



NCHE

MINIMUM STANDARDS FOR HIGHER EDUCATION INSTITUTIONS IN MALAWI

October, 2015

**Promoting Quality,
Accessible, Relevant and
Inclusive Higher Education**

TABLE OF CONTENT

Preface

Foreword

Acknowledgements

Glossary/Acronyms

Introduction

1.0 Guiding principles

1.1 Vision, Mission and core values

2.0 Governance

2.1 Act, Statutes and Constitution

2.2 Public disclosure

2.3 Board of Directors, Councils or Board of Governors

2.4 Executive Leadership

2.5 Senate or its equivalent

2.6 Faculty and its committees

2.7 Dean

2.8 Departmental Committees

2.9 Heads of Department

2.10 Staff Involvement

2.11 Student Involvement

3.0 Governing Policies and Procedures

3.1 Strategic Plan

3.2 Qualification Framework

3.3 Risk Policy

3.4 Safety and Health Policy

3.5 Staff and Students Disciplinary Procedures

3.6 Procurement Procedures

3.7 Codes of Ethics

3.8 Public Accountability

3.9 Other Policy Documents

4.0 Financial and Material Resources

4.1 Annual Budget

- 4.2 Budget Allocation to Departments
 - 4.3 Financial Statement
 - 4.4 Fees Structure
 - 4.5 Annual Audit of Accounts
 - 4.6 Institutional Assets
 - 4.7 Banking Facility
 - 4.8 Institutional Equipment
 - 4.9 Transport facility for administrative, teaching, research support
- 5.0 Physical Facilities
- 5.1 Drawings and design of different buildings
 - 5.2 Facilities support for persons with physical challenges
 - 5.3 Library and Learning Resources
 - 5.4 ICT Infrastructure
 - 5.5 Security of the premises
 - 5.6 Laboratories
- 6.0 Water and Sanitation
- 6.1 Water Supply
 - 6.2 Wastewater collection, treatment and disposal system
 - 6.3 Toilets and Bathrooms
- 7.0 Student Support
- 7.1 Accommodation
 - 7.2 Cafeteria
 - 7.3 Recreational Facilities
 - 7.4 Health Support Services
 - 7.5 Academic Support
- 8.0 Academic Programmes
- 8.1 Registration of academic programmes
 - 8.2 Design of academic programmes
 - 8.3 Delivery of academic programmes
 - 8.4 Industrial Attachment
 - 8.5 Qualifications of programmes requiring licensing or registration with professional bodies
- 9.0 Staff Complement

- 9.1 Programmes requirements
 - 9.1.1 Terms and conditions of employment
- 9.2 Minimum academic qualifications for engaging academic staff
- 9.3 Staff/Student Ratio
- 9.4 Staff complement for New departments/ programmes
- 9.5 Appointment/promotion of academic staff
- 9.6 Part-time: full-time staff complement
- 9.7 Nonacademic staff complement
- 9.8 Staff Development
- 9.9 Academic Freedom
- 9.10 Staff Code of Ethic

- 10.0 Admission and Recruitment of Students
 - 10.1 Admission Policy

- 11.0 Academic Assessment
 - 11.1 Continuous and End of Semester Examination
 - 11.2 Progression of Students
 - 11.3 Student Records

- 12.0 Degree Specification
 - 12.1 General Principle
 - 12.2 Bachelor's Degree
 - 12.3 Master's Degree
 - 12.4 Doctoral Degree
 - 12.5 University Certificates/ Diplomas and Post-graduate diplomas

- 13.0 Quality Enhancement
 - 13.1 General Principle
 - 13.2 Regular Curriculum Review
 - 13.3 Diversity in learning opportunities
 - 13.4 Internal moderation of assessment
 - 13.5 External Examination
 - 13.6 Capacity for institutional assessment
 - 13.7 Student evaluation of courses
 - 13.8 Annual evaluation of programmes
 - 13.9 Appraisal system of support and academic staff
 - 13.10 Commitment to the institution's mission and values

- 13.11 Allocations of financial resources to research
 - 13.12 Evidence/research based teaching
 - 13.13 Scheduling of course/ timetables
 - 13.14 Audits
 - 13.15 Processing and security of certificates
-
- 14.0 Registration and accreditation of institutions
 - 14.1 Registration and revocation of registration
 - 14.2 Accreditation

References

PREFACE

The National Council for Higher Education (NCHE) has developed minimum standards for higher education to support higher education institutions in improving educational standards. The NCHE Act no.15 of 2011 under section 15 (j) summarizes the areas which the minimum standards are derived from and are designed in conformation with standards at both regional and international level including the SADC region.

The aim of the minimum standards is to guide on minimum requirements that are needed for the provision of quality higher education with focus on both operational and academic areas in order to come up with knowledgeable and skilled citizens who are competent and capable to contribute to socioeconomic development in the country. The Standards will be used by all higher education institutions in Malawi including the following:

- All public universities;
- All private universities;
- All foreign universities operating in Malawi;
- All constituent higher education colleges/affiliates established in Malawi;
- All campuses of universities operating in Malawi;
- All learning/satellite centers of universities operating in Malawi.

The Standards will be used by the NCHE to register and accredit higher education institutions that meet the minimum requirements contained herein. The NCHE will use the standards to inform the assessment tools so that the team of assessors and reviewers will be guided as they conduct the assessments of HEIs. Additionally, the HEIs will use the standards to guide them on self-assessments and development of their improvement plans to achieve improved delivery of quality education at both operational and academic levels. These standards will complement the standards for accreditation of Malawi's Higher Education Institutions and Standards and guidelines for quality Assurance in Malawi's Higher Education Institutions that the Council has already developed.

The process of developing these standards involved desk reviews to study what other countries have done on educational standards for higher education and wide consultations with higher education institutions, individual experts at national and international level. Almost all national institutions both private and public were consulted and the standards received constructive input from these key stakeholders.

In summary, these minimum standards will guide HEIs to establish quality infrastructure and ensure sustainability of their education while attaining excellence in the provision of academic programs. It is therefore envisioned that the standards will contribute to the socio-economic

development of all sectors of the economy as stipulated in the Malawi Growth and Development Strategy (MGDS) II and Millennium Development Goals (MDGs) as the products from HEIs are exposed to all developmental programs.

The Ministry of Education Science and Technology (MoEST) will support the NCHE in ensuring that HEIs meet the minimum standards so that the overall vision of the MoEST to provide quality education in the HE sector is realized. I therefore request the support and cooperation of all higher education institutions in implementing these standards and support the work of NCHE in improving the quality of education in higher education in Malawi.



Hon. Dr. Emmanuel Fabiano (MP)

MINISTER OF EDUCATION, SCIENCE AND TECHNOLOGY

FOREWORD

The National Council for Higher Education (NCHE) is committed to quality assurance and enhancement of higher education in Malawi. To achieve world class standards in higher education, quality assessment and continuous improvement are the necessary ingredients. This includes the accreditation of academic programs and quality assessment of higher education institutions (HEIs). Quality Higher education is very essential for active participation of citizens in the knowledge societies which in turn accelerates economic growth.

NCHE has developed minimum standards for higher education for quality assurance in conformity with the functions of the NCHE and the requirements for registration and accreditation of HEIs as defined in sections 15, 20 and 28 of the NCHE Act 15 of 2011. These minimum standards are subject to periodic reviews by NCHE.

These standards seek to conform to and reinforce legislative requirements for regulating the HE sector in Malawi and; promote good governance and management of HEIs through structures that are clear and transparent and with key responsibilities clearly defined. The other dimension is the desire to entrench appropriate delineation between oversight responsibilities and day to day management of HEIs; and commitment to the promotion of an environment conducive for the pursuit of academic excellence and freedom for both staff and students. It is envisioned that the standards will ensure that production from HEIs will facilitate the socioeconomic development of Malawi.



