



**NATIONAL COUNCIL FOR HIGHER EDUCATION**

**EVALUATION FORM FOR ACCREDITATION OF INSTITUTIONS AND PROGRAMMES**

**PART I**

**A. INSTITUTIONAL INFORMATION**

1. Name of the institution .....
2. Year of establishment of the institution .....
3. The date (year and month) the institution was accredited: .....
4. Levels of academic programmes
  - Undergraduate (certificates, diploma and degrees)
  - Masters
  - Doctorate
  - Post-doctorate
5. Names and number of colleges, institutes, faculties, schools and departments, centres etc.

<b>Type</b>	<b>Number</b>	<b>Names</b>
Colleges		
Institutes		
Faculties		
Schools		
Departments		
Centres of excellence		

6. Thematic focus of the institution

Thematic focus	Mark (v) as appropriate
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Agriculture	
Education	
Medicine	
Social Science	
Arts, Languages and Humanities	
Management and Business Administration	
Science and Technology	
Others	

**B. STUDENT PROFILE**

1. The total current number of full-time and part-time students

Degree Type	Number of Male Students	Number of Female Students	Total Number
Bachelors full-time			
Bachelors part-time			
Masters full-time			
Masters part-time			
Doctorate full-time			
Doctorate part-time			
Diploma			
Certificate			
Others			
Total			

2. Tuition fees for students in different categories.

	Amount (MWK)	
	Undergraduate	Postgraduate
Full-time domestic		
Part-time domestic		
International		
Others (specify)		

**C. INFRASTRUCTURE**

1. Rating on the following facilities?

Rating on the basis of the following standard assessment values (0, 1, 2, 3, or 4) 0 = POOR, 1 = INSUFFICIENT, 2 = SATISFACTORY, 3 = GOOD, 4 = EXCELLENT	
	Assessment value

Classrooms and Lecture Theatres	
Sciences laboratories	
Language laboratories	
Computer laboratories	
Students hostels	
Staff offices	
Sports and recreational facilities	
Clinic	
Cafeteria	
<b>Total Assessment Value</b>	
<b>Aggregated Value = Total Assessment Value/10</b>	

Strengths identified

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Areas for improvement

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Recommendations

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2. Rating on the library

Rating on the basis of the following standard assessment values (0, 1, 2, 3, or 4) 0 = POOR, 1 = INSUFFICIENT, 2 = SATISFACTORY, 3 = GOOD, 4 = EXCELLENT	
Area	Assessment value
Journals /periodicals	
Textbooks	
Reference Materials	
Internet access/ Connectivity	
Study space	
Special collections	
Space supporting cooperative learning	
Accessibility for persons with disability	
Security of resources	
Sanitation /Cleanliness	
Noise level	

Opening hours	
<b>Total Assessment Value</b>	
<b>Aggregated Value = Total Assessment Value/12</b>	

Strengths identified

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Areas for improvement

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Recommendations

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3. A rating on e-learning resources

Rating on the basis of the following standard assessment values (0, 1, 2, 3, or 4) 0 = POOR, 1 = INSUFFICIENT, 2 = SATISFACTORY, 3 = GOOD, 4 = EXCELLENT	
<b>Area</b>	<b>Assessment value</b>
Computer hardware	
Set Computer laboratory	
Internet connectivity	
e-resources	
Frequency of update	
<b>Total Assessment Value</b>	
<b>Aggregated Value = Total Assessment Value/5</b>	

Strengths identified

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Areas for improvement

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Recommendations

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#### D. ACADEMIC AND SUPPORT STAFF PROFILE

1 Number of academic staff by qualification and gender

Rank	Male	Female	Total
PhD			
Masters			
Bachelors			
Diploma			
Other (specify)			
Total			

D.2 Proportion of academic staff holding doctoral degree

Less than 25%    25 – 50 %    51 – 75 %    More than 75 %

D.3 Proportion of academic staff by rank and gender

Rank	Male	Female	Total
Professor			
Associate Professor			
Senior Lecturer			
Lecturer			
Assistant Lecturer			
Staff Associate			
Others (Specify)			
Total			

#### E. ACADEMIC AND SUPPORT STAFF PROFILE

Number of support staff by qualification and gender

Rank	Male	Female	Total
PhD			
Masters			
Bachelors			
Diploma			

Other (specify)			
Total			

**F. GOVERNANCE AND MANAGEMENT**

1. Description of the appointment and promotion of the head of the institution, deans of faculty and heads of department.

