encompass a range of outpatient medical care. This includes basic consultation and treatment for common illnesses like respiratory infections, gastrointestinal issues, and minor injuries. The clinic is usually staffed by a team of healthcare professionals, such as nurses and a lab technician, and may have a rotating general practitioner. Essential services also include first aid and emergency stabilization before referral, basic laboratory diagnostics and a pharmacy service for dispensing common prescribed medications. These services are often provided free of charge or at a highly subsidized rate to ensure equitable access to health resources for all registered trainees.

Beyond curative care, the FTVTI health service plays a vital role in preventive healthcare and health education. This includes organizing awareness campaigns on prevalent health issues, such as hygiene and sanitation, communicable disease prevention, and promoting a healthy lifestyle. Given the institute's focus on technical and vocational education, the clinic may also be involved in occupational health awareness related to workshop safety. For cases that exceed the clinic's capacity, a key function is referral and linkage to higher-level hospitals or health centers in the surrounding community, ensuring trainees with more serious or complex conditions receive specialized care. Overall, the health service acts as a primary entry point for trainees' wellness and a proactive partner in maintaining the general health of the FTVTI community.

5.4. Safety and Security Services

The Federal Technical and Vocational Institute (FTVTI), like other higher education institutions in Ethiopia, is fundamentally responsible for establishing a safe, secure, and conducive training environment. The nature of its safety and security provision is dual-focused: physical security to protect life and property, and occupational safety given the hands-on, workshop-intensive nature of technical training. The institution manages security through a dedicated department, often operating 24/7 with both internal and external personnel, to ensure the well-being of trainees, staff, and visitors. This proactive approach is a core element of its commitment to quality education and institutional responsibility, which also includes addressing concerns like harassment and ensuring a safe accommodation environment for all trainees, particularly female participants.

The types of safety and security services provided by FTVTI are comprehensive. Security services typically include controlled campus access through main gates with thorough checking of clients and vehicles, issuing visitor cards, and maintaining a log for trainees leaving and returning after established curfews. This is complemented by property protection, which involves patrolling and safeguarding institutional assets, equipment, and residential facilities. On the safety side, the institution must strictly enforce occupational health and safety standards, especially in its technology workshops and laboratories, which involve machinery, electricity, and potentially hazardous materials. This includes providing fire protection measures, regular safety training for trainees and staff on hazard recognition and emergency procedures, and ensuring the availability of personal protective equipment to prevent accidents and injuries inherent to vocational training.

5.5 Equality, Diversity, and Inclusion

The Federal Technical and Vocational Institute (FTVTI), operating within the Ethiopian higher education framework, adopts a model of Equality, Diversity, and Inclusion centered on broadening access and ensuring equitable outcomes for all citizens, consistent with national policies. The nature of FTVTI's is fundamentally transformative and developmental, viewing inclusion not merely as a social mandate but as a strategy to maximize the country's human capital for economic growth. This is particularly crucial in the TVET sector, which aims to provide practical, employment-focused skills. Therefore, the core of FTVTI's work involves identifying and removing the systemic, attitudinal, and infrastructural barriers that traditionally limit the participation of marginalized groups in high-demand, high-skill technical fields.

The types of activities initiatives provided are multi-faceted, primarily focusing on gender and disability inclusion. Gender equality measures include efforts to increase the enrollment and success of female trainees, particularly in traditionally male-dominated trades e.g., in technology, construction, and manufacturing sectors, often supported by mentorship programs and policies to prevent gender-based harassment. For persons with disabilities, the institute follows national guidelines to offer affirmative action in admissions, provide reasonable accommodations such as accessible infrastructure and adaptive learning materials, and offer specific support services. Beyond these two groups, the broader goal of diversity and inclusion extends to ensuring equal access and a respectful learning environment for trainees from diverse ethnic, linguistic, and socio-

economic backgrounds, aligning with Ethiopia's commitment to "unity in diversity" and ensuring that all TVET graduates have the necessary skills for labor market inclusion.

5.6 Financial and Material Assistance

The financial assistance provided by the Federal Technical and Vocational Institute (FTVTI), consistent with its role as a public higher education provider in Ethiopia, is primarily indirect and embedded in the national educational financing strategy. The fundamental nature of this financial support is government subsidization, which ensures free or highly subsidized tuition for regular trainees in public TVET programs. This removes the main financial barrier to entry, promoting equal access to skills development. While FTVTI itself may not issue traditional cash grants or loans in the same manner as a conventional Institute financial aid office, its primary form of assistance is the provision of an otherwise costly technical education at little to no direct cost to the trainee, fulfilling a key national policy objective of producing a skilled workforce.

The types of financial assistance are often structured to support specific inclusion goals and operational needs. One key form of direct assistance is the provision of in-kind support which can include subsidized or free dormitory accommodation and meal services for regular trainees who come from outside the institution's immediate catchment area. Furthermore, FTVTI may administer targeted financial support or resources from special projects. These external programs often fund equipment, training materials, and capacity building, which indirectly reduce the financial burden on trainees by providing high-quality, up-to-date resources essential for technical training. Additionally, in line with national strategies, specific support may be channeled to disadvantaged or marginalized groups to cover incidental costs or provide necessary accommodations, ensuring inclusive participation in the technical trades.