Mathildah Chithila-Munthali PhD

CHIEF EXECUTIVE OFFICER

ACKNOWLEDGEMENTS

The Minimum Standards for Higher Education document is a product of intensive detailed studies and information gathering, consultations and teamwork on specific assignments. The National Council for Higher Education (NCHE) is very grateful to everyone who contributed to the successful development of this document. Specifically, gratitude is extended to the following stakeholders who worked tirelessly to come up with this document. In a special way we would like to recognize experts from various public and private universities for their active participation in meetings and activities of the Council.

The Council highly acknowledges and thanks the contribution of all those who participated in the regional consultative meetings. Particular acknowledgement is reserved to the following members who supported the NCHE Secretariat and worked to finalize the document: Dr Timothy Ngwira, Dr Foster Lungu, Dr Maggie Madimbo, Mr Moses Kamiyango, Dr Grace Banda, and Dr Lucy Kululanga.

The Council would also like to congratulate the NCHE Secretariat and its management, led by the Chief Executive Officer, Dr. Mathildah T. Chithila-Munthali, and the Deputy Chief Executive Officer, Dr. Golden Msilimba, for their commitment and leadership in developing these standards. Very special thanks to Mrs. Martha Mondywa, Quality Assurance Manager (Operations), for successfully leading the process.

Lastly, Council would like to acknowledge the previous Council headed by Professor Moira Chimombo for initiating the start of this exercise and the Quality Assurance and Accreditation Committee of NCHE for a constructive review of the document and the work of the Secretariat in coming up with these standards.

Glossary / ACROYNMS

“*University Charter*” means a written [grant](#) by the [sovereign](#) or [legislative](#) power of a country, by which a university is created and its [rights](#) and [privileges](#) defined:

“*NCHE*” means National Council for Higher Education

“*University Council/ Board*” means a [group](#) of [people elected](#) or [chosen](#) to make [decisions](#) or give [advice](#) on a [particular subject](#), to [run](#) a university

“*CPD*” means continuing professional development

“*SDP*” means staff development programme

“*HIV /AIDS*” means Human Immune virus/Acquired Immune Deficiency Syndrome

“*LCD*” means liquid crystal display

“*SADC*” means Southern African Development Community

“*MSCE*” Means Malawi School Certificate of Education

“*NQF*” means National Qualifications Framework

“*HEI*” means Higher Education Institution

“*MBS*” means Malawi Bureau of Standards

“*Act*” means the NCHE Act no 15 of 2011

“*accreditation*” means the procedure by which the Commission formally recognizes an institution or an academic programme of a university;

“*institution*” means an organization founded for purposes of university education and Research

“*private university*” means a university which is established or maintained out of funds other than public funds;

“*public university*” means a university established and maintained or assisted out of public funds;

“*standard*” means a reference point against which different aspects of the institution and programme are compared or evaluated for quality;

“lecture room” means a room accommodating several students for the purpose of instructions;

“Full Time Students Equivalent (FTSE)” means a number of hours of teaching required by one student to fulfill the requirements of the course in an academic year;

“physical facilities” means any structure fixed or movable or of whatever kind and any part thereof used or intended to be used for teaching, lecturing or instructing or as a dwelling house or for recreational and all ancillary facilities thereto including drainage works, services installations and road works;

“student” means a person enrolled to pursue a degree, diploma or certificate course;

“surface water” means any ground water, subsoil water, storm water or rain water which discharges on the ground surface;

“waste water” means any water after it has been fouled by a variety of uses and which constitutes a combination of liquid and water carried wastes, emanating from residences, toilets, kitchens, laundries, laboratories and workshops.

“academic programme” means the design of learning content, which is multi-dimensional and includes intentions, structure of content, delivery modes, academic resources and assessment modes;

“academic staff” means any person who has been appointed to teach, train or to do research at a university;

“academic year” a period of teaching and examination organised in a full year in either two, three or four segments;

“course” means a single component in a programme of study;

“curriculum” means any documented programme of study;

“department” means an academic division into which a faculty is divided for purposes of teaching, examinations and administration;

“faculty/school” means an academic division so designated or established under the instruments constituting a university;

“institution” means an organization founded for purposes of university education and research;

“programme of study” means the prescribed syllabus that students must be taught at each key stage;

“Information and Communication Technologies (ICT)” means hardware, software, networks and media for collection, storage, processing, transmission and preservation of information.

“information resources” means formal, informal, human, printed or electronic resources that contain information that can be accessed to meet a need.

“information services” means storing, accessing, processing or delivering information to meet the needs of specific users. It can include traditional library and information services comprising of books, archives, standards, patents, research reports and electronic materials comprising of CD-ROMs databases, software, e-journals, electronic documents, multi-media and video.

“institutional repository” means a digital collection that captures and preserves the intellectual output of university communities.

“knowledge management” means a process of capturing, dissemination and effective utilization of knowledge.

“librarian” means a professionally trained person with a minimum of a bachelor’s degree in Library and Information Science or related field.

“library facility” means structures or spaces that are constructed, installed, or established to serve specified library functions.

“Senate” means the body in universities and colleges responsible for academic affairs.

“user with special needs” means a user with a condition that markedly restricts his/her ability to function normally.

Registration means the act or process of entering information about something in a book or system

of public records

Academic freedom means the ability of a student and staff to engage in exploration of any topic, or subscribe to any belief system, without being hindered by an educator, school or public officials.

Executive leadership means a person or group appointed and given the responsibility to manage the affairs of an institution.

Industrial attachment means a structured, credit-bearing work experience in a professional work setting during which the student applies and acquires knowledge and skills. It involves the application of learned skills in an organization related to the students' major

Higher education means education beyond the secondary level; especially education provided by a college or university.

Physical disability means a limitation on a person's physical functioning, mobility, dexterity or stamina. Other physical disabilities include impairments which limit other facets of daily living, such as respiratory disorders, blindness, epilepsy and sleep disorders.

Students with special needs means the special educational requirements of those with learning difficulties, emotional or behavioural problems, or physical disabilities.

INTRODUCTION

NCHE is mandated by the NCHE Act no 15 of 2011 to regulate higher education institutions in Malawi through establishment of quality assurance mechanisms. In order to achieve this objective, the Council has to fulfill the following functions that are related to quality assurance:

- a) Register and de-register higher education institutions;
- b) Regulate, determine and maintain standards of teaching, examination, academic qualification, academic facilities;
- c) Accredite both public and private higher education institutions;
- d) Design and recommend an institutional quality assurance system for higher education;
- e) Recommend to the minister institutional quality assurance standards for the establishment, standardization and accreditation of higher education institutions including standards of-
 - i) Teaching and learning
 - ii) Infrastructure, physical plant and equipment
 - iii) The development of curricula;
 - iv) Libraries and learning resources centres;
 - v) Safety of teaching and learning facilities; and
 - vi) Student-transfer between programmes and higher education institutions
- f) Ensure that higher education institutions have high calibre members of staff by-
 - i) Prescribing standards and maintaining minimum requirements for engagement of members of staff to all levels of higher education institutions;
 - ii) Advising on conditions of employment;
 - iii) Overseeing continuous professional development for members of staff of higher education institutions; and
 - iv) From time to time, prescribing, maintaining and reviewing a code of professional ethics for members of staff in higher education institutions

In order to carry out these functions NCHE has developed these minimum standards in order to guide the processes of quality assurance processes. This document therefore sets out acceptable (minimum) standards or benchmarks and measures of acceptable or best practice and performance appropriate for both registration and accreditation of institutions in the following categories;

- Guiding principles, Governance and Governing policies and procedures,
- Resources (financial resources, equipment and materials),
- Physical facilities,
- Water and sanitation

- Students support services,
- Academic programmes,
- Staff complement,
- Support towards teaching and learning
- Admission and recruitment of students,
- Academic assessment,
- Specification and classification of qualifications,
- Quality enhancement,
- Registration/accreditation of HEIs.

Several documents have been consulted in the process of developing the minimum standards. Worth acknowledging are documents in the references section on accreditation in European Higher Education Area, Kenya, Lesotho, Namibia, Nigeria, South Africa, Tanzania, Uganda and United States of America.