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2. Availability of Policies (mark (v) as applicable)

Policy issue	Available	Not Available	Comment
Academic programmes development			
Financial Management			
Consultancy			
Assessment			
Intellectual Property			
Quality Assurance			
HIV/AIDS			
Partnership with Industry			
Research, innovation and publications			
Community service/outreach			
Religious tolerance			
Academic Freedom			
Open and Distance Learning			
Staff Recruitment/ Retention/ Promotion			
Inter-university academic mobility			
Harmonization of qualifications with other institutions			
Students/Staff with disability			

Code of Student Conduct			
Gender			
Sexual harassment			

Strengths identified

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Areas for improvement

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Recommendations

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## G. RATING OF MANAGEMENT OF INFRASTRUCTURE, GOVERNANCE AND FINANCES

### 1. Management of Infrastructure

Rating on the basis of the following standard assessment values (0, 1, 2, 3, or 4) 0 = POOR, 1 = INSUFFICIENT, 2 = SATISFACTORY, 3 = GOOD, 4 = EXCELLENT	
Area	Assessment value
i) The institution has sufficient lecturing spaces to accommodate student numbers taking the mode of delivery into account.	
ii) The institution provides sufficient learning/studying space for students including access to electronic learning resources, appropriate for the mode of delivery.	
iii) Academic and Administrative Staff have access to computer resources and the internet.	
iv) Students have access to computer resources and v) the internet at a level appropriate to the demands of the mode of delivery.	
vi) The institution has sufficient laboratory facilities to accommodate students in science programmes, taking mode of delivery into account.	
vii) Laboratory equipment is up to date and well maintained.	
viii) The institution invests in maintaining an up to date library to support academic learning and ensures that appropriate	

	access mechanisms are available depending on the mode of delivery.	
ix)	Residential institutions, hostels, kitchen and dining areas are sufficient and well-maintained in a hygienic manner;	
x)	The institution makes provision for managing and maintaining utilities and ensuring that appropriate safety and hygiene measures are in place.	
<b>Total assessment value</b>		
<b>Aggregate value = Total assessment value/9</b>		

Strengths identified

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Areas for improvement

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Recommendations on infrastructure

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## 2. Governance

Rating on the basis of the following standard assessment values (0, 1, 2, 3, or 4) 0 = POOR, 1 = INSUFFICIENT, 2 = SATISFACTORY, 3 = GOOD, 4 = EXCELLENT		
<b>Standard for quality rating</b>	<b>Assessment value</b>	
i) The institution has a clearly stated vision, mission, and core values.		
ii) The institution has specific strategies in place for monitoring achievement of institutional goals and identifying problem areas.		
iii) The institution has defined accountability structures for responsible officers.		
iv) Staff, students and external stakeholders represented in governance structures.		
v) The institution's governance structures are representative in terms of gender.		
vi) The institution has developed quality assurance policies and procedures.		



vii)	The institution has appropriate mechanisms for evaluating staff in line with agreed performance agreements.	
viii)	The institution has put a management information system in place to manage student and staff data, and to track student performance.	
ix)	The institution has specific policies in place to ensure and support diversity of staff and students, in particular representation of women and the disabled.	
x)	The institution has a policy and standard procedures in place to ensure staff and student welfare.	
<b>Total assessment value</b>		
<b>Aggregate value = Total assessment value/10</b>		

