Equitable Access to Quality Higher Education

NATIONAL COUNCIL FOR HIGHER EDUCATION
&
ADVISORY COUNCIL ON TEACHERS' EDUCATION AND TRAINING
SECRETARIAT

APPLICATION FORM FOR PROGRAMME ACCREDITATION

The first part of the form requires information about the programme submitted for accreditation. Once the application is submitted, a reference number will be issued. Please use this reference number in subsequent correspondence.

Please indicate all delivery sites for the proposed programme (Do not indicate centres for Distance Education)

Site	Physical Address	Postal Address	Contact person	Title: contact person	Email: contact person	Tel. No: contact person	Fax. No: contact person

A) PROGRAMME INFORMATION

Indicate Programme:		
Mode of Delivery:	Contact	
	Contact and distance	
	Distance	
	Mixed Mode	
Programme Type:	Professional	
	Subject based	
	Vocational focused	
	Teacher Education	
Qualification Type:	Certificate	
	Diploma	
	Bachelor's degree	
	Bachelor's honours professional degree	
	Masters degree	
	Doctoral degree	
Qualification Classification:	Agriculture and Nature Conservation	
	Business, Commerce and Management Studies	
	Communication Studies and Languages	
	Culture and the Arts	
	Education, Training and Development	
	Manufacturing, Engineering and Technology	
	Human and Social Studies	
	Law, Military Science and security	
	Health Sciences and Social Sciences	
	Physical, Mathematics and Computer Sciences	
	Physical Planning and Construction	
	Services and Life Sciences	
NQF Classification		
NQF Level (e.g. level 5,6,7,8,9 or 10		
Total number of Credits		
Minimum duration for completion – Full time: (number of years)		
Minimum duration for completion- Part Time: (number of years)		
Has the programme been approved by the relevant governance structure within the institution (indicate yes or no)		
If Yes: Date of approval:		
Date by which you plan to start offering the programme (if new)		

B) PROGRAMME CAPACITY

This part of the form requires an evaluation of the extent to which the proposed programme fulfils the NCHE accreditation criteria. Please note that the information provided should demonstrate compliance with the NCHE criteria.

1. **Aims and Objectives**
   MS-The outcomes of the programme have to be in line with the institution's vision, mission and national and regional needs.

   - Is the proposed programme in line with the institution's vision, mission?
   - Are the programme's learning outcome linked to Namibia's national needs and goals?
   - Is the programme's learning outcomes applicable nationally and internationally?
   - Are the learning outcomes aligned with recent developments in the subject or discipline and/or professional practice?
   - Are the learning outcomes of the proposed programme based on the professional requirements of the relevant profession?

Module Name	
NQF level of the module	
Credits per module	
Is the module compulsory or optional	
Year (1, 2, 3, 4)	
Total credits per year	
Mode of learning i.e. contact, distance other	

DOCUMENTATION:
- Institutional Strategic Plan
- OTHER relevant documents

2. Curriculum

MS- The curriculum should enable achievement of the programme's intended learning outcome through its contents and structure within the set time, ensuring appropriate teaching and learning methods and enabling articulation with other programmes.

- Is the proposed curriculum aligned with current professional practice and does the programme enable development of the required professional competences?
- Does the programme make provision for work-based learning as an integral part of the curriculum?
- Is the curriculum aligned with current developments in the relevant subject/discipline and does it enable the development of the required knowledge and skills and/or research competences? Does it provide opportunity for the post-graduate students to develop research competences and to undergo training in research skills?
- Is the proposed curriculum aligned with current technical and career requirements and paths?
- Is the proposed curriculum responsive to the learning needs of the target student intake with respect to its intended learning outcomes, teaching and learning methods, modes of delivery, modes of provision, learning materials etc?
- Is the proposed curriculum responsive to the national, labour-market, or social cultural needs in Namibia, and or regional needs/
- Was the proposed curriculum developed with close involvement of all the relevant stakeholders?
- Are the teaching and learning methods of the programme appropriate for its institutional type, mode of provision etc?
- Is the quality of the learning experiences comparable on all the campuses and tuition centers where the programme will be offered?
- Is the quality of teaching and learning process continuously monitored and improved?
- Are the admission requirements in line with the proposed programme's academic demands and the qualifications of the incoming students?
- Will the selected students be provided with education of high quality?
- In cases of professional programmes, are the needs of the professional field taken into account?
- Does the content and structure of the proposed curriculum enable articulation with other programmes nationally or internationally?
- Does the policy ensure that well-qualified, experienced and respected researchers are appointed in the relevant field?
- Are the roles and responsibility of supervisors and students clearly stipulated?