Beyond these documents are our objective analyses of HEIs in Malawi informed by collective experiences of the higher education sector and self-assessment reports received from some HEIs recently. Valuable contributions have been gained through institutional and programme assessments carried out by our staff and experts drawn from HEIs both public and private.

For the sake of consistency, these standards should be used along with the NCHE Act no. 15, used when completing the provisional registration form, and as reference point to the assessment form for institutions/programmes, and as a guide to reviewers.

| Area | Sub-area | Description of the standard |
|------------------------------|--|---|
| 1. Guiding principles | 1.1. Vision, mission, core values and objectives of an institution | <p data-bbox="753 375 1437 449">1.1.1 HEIs shall have a vision, mission, core values and objective statements.</p> <p data-bbox="753 455 1437 604">1.1.2 The vision statement shall express the long-term plan of the institution in terms that are readily understandable by a range of stakeholders</p> <p data-bbox="753 611 1437 877">1.1.3 The vision and mission statements are shaped by relevant Malawian legislation and national policies, as well as by other relevant contextual forces and realities at local, national and international levels.</p> <p data-bbox="753 884 1437 1033">1.1.4 The institution’s vision and mission are geared towards assurance of the quality of the academic outcomes.</p> <p data-bbox="753 1039 1437 1419">1.1.5 Progress towards achievement of the vision, mission and goals of the institution is monitored and evaluated in terms of agreed-upon performance indicators, and the institution acts appropriately to address the risks, gaps and challenges identified.</p> |
| 2. Governance | 2.1. Act, Statutes and Constitution | 2.1.1 HEIs shall have an Act and Statutes for public higher institutions and Constitution ¹ for private institutions |
| | 2.2. Public disclosure | <p data-bbox="753 1545 1437 1656">3.2.1 HEIs shall put in place appropriate organizational structures designed to promote the mission and objectives.</p> <p data-bbox="753 1663 1437 1808">2.2.2 The governance and corporate ownership of HEIs shall be stated in all its publications, including the brochures, prospectuses and catalogs. Such information shall also</p> |

¹ Also referred to as a Charter

| | | |
|--|---|--|
| | | <p>include names of the trustees, directors, administrators, and senior academic staff.</p> <p>2.2.3 HEIs shall notify the Council of any significant changes in governance, ownership or control, location, facilities, or programs of study.</p> <p>2.2.4 Higher education institution shall disclose to the Council agreements or contractual arrangements which bear on its management or control.</p> <p>2.2.5 HEIs shall publish fees structure, academic programmes and their requirements and academic calendar.</p> |
| | 2.3. Board of Directors, Councils or Board of Governors | <p>2.3.1 HEIs shall have an independent Board of Directors, Council or Board of Governors that are legally established and carry out responsibilities effectively and efficiently.</p> <p>2.3.2 The HEIs shall provide the Council with names, qualifications and titles of trustees, directors and administrators.</p> |
| | 2.4 Executive Leadership ² | <p>2.4.1 As heads of institutions the officers shall be appointed on full-time contracts in order to provide effective leadership and management.</p> <p>2.4.2 The positions shall be filled in accordance with the Act, statutes or constitution/Charter</p> |
| | 2.5 Senate or its equivalent | <p>2.5.1 HEIs shall have a Senate or its equivalent that is legally established and meets according to published Academic Calendar and is effective and efficient</p> <p>2.5.2 The Senate or its equivalent shall have subcommittees responsible for academic planning, graduate studies, academic discipline and quality assurance.</p> |
| | 2.6 Faculty ³ Committees | 2.6.1 HEIs shall have faculty committees established as mandated and which shall meet according to published Academic Calendar |
| | 2.7 Dean | 2.7.1 Deans of faculty shall be appointed / elected in accordance with the policy to |

² Shall include Chancellors, Vice Chancellors, Rectors, Principals, Vice Principals and Registrars

³ In some Institutions Faculty may refer to School, Institute or academy

| | | |
|---|---|--|
| | | provide effective leadership and management. |
| | 2.8 Departmental committees | 2.8.1 These committees shall be established as stipulated, meet according to published Academic Calendar and discharge functions effectively and efficiently |
| | 2.9 Heads of Department | 2.9.1 Heads of department shall be appointed in accordance with the statutes/constitution / policy to provide effective leadership and management. |
| | 2.10 Staff involvement | 2.10.1 Staff shall be represented on all committees. |
| | 2.11 Student involvement | 2.11.1 Students shall be represented on committees where their participation is required. |
| 3. Governing policies and procedures | 3.1 Strategic plan | 3.1.1 HEIs shall have and implement a strategic plan approved by their councils or equivalent. |
| | 3.2 Qualifications framework | 3.2.1 HEIs shall have institutional Qualifications Framework, and its programmes shall be aligned to it. 3.2.2 Each institutional qualifications framework shall be in harmony with the National Qualifications Framework (NQF) |
| | 3.3 Risk policy | 3.3.1 HEIs shall develop a Risk Policy which shall be approved by its Council or Board of Trustees and implemented. |
| | 3.4 Safety and Health Policy | 3.4.1 HEIs shall have Safety and Health Policy approved by Council /Board of Trustees and being fully implemented |
| | 3.5 Staff and student disciplinary procedures | 3.5.1 HEIs shall have disciplinary procedures for staff and students developed, approved by the Board of Directors and implemented. |
| | 3.6 Procurement procedures | 3.6.1 HEIs shall have procurement procedures developed. 3.6.2 There shall be an independent procurement committee (IPC) which shall meet regularly and discharge functions with the highest ethical standards |
| | 3.7 Codes of ethics | 3.7.1 HEIs shall have Codes of ethics that define basic principles, values and rules on issues |

| | | |
|--|----------------------------------|---|
| | | <p>as gender equality, disability, conflict of interest, confidentiality, intellectual property, continuous professional development, trust, etc.</p> <p>3.7.2 HEIs shall comply with copyright laws in the use of instructional materials.</p> |
| | <p>3.8 Public accountability</p> | <p>3.8.1 HEIs shall ensure that information published about its mission, governance, and programmes is accurate and reflect the current state of the institution and future aspirations.</p> <p>3.8.2 HEIs shall maintain accurate record of graduates and students. Such records shall be protected from loss, misuse or destruction by any means.</p> <p>3.8.3 Higher education institution shall also publish at least once each year a calendar, prospectus or brochure for the information of students and the public containing –</p> <ul style="list-style-type: none"> i) the registered name of the institution; ii) the contact details of the head office and each campus; iii) a copy of its registration certificate; iv) its mission statement; v) the names of its owner, chief executive and senior management; vi) the names and qualifications of full-time and part-time academic staff employed by the institution; vii) its admission requirements and procedures; viii) its mode of instruction; ix) details of each approved programme according to the location where it is offered; x) the accreditation status of each approved programme; xi) rules relating to assessment, progression and qualification; xii) its fees and student financial aid; xiii) student support services; and xiv) rules or code of conduct. |

| | | |
|--|--------------------------------------|--|
| | 3.9 Other policy documents | HEIs have relevant governing policies as follows: |
| | | <ul style="list-style-type: none"> i) Quality Assurance ii) Academic programmes development policy iii) Terms and Conditions of Employment for all categories of staff iv) Financial Management Policy v) Research and Publications Policy vi) Consultancy Policy vii) Students Handbook viii) Assessment Policy ix) Conduct and regulation of examinations x) Intellectual Property Policy xi) Library Rules and Regulations xii) Staff Development Plan (SDP) and Continuous Professional Development (CPDs) xiii) HIV/AIDS Policy xiv) ICT Policy xv) Gender Policy xvi) Corporate Social Responsibility Policy |
| 4. Financial and material resources | 4.1 Annual budget | <p>4.1.1 HEIs shall operate on approved annual budget.</p> <p>4.1.2 The budget shall be sufficient to sustain programmes in an acceptable manner or in line with obligations to enrolled students.</p> |
| | 4.2 Budget allocation to departments | 4.2.1 The budget shall provide financial allocation to various departments and it shall be implemented as planned |
| | 4.3 Financial statements | 4.3.1 HEIs shall maintain financial statements and related support documents. |
| | 4.4 Fees structure | 4.4.1 HEIs shall have tuition and related fees documented and should be publicized. |
| | 4.5 Annual audit of accounts | 4.5.1 HEIs shall have external auditors and shall maintain up to date annual audited financial accounts. |
| | 4.6 Institutional assets | <p>4.6.1 HEIs shall have assets, including legally owned land and buildings</p> <p>4.6.2 HEIs shall have adequate land dedicated solely to the academic and other requirements of the university.</p> <p>4.6.3 The land shall be registered in the name of</p> |