5.7 Dormitory Service

The Federal Technical and Vocational Training Institute (FTVTI), as a major national institution which provides trainees residence and dormitory services to accommodate its large trainees, including those from other regions and international trainees. The commitment to providing residential facilities is explicitly part of the institute's strategic development plans, which include the construction and procurement of essential infrastructure like dormitories alongside workshops and classrooms, to enhance institutional capacity and the overall learning environment.

While specific, publicly available details about the day-to-day operation and precise services of FTVTI's dormitories are generally managed internally, the facilities are designed to be a safe and supportive living community. In line with typical practices in large Ethiopian public universities and TVET institutions, these dormitories offer basic accommodation that is fundamental for trainee to focus on their technical training. The institution prioritizes creating an environment that supports academic success and fosters community life, which is essential for trainee undergoing intensive, long-term technical and vocational programs. Furthermore, the provision of housing is the key to accommodating international trainees and staff exchanges, supporting FTVTI's role as a regional center of excellence.

5.8 Cafeteria Service

The provision of a free cafeteria service at a federal Technical and Vocational Training Institute (TVETI) is a critical component of the national strategy to promote accessible, high-quality skills training. For many trainees from low-income and disadvantaged backgrounds, the cost of daily meals can be a significant barrier to enrollment and successful completion of their vocational programs. By offering subsidized or free meals, the institute ensures that trainee can focus fully on their demanding, practical, and intellectually challenging training without the distraction of hunger or the financial burden of purchasing food. This provision acts as a vital social safety net, contributing to equity by leveling the playing field and allowing all admitted trainees to benefit from the government's investment in human capital development, which is essential for Ethiopia's industrial and economic growth.

Beyond just meeting basic needs, a free, quality cafeteria service significantly contributes to the trainees' physical health, cognitive function, and academic retention. Technical and vocational education involves long hours of hands-on practice and rigorous skill development, which require sustained physical and mental energy. Nutritionally balanced meals provided by the institute ensure trainees have the necessary fuel to engage effectively in both classroom learning and workshop activities, ultimately improving their concentration and practical performance. Furthermore, this support helps to reduce dropout rates and absenteeism, creating a more stable and productive learning environment. The cafeteria also becomes a space for socialization and community among trainees from different trades, reinforcing the collective support structure crucial for success in the intensive TVET system.

5.9 Curricular, Sports and Various Clubs

The Institute actively promotes trainees engagement in a range of co-curricular activities, sports, and different clubs. While the primary focus of TVET is on developing specific occupational competencies, the institution recognizes the necessity of holistic trainees' development. These non-academic avenues include organizing various sports teams such as football, volleyball, and basketball, cultural groups that celebrate the nation's diversity, and skills-related clubs that provide practical application and extension of their vocational learning. Participation in these clubs and activities is encouraged to complement the rigorous, hands-on technical curriculum, ensuring that trainees are well-rounded and socially adept, not just technically proficient.

Participation in co-curricular activities and clubs provides higher education trainees' including those at FTVTI with numerous essential benefits that extend beyond technical training. Firstly, they act as a crucial platform for developing soft skills, such as teamwork, leadership, communication, and time management, which are highly valued by employers but are not always explicitly taught in the classroom. Secondly, these activities foster a sense of belonging and institutional loyalty, helping trainees integrate into the campus social fabric and adjust to the rigors of higher education life. This social and psychological integration can be particularly vital in diverse settings, promoting mutual understanding and respect among trainees from different ethnic and linguistic backgrounds.

Ultimately, the clubs and co-curricular programs contribute significantly to the employability and personal development of trainees. By taking on leadership roles within a club, organizing events, or competing in sports, trainees build their confidence, resilience, and problem-solving skills. For trainees, joining a club related to their trade, or even one focused on entrepreneurship, can provide valuable real-world networking opportunities and a chance to apply their technical knowledge in a project-based environment. Therefore, trainees clubs are not simply leisure activities; they are integral components of the educational strategy aimed at producing graduates who are not only technically competent but also adaptive, motivated, and capable of assuming leadership roles in Ethiopia's evolving labor market.

6. Manages Harassment

The Institute, like any institution of higher learning, manages harassment by adopting a zero-tolerance policy and fostering a culture of mutual respect, courtesy, and consideration across its community. The institute firmly asserts that no form of harassment will be tolerated, which serves as the foundational principle for its governance. This commitment is crucial in a technical and vocational setting, which often involves close-quarters learning, practical workshops, and diverse population. The FTVTI's primary management strategy is therefore a preventative one, clearly setting behavioral expectations for all staff, trainers, and trainees to ensure a safe and productive environment conducive to skills acquisition.

