

Classification of the audit criteria

16.2.1 Theme 1: Institutional vision, mission and goals; and general management processes

Sub-area	Criteria
<i>(i) Institutional vision, mission and goals</i>	<p>1. <i>The institution's vision and mission are responsive to the Namibian and international context and geared towards assurance of the quality of the academic outcomes.</i></p> <ul style="list-style-type: none">(i) The institution has a clear, widely consulted and formally approved strategic vision statement as the guiding concept of what it would like to be in the future and the role it intends to play in the longer term.(ii) The institution has a clear and formally approved mission statement that articulates the strategic vision, and expresses in a concise way the purpose and character of the institution.(iii) The vision and mission statements are shaped by relevant Namibian legislation and national policies, as well as by other relevant contextual forces and realities at local, national and international levels.(iv) The institution's vision and mission, as well as its governance and management processes, are geared towards assurance of the quality of the academic outcomes.(v) 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.
<i>(ii) Institutional quality assurance management system (IQAMS)</i>	<p>2. <i>An efficient institutional quality assurance management system is in place and it is continuously monitored and improved.</i></p> <ul style="list-style-type: none">(i) An IQAMS is formally established, functions efficiently in the framework of approved policies, procedures and mechanisms, and is adequately resourced.(ii) The various forms of planning (strategic, institutional, academic, financial, etc.) are coordinated with a view to ensuring the quality of the academic outcomes.(iii) Continuous as well as periodic internal and external evaluations of the institution's academic and support functions by means of peer evaluation are an integral part of the IQAMS.
<i>(iii) Human resource management system</i>	<p>3. <i>The management of human resources is conducted within an approved framework of institutional strategies, policies and arrangements for acquiring, deploying and utilising sufficient numbers of qualified and experienced</i></p>

academic and support staff in order to meet the human resource needs of the institution in such a way that the quality of academic outcome is ensured.

- (i) The human resources management system includes strategies, policies and arrangements for recruitment, appointments, record-keeping, labour relations, employment equity, performance management, compensation and benefits, and training and development.
- (ii) It is standard practice to monitor and evaluate the approach, deployment and results of the human resources management system with reference to international best practices.
- (iii) The institution acts appropriately to address the risks, gaps and challenges identified through the monitoring, evaluation and benchmarking processes in order to continuously improve the human resources management system.

(iv) Financial resource management system

4. The management of financial resources is conducted within an approved framework of institutional strategies, policies and arrangements to enable the institution to meet its financial needs in such a manner that the quality of the academic outcomes can be assured.

- (i) The financial management system includes strategies, policies and arrangements for budgeting, resource allocation, asset management, debt management and financial reporting.
- (ii) It is standard practice to monitor and evaluate the approach, deployment and results of the financial management system with reference to international best practices.
- (iii) The institution acts appropriately to address the risks, gaps and challenges identified through the monitoring, evaluation and benchmarking processes in order to continuously improve the financial management system.

(v) Facilities management system

5. The management of facilities is conducted within an approved framework of institutional strategies, policies and arrangements to enable the institution to meet its facilities needs in such a manner that the quality of the academic outcomes can be assured.

- (i) The facilities management system includes strategies, policies and arrangements for facilities planning and acquisitions, the direction of design and construction activities, maintenance of buildings, grounds and equipment, space assignments and utilisation, and