| | | |
|-------------------------------|---|--|
| | | <p>the higher education institution or the proprietor.</p> <p>4.6.4 The institution shall maintain a topographical sketch of the land.</p> <p>4.6.4 Institutions operating in rented premises shall have a lease agreement of a minimum of three years</p> <p>4.6.5 The environment shall be suitable for educational purpose</p> |
| | 4.7 Banking facility | 4.7.1 HEIs shall operate accounts with credible bankers and current financial statements shall be available |
| | 4.8 Institutional equipment | <p>4.8.1 HEIs shall have up-to-date equipment inventory.</p> <p>4.8.2 HEIs shall maintain in good working condition equipment necessary for the performance of administrative functions.</p> |
| | 4.9 Transport facility for administrative, teaching, research support | <p>4.9.1 HEIs shall make adequate provision of transport for administrative work, staff research and student’s field work.</p> <p>4.9.2 The vehicles shall be appropriate for the services required</p> |
| 5. Physical facilities | 5.1 Drawings and design of different buildings | <p>5.1.1 Drawings of buildings shall be approved by the relevant local authority</p> <p>5.1.2 Buildings shall be built according to approved plans.</p> <p>5.1.3 Building shall have minimum ceiling height of 2.6 m.</p> <p>5.1.4 Building completion and stability certificate issued by competent authorities shall be produced</p> <p>5.1.5 Alterations or extensions, if any, shall be approved and a certificate of occupation shall be issued for a newly constructed or altered buildings.</p> <p>5.1.6 The design and layout of classrooms, laboratories, and library buildings shall</p> |

| | | |
|--|--|---|
| | | <p>promote safety, cleanliness, maintenance, health, lighting, and comply with laws governing physical facilities, particularly with respect to fire, safety, and sanitation.</p> <p>5.1.7 The buildings, classrooms, equipment, furniture, grounds, instructional tools, support systems, instructional facilities, machinery, and other physical requirements shall be appropriate and contribute to the achievement of the institution's objectives.</p> <p>5.1.8 Immovable equipment, instructional tools, and machinery shall be properly installed and maintained.</p> <p>5.1.9 In particular, HEIs shall provide adequate and appropriate physical spaces to meet the teaching requirements of the curriculum, and the following standards shall be observed:</p> <ul style="list-style-type: none"> i) Lecture Rooms shall be adequate in number and size. The sitting capacity for lecture rooms shall be at the rate of 1m²/student. ii) Lecture theatre/auditorium sitting capacity shall be based on the rate of 0.75m²/student. iii) Seminar rooms: Each department should have a seminar room for tutorials. iv) Classrooms, lecture theatres and seminars rooms shall have adequate lighting, ventilation and audiovisual aids such as video screen, television, white / black Board, LCD projector/ overhead projector <p>5.1.10 HEIs shall provide suitable office space for all categories of staff. Deans and Heads of Department and support staff working laboratories shall have offices with appropriate administrative equipment.</p> |
|--|--|---|

| | | |
|--|---|--|
| | | <p>i) Office space for academic: a space measuring 12m² should be allowed per staff. Sharing of office space should be kept to a minimum of two academic staff.</p> <p>ii) HEIs should provide Common Rooms for each of the following: Academic staff, Non-academic staff and Students.</p> <p>5.1.11 All buildings shall provide for special needs access</p> <p>5.1.12 Physical facilities shall be safe for the public, free from structural failure, cracking and dilapidation.</p> |
| | 5.2 Facilities support for persons with physical challenges | <p>HEIs shall ensure that design and construction of various buildings and facilities shall accommodate universal access. The following specifications shall be adhered to:</p> <p>5.2.1 Pavements - gradients of footpaths shall not exceed 1:20 except for short ramps. On excessively long gradients there shall be horizontal rest areas at regular intervals.</p> <p>5.2.2 Entrance doors and corridors shall allow for turning of a wheel chair.</p> <p>5.2.3 Toilets -should have toilets fitted with special facilities for wheel chairs and whose doors open outside.</p> |
| | 5.3 Library and Learning Resources Centre | <p>5.3.1 The library and learning resources centre buildings shall have adequate natural and artificial lighting, good ventilation., secure windows, and sufficient doorways that can be opened outwards to facilitate exit in case of fire and other emergencies</p> <p>5.3.2 The library and learning resources centre shall maintain a current collection of a wide variety of resources. appropriate for the institution's educational programmes regardless of the range of academic programmes offered</p> <p>5.3.3 The library and learning resources centre shall have facilities that guarantee means to access library resources by all learners</p> |

| | | |
|--|------------------------------|--|
| | | <p>including resource materials suitable to people with special needs</p> <p>5.3.4 The library shall have adequate staff to support library development, collection organization, and accessibility;</p> <p>5.3.5 The library shall be managed by professionally trained individuals.</p> <p>5.3.6 The minimum qualification for the position of University Librarian shall be a master’s degree in library and information science or equivalent. Other Librarians shall have a minimum of a bachelor’s degree in library and information science or equivalent.</p> <p>5.3.7 Satellite campuses shall have library facilities commensurate with their needs.</p> |
| | 5.4 ICT Infrastructure | <p>5.4.1 HEIs shall have appropriate ICT infrastructure that includes computers with appropriate software and internet access.</p> <p>5.4.2 HEIs shall have an ICT plan for the purpose of ensuring reliability, privacy, safety and security.</p> |
| | 5.5 Security of the premises | <p>5.5.1 All buildings shall have adequate, reasonable and easily accessible means of escape in the event of emergency.</p> <p>5.5.2 All means of escape shall be properly labeled, maintained and kept free from any obstruction</p> <p>5.5.3 The buildings and premises shall be fenced or have security guards’ coverage</p> <p>5.5.4 There shall be adequate and well serviced firefighting equipment.</p> <p>5.5.5 Fire Drills shall be conducted periodically to staff and students</p> <p>5.5.6 Assembling area in case of emergency and fire exit procedures shall be available and known to all</p> |
| | 5.6 Laboratories | <p>5.6.1 HEIs shall have suitable teaching laboratories, hospitals, workshops and studios for natural and applied sciences, computer science and languages.</p> <p>5.6.2 Laboratory facilities shall provide enough room for a laboratory office, instructional workstation, storage and preparatory rooms of reasonable size (7 m²) each.</p> |