Strengths identified on governance

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Areas for improvement

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Recommendations

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### 3. Finance

Rating on the basis of the following standard assessment values (0, 1, 2, 3, or 4) 0 = POOR, 1 = INSUFFICIENT, 2 = SATISFACTORY, 3 = GOOD, 4 = EXCELLENT	
<b>Standard for Quality Rating</b>	<b>Assessment Value</b>
i) The institution has access to sufficient financial resources to achieve its goals in line with its budget and student unit cost.	
ii) The institution has procedures in place to attract funding, including from industry and the corporate sector.	
iii) The institution has clearly specified budgetary procedures to ensure allocation of resources reflects the vision, mission and goals of the institution.	
iv) The institution provides financial support to deserving	

	students (institutional bursaries and/or scholarships).	
v)	Information about financial aid and criteria for its allocation is provided to students and other stakeholders.	
vi)	The institution publishes income and expenditure statements (audited accounts).	
<b>Total assessment value</b>		
<b>Aggregate value = Total assessment value/6</b>		

Strengths identified on finances

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Areas for improvement

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Recommendations

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## PART II

### EVALUATION FOR ACADEMIC PROGRAMMES

#### 1. Programme design

Rating on the basis of the following standard assessment values (0, 1, 2, 3, or 4) 0 = POOR, 1 = INSUFFICIENT, 2 = SATISFACTORY, 3 = GOOD, 4 = EXCELLENT	
Standards	Assessment Value
i) Goals and objectives of the programme are appropriately stated and consistent with the mission and objectives of the institution.	
ii) Intended learning outcomes are specified, consistent with the level and field of study and comparable with subject- or discipline-specific requirements nationally and inter-nationally, and in line with developments in the subject or discipline.	
iii) Learning outcomes encompass discipline-related and generic outcomes, including: mastery of the knowledge, skills and application; generic skills and their application; knowledge and skills required for employment, including those required for	

	registration to practice if applicable; and capacity for independent and critical thought and for life-long learning.	
iv)	For professional programmes, the intended learning outcomes are based on the professional requirements and aligned with recent developments in the profession.	
v)	The content is adequate for the level, scope and breadth of the subject and programme.	
vi)	Courses are structured to ensure an increasing level of difficulty as the student progresses.	
vii)	The weighting of courses is appropriate for the level of the programme.	
viii)	Courses include the following details: <ul style="list-style-type: none"> <li>a) The context of the course within the programme, for example, whether it is a core, co-requisite or elective course.</li> <li>b) The course objectives, course outline and content.</li> <li>c) The assessment method/criteria</li> <li>d) The reference materials</li> <li>e) Mode of delivery</li> </ul>	
ix)	Involvement of students, alumni, professional bodies, future employers and other interested parties and committees in the development or review of programmes.	
x)	Programmes specify courses which every student shall be required to register for and pass ( <b>core/compulsory courses</b> ), courses which every student shall be required to register for and pass before taking a particular course at a higher level ( <b>pre-requisite courses</b> ), courses which students can register for based on interest and may count towards the requirements for graduation ( <b>elective /optional course</b> ), <b>major/minor</b> areas of study and concentration and courses which students can register for based on interests and may not count towards the requirements for graduation ( <b>audit courses</b> )	
xi)	The learning outcomes, content and duration of programmes match with the level of study and the target group.	
xii)	Curricula and programmes developed, reviewed and approved by relevant committees within the higher education institution.	
xiii)	Course curriculum documents are available and within reach of the students and staff	
xiv)	Programme approved and offered only on such locations as are approved by the Council.	
xv)	Qualifications conform with requirements specified in minimum standards for bachelor, master or doctoral programmes;	
xvi)	The levelling of the programme is consistent with other	

	programmes at the same level throughout the university	
xvii)	For professional qualifications in which licensing or registration is mandatory, the curricula includes necessary course work to obtain the minimum skills and competencies required for certification, license, or registration in career field.	
xviii)	Accreditation by professional bodies of the programme (where required)	
xix)	Systematic monitoring and review of the implementation of the programme involving external panels, employers and professional bodies.	
<b>Total assessment value</b>		
<b>Aggregate value = Total assessment value/ 19</b>		

Strengths identified

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Areas for improvement identified