In practice, managing harassment involves clear policy implementation and procedural enforcement. The FTVTI does not simply declare its non-tolerance; it is expected to have specific, actionable policies and procedures in place for addressing complaints. These procedures are the mechanism through which the institute takes action to protect its staff and trainees. This means that when an incident of harassment is reported whether it is based on gender, disability, ethnicity, or any other factor, the FTVTI is obligated to investigate it swiftly, apply appropriate disciplinary measures, and ultimately reinforce its commitment to treating all members of the community fairly, thereby maintaining an environment of trust and consideration.

7. New Trainees Orientation

New Trainees Orientation at the Federal Technical and Vocational Institute (FTVTI) is a crucial, multi-faceted program designed to facilitate the comprehensive and successful transition of incoming trainees into the unique TVET environment. The orientation goes beyond a simple welcome; it is a structured introduction to the institute's academic expectations, governance policies, and trainees support services. This typically includes vital information on enrollment processes, financial aid resources, campus safety regulations, and the various administrative offices trainees will interact with. By providing this holistic overview, the FTVTI aims to alleviate the anxiety of starting a new academic journey and immediately foster a sense of belonging and community among the new cohort.

The introduction of the campus and its facilities is especially critical in a technical and vocational setting. The orientation includes detailed tours to familiarize trainees with specialized areas such

as workshops, laboratories, simulation centers, and the technical equipment they will be using in their programs. Unlike traditional academic colleges, a TVET trainee's success is heavily dependent on hands-on practical skills, making the physical learning environment a core component of their education. Knowing the location and proper use of these technical facilities, as well as resources like the library and trainee accommodation, ensures trainees can navigate the campus with confidence and are ready to engage with the practical elements of their training from day one.

Crucially, new trainees' orientation provides an in-depth introduction to the various training programs and occupational pathways. The importance of this lies in reinforcing the trainee's career goals and clarifying the specific competency-based curriculum they will follow. Academic advisors and faculty often lead sessions that detail module structures, required industrial linkages, and the skills needed for eventual certification and employment. This targeted program introduction is vital because it manages trainee expectations, ensures they understand the rigorous, practical demands of their chosen trade, and directly links their academic journey at FTVTI to their future professional success in the labor market.

8. Staff Trainee Relation

The relationship between staff (trainers and administrators) and trainees at the Federal Technical and Vocational Institute (FTVTI) is defined primarily by its competency-based training mandate, shifting the dynamic from a traditional academic hierarchy to a mentor-trainee partnership. As a higher training institute in Ethiopia, the FTVTI is focused on producing job-ready graduates, which requires staff to act less as lecturers and more as guides on the side. This means trainers provide intensive, hands-on guidance in workshops and laboratories, scaffolding trainees' practical skill development to meet high national occupational standards. The close interaction is essential for diagnosing learning gaps, providing timely, personalized feedback, and instilling the professional attitude and discipline necessary for success in the Ethiopian labor market.

Beyond the technical training, the staff-trainee relationship is characterized by an emphasis on holistic development and career guidance. FTVTI staffs are expected to serve as role models, instilling essential soft skills and professional ethics, such as teamwork, problem-solving, and a strong work ethic. This mentoring role extends into the critical phase of industrial attachment and

apprenticeship, where the staffs often coordinate with industry supervisors to monitor and evaluate trainees' performance in real-world settings. This collaborative and supportive relationship is vital for trainees' retention and for bridging the gap between theoretical knowledge acquired in the institute and the practical demands of the job market, ultimately reinforcing the FTVTI's mission to produce competent and resourceful TVET professionals.

9. International Support Services

The International Support Service is critically important for international scholarship trainees as it provides the essential framework for their success and well-being while studying abroad. For a scholarship recipient, this service ensures a smooth transition that protects their academic investment and maximizes their educational opportunity.

International support services provide vital assistance that goes far beyond academic advising, focusing on the unique logistical and personal needs of international trainees. They begin by assisting with visa and immigration requirements, ensuring the trainees legal status is maintained throughout their scholarship period. Furthermore, offer essential orientation and integration programs, helping trainees navigate a new cultural, linguistic, and educational environment. This is crucial for scholarship trainees who need to focus intensely on their studies without being distracted by issues of housing, local bureaucracy, or cultural shock. By providing a stable foundation and a point of contact for personal concerns, the service enables these trainees to quickly adjust and maintain the high academic performance required to keep their scholarship.

For international trainees on scholarship, the support service acts as a critical resource hub to maximize the value of their opportunity. It often includes facilitating access to specialized language courses or academic mentorship necessary for thriving in a foreign curriculum. Most importantly, the service is the key to promoting cross-cultural networking and global career integration. By connecting trainees with international partnerships, alumni networks, and relevant industry opportunities, the support office ensures that the trainees not only graduates but also leverages their international qualification and scholarship status for a competitive advantage in the global job market upon returning home.