| | | |
|--------------------------------|--|--|
| | | <p>5.6.3 Laboratory facilities shall be properly located in relation to other facilities to allow for easy access</p> <p>5.6.4 For computer laboratories and rooms, HEIs shall provide software and internet access as required for various programmes.</p> <p>5.6.5 There shall be fume cupboards and fume hoods in the preparation and storage rooms</p> <p>5.6.6 There shall be standard table top electrical service outlets for the instructor's table and for each pair of students</p> <p>5.6.7 There shall be a water supply system for firefighting.</p> <p>5.6.8 Minimum Capacity of a laboratory shall be based on the rate of 1.9m² per student.</p> <p>5.6.9 Laboratory environment shall also facilitate the demonstration and observation of procedures.</p> <p>5.6.10 There shall be separate research laboratories for postgraduate students and academic staff.</p> <p>5.6.11 Laboratory waste shall be disposed-off through Malawi Bureau of Standards waste disposal guidelines</p> |
| 6. Water and sanitation | 6.1 Water supply | <p>6.1.1 HEIs shall have adequate, safe and clean water supply</p> <p>6.1.2 HEIs shall have water reservoirs capable of meeting 24 hours demand.</p> <p>6.1.3 HEIs involved with livestock rearing shall have separate storage facility to cater for the needs of the animals</p> |
| | 6.2 Wastewater collection, treatment and disposal system | <p>6.2.1 HEIs shall have wastewater collection, treatment and disposal system.</p> <p>6.2.2 There shall be evidence of approval by the relevant local authority responsible for water and effluent disposal systems.</p> <p>6.2.3 HEIs shall drain and dispose of surface water in a manner as to cause the least inconvenience or nuisance to the public</p> <p>6.2.4 HEIs shall have master plan that illustrates: <ul style="list-style-type: none"> i) the location of the existing and proposed buildings of the institution </p> |

| | | |
|------------------------------------|---------------------------|--|
| | | <ul style="list-style-type: none"> ii) the layout of all waste and soil drain pipes, sewers, septic tanks and storm water drains. |
| | 6.3 Toilets and Bathrooms | <p>HEIs shall maintain clean and hygienic water closets, urinals, wash hand basins and bathrooms as follows:</p> <ul style="list-style-type: none"> i) One water closet for 15 – 20 male students ii) One water closets for 10- 15 female students iii) One Urinal for 20 -25 male students iv) One bath or shower for 15 -20 male students v) One bath or shower for 15 -20 female students vi) Toilets for female and male staff vii) Sanitary disposal facilities |
| 7. Student support services | | <p>HEIs shall provide adequate facilities and services that specifically support student academic life as follows:</p> |
| | 7.1 Accommodation | <p>7.1.1 There shall be separate accommodation for male and female students</p> <p>7.1.2 Minimum ceiling height of 2.8 m</p> <p>7.1.3 Total floor area per student—</p> <ul style="list-style-type: none"> i) single room (for postgraduates): 8.00 square meters; ii) double student room or cubicle, 12.00 square meters; iii) three or four student room, 15.00 square meters; <p>7.1.4 Every living room in the hall should have access to outside light with vents in the walls to provide permanent ventilation</p> <p>7.1.5 Where self-catering accommodation is provided the kitchen area shall have suitable cooking equipment, refrigeration and floor space of 1m² per student occupant</p> <p>7.1.6 There shall be appropriate laundry and drying facilities</p> <p>7.1.7 Appropriate furniture and fittings for the rooms:</p> <ul style="list-style-type: none"> i) a bed (80 X 190 cm) with free space |

| | | |
|--|-----------------------------|--|
| | | <p>between the beds of over 75 cm.</p> <p>ii) lockable closet</p> <p>iii) reading table and chair for each occupant</p> <p>7.1.8 Establish mechanism /systems to provide accommodation information to student by keeping information available</p> |
| | 7.2 Cafeteria | <p>7.2.1 A residential higher education institution shall have a cafeteria with adequate light, ventilation, good cooking facilities and efficient services.</p> <p>7.2.2 The facility shall be clean and in good state of repair, including the following:</p> <p>i) food preparation area of 0.5 m² per student</p> <p>ii) dining space with a floor area of 1.25 m² per student</p> <p>iii) dish washing and serving area</p> <p>iv) storage area with working refrigeration facilities or cold rooms</p> |
| | 7.3 Recreational facilities | <p>7.3.1 HEIs shall provide necessary recreational facilities for both outdoor and indoor games.</p> <p>7.3.2 HEIs shall provide entertainment resources in students' common rooms.</p> <p>7.3.3 HEIs shall procure a legally binding memorandum of agreement where sports and recreation facilities are rented or shared.</p> |
| | 7.4 Health support services | <p>7.4.1 HEIs shall have a dispensary to cater for minor ailments and emergencies</p> <p>7.4.2 HEIs shall procure a legally binding memorandum with health services providers where it does not have health facilities.</p> <p>7.4.3 HEIs shall at a minimum have first aid services with qualified personnel.</p> |
| | 7.5 Academic support | <p>7.5.1 Higher education institution shall have in place a system of educational, occupational, and personal advice/guidance to students and such a system shall be responsive to academic and socioeconomic characteristics of the students.</p> |

| | | |
|-------------------------------|---|---|
| | | <p>7.5.2 Higher education institution shall provide personalized learning opportunities through tutorial system for groups and for individual students. Individual students shall have a member of academic staff as a personal tutor.</p> <p>7.5.3 HEIs shall provide mechanism and facilities to support outstanding students to enhance further their academic achievement or alleviate any financial hardship.</p> |
| 8. Academic Programmes | 8.1 Registration of academic programmes | <p>8.1.1 HEIs shall have all their programmes registered with the Council. The decision to register programmes shall take into account relevance of the programme to the socio-economic, cultural and industrial development of Malawi.</p> <p>8.1.2 HEIs which offer programmes in collaboration with HEIs outside Malawi shall be subject to NCHE’s programme registration requirements for all their domestic as well as cross-border academic programmes.</p> <p>8.1.3 Foreign HEIs which offer higher education programmes in Malawi, including those institutions which are created or are subject to other national, regional or international agencies, shall register with and be subject to NCHE requirements.</p> <p>8.1.4 HEIs shall also offer programmes on only such locations as originally approved by the Council or included in the Charter.</p> |
| | 8.2 Design of academic programmes | <p>HEIs shall develop educational programmes that are adequate in breadth and content, produce measurable and consistent results with the mission, and comparable to international standards.</p> <p>8.2.2 HEIs shall in designing new or revising existing programmes involve students, alumni, professional bodies, future employers and other interested parties and</p> |

| | | |
|--|--------------------------|---|
| | | <p>committees.</p> <p>8.2.3 HEIs' programmes shall specify courses which every student shall be required to register for and pass (core/compulsory courses).</p> <p>8.2.4 Programmes shall specify courses which every student shall be required to register for and pass before taking a particular course at a higher level (pre-requisite courses).</p> <p>8.2.5 Programmes shall specify courses which students can register for based on interest and may count towards the requirements for graduation (elective/optional course).</p> <p>8.2.6 Higher education programmes shall specify major/minor areas of study and concentration where applicable.</p> <p>8.2.7 Higher education programmes shall specify courses which students can register for based on interests and may not count towards the requirements for graduation (audit courses)</p> <p>8.2.8 The learning outcomes, content and duration of programmes shall be matched with the level of study and the target group. The reference points shall be the NQF and equivalence of the programme to similar programmes offered by other HEIs in Malawi, SADC and elsewhere</p> <p>8.2.9 Admission requirements for academic programmes shall be stated clearly with regard to appropriateness and level of study.</p> <p>8.2.10 HEIs shall have their curricula and programmes reviewed and approved by relevant committees within the higher education institution after a complete academic cycle.</p> <p>8.2.11 Higher education institution shall ensure that course curriculum documents are available and within reach of the students, staff and the relevant stakeholders.</p> |
| | 8.3 Delivery of academic | 8.3.1 HEIs shall be free to use different modes of delivery, such as part time/full time and |