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Recommendations

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## 2. Teaching & Learning Strategy

Rating on the basis of the following standard assessment values (0, 1, 2, 3, or 4) 0 = POOR, 1 = INSUFFICIENT, 2 = SATISFACTORY, 3 = GOOD, 4 = EXCELLENT	
Standards	Assessment value
i) The mode of delivery of programme is approved by the Council.	
ii) Teaching and learning are based learning outcomes and consistent with programme and course aims.	
iii) Learning materials have been clearly presented, include reference to the learning aims and outcomes of study.	
iv) Teaching staff demonstrates sound up-to-date knowledge of the course;	
v) Teaching and learning methods to be used are appropriate;	

vi)	Active participation of students (intellectually and practically) in the learning process and evaluation of the programme and courses;	
vii)	Formative and summative assessment is used appropriately as a learning strategy;	
viii)	Sufficient allocation of time to various teaching and learning activities.	
<b>Total assessment value</b>		
<b>Aggregate value = Total assessment value/ 8</b>		

Strengths identified

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Areas for improvement identified

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Recommendations

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### 3. Policies, structures, procedures for maintaining internal and external quality standards

Rating on the basis of the following standard assessment values (0, 1, 2, 3, or 4) 0 = POOR, 1 = INSUFFICIENT, 2 = SATISFACTORY, 3 = GOOD, 4 = EXCELLENT	
Standards	Assessment value
i) Adequate stakeholder (academic staff, students, industry) involvement in curriculum development.	
ii) Duration of programmes and number of contact hours between staff and students are sufficient but also clearly specified in terms of semesters and calendar months or years. a) For institutions operating under the semester system, each semester has a minimum of sixteen (16) weeks of teaching examinations. b) Each course is allocated adequate time lectures, laboratory work and clinical or industrial attachment.	
iii) Course curricula are reviewed per academic cycle to ensure relevance and fitness for purpose.	

iv)	Innovative teaching and learning materials and support provided for students.	
v)	Students are upon being registered for the programme provided course outlines with assessment procedures.	
vi)	Diversity of student learning opportunities, teaching & learning methods and modes of assessment.	
vii)	Consistent application of guidelines on internal and external moderation of examinations and grading system	
viii)	Internal and external validation of assessment procedures and tools.	
<b>Total assessment value</b>		
<b>Aggregate value = Total assessment value/ 8</b>		

Strengths identified

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Areas for improvement identified

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Recommendations

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#### 4. Physical Resources & Infrastructure specific for a programme

Rating on the basis of the following standard assessment values (0, 1, 2, 3, or 4) 0 = POOR, 1 = INSUFFICIENT, 2 = SATISFACTORY, 3 = GOOD, 4 = EXCELLENT		
Standards		Assessment value
i)	Sufficient classroom and lecture theatre space and appropriate to teaching and learning requirements, including for specialist teaching or research.	
ii)	Laboratories and equipment are of appropriate quality and meet adequately specific course and programme requirements	
iii)	Laboratory equipment for science programmes is sufficient for the needs, up to date and in good state of repair.	
iv)	Adequate measures for the provision, management, and maintenance of utilities	

<b>Total assessment value</b>	
<b>Aggregate value = Total assessment value /4</b>	

Strengths identified

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Areas for improvement identified

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Recommendations

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**4b. Financial resources**

Rating on the basis of the following standard assessment values (0, 1, 2, 3, or 4) 0 = POOR, 1 = INSUFFICIENT, 2 = SATISFACTORY, 3 = GOOD, 4 = EXCELLENT	
Standards	Assessment value
i) Information on tuition fees and other sources of income for the programme is available and adequately publicized.	
ii) Effective measures are available to ensure that funds for the programme are managed effectively.	
<b>Total assessment value</b>	
<b>Aggregate value = Total assessment value/2</b>	

Strengths identified

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Areas for improvement identified

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Recommendations

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**4c. Library resources & ICT support**