10. Examinations & Course Requirements

The Institute enhances an outcome-based training model for its examinations and course requirements. This structure dictates that the primary goal of all assessments is to verify a trainee's acquisition of practical skills, knowledge, and attitude defined by national occupational standards. Unlike traditional academic grading focused solely on theoretical knowledge, FTVTI's system is highly integrated with industry practice, ensuring that successful trainees are immediately employable and possess job-relevant competencies.

FTVTI's course requirements emphasize continuous and integrated assessment over a single final exam, reflecting the practical nature of TVET. The typical breakdown for a module/course credit allocates significant weight to formative assessments, often following a structure where Continuous Assessment (Formative), including tests, assignments, and presentations, accounts for around 40% of the total grade. For further information, the academic rules and regulations and assessment issues are stipulated in the senate legislation part VIII.

11. Academic Structure and Program Diversity

The Federal Technical and Vocational Training Institute (FTVTI) in Ethiopia is organized into several academic faculties, which house various technology departments focused on producing highly skilled TVET trainers and industry leaders.

The major Academic Faculties:

- Civil Technology Faculty
- Mechanical Technology Faculty
- Electrical/Electronics and ICT Faculty
- Fashion and Apparel Designed Faculty
- TVET Leadership and Management faculty
- Vocational Pedagogy faculty
- Agro-processing faculty

The Institute is a key in Ethiopia's higher education system, particularly for the development of its Technical and Vocational Education and Training (TVET) sector. The programs offered demonstrate a multi-level commitment to producing not only skilled technicians but also high-

level instructors, leaders, and practitioners for the industry. The Institute is broadly structured into seven distinct faculties which organize its diverse technical and pedagogical disciplines. This structure allows for specialized focus and deep engagement with various industrial sectors.

The most notable feature of FTVTI's academic portfolio is its hierarchical offering of programs, spanning undergraduate to the highest academic level:

- **Doctoral Programs (PhD):** The institute currently offers 2 Doctoral programs. These are typically focused on the most critical needs of the TVET sector, such as Manufacturing Technology and TVET Leadership and Management. These programs are essential for creating the sector's next generation of researchers and senior policymakers.
- **Master's Programs:** FTVTI runs 19 Master's programs, which focus on deepening expertise in specialized technical and instructional areas. These postgraduate programs are crucial for training highly qualified technical teachers, instructional designers, and middle-level managers for TVET colleges across the country.
- **Degree Programs (Undergraduate/Bachelor's):** The foundation of the Institute's output is its 23 undergraduate degree programs. These programs are primarily designed to train technical teachers and skilled professionals in various areas.

12. Issues with sitting examinations and submitting work for assessment

Issues concerning examinations and assessment submission at the Institute, as in most academic institutions, center on maintaining academic integrity, enforcing submission deadlines, and managing re-assessment opportunities fairly. Trainees must adhere strictly to the published academic calendar and departmental regulations regarding final exams. A common issue arises when trainees miss a final examination for a valid reason; in such cases, the Institute's academic regulations often permit a make-up examination, especially for graduating trainees, but typically within a set timeframe like three weeks of the following regular semester. Failure to sit for the required final examinations without an accepted valid reason will likely result in a failing grade for the course, compelling the trainees to retake the entire subject or module, which impacts graduation timelines.

A major point of concern for assessed coursework is the late submission policy, which directly affects the final marks awarded. FTVTI, like other universities, mandates a firm deadline for

assignments to ensure fairness and adherence to the teaching schedule. Submitting work after the published deadline without an approved extension due to extenuating circumstances generally incurs an escalating penalty. While a specific FTVTI policy is not immediately detailed, many institutions implement a mark reduction or a mark cap at the minimum passing grade for late submissions. Work submitted significantly past the deadline, such as over a week late, is often automatically rejected and assigned a mark of zero, regardless of the quality of the work.

Finally, the most serious issues revolve around academic misconduct, which threatens the validity of all assessments. This includes plagiarism (presenting another's work as one's own without proper acknowledgment) and cheating during exams. FTVTI has a clear responsibility to enforce its academic integrity policy, and penalties for proven misconduct are severe. A trainee caught cheating or plagiarizing may face a zero mark for the specific assessment, a failing grade for the entire course, or in repeated or very serious cases, suspension or even expulsion from the Institute. This strict enforcement ensures that the qualifications awarded by FTVTI accurately reflect the competence and original effort of its graduates, which is vital for maintaining the reputation of the TVET sector.

13. Get Information about Course Assessment

Receiving course examination results at the Federal Technical and Vocational Training Institute (FTVTI) is increasingly managed through digital platforms to ensure efficiency and accessibility for its large trainees. Historically, results may have been posted physically, but in line with modernizing its operations, FTVTI utilizes an E-Learning Portal System links often available on the Institute's official website. These portals serve as the primary official means for trainees to access their semester-end grades after the academic Senate and relevant committees approve them. Trainees typically need their unique registration number and a personal login password to securely check their individual achievement report, which details their performance across all courses taken that term. The move to digital access provides trainees with quicker feedback and a personal record of their academic progress.