| | | |
|--|---|---|
| | programmes | <p>distance learning as approved by the Council</p> <p>8.3.2 HEIs using various modes of delivery for the same programmes shall ensure effectiveness and consistence of results from various modes of delivery.</p> <p>8.3.3 Independent study shall outline the course objectives, requirements, and evaluation criteria.</p> <p>8.3.4 For learning activities taking place off-campus, HEIs shall enter into mutually signed agreement with the institution or management of the site</p> |
| | 8.4 Industrial attachment | <p>8.4.1 Both undergraduate and postgraduate programmes of professional nature shall include relevant industrial attachment. The duration may vary between programmes in conformity with minimum standards set up by regulatory professional bodies.</p> <p>8.4.2 To make industrial attachment effective training experience, HEIs shall provide students hands on experience. .</p> <p>8.4.3 HEIs shall ensure that industrial attachment is properly assessed and no student shall graduate without passing the attachment. .</p> |
| | 8.5 Qualifications of programmes requiring licensing or registration with professional bodies | <p>8.5.1 HEIs offering qualification in which licensing or registration is mandatory in order to become employed, the curricula shall contain the necessary course work to afford students the opportunity to obtain the minimum skills and competencies in order to become certified, licensed, or registered in that career field.</p> <p>8.5.2 Where accreditation of a program by a professional or regulatory body is required for students to obtain entry-level employment, the higher education institution shall obtain such accreditation in a timely manner.</p> <p>8.5.3 For all professional programmes institutions shall provide information to students as to:</p> <p>i) which programs require accreditation with professional bodies;</p> |

| | | |
|----------------------------|---|--|
| | | <ul style="list-style-type: none"> ii) Whether successful completion of a program qualifies a student to receive, apply to take, or take licensure exams. iii) any other requirements that are generally required for employment. |
| 9. Staff complement | 9.1 Programmes requirements | 9.1.1 Higher education institution shall recruit and maintain administrative, academic and support staff complement appropriate to programmes requirements and consistent with size and course combinations. |
| | 9.2 Terms and conditions of employment | <p>9.2.1 Recruitment and retention of academic staff shall be based primarily on academic qualifications and experience appropriate to the subject they would be required to teach, research or consult on.</p> <p>9.2.2 Higher education institution shall recruit academic and support staff on account of qualifications awarded by accredited institutions and accredited programmes. For the purpose of proof of authenticity of qualifications, HEIs shall retain certified copies of certificates that qualify academic staff to teach assigned courses.</p> <p>9.2.3 Academic staff shall be engaged on well-defined terms and conditions of employment. Such terms and conditions shall be in conformity with the Employment Act.</p> <p>9.2.4 Terms and condition of service shall promote stability of staff complement through appropriate compensation and professional growth opportunities, among other incentives.</p> |
| | 9.3 Minimum academic qualifications for engaging academic staff | <p>9.3.1 For programmes leading to award of diploma, the minimum academic qualification for teaching staff shall be a bachelor's degree with credit in the teaching subjects.</p> <p>9.3.2 For programmes leading to award of bachelor's degree, the minimum academic qualification for the teaching staff shall be a Master's degree. Holders of appropriate bachelor degrees shall be considered for staff training positions as staff development</p> |

| | | |
|--|--|--|
| | | <p>fellows/staff associates.</p> <p>a) For programmes leading to award of Master’s degree, the required academic qualification for teaching staff shall be the Doctor of Philosophy (PhD). Those with Master’s degree coupled with significant teaching and research experience at senior lecturer level shall be given minimal role in teaching and supervision.</p> <p>9.3.3 HEIs may also require additional qualifications and specializations for specific courses.</p> |
| | 9.4 Staff/student ratio | 9.4.1 HEIs shall maintain a staff: student ratio of 1:18 for all programmes. ⁴ |
| | 9.5 Staff complement for New departments/ programmes | <p>9.5.1 For a higher education institution to introduce a new department or new programme leading to award of a Bachelor’s degree there shall be a minimum of three suitably qualified full-time academic staff.</p> <p>9.5.2 There shall be a need to have at least one member of staff with a doctoral degree as well as sufficient industrial experience.</p> <p>9.5.3 There shall be no less than one senior academic, not below the rank of Senior Lecturer, who will give leadership in the Department.</p> |
| | 9.6 Appointment/promotion of academic staff | <p>9.6.1 HEIs shall have criteria for appointing and promoting academic staff. Minimum standards for appointment/promotion shall be:</p> <p>i) Appointment to the position of assistant lecturer shall be based on honor’s degree and higher or bachelors plus two years of full-time teaching and research Appointment/promotion to the position of lecturer shall be based on at least a Master’s Degree or equivalent.</p> |

⁴ National Education Sector Plan (Malawi)

| | | |
|--|--|---|
| | | <ul style="list-style-type: none"> ii) Appointment/promotion to the position of Senior Lecturer shall be based on at least three years teaching experience as Lecturer in a university or higher education institution of similar status. The candidate shall also show evidence of significant advancement in scholarly achievements since appointment as lecturer. iii) Appointment/promotion to the position of Associate Professor shall be on the basis of continuing scholarly record, expressed mainly in the form of outstanding research, publications or creative works. A candidate for this post should normally have had not less than 3-year experience as Senior Lecturer in a higher education institution of similar status. iv) Appointment/promotion to Professor shall be by external assessment by competent people in the field of specialization of the person concerned. The candidate shall have spent at least three years as Associate Professor. v) With respect to various ranks, the recommended mix of academic staff shall be in the ratio of 20%: 40%: 40% for professorial grade, senior lecturer and other categories. |
| | 9.7 Part-time : full-time staff complement | 9.7.1 The part-time : full-time staff complement shall be 30:70 both for institutional and programme levels |
| | 9.8 Non-academic staff complement | <p>9.8.1 HEIs shall engage adequate numbers of suitably qualified non-academic staff for effective functioning of the higher education institution.</p> <p>9.8.2 Non-academic staff shall be engaged on well-defined terms and conditions of employment that are in conformity with the Employment Act.</p> |
| | 9.9 Staff development | 9.9.1 HEIs shall have staff development plans (SDPs) for all categories of staff, including |

| | | |
|--|---------------------------|--|
| | | <p>both in-service and professional growth activities to enhance expertise.</p> <p>9.9.2 HEIs shall facilitate training of academic staff to doctoral level and senior administrative and technical staff to master’s level.</p> <p>9.9.3 HEIs shall demonstrate documented evidence of progress on SDPs in annual reports.</p> <p>9.9.4 Staff shall also be free to participate in outreach activities. .</p> |
| | 9.10 Academic freedom | <p>9.10.1 HEIs shall guarantee academic freedom and freedom of association.</p> <p>9.10.2 Academic staff shall have autonomy in:</p> <ul style="list-style-type: none"> i) the development of educational programmes; ii) the selection of course materials, instructional equipment and other educational resources; iii) the evaluation and revision of the curriculum; iv) the assessment of student learning outcomes; and v) the planning for institutional effectiveness. |
| | 9.11 Staff Code of Ethics | <p>9.11.1 HEIs shall have academic staff code of ethics developed and a copy shall be submitted to the Council.</p> <p>9.11.2 The code of ethics shall be part of staff terms and conditions of service and in default shall be consistently applied, including penalties as stipulated.</p> <p>9.11.3 Amendments to the code of ethics shall be communicated to the Council within three months of such amendments.</p> |
| 10. Admission and recruitment of students | 10.1 Admission policy | <p>10.1.1 The process of student admission shall be free of unethical practices. Higher education institution shall not admit ill-prepared applicants or discriminate applicants on account of disability, gender, age, ethnicity, nationality.</p> <p>10.1.2 The maximum number of students who</p> |

| | | |
|---------------------------------------|---|---|
| | | <p>may be admitted shall not exceed the capacity of each course or the institution's facilities and equipment can reasonably accommodate</p> <p>10.1.3 Every student who has been admitted into a programme or institutions shall be accorded adequate and equal educational opportunity.</p> <p>10.1.4 For conformity in admission requirements, requirements for admitting students into programs shall include a good Malawi School Certificate of Education (MSCE) or its equivalent with at least six credit passes including English. Other requirements may include specific requirements on subject achievement in MSCE or equivalent qualifications.</p> |
| <p>11. Academic assessment</p> | <p>11.1 Continuous and end of semester examinations</p> | <p>HEIs shall employ diverse assessment techniques appropriate to the needs, resources and discipline. Such assessment shall include a mix of the following:</p> <p>11.1.1 Continuous assessment shall be done by a combination of practical exercises, essays and tests, practical work in the laboratory and the field and tutorials. Courses that are entirely practical, continuous assessment shall be based on students' practical work or reports only or with an examination.</p> <p>11.1.2 Final assessment shall be given for every course at the end of each semester. End of semester examinations papers shall pass the validity and reliability tests.</p> <p>11.1.3 The contribution to final grade of continuous assessment and final examinations shall be documented and followed through.</p> <p>11.1.4 Each course shall normally be completed and examined by the end of the semester or year in which it is offered.</p> <p>11.1.5 External examination system shall be</p> |