Rating on the basis of the following standard assessment values (0, 1, 2, 3, or 4) 0 = POOR, 1 = INSUFFICIENT, 2 = SATISFACTORY, 3 = GOOD, 4 = EXCELLENT	
Standards	Assessment value
i) An up to date library to support learning and ensures appropriate access mechanisms to resources depending on the mode of delivery.	
ii) Sufficient access by academic and administrative Staff to computer resources and the internet.	
<b>Total assessment value</b>	
<b>Aggregate value = Total assessment value/2</b>	

Strengths identified

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Areas for improvement identified

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Recommendations

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**5. Sufficient level of teaching staff support**

Rating on the basis of the following standard assessment values (0, 1, 2, 3, or 4) 0 = POOR, 1 = INSUFFICIENT, 2 = SATISFACTORY, 3 = GOOD, 4 = EXCELLENT	
Standards	Assessment value
i) Complete record of the teaching staff for the programme and their academic qualifications is available.	



ii)	Sufficient number of appropriately qualified academic staff with staff teaching courses based on their areas of concentration and experience (or in which they are experts). -For undergraduate programmes a minimum qualification shall be higher than the exit level of the programme while for postgraduate programmes a qualification at least at the same level as the exit level of the programme.	
iii)	Suitable part-time to full-time staff ratio of 3:7 or better	
iv)	Effective monitoring and evaluation procedure for staff.	
v)	Overall staff-student ratio of 1:18.	
vi)	Terms and conditions of employment for all categories of staff are available, competitive and applied consistently.	
vii)	All members of staff servicing programmes have defined job descriptions, with appropriate performance management measures in place.	
viii)	Staff supporting programmes are supported with appropriate training (staff development/continuous development plans)	
ix)	Professional integrity of staff	
x)	Effective implementation of disciplinary policy for staff, with well-defined appeals procedure.	
<b>Total assessment value</b>		
<b>Aggregate value = Total assessment value /6</b>		

Strengths identified

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Areas for improvement identified

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Recommendations

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## 6. Admissions Criteria

Rating on the basis of the following standard assessment values (0, 1, 2, 3, or 4)
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0 = POOR, 1 = INSUFFICIENT, 2 = SATISFACTORY, 3 = GOOD, 4 = EXCELLENT	
Standards	Assessment value
i) Admission requirements have been defined precisely, are appropriate to the level of study and have been adequately publicised.	
ii) Admission requirements conform to the Councils' standards for entry into undergraduate and postgraduate programmes.	
iii) Admission processes do not discriminate on account of disability, gender, age, ethnicity, religion, nationality.	
iv) Total number of students admitted to a programme does not exceed the capacity of available facilities and equipment.	
<b>Total assessment value</b>	
<b>Aggregate value = Total assessment value/ 4</b>	

Strengths identified

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Areas for improvement identified

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Recommendations

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### 7. Assessment of learners' attainment

Rating on the basis of the following standard assessment values (0, 1, 2, 3, or 4) 0 = POOR, 1 = INSUFFICIENT, 2 = SATISFACTORY, 3 = GOOD, 4 = EXCELLENT	
Standards	Assessment value
i) Minimum mandatory attendance for lectures, tutorials or other organized learning activities to be eligible to sit for examinations are defined and implemented.	
ii) Examination regulations and procedures are communicated to students regularly at the beginning of the academic year and before commencement of examinations every semester.	
iii) Variety in modes of assessment including quiz, homework,	

	term paper, projects, mid-term and final examination and industrial attachment	
iv)	Grading systems is well publicized and used consistently.	
v)	There are effective quality assurance processes including internal and external moderation of examinations, guidelines on proper conduct of examinations as well as marking by both internal and external examiners to ensure validity and reliability of results.	
vi)	The level of assessments is appropriate to the specific programme and targeted students.	
vii)	Marking procedures ensure consistency and accuracy and the provision of feedback to students.	
viii)	Assessment of dissertation and theses for postgraduate qualifications involves at least one examiner external to the institution with proven research experience and the examiners' reports are considered and final decisions made by high-level committees whose members are well qualified and experienced.	
ix)	Effective management of student's appeals in case they are dissatisfied with assessment of their work and examinations.	
x)	Timely feedback to students on assessments.	
<b>Total assessment value</b>		
<b>Aggregate value = Total assessment value/10</b>		