Beyond simply viewing the grades, the Institute's academic procedures include a formal process for addressing discrepancies. Should a trainee believe there has been an administrative error in the calculation or recording of a course result, they are entitled to request a review or appeal. This

process is generally time-bound and must be initiated with the relevant academic department or the Registrar's office, often requiring the trainees to formally apply and pay a small fee, which may be refundable if the appeal results in a passing grade. Furthermore, the overall academic standing promotion from one year to the next or final graduation status is determined by the Academic Council or Senate after reviewing all course results, emphasizing that the final decision on a trainee's career path is made by the Institute's highest academic bodies.

14. Academic Appeal

An academic appeal at the Institute offers trainees a formal pathway to challenge a range of final academic decisions, not just course grades. As a higher educational institution, FTVTI's appeal process is designed to uphold procedural fairness and natural justice, ensuring decisions about a trainee's academic career such as final course grades, decisions on promotion, suspension, and dismissal are made correctly and without bias. Legitimate grounds for appeal typically focus on administrative or computational errors in calculating the final grade, evidence of procedural irregularity in the assessment process, or compelling mitigating circumstances (e.g., severe illness or family crisis) that were not, for a valid reason, submitted or considered prior to the decision. It is crucial to note that disagreement with an examiner's professional academic judgment of the quality of the work is generally not accepted as a ground for appeal.

The appeal process itself follows a multi-stage progression to encourage resolution at the lowest possible level. Trainees are typically required to first seek an informal resolution by discussing the issue with the course instructor or the relevant department head. If no satisfactory solution is reached, the trainees can then submit a formal written appeal to a higher authority, such as the Academic Affair Directorate Director. This formal submission must be made within a strict time limit after the notification of the decision and must be supported by clear, documented evidence to substantiate the claims. The Committee's review ensures the decision complies with institutional regulations, and the outcome which may result in a grade change, an opportunity for re-assessment, or the upholding of the original decision is usually considered final within the Institute.

15. Plagiarism

The Institute enforces a zero-tolerance policy toward plagiarism, viewing it as a severe breach of academic integrity and a form of intellectual theft. Plagiarism is defined as presenting someone

else's work, ideas, words, or data as one's own without proper attribution and citation. This includes direct copying, submitting work done by another person including material from the AI tools and even improperly paraphrasing without acknowledging the source. Trainees are expected to produce original work for all assessments, and upholding these standards is seen as fundamental to the value of an FTVTI qualification, ensuring that graduates possess the genuine skills and knowledge necessary for their chosen technical and vocational fields.

The consequences for trainees found guilty of plagiarism at FTVTI are designed to be progressive and severe, reflecting the seriousness of the misconduct. For a first offense, a trainee will typically face a failing grade on the specific assignment or assessment, alongside a formal warning and required participation in academic integrity training. However, repeated or severe instances of plagiarism such as submitting an entire paper copied from an external source or contract cheating can lead to much harsher sanctions. These may include failing the entire course, academic suspension for a period, or ultimately expulsion from the Institute. Furthermore, a finding of academic misconduct becomes a permanent record on the trainee file, which can jeopardize their ability to transfer to other institutions and negatively impact their employment prospects in the technical and vocational sectors.

16. Conduct Regulations

The Federal Technical and Vocational Training Institute (FTVTI) maintains a rigorous Trainee code of conduct to ensure a disciplined, safe, and productive learning environment that mirrors the ethical standards required in the professional and industrial world. These regulations govern all aspects of trainee's life, both on and off campus, and are fundamentally designed to uphold the values of respect, integrity, and professionalism. Key expectations include demonstrating respect towards all academic staff, administrators, fellow trainees, and institute property. Adherence to rules regarding class attendance, punctuality, and proper engagement in practical workshops and labs is mandatory, reflecting the vocational focus of the Institute where discipline and work ethic are paramount.

The conduct regulations specifically address numerous forms of prohibited behavior to maintain institutional order and safety. Serious offenses that result in disciplinary action include all forms of academic dishonesty, such as cheating on exams and plagiarism, as well as actions that

compromise the safety and well-being of the community. Prohibitions extend to theft, physical assault, harassment, drug and alcohol abuse on campus, and the unauthorized use or destruction of Institute property. Furthermore, trainees are expected to dress decently and follow established grooming standards, particularly in workshop and classroom settings where safety and professional appearance are often linked to the field of study.

Violations of the institute conduct regulations are met with a clear and structured disciplinary process that varies based on the severity and repetition of the offense. Minor infractions, such as a first-time class attendance issue or minor disruptions, may result in a formal warning or reprimand from a departmental head or dean. However, more serious breaches, especially those involving academic misconduct, violence, or criminal activity, lead to significantly harsher penalties. These can include suspension from the academic program for a semester or a full year, or, for the most egregious and repeated violations, permanent dismissal (expulsion) from the Institute. All disciplinary actions are recorded on the trainees file and can negatively affect their future career and educational opportunities.