| | | |
|--|---------------------------------|---|
| | | <p>employed during the final year of undergraduate and postgraduate programmes to assess final year courses and projects, and to certify the overall performance of the graduating students.</p> <p>11.1.6 Where the PhD programme has a course component, after satisfactory completion of their courses students shall write and pass comprehensive examinations in core and elective courses as determined by their university before embarking on dissertation work.</p> |
| | 11.2 Progression of students | <p>11.2.1 HEIs shall put in place policies on assessment and student progression. Such policies shall document precisely the handling of fail, repeat and withdrawal cases.</p> <p>11.2.2 In order to minimize waste of human resources, however, higher education institution may consider possible cross-transfer of such students to other programmes within the same faculty or university, provided that transfers shall be in conformity with admission requirements for programmes and their application is also consistent.</p> |
| | 11.3 Students' academic records | <p>11.3.1 HEIs shall maintain a comprehensive record of each student's admission, academic progress and assessment of learning indefinitely.</p> <p>11.3.2 They shall on request provide students a transcript of the academic record which shall indicate –</p> <ul style="list-style-type: none"> i) full names and surname of the student; ii) Student identity number and nationality. iii) courses taken by course code and course name arranged for each year in chronological order; iv) the mark or grade for each course, with an explanatory note on the marking or grading system; and |

| | | |
|---------------------------------|------------------------|---|
| | | <p>v) qualification awarded;</p> <p>vi) They shall on request provide former students a copy of a certificate awarded.</p> |
| | | |
| 12. Degree specification | 12.1 General principle | 12.1.1 HEIs shall be at liberty to award qualifications but such awards shall be consistent with national, regional and international standards |
| | 12.2 Bachelor's degree | <p>12.2.1 HEIs wishing to offer a bachelor's degree programme shall demonstrate that the programmes and courses are appropriate to its mission and objectives.</p> <p>12.2.2 Each programme shall specify the following:</p> <ul style="list-style-type: none"> i) Entry requirements: The threshold admission requirement for a diploma and bachelor's degree programme shall be the Malawi School Certificate of Education with six credit passes including English or equivalent qualification. ii) Learning outcomes: A bachelor's degree signifies that, in the judgment of the higher education institution, the student has attained specialized competence which qualifies the recipient for opportunities and additional responsibilities not ordinarily available to the Malawi School Certificate of Education recipient. iii) Duration: The minimum number of years of study required for the bachelor's degree shall be four academic years or eight semesters of 16 weeks each. For any calendar year there shall be a maximum of two semesters. For mature entry, students with a suitable diploma in the same or related field shall take two to three years. iv) Curriculum: The bachelor's curriculum shall quantitatively and qualitatively approximate the standards at other institutions offering bachelor's degrees. For general degree courses, the first and second year shall be focused on |

| | | |
|--|-----------------------------|---|
| | | <p>introductory and advanced level content. Third and fourth level courses shall include core and elective courses. General degree programmes shall have major and minor subjects. The curriculum shall help students acquire necessary skills such as reading, writing, communicating and critical thinking, and the use of computers. All courses shall specify aims, intended learning outcomes and expected learner achievements.</p> <p>v) Methods and resources: Instructional procedures, texts, materials, and technology shall be appropriate to the purposes, curricula, and standards of similar institutions.</p> <p>vi) Academic staff complement: The institution shall have adequate and competent academic staff holding appropriate graduate degrees. Academic staff supervising students' final research projects shall have good track record of scholarly research and shall have published their research in scholarly and professional journals.</p> <p>vii) Library resources: There shall be adequate library resources, differing in terms of depth and breadth from those required for the Malawi School Certificate of Education or diploma course.</p> <p>viii) Laboratory facilities: There shall be well-furnished and equipped laboratories for all science based programmes. Programmes involving laboratory work shall be initiated only after developing adequate laboratory facilities.</p> |
| | <p>12.3 Master's degree</p> | <p>12.3.1 HEIs registered to offer undergraduate programmes shall before progressing to master's degree programmes, register the postgraduate programmes with the Council.</p> <p>12.3.2 HEIs shall then be required to demonstrate that its master's programmes are appropriate to its mission and to its specific</p> |

| | | |
|--|--|--|
| | | <p>objectives.</p> <p>12.3.3 For each masters level programme the institution shall specify the following aspects:</p> <ul style="list-style-type: none"> i) Entry requirements: The threshold admission requirement to a master’s degree program is a bachelor’s degree. Where a bachelor’s degree is not used as the threshold for admission, the master’s curricular requirements shall include sufficient and appropriate bridge to master’s-level courses. ii) Learning outcomes: A master’s degree shall signify that the student has attained specialized competences not ordinarily available to the bachelor’s degree recipient. iii) Duration: The master’s degree shall be earned over a minimum period of eighteen months of full-time study and thirty months of part-time study. iv) Curriculum: The master’s curriculum shall quantitatively and qualitatively approximate the standards at other institutions offering master’s degrees in that field following peer review. v) Methods and resources: Instructional procedures, materials and technology shall be appropriate to the purposes, curricula, and standards of similar institutions. vi) Academic staff complement: The institution shall have adequate and competent academic staff holding appropriate graduate degrees. Core courses shall be taught by academic staff possessing doctoral degrees (PhD) or equivalent qualifications. Academic staff taking master’s degree courses must have a good track record of scholarly research and must have published part of their research in scholarly and professional journals. vii) Library resources: Institutions shall stock |
|--|--|--|

| | | |
|--|-----------------------------|---|
| | | <p>substantially different library resources in terms of their depth and breadth from those required for bachelor's degree programmes. HEIs shall not introduce master's degree programmes when library resources are inadequate.</p> <p>viii) Supervision: Academic staff supervising student research shall have qualifications higher than the programmes they supervise and adequate research experience and publications.</p> |
| | <p>12.4 Doctoral Degree</p> | <p>12.4.1 A higher education institution wishing to offer a doctorate degree programme shall be registered with the Council before it could enroll students.</p> <p>12.4.2 The institution shall be required to demonstrate that the programme is appropriate to its mission and to its objectives and resources.</p> <p>12.4.3 The institution shall specify the following:</p> <ul style="list-style-type: none"> i) Entry requirements: Threshold admission requirement to a doctoral degree program shall be a master's degree in the same or allied field. Where a bachelor's degree is used as the threshold for admission, coursework requirements for the doctoral degree shall include sufficient bridge of master's level courses. ii) Learning outcomes: Students shall attain specialized and practical competence which qualifies the recipient for opportunities and responsibilities beyond the master's degree level. iii) Design of the doctorate degree shall lead to the following: <ul style="list-style-type: none"> a) mastery of subject matter and an understanding of appropriate research methodology b) learning objectives shall be clearly stated, of advanced level and significant depth or practical learning and research. c) advanced level of research or a research project leading to the |

| | | |
|------|-----------|--|
| | | <p>writing of a dissertation.</p> <p>d) ability to develop and apply technologies, knowledge, or concepts.</p> <p>e) ability to integrate and apply research to issues related to the discipline and expand the knowledge base</p> <p>iv) Duration: The doctoral degree shall be earned over a minimum of three years of full time study and <i>4 years of part-time study</i></p> <p>v) Curriculum: Where the programme has a taught component, the curriculum shall have clearly defined core and elective courses.</p> <p>vi) Methods and research resources: Instructional procedures, materials and technology shall be appropriate to the purposes, curricula, and standards of similar institutions.</p> <p>vii) Academic staff complement: All doctoral level courses shall be taught by academic staff possessing doctoral degrees (PhD). Academic staff facilitating doctoral degree courses and supervision must have good track record of scholarly research and must have published widely their research in scholarly and professional journals.</p> <p>viii) Library resources: HEIs offering doctoral degree programmes shall stock substantially different library resources in terms of their depth and breadth from those required for bachelor degree programmes.</p> <p>ix) Supervision: Academic staff supervising student research shall have adequate research experience and publications.</p> <p>x) External examination: The doctoral dissertation shall be assessed by at least two examiners, one of which shall be from another appropriately accredited institution within the subject area.</p> |
| 12.5 | Universit | 12.5.1 Other than degrees, HEIs shall award |