DOCUMENTATION:

- Outline of all courses and modules that constitute the programme
- List of all prescribed and recommended readings
- OTHER relevant documents

3. **Assessment**

    MS- The programme provides valuable information about the effectiveness of teaching and learning and learner support. The assessment policies and practices of a quality programme make provision for appropriate modes of assessment, capacity development of staff, and measures for ensuring the integrity of the assessment process.

    - Are the assessment methods appropriate for their purpose?
    - Will the assessment methods effectively measure progress towards achievement of the programme's intended learning outcomes?
    - Does the proposed assessment policy and procedures have clear criteria for marking?
    - Is there an internal assessment system in place for academics that teach the programme? Does it include internal moderation?
    - Does the assessment system include external moderation on the exit level of the programme by moderators who are well qualified in relation to the programme? Are the moderators appointed and do they perform their duties according to clear guidelines?
    - Are there criteria for the assessment of work-based learning, where this forms an integral part of the curriculum?
    - Are there regulations in place dealing with mitigating circumstances like student absence, illness etc?
    - Are there measures in place (in all campuses) to ensure accuracy and appropriateness of assessment methods and inferences made from the assessment results?
    - Are certificates authentication protected to avoid fraud?

    DOCUMENTATION:

    - Assessment policy: student assessment; internal assessment; external assessment i.e. moderation/examination; supplementary examinations and recording of results
    - Rules and regulations pertaining to the award of the qualification
    - OTHER relevant documents

4. **Staff**
   MS-The number of staff are sufficient to perform all the required activities in the programme.

   - Does all academic staff (responsible for undergraduate programmes) have qualifications higher than the exit level of the programme and have at least a degree?
   - Does all academic staff (responsible for postgraduate programmes) have qualifications at least at the same level as the exit level and the majority higher than the exit level? Do they also have recognized research outputs?
   - Is the academic staff well equipped with the necessary skills to experience to pass on their knowledge and skills to students?
   - Are the administrative and technical support staff sufficiently qualified and experienced to support the activities of the programme effectively?
   - Are there development opportunities for staff to improve their knowledge and skills?

   DOCUMENTATION:

   - Institutional (and/or faculty) research policy
   - Policy on appointment of staff including supervisors and moderators (internal or external)
   - Staff portfolio including qualifications
   - OTHER relevant documents

5. **Facilities and Support**

   MS- The institution should be well equipped with physical facilities to support teaching and learning, and research, and should be appropriate to and adequate for the programme's needs.

   Equally, the institution should have sufficient administrative services and human support i.e. tutors counselors etc. It is important that the support is fit for purpose and accessible to students.

   - Are there adequate physical resources available for the programme's needs?
   - Are there adequate academic support services to enhance the academic skills of students where necessary?
   - Does the programme make provision for student counseling services?
   - How efficient and effective is the programme administrative services in providing reliable information to students?

DOCUMENTATION:
   - ALL relevant documents

6. Internal Quality Assurance System

MS- The internal quality assurance system should include mechanisms for programme design and approval, programme reviews, feedback and monitoring.

- What were the procedures followed in designing and approving the system?
- Are there periodic reviews subjected to the programme? How often is the quality of the programme monitored?
- How are students, staff and the relevant profession involved in the quality assurance of the programme?

DOCUMENTATION:

- Institutional Quality Assurance policy or system
- Teaching & Learning policy of the institution or faculty and its implementation plan
- Student guides and programme handbooks
- OTHER relevant documents

7. **Financial Resources**
   MS-The institution should have sufficient financial resources planned for by the institution and made available through its resource allocation process.

   - Has the institution made provision for the proposed programme in the institution's planning and resource allocation processes?
   - Has the institution allocated adequate funds to start and sustain the proposed programme?

   DOCUMENTATION:

   - Financial policy and/or policy on resource allocation
   - Budget for the programme
   - OTHER relevant documents

C) PROGRAMMES OFFERED THROUGH DISTANCE EDUCATION

- What is the rationale for Distance Education for the delivery of this programme?
- What are the procedures and processes for materials development and delivery for distance learning?
- Indicate how staff are trained and supported for the delivery of distance education programme.
- What are the institutional arrangements for distance education students to access the required programme materials?

DOCUMENTATION:

- Policy on distance education delivery
- Assessment policy for distance education
- OTHER relevant documents

- *NB: ATTACH TO THE SELF-EVALUATION REPORT, THE LIST OF DOCUMENTS REFERRED TO.*
- *HAVE A LIST OF TABLES*