17. General Conduct of the Institute

The general conduct regulations at the Institute are primarily focused on maintaining a culture of discipline, respect, and academic integrity. Trainees are fundamentally obligated to comply with the institutional laws, rules, and directives, which are designed to create a favorable learning environment. This includes mandatory class attendance and punctuality for all academic and training sessions, which is particularly emphasized in the TVET sector to build a professional work ethic. Furthermore, trainees must show respect for academic staff, administrators, and their peers, and are generally expected to conduct themselves with dignity and decorum both on and off campus.

A major area of concern within the general conduct policies is the strict prohibition of behaviors that threaten the integrity and safety of the academic community. Like their Institute counterparts, FTVTI regulations strictly forbid all forms of academic dishonesty, notably cheating on exams and plagiarism on assignments, which can lead to severe penalties like suspension or dismissal. Furthermore, there is zero tolerance for illegal and disruptive activities such as the consumption or trafficking of alcohol, Chat, and illegal drugs on campus. Acts of violence, harassment,

intimidation, theft, and the destruction of institutional property are also universally prohibited and often result in immediate, severe disciplinary action, reflecting the national commitment to safe educational settings.

In addition to academic and safety expectations, the conduct codes often detail responsibilities related to institutional resources and public order. Trainees are held accountable for the careful handling and appropriate utilization of Institute property, including library, workshops, laboratories, classrooms, and IT facilities. Regulations also govern public expression and organization, requiring trainees to generally refrain from partisan political or religious activities within the premises without proper authorization. By enforcing these rules, the FTVTI, much like other Ethiopian universities, aims to mold trainees not only into competent professionals with technical skills but also into responsible, self-reliant, and morally upright citizens capable of contributing positively to the country's economic and social development.

18. Disciplinary Procedures

The proctors within trainee accommodation services are the frontline personnel responsible for maintaining a secure, peaceful, and academically conducive living environment. Their primary role is to serve as the immediate authority and a direct link between trainees and the central Institute administration, particularly in disciplinary and safety matters. This involves proactive supervision and enforcing the institution's policies to prevent issues before they escalate. Key responsibilities include conducting regular checks of the dormitories, monitoring common areas, and ensuring that all residents adhere to the established codes of conduct related to cleanliness, noise levels, and respect for others' property and space. They are essentially the neighborhood watch and community builders within the residential halls.

A crucial set of responsibilities centers on safety and emergency preparedness. Proctors ensure the physical security of the dormitories by verifying compliance with entry/exit regulations and, where applicable, enforcing curfews. They are tasked with preventing all activities that pose a direct danger, such as the use of unauthorized cooking appliances that could cause fire, and the possession of illegal substances or weapons. In the event of a crisis, the proctor's role shifts to that of an emergency first-responder, responsible for swiftly implementing pre-determined protocols, coordinating with campus security and medical services, and ensuring the orderly evacuation or

lockdown of trainees. This requires them to be constantly vigilant and trained in basic safety and first aid procedures.

In terms of maintaining discipline and institutional integrity, proctors possess specific powers necessary for immediate action, though these powers are generally restricted to enforcing immediate compliance and recommending formal action. They have the authority to issue verbal and written warnings for minor infractions like excessive noise, unauthorized guests, or untidiness. They can also remove prohibited items found on the premises and may assign minor corrective sanctions like community service. However, proctors typically do not have the power to impose severe punishments, such as suspension or expulsion. For serious violations including physical altercations, drug use, and significant property damage that their power is limited to immediately securing the scene and compiling a detailed report for the higher Trainees disciplinary committee.

Ultimately, the proctor is empowered to enforce the rules that safeguard the trainees' well-being and the integrity of the university's property. They are vital in conflict resolution, mediating disputes between roommates or residents to prevent the need for official disciplinary processes. By upholding the trainees' code of conduct, they ensure that the dormitory remains an environment that supports academic success. Their overall goal is to foster a culture of mutual respect and accountability, making sure that the accommodation service is a secure, peaceful, and productive place where all higher education trainees can live and learn effectively.

18.1 Trainees Disciplinary Measures

Institutions of higher education must establish a clear and consistent disciplinary process to address trainees who violate established rules and regulations. The initial measure usually involves a system of escalating sanctions to ensure fairness and provide opportunities for improvement. For minor infractions, the process begins with a verbal or written admonition from the immediate authority, such as a proctor or department head. If the violation is more serious, or if the trainee is a repeat offender, the case is officially documented and may lead to a formal censure or disciplinary probation. These initial steps aim to correct behavior without severely interrupting a trainee's academic progress, often involving a mandatory meeting to discuss the rules and the consequences of future violations.