Strengths identified

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Areas for improvement identified

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Recommendations

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**8. Student Support Services specific to a programme**

Rating on the basis of the following standard assessment values (0, 1, 2, 3, or 4) 0 = POOR, 1 = INSUFFICIENT, 2 = SATISFACTORY, 3 = GOOD, 4 = EXCELLENT	
Standards	Assessment value
i) Regular orientation sessions for students on career, rules and regulations, ethical and equity issues associated with the programme.	
ii) Adequate provision of learning resources, updates on resources and gaps in resource provisions.	
iii) Adequate support for students with special learning needs.	
iv) Adequate access to appropriate learning materials, including computer and internet resources, at a level appropriate to the demands of the mode of delivery of programme.	
v) Effectiveness in students' record (financial, admission, academic performance) keeping.	
vi) Appropriate learner support to reduce drop-out rates undergraduate and postgraduate levels.	
<b>Total assessment value</b>	
<b>Aggregate value = Total assessment value / 6</b>	

Strengths identified

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Areas for improvement identified

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Recommendations

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### 9. Research & Innovation

Rating on the basis of the following standard assessment values (0, 1, 2, 3, or 4) 0 = POOR, 1 = INSUFFICIENT, 2 = SATISFACTORY, 3 = GOOD, 4 = EXCELLENT	
Standards	Assessment value
i) Application of research towards teaching and learning.	
ii) Availability of sufficient resources to allow for research to be undertaken effectively.	

iii)	Demonstrated capacity to attract research grant from national or international sources and in partnership with industry or foreign universities.	
iv)	Availability of procedures to support academic staff to develop and enhance their research skills, including collaborative research and publication.	
v)	Evidence of staff engagement in practical and scholarly research.	
vi)	Peer review mechanism and external scrutiny of research.	
vii)	Evidence of timely and appropriate dissemination of results through conferences and publication;	
viii)	Accurate record of sources of research funding and expenditure and third-party scrutiny to ensure transparency and accountability of funded research.	
ix)	Collaborative research with other institutions is encouraged.	
x)	Strong link between research and postgraduate teaching taking place in the institution in order for students to develop research competence.	
xi)	A policy for the appointment of supervisors for dissertations and theses ensures that only well-qualified and experienced persons are appointed and their roles and responsibilities are stipulated clearly.	
<b>Total assessment value</b>		
<b>Aggregate value = Total assessment value / 11</b>		

Strengths identified

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Areas for improvement identified

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Recommendations

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**10. Community outreach /Industry Engagement**

Rating on the basis of the following standard assessment values (0, 1, 2, 3, or 4) 0 = POOR, 1 = INSUFFICIENT, 2 = SATISFACTORY, 3 = GOOD, 4 = EXCELLENT	
Standards	Assessment value
i) Community outreach is an integral part of the programme and specific community outreach activities are documented.	
ii) Academic staff members participate in public life and service in order to gain outside experience and to contribute toward helping the communities to solve immediate problems.	
iii) Both undergraduate and postgraduate programmes of professional nature include relevant industrial attachment of significant duration in conformity with minimum standards and those set up by regulatory professional bodies or industry.	
iv) For technical fields, industrial attachment provides students hands on experience.	
v) Industrial attachment is properly graded and the grade is used in degree classification.	
vi) Students are required to engage with communities through their academic work.	
vii) Community outreach include offers of relevant short courses to the community/broader society based on identified needs and in order to support identification and development of local economic opportunities.	
viii) Higher education institution makes its facilities available (where possible) to the local community in support of community and socio-economic development activities.	
<b>Total assessment value</b>	
<b>Aggregate value = Total assessment value/ 8</b>	

Strengths identified

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Areas for improvement identified

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Recommendations

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### 11. Benchmarking of programmes

