Criteria for accreditation of new programmes

10.6.1 Theme 1: Aims and objectives[1]

Sub-area	Criteria
(i) Institutional vision, mission, and national or regional needs	1. The proposed programme's intended learning outcomes and goals are clearly formulated, and are in line with the institution's vision, mission and general strategic direction. 2. The proposed programme's intended learning outcomes are linked to Namibia's national needs and goals (for example, as expressed in the Education and Training Sector Improvement Programme (ETSIP) within the context of Vision 2030), and/or regional needs**.**
(ii) Subject- or discipline-specific requirements and programme level	3. The proposed programme's intended learning outcomes – (i) are comparable with subject- or discipline-specific requirements that generally apply nationally and inter-nationally in the same subject or discipline and/or professional practice at the same level (for example, at the level of a bachelor's degree, undergraduate diploma, etc.). (ii) are aligned with recent developments in the subject or discipline and/or professional practice.
(iii) Additional requirement for professional programmes	4. In professional programmes, the intended learning outcomes of the proposed programme - (i) are based also on the professional requirements of the relevant profession. (ii) are aligned with recent developments in the relevant profession.

10.6.2 Theme 2: Curriculum

Sub-area	Criteria
(i) Intended learning outcomes and the curriculum	5. The proposed curriculum is balanced and coherent with regard to contents, structure, credits, etc. and enables achievement by students of the intended learning outcomes of the programme within the set time. (i) In professional programmes, the proposed curriculum – - is aligned with current professional practice and enables development of the required professional

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[1] Some of the criteria in Sub-sections 10.6.1 and 10.6.2   that relate to intended learning outcomes and to competences acquired through the curriculum, were adapted from the corresponding criteria in the NVAO Frameworks. The same applies to Sub-sections 10.7.1 and 10.7.2.

	competences.
	- makes provision for work-based learning as an integral part of the curriculum.
	(ii) In subject– or discipline-based programmes, the proposed curriculum -
	- is aligned with current developments in the relevant subject/discipline and enables development of the required knowledge and skills and/or research competence.
	- links with current professional practice, where applicable.
	(iii) In career or vocation-focused programmes, the proposed curriculum -
	- is aligned with current technical and career requirements and paths.
	- links with the latest developments in the technical roles of the particular career or vocation.
(ii) Needs of stakeholders	6. The proposed curriculum–
	(i) is 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.
	(ii) is responsive to the national, labour-market, or socio-cultural needs in Namibia, and/or regional needs.
	(iii) was developed with close involvement of all the relevant stakeholders.
(iii) Teaching and learning strategy	7. A teaching and learning strategy is in place for the new programme that will ensure that–
	(i) the teaching and learning methods of the programme are appropriate for its institutional type, mode of delivery, mode of provision, etc., and will facilitate achievement of the intended learning outcomes.
	(ii) learning opportunities are provided which facilitate achievement of the intended learning outcomes, for example, formal lectures, group work, service learning, online learning, etc.
	(iii) the quality of the learning experience is comparable on all the campuses and tuition centres where the programme will be offered.
	(iv) the quality of the teaching and learning process is continuously monitored and improved, where necessary.
(iv) Student enrolment	8. With regard to student enrolment, –
	(i) strategies, policies and arrangements make provision for marketing, recruitment, admissions, selection, registration and student information.

	(ii) admission requirements are in line with the proposed programme's academic demands and the qualifications of the incoming students.
	(iii)selection procedures are such that the proposed programme will be able to provide all the students who are selected with education of a high quality.
	(iv)in selection procedures for professional programmes, the needs of the professional field are taken into account.
(v) Articulation	9. The contents and structure of the proposed curriculum enable articulation with other programmes nationally and internationally.
(vi) Postgraduate programmes	10. Criteria 5-9 above apply to postgraduate programmes as well. In addition, - (i) students in postgraduate programmes will – - have the opportunity to develop research competence. - undergo training in research skills. (ii) the policy for the appointment of supervisors for dissertations or theses in postgraduate programmes – - ensures that well-qualified and experienced persons will be appointed who are respected researchers in the relevant field. - stipulates their roles and responsibilities clearly vis-a;-vis those of the students.