For more significant violations, or when corrective measures fail, the case is escalated to a formal trainee's disciplinary committee. This is where the more punitive measures are considered. The disciplinary committee conducts a formal hearing to review evidence, hear testimonies, and determine the appropriate sanction, guided by principles of due process and proportionality. Severe consequences can include suspension, which temporarily severs the trainee's ties with the institute for a specified period, or mandatory restitution, requiring the trainees to compensate for any damage to property. The goal at this stage is to hold the trainee accountable for serious misconduct while giving them a structured pathway to eventually return and complete their education, provided the offense is not an expellable one.

The ultimate disciplinary measure is dismissal or expulsion from the institute, reserved for the most grievous offenses. These include, but are not limited to, academic fraud such as severe cheating or plagiarism, violent conduct, possession of illegal substances, or any criminal act committed on campus. The highest administrative body deputy director general for administration and deputy director general for academic directorates make this final decision according to the nature of cases which are related with administrative and academic. Expulsion represents the permanent revocation of the trainee's right to pursue education at that institution. This extreme measure is taken only when the trainee actions are deemed a fundamental threat to the safety, integrity, or core mission of the entire academic community and there is no realistic prospect for rehabilitation.

18.2 Trainees Misconduct that Lead to Disciplinary Measures

It is crucial for higher education institutes to clearly define serious violations that warrant dismissal or expulsion to maintain safety and academic integrity. While specific rules vary, these twenty violations generally represent grounds for the most severe disciplinary action:

18.2.1 Academic Misconduct

- 1. Major Plagiarism:** Submitting a paper, thesis, or project with uncredited material that constitutes the substantial portion of the work, or engaging in repeated, severe acts of plagiarism.
- 2. Severe Cheating/Exam Fraud:** Using sophisticated unauthorized materials or technology during a final exam, bribing an instructor, or hiring someone to take an exam.

3. **Falsification of Academic Records:** Forging transcripts, diplomas, application materials, medical records, or any official academic document.
4. **Collusion with Intent to Defraud:** Working with other trainees or external parties to undermine the assessment process of the institute on a large scale.
5. **Physical Assault:** Engaging in intentional, non-consensual physical contact that causes injury or harm to another person (trainee, staff, or guests).
6. **Possession of Weapons:** Possessing firearms, explosives, or any other unauthorized dangerous weapons on campus or in institute accommodation.
7. **Severe Sexual Misconduct/Harassment:** Non-consensual sexual contact, sexual assault, or any form of harassment that creates a hostile environment.
8. **Arson/Fire Safety Endangerment:** Intentionally starting a fire or actions that demonstrate willful disregard for the lives and safety of others (e.g., tampering with fire equipment).
9. **Terroristic Threats:** Making credible threats of violence, harm, or disruption against the institute, its property, or its members.

18.2.2 Drug, Alcohol, and Substance Abuse

10. **Distribution of Illegal Drugs:** Selling, trading, or distributing illegal or controlled substances on institute property or at institute-sponsored events.
11. **Severe Substance Abuse/Intoxication:** Public, extreme intoxication or drug use that leads to a disturbance, injury, or severe disruption of institute activities.

18.2.3 Property & Financial Integrity

12. **Major Theft:** Stealing institute property or the property of any member of the community (trainee or staff) where the value is significant.

13. **Vandalism/Destruction of Property:** Intentional, malicious, and extensive destruction of institute buildings, facilities, or resources.

14. **Hacking/Cyber Misconduct:** Unauthorized access to, manipulation of, or damage to the institute's computer systems, networks, or confidential data.

15. **Financial Fraud:** Misusing institute funds, forging checks, or engaging in other deceitful financial acts that financially harm the institution.

18.2.4. Violation of Law & Policy

16. **Hate Crimes/Discrimination:** Engaging in acts of harassment, discrimination, or violence based on race, ethnicity, religion, gender, or disability.

17. **Repeated Code of Conduct Violations:** Accumulating a pattern of persistent, uncorrected, and serious breaches of the Trainee Code of Conduct despite prior disciplinary sanctions (e.g., probation).

18. **Failure to Comply with Disciplinary Sanctions:** Willfully refusing to comply with the terms of a previous disciplinary action (e.g., ignoring a suspension order).

19. **Incitement to Riot/Mass Disorder:** Instigating or actively participating in violent, illegal, or widespread disorder that threatens the security of the campus.

20. **Unauthorized Entry/Occupation:** Illegally breaking into or occupying institute property, especially facilities like laboratories, administrative offices, or secured areas.

19. Library Services and Resources

The library services are specifically tailored to support the unique, practical, and skills-based curriculum of TVET education. The library maintains a collection of both physical and digital resources that are essential for technical competency. The physical collection includes specialized textbooks, technical manuals, industry codes, standards, and trade journals relevant to fields like automotive, construction, manufacturing, and ICT. Complementary services often include dedicated study spaces, computer laboratories for digital access, and information literacy training

to help trainees effectively locate and utilize technical information crucial for their occupational standards and certification exams.