Rating on the basis of the following standard assessment values (0, 1, 2, 3, or 4) 0 = POOR, 1 = INSUFFICIENT, 2 = SATISFACTORY, 3 = GOOD, 4 = EXCELLENT	
Standards	Assessment value
i) Programmes are benchmarked to national and regional standards in order to allow articulation with other programmes nationally and internationally.	
ii) Number of international students are enrolled in the programme	
iii) International academic staff collaboration/ exchange.	
iv) Research collaboration with foreign research institutions/partners.	
v) Research published locally and internationally.	
vi) External input of course content of the programme	
<b>Total assessment value</b>	
<b>Aggregate value = Total assessment value / 6</b>	

Strengths identified

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Areas for improvement identified

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Recommendations

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### 12. Open & distance learning<sup>1</sup>

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<sup>1</sup>Open and distance learning encompasses formal educational programmes in which a majority of the instruction occurs when students and instructors are not in the same place. Programmes and courses are complemented by support structures and resources that allow for the proper learning and development of students (*Southern Association of Colleges and Schools, Commission on Colleges 'Guidelines for Addressing Distance and Correspondence Education'*).

Rating on the basis of the following standard assessment values (0, 1, 2, 3, or 4) 0 = POOR, 1 = INSUFFICIENT, 2 = SATISFACTORY, 3 = GOOD, 4 = EXCELLENT	
Standards	Assessment value
i) The mission of the institution reflects the distance learning component and the organogram specifies management responsibility for distance learning.	
ii) Suitability of academic staff supporting distance learning programme	
iii) The rigor of programmes and the quality of instruction materials.	
iv) Appropriateness of technology used to the nature and objectives of the programmes and courses, facilities available and target students. <sup>2</sup>	
v) Capacity to meet students' expectations specific to distance learning model.	
vi) Clarity on ownership (copy right) of materials used for distance learning, academic staff compensation, copyright of resources, and the use of revenue derived from the sale of resources developed for the distance learning mode.	
vii) Equivalence of curriculum and instructional design policies, admission policy, duration for programmes and procedures for assessment and graduation to those used for face-to-face programmes.	
viii) Flexibility of academic calendars to accommodate requirements of distance learners.	
ix) E-learning platform available	
x) Secure access to electronic information and communication.	
xi) Student support centre available and well managed	
xii) Continuous development of ODL technologies	
xiii) Appropriateness of policies on fees and fee refunds.	
<b>Total assessment value</b>	
<b>Aggregate value = Total assessment value/13</b>	

Strengths identified

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Areas for improvement identified

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<sup>2</sup> Technologies to be used could include internet; fiber optics, satellite or wireless communications devices; audio conferencing; or video cassettes, DVD's, and CD-ROMs.



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**Recommendations**  
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**Overall Quality Rating in Each Area of Institution set-up and Academic Programmes**

**Aggregate value**

1 – 1.99	NOT SATISFACTORY	Not accredited/Withdraw of Accreditation
2 - 2.99	SATISFACTORY	Accredited with conditions
3 - 4	EXCELLENT	Accredited

**Accreditation Decisions**

- a) **Accreditation of institution/programme:** Granted for institutions that have meet minimum requirements. The decision may sometimes include recommendations for eliminating residual shortcomings. Where a decision includes some remedial conditions, the decision may be referred to as provisional accreditation. Provisional accreditation shall specify the requirements and the time period (not exceeding half a programme cycle) within which the shortcomings could be addressed. Save that accreditation shall be granted for programmes if an institution meets minimum requirements for institutional accreditation and at least a satisfactory score in all areas under programme evaluation.
  
- b) **Denial of Accreditation:** Where a programme has not satisfied (does not comply with) requirements on initial registration of the institution or upon programme assessment carried out for the purpose of accreditation. Denial of accreditation shall indicate that the institution or study programme has serious shortcomings.
  
- c) **Withdrawal of Accreditation:** Where a previously accredited programme fails to maintain requirements upon another round of assessments for accreditation. A programme that fails accreditation / re-accreditation, may no longer be offered.