10.6.3 Theme 3: Assessment

Sub-area	Criteria
(i) Intended learning outcomes and assessment	11. The proposed assessment methods (diagnostic, formative, or summative) - (i) are appropriate for their purpose. (ii) will effectively measure progress towards achievement of the programme's intended learning outcomes.
(ii) Marking, assessment and moderation, validity and security	12. The proposed assessment policy and procedures – (i) have clear criteria for marking which are/will be published. (ii) comprise a system of internal assessment by academic staff that teach the programme. The system includes internal moderation. (iii)include external moderation on the exit level of the programme by moderators who are well qualified in

	relation to the programme, and are appointed and perform their duties according to clear guidelines. (iv) have criteria for the assessment of work-based learning, where this forms an integral part of the curriculum. (v) have clear regulations for dealing with mitigating circumstances like student absence, illness, etc. (vi) contain measures to ensure the accuracy and appropriateness of assessment methods and inferences made from the assessment results. (vii) contain measures to ensure that assessment events on all campuses meet the same requirements. (viii) contain measures to ensure the accuracy and integrity of certificates issued by the institution, including accurate and secure data capturing and management, regular internal software control procedures, and security measures to avoid fraud..
(iii) Assessment and staff	13. Students in the proposed programme will be assessed by staff who – (i) are well qualified and experienced in relation to the programme. (ii) understand the function of assessment in measuring achievement of the intended learning outcomes in the context of the programme.
(iv) Information to students	14. Students in the proposed programme will be provided with clear information on – (i) the intended learning outcomes of the programme (or its courses/subjects) that will be assessed. (ii) the assessment methods that will be used.
(v) Dissertations and theses	15. Policies for the assessment of dissertations or theses include the following: (i) In addition to an internal examiner(s), at least one examiner external to the institution who has a proven research record and is acceptable to the research community in the same field, is obligatory. In the case of doctoral programmes, at least one external examiner should be from abroad. (ii) Examiners' reports are considered and decisions taken by high-level committees whose members are well qualified and experienced for the task.

10.6.4 Theme 4: Staff[2]

Sub-area	Criteria

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[2] The criteria for staff make use of some features of the HEQC's *Criteria for Programme Accreditation*, Section 3.2.3, in an adapted form. The same applies to the corresponding criteria in Sub-section 10.7.4

(i) Qualifications and experience	16. Academic staff will be well qualified and experienced in relation to the proposed programme. In the case of professional programmes, relevant professional experience is also required. The following minimum qualifications are applicable to academic staff: (i) Undergraduate programmes: A qualification higher than the exit level of the programme, but at least a degree. (ii) Postgraduate programmes: A qualification at least at the same level as the exit level of the programme. For the majority of staff in the programme, qualifications higher than the exit level of the programme.[3] 17. Academic staff that teach on the proposed programme will have – (i) the necessary skills and experience to pass on their knowledge effectively to students in the different modes of delivery and provision of the programme. (ii) at least the minimum necessary level of teaching competence on appointment already. Teaching in professional programmes will be mainly done by staff who can link the programme to professional practice. 18. Academic staff – (i) in the proposed programme will have research experience, some of which will be relevant to the programme. (ii) involved in postgraduate programmes will have also recognised research outputs. 19. Administrative and technical support staff will be sufficiently qualified and experienced to support the activities of the proposed programme.
(ii) Number of staff	20. A sufficient number of staff (in terms of the staff: student ratio, full-time: part-time, etc.) will be available to start the proposed programme and continue with it.[4]
(iii) Staff development	21. Development opportunities will be available for staff to improve their knowledge and skills.[5]

10.6.5 Theme 5: Facilities and support

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[3] This is not applicable to doctoral programmes, or to master's programmes in certain fields of study, for example medicine, where a master's degree is regarded as sufficient.

[4] The actual availability of staff at the start of the programme and thereafter needs to be verified by the review panel.

[5] This applies to competence in assessment as well – see Criterion 13 (Sub-section 10.6.3).

Sub-area	Criteria
(i) Physical facilities	22. Adequate physical facilities, such as lecture rooms, libraries, workshop rooms, laboratories, computing facilities, etc., where applicable, will be available for the proposed programme's needs.
(ii) Support	23. Efficient academic support services will be available to support the quality of academic outcomes and enhance student success in the proposed programme. This includes provision for – (i) academic support services to enhance the academic skills of students, where necessary. (ii) student counselling services. A sufficient number of tutors, counsellors, etc. should be available to provide support to students, where necessary.
(iii) Programme administrative services	24. Programme administrative services will provide reliable information on – (i) aspects of the proposed programme such as venues, timetables, staff consultation times, etc. (ii) on student records. NOTE: The institution should provide proof that the required facilities and support are likely to be in place in time.

10.6.6 Theme 6: Internal quality assurance system

Sub-area	Criteria
Internal quality assurance system	25. The institution has a formal policy and associated procedures in place for the quality assurance of programmes that actively involve staff, students, and the professional field, where applicable. Formal mechanisms exist for – (i) the design and approval of programmes. The proposed programme has been approved by the relevant institutional structures. (ii) periodic programme reviews, the results of which feed back into the programme for improvement purposes, and monitoring. The reviews are linked to user surveys and impact studies, and include foreign expertise. 26. Mechanisms are in place for the periodic review of the institution's quality assurance policies for programmes, their implementation, and feedback mechanisms.

10.6.7 Theme 7: Financial resources

Sub-area	Criteria
(i) Institutional planning and resource allocation processes	27. Provision has been made for the proposed programme in the institution's planning and resource allocation processes.

(ii) Adequacy of funds	28. The allocated funds are adequate to start the proposed programme, and continue it on a long-term basis. This includes also funds for the facilities and support services of the programme.

Criteria for (re-)accreditation of existing programmes

Existing programmes have to meet the NCHE's criteria for (re-)accreditation and the requirements of other stakeholders as well, in order to be continued.[6] In the case of existing programmes, the focus of (re-)accreditation is on implementation aspects of a programme and achieved learning outcomes, i.e. the outcomes that a graduate has actually acquired during his/her studies.

The NCHE's criteria for the (re-)accreditation of existing programmes are applied in the following cases:

1. In (re-)accreditation by the NCHE of programmes that were offered by higher education institutions in Namibia prior to implementation of the NCHE's quality assurance system.[7]
2. In the case of new programmes that were accredited by the NCHE, in concurrence with the NQA. These programmes are required to be evaluated at the institutional level within two years subsequent to the first cohort of students completing the programme. This comprises an internal self-evaluation against the NCHE's criteria for the (re-)accreditation of existing programmes, followed by a validation by peers.
3. Institutions are expected to undertake a systematic self-evaluation of all their existing programmes during the NCHE's 1st quality cycle (2011-2016). The self-evaluation is done against the NCHE's criteria for the (re-)accreditation of existing programmes.

The following are the criteria for the (re-)accreditation of existing programmes.

10.7.1 Theme 1: Aims and objectives

Sub-area	Criteria
(i) Institutional mission and national/regional imperatives	1. The programme's intended learning outcomes and goals are clearly formulated, and are in line with the institution's vision, mission and general strategic direction. 2. The programme's intended learning outcomes are linked to Namibia's national needs and goals (for example, as expressed in the Education and Training Sector Improvement Programme (ETSIP) within the context of Vision 2030), and/or regional needs.
(ii) Subject-/discipline-specific requirements and programme level	3. The proposed programme's intended learning outcomes – (i) are comparable with subject- or discipline-specific requirements that generally apply nationally and inter-nationally in the same subject or discipline and/or professional practice at the same level (for example, at the level of a bachelor's degree, undergraduate diploma, etc.).

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[6] See Sub-section 10.4.

[7] These programmes are as a rule not accredited (or re-accredited) by the NCHE in the 1st cycle of activities (2011-2016), except where this is deemed necessary by the NCHE.

	(ii) are aligned with recent developments in the subject or discipline and/or professional practice.
(iii) Additional requirement for professional programmes	4. In professional programmes, the intended learning outcomes of the proposed programme - (i) are based also on the professional requirements of the relevant profession. (ii) are aligned with recent developments in the relevant profession.

10.7.2 Theme 2: Curriculum

Sub-area	Criteria
(i) Intended learning outcomes and the curriculum	5. The curriculum is balanced and coherent with regard to its contents, structure, credits, etc., and enables achievement by students of the intended learning outcomes within the set time. (i) In professional programmes, the curriculum – - is aligned with current professional practice and enables development of the required professional competences. - has work-based learning as an integral part thereof. (ii) In subject– or discipline-based programmes, the curriculum - - is aligned with current developments in the relevant subject/discipline and enables development of the required knowledge and skills and/or research competence. - links with current professional practice, where applicable. (iii) In career or vocation-focused programmes, the curriculum - - is aligned with current technical and career requirements and paths. - links with the latest developments in the technical roles of the particular career or vocation.
(ii) Needs of stakeholders	6. The curriculum - (i) provides in the learning needs of the student intake with respect to its intended learning outcomes, teaching and learning methods, modes of delivery, modes of provision, learning materials, etc. (ii) provides in the national, labour-market, or socio-cultural needs in Namibia, and/or regional needs. (iii)was developed with close involvement of all the relevant stakeholders. (iv)is continuously renewed in order to remain responsive and relevant to the needs of the stakeholders, and to

	ensure academic integrity and currency with new knowledge.
(iii) Teaching and learning	7. In the programme - (i) appropriate teaching and learning methods facilitate achievement of the intended learning outcomes. (ii) appropriate learning opportunities facilitate achievement of the intended learning outcomes, for example, formal lectures, group work, service learning, online learning, etc. (iii) the quality of the learning experience is comparable on all the campuses and tuition centres where the programme is offered. (iv) the quality of the teaching and learning process is continuously monitored and improved.
(iv) Student enrolment	8. In the enrolment of students for the programme, – (i) the following aspects are handled effectively: marketing, recruitment, admissions, selection, registration, and student information. (ii) admission requirements are in line with the programme's academic demands and the qualifications of the incoming students. (iii) the number of students selected are such that all the students are able to receive education of a high quality. (iv) the needs of the professional field are taken into account in the selection of students for professional programmes.
(v) Programme coordination	9. The programme is effectively coordinated by an academic, with participation and inputs from students as well. In work-based learning in professional programmes,– (i) effectives coordination takes place through agreements between the students, the institution and employers. (ii) an effective communication system between the parties concerned is in place. (iii) a student mentoring system is in place.
(vi) Articulation	10. Articulation takes place between the programme and other programmes nationally and internationally.
(vii) Postgraduate programmes	11. In addition to criteria 5-10, - (i) students in postgraduate programmes develop research competence, and undergo training in research skills, where necessary. (ii) postgraduate supervisors for dissertations or theses are appointed according to the prescribed requirements, and they carry out their specified roles and responsibilities effectively.

10.7.3 Theme 3: Assessment

Sub-area	Criteria
(i) Intended learning outcomes and assessment	12. The different assessment methods used in the programme effectively measure students' progress towards achievement of the programme's intended learning outcomes.
(ii) Marking, assessment and moderation, security and certification	13. In the programme, - (i) the criteria for marking are clear and published, and are adhered to by academics in the programme. (ii) internal assessment is done by academic staff that teach the programme, and includes internal moderation. (iii) external moderation takes place on the exit level of the programme by moderators who are well qualified in relation to the programme. Moderators are appointed and perform their duties according to clear guidelines. (iv) criteria for the assessment of work-based learning, where this forms an integral part of the curriculum, are applied and effective. (v) regulations for dealing with mitigating circumstances like student absence, illness, etc., are effective and are adhered to. (vi) measures ensure the accuracy and appropriateness of assessment methods and inferences made from the assessment results. (vii) measures ensure that assessment events on all the campuses meet the same requirements. (viii) measures ensure the accuracy and integrity of certificates issued by the institution, including accurate and secure data capturing and management, regular internal software control procedures, and security measures to avoid fraud.
(iii) Assessment and staff	14. Assessment of students is done by staff who – (i) are well qualified and experienced in relation to the programme. (ii) have a good understanding of the function of assessment within the context of the programme.
(iv) Information to students	15. Students have clear information on – (i) the intended learning outcomes that are assessed in the programme (or its courses/subjects). (ii) the assessment methods that are used.
(v) Assessment of dissertations and theses	16. In relation to dissertations and theses, – (i) in addition to an internal examiner(s), at least one examiner external to the institution is used who has a proven research record and is acceptable to the research community. In the case of doctoral programmes, at least one external examiner is from abroad.

	(ii) examiners' reports are considered and decisions taken by high-level committees whose members are well qualified and experienced for the task.

10.7.4 Theme 4: Staff

Sub-area	Criteria
(i) Qualifications and experience	17. Academic staff in the programme have sufficient qualifications and experience that are relevant to the programme. In professional programmes, academic staff also have relevant professional experience. The qualifications of academic staff comply with the following minimum requirements: (i) In undergraduate programmes, all staff have qualifications higher than the exit level of the programme, and have at least a degree. (ii) In postgraduate programmes, all staff have qualifications at least at the same level as the exit level of the programme. The majority of staff have qualifications higher than the exit level.[8] 18. Academic staff that teach on the programme – (i) have the necessary skills and experience to pass on their knowledge and skills to students and do so effectively. (ii) had the minimum necessary level of teaching competence on appointment already. Teaching in professional programmes is mainly done by staff who link the programme to professional practice. 19. All the academic staff have research experience, some of which is relevant to the programme. Academic staff in postgraduate programmes have also recognised research outputs. 20. Administrative and technical support staff are sufficiently qualified and experienced and support the activities of the programme effectively.

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[8] This does not apply to doctoral programmes and master's programmes in certain fields, for example, medicine, where a master's degree is regarded as adequate.

(ii) Number of staff	21. The number of staff (in terms of the staff: student ratio, full-time: part-time, etc.) are sufficient to perform all the activities in the programme.
(iii) Staff development	22. Development opportunities exist for staff to improve their knowledge and skills.[9] Staff make use of these opportunities.

10.7.5 Theme 5: Facilities and support

Sub-area	Criteria
(i) Physical resources	23. Adequate physical resources (for example, lecture rooms, libraries, workshop rooms, laboratories, computing facilities, etc.), where applicable, are available for the programme's needs.
(ii) Support	24. Efficient academic support services are available to support the quality of academic outcomes and enhance student success in the programme. This includes provision for – (i) academic support services to enhance the academic skills of students, where necessary. (ii) student counselling services. A sufficient number of tutors, counsellors, etc. are available to provide support to students, where necessary
(iii) Administrative services	25. Programme administrative services provide reliable information – (i) to students on programme issues. (ii) on student records.

10.7.6 Theme 6: Internal quality assurance system

Sub-area	Criteria
Internal quality assurance system	26. The following institutional quality assurance procedures have been/are applied to the programme: (i) The programme was designed and approved according to stipulated procedures. (ii) The programme is subject to/has been subjected to periodic reviews (which are linked to user surveys and impact studies and which include foreign expertise). Feedback from the reviews was used to improve the programme. Monitoring of programme quality takes place on a regular basis. (iii) Students, staff, and the relevant profession, where

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[9] This applies to competence in assessment as well. See Criterion 14 (Section 10.7.3).

| | applicable, are actively involved in the quality assurance of the programme. |
| | 27. The institution's quality assurance policies for pro-grammes and their implementation are periodically evaluated, and the results are used to effect improvement in the internal quality assurance system. |

10.7.7 Theme 7: Outcomes

Sub-area	Criteria
(i) Achieved learning outcomes	28. The learning outcomes achieved by students that graduate from the programme correspond with the programme's intended learning outcomes.
(ii) Student retention and throughput rates	29. With regard to student success, - (i) student retention and throughput rates in the programme are comparable to those of similar programmes nationally and internationally. (ii) remedial measures have been taken to rectify unsatisfactory retention and throughput rates, where necessary.