In line with the national focus on modernization and technology, a major component of the FTVTI library is its Digital Library (DL), an online platform providing easy access to a broad spectrum of electronic resources. This digital collection typically includes e-books, e-journals, training materials, research reports, and digital archives relevant to technical and vocational disciplines. The digital library is essential for supporting both trainee learning and the institute's research and community service missions. This remote accessibility allows both trainees and instructors to keep pace with rapid technological advancements and industry best practices, making it a critical tool for producing the competent, innovative, and resourceful TVET teachers and leaders mandated by the institute's mission.

20. Register and Alumni Office Services

The Registrar Office of the Institute serves as the central hub for all essential academic management and regulatory services. Its primary function is the planning and coordination of the academic cycle, which includes preparing and publicizing the yearly training calendar, setting key dates for admissions, registration, exams, and holidays. Furthermore, the office handles all registration processes for both new and continuing trainees, ensuring proper enrollment in TVET programs and modules. Critically, it is responsible for the systematic planning and scheduling of examinations, coordinating with academic departments to reserve appropriate venues and times. These activities ensure the institute's operations run smoothly, adhering to national TVET standards and policies, which is fundamental to maintaining a high-quality educational environment.

A second major service is the comprehensive management of all trainees' academic records and statuses. This involves meticulous documentation of trainees' performance, including the accurate and confidential grade recording from all assessments and modules. Following this, the Registrar's Office is responsible for generating and distributing official grade reports and transcripts that reflect a trainee's cumulative performance. Crucially, the office convenes or facilitates the process to make academic status decisions (e.g., probation, dismissal, or good standing) according to institutional senate legislation, ensuring fair and consistent application of academic rules. The

integrity and long-term storage of these records are vital, as they are used for internal reviews and external validation of trainee qualifications.

Finally, the combined registrar and alumni office plays a pivotal role in the culmination of the academic journey and the institute's relationship with its graduates. The office is responsible for organizing the graduation ceremonies, preparing and issuing official diplomas and certificates to candidates approved by the relevant academic bodies, which marks the legal certification of their acquired skills. Additionally, the alumni aspect of the office establishes and maintains a robust alumni network or convocation. This service is essential for tracking graduates' employment outcomes, collecting labor market feedback to inform and update TVET curricula, and facilitating professional development and networking opportunities, thereby strengthening the institute's industry linkage and relevance in the job market.

21. Academic Advising

Academic advising provided by department heads and instructors in a federal Technical and Vocational Training Institute (TVETI) is a personalized and crucial service focused on guiding trainees through their technical education journey. At its core, advising helps trainees make informed decisions about their academic course load, ensuring they register for the appropriate modules required for their occupational standard and level of training. Instructors and heads of department offer expert guidance on prerequisites, course sequencing, and the time commitment necessary for practical, competency-based learning. This proactive advising is essential for a TVET context, where the successful mastery of technical skills, not just theoretical knowledge, is the key goal.

A major focus of academic advising is the regulation of trainees' enrollment and performance. This includes providing guidance on processes like add and drop, ensuring that trainees make timely adjustments to their schedule without falling behind or overloading their capacity for hands-on work. Advisers also play a critical role concerning exam procedures, clarifying rules, and providing support strategies for occupational competency assessments. Furthermore, they are the first point of contact for grade issues and the explanation of the grade report. Department heads and teachers help trainees understand the technical implications of their assessment results and

counsel those who are on academic warning or probation, creating a recovery plan to meet the rigorous industry-required standards of the TVET system.

Furthermore, beyond administrative and performance guidance, academic advising will serve as the primary mechanism for resolving course-related conflicts and addressing day-to-day challenges. These conflicts can range from scheduling clashes with practical training sessions to disagreements over module requirements or grading methods. Department heads and senior instructors are uniquely positioned to mediate these issues, leveraging their authority and deep technical knowledge to find resolutions that uphold academic fairness while maintaining the integrity of the training process. By ensuring a supportive learning environment, academic advising maximizes trainees' engagement and progression toward their ultimate goal of achieving a nationally recognized technical and vocational qualification.

21.1 Roles and Responsibilities of Advisee and Advisor

Roles and responsibilities of advisee and advisor successful advising starts with good communication and clear expectations set between advisors and advisees. Your advisor will expect that:

- You are serious about your education and that you will do all that you can to be successful academically.
- You have considered your personal goals, abilities, and aspirations and will discuss your plans with your advisor as you explore your academic interests.
- You are willing to consider suggestions and will listen to information and advice with an open mind.
- You will ultimately accept responsibility for your choices.
- You will learn and understand regulations and requirements of the various academic programs.
- Treat you with courtesy and respect.
- Be available and spend time with you during registration periods and on a regular basis throughout the year.
- Be knowledgeable about regulations and requirements of the academic programs and the Institute and be able to interpret them to you.

- Be candid when they do not know the answer to a question and help you find reliable information.
- Give you information and advice about academic options, programs, and careers, but leave the final decision to you.
- Refer you to other campus services when appropriate, such as the offices of counseling, career development, or academic services.

We Are Here To Support Your Training Journey!

Wish You A Productive Training Year!