| | | |
|--------------------------------|---|---|
| | <p>y Certificates/ Diplomas and Post-graduate diplomas.</p> | <p>certificates, diplomas or other awards in relevant fields.</p> <p>12.5.2 Such awards shall be consistent with the national qualifications framework in terms of admission requirements, learning outcomes, duration of study and qualifications awarded.</p> <p>12.5.3 Programmes leading to such awards shall be advertised as such or offered to satisfy a specific need.</p> <p>12.5.4 A decision to offer such programmes shall be based on the adequacy of higher education institution’s human and financial resources, equipment and space complements.</p> |
| 13. Quality enhancement | 13.1 General principle | 13.1.1 HEIs shall have the primary responsibility for the quality of programmes and courses |
| | 13.2 Regular curriculum review | 13.2.1 HEIs shall review course curricula from time to time to determine the continued relevance and fitness of purpose. 13.2.2 A programme cycle shall be mandatory interval for carrying out such reviews. |
| | 13.3 Diversity in learning opportunities | 13.3.1 There shall be diversity of student learning opportunities, teaching methods and modes of assessment |
| | 13.4 Internal moderation of assessment | 13.4.1 HEIs shall develop guidelines on internal moderation of examinations and grading system |
| | 13.5 External examination | 13.5.1 HEIs shall develop defined guidelines on external examination. |
| | 13.6 Capacity for institutional assessment | 13.6.1 HEIs shall develop internal capacity for carrying out institutional assessment |
| | 13.7 Student evaluation of courses | 13.7.1 HEIs shall have regular evaluation of courses done by students at the end of each semester. 13.7.2 The purpose, method and use of assessment results shall be explained to students. 13.7.3 Students shall not be penalized for a negative assessment of any course. 13.7.4 HEIs shall use results of evaluation to |

| | | |
|-------|--|--|
| | | improve effectiveness of course delivery and student assessment/performance |
| 13.8 | Annual evaluation of programmes | 13.8.1 HEIs shall institutionalize annual evaluation of programmes, the outcome of which shall be used to improve the design and delivery of programmes. 13.8.2 HEIs shall cooperate with the Council on arrangements for site and programme evaluations. |
| 13.9 | Appraisal system of support and academic staff | 13.9.1 HEIs shall have an open appraisal system of staff and the outcome of which shall be used to inform decisions on allocation of teaching load, promotion or merit increment |
| 13.10 | Commitment to the institution's mission and values | 13.10.1 HEIs shall ensure adequate commitment of financial resources to achieve effective teaching and the mission and values of the institution |
| 13.11 | Allocations of financial resources to research | 13.11.1 HEIs shall have dedicated funds for research and publication. 13.11.2 The amount of the money dedicated to research and publication shall be 1% of the operating budget. 13.11.3 HEIs shall also encourage collaborative research. |
| 13.12 | Evidence/research based teaching | 13.12.1 HEIs shall ensure that there is strong link between research and teaching taking place in the institution. |
| 13.13 | Scheduling of course/timetables | 13.13.1 Classes shall be scheduled in such a way as to be educationally appropriate for the type of coursework involved, and the method of educational delivery. 13.13.2 The number of classroom hours per week, expected outside preparation, and the educational needs of the students shall be commensurate. |
| 13.14 | Audits | 13.14.1 HEIs shall have programmes audited by the Council once in three years 13.14.2 Recommendations stipulated by the audit shall be implemented |
| 13.15 | Processing | 13.15.1 HEIs shall put in place effective mechanisms |

| | | |
|--|--------------------------------|--|
| | g and security of certificates | to quality assure the processing and issuing of certificates 13.15.2 HEIs shall put in place effective security measures to prevent fraud or the illegal issuing of certificates. |
|--|--------------------------------|--|

| Application of minimum standards to Registration and Accreditation processes | | |
|---|--|---|
| 14 Registration and accreditation of institutions | 14.1.1 Registration and revocation of registration | 14.1.1 HEIs shall be registered on meeting minimum requirements. 13.14.1 An institution that does not comply with the minimum standards shall be subject to penalties as stipulated in the Act. |
| | 14.1.1 Accreditation | 14.1.1 Registered HEIs shall have their programmes accredited by the Council by the end of each programme cycle 14.2.2 Accreditation shall follow an evaluation process to reaffirm whether or not an institution or programme is relevant, appropriately designed and well-resourced. |

REFERENCES

1. Accrediting Council for Independent Colleges and Schools (2014,) *Accreditation criteria: Policies, procedures, and standards*, Washington, D.C:ACICS www.acics.org
2. Commission for University Education (2014), *Universities Standards and Guidelines*, 2014 Nairobi, Kenya.
3. Council for Higher Education (CHE) (2014), *Minimum Programme Accreditation Standards for Higher Education Institutions in Lesotho*. Maseru, Lesotho.
4. Council for Higher Education/Higher Education Quality Committee (2004), *Criteria for Programme Accreditation*, Pretoria: The Council for Higher Education (South Africa). [http://www.che.ac.za/sites/default/files/publications/CHE accreditation criteria Nov2004 0.pdf](http://www.che.ac.za/sites/default/files/publications/CHE%20accreditation%20criteria%20Nov2004%200.pdf)
5. Ministry of Education, Science and Technology (2008), *National Education Sector Plan, 2008 – 2017*. Ministry of Education Science and Technology Lilongwe, Malawi
6. National Council for Higher Education Act (No 15 of 2011), Lilongwe Malawi.
7. National Council for Higher Education (2015), *Standards for Accreditation of Malawi Higher Education Institutions*, Lilongwe, Malawi.
8. National Council for Higher Education (Uganda) (2013), *Application for a Certificate of Classified and Registration for a Private Tertiary Institution* Ministry of Education and Sports, Kampala, Uganda.
9. National Institute for Academic Degrees and University Evaluation (2012), *Quality Assurance for Higher Education in Japan*. www.niad.ac.jp Tokyo, Japan.
10. National Universities Commission (2007), *Benchmark Minimum Academic Standards for Undergraduate Programmes Engineering & Technology, Medicine & Dentistry, and Social Sciences*. Lagos, Nigeria.
11. New England Association of Schools and Colleges, Commission on Institutions of Higher Education (2011), *Standards for Accreditation*.
12. Republic of Namibia (2009) *Regulations for Registration of Private Higher Education Institutions: Higher Education Act, 2003*, Government Gazette, No. 4312. Windhoek, Namibia.
13. Southern Association of Colleges and Schools, Commission on Colleges (2011), *'Guidelines for Addressing Distance and Correspondence Education'* Decatur, Georgia.
14. Tanzania Commission for Universities (2012), *Tanzania University Level Education: Minimum Guidelines and Norms for Governance Units Dar es Salaam, Tanzania*.
15. *The Universities and other Tertiary Institutions (Basic Requirements and Minimum Standards for Procurement Education and Training) Regulations*, (2008). Statutory Instruments The Uganda Gazette No. 45 Volume CI Entebbe, Uganda.
16. *Universities and other Tertiary Institutions (Quality Assurance) Regulations*, (2008). Statutory Instruments No. 34. Entebbe, Uganda.



National Council For Higher Education
NCHE House, Area 47/2
Near Petroda Filling Station
Private Bag B371
Lilongwe Malawi

 +265 (0) 1 755 884

 info@nche.ac.mw

 www.nche.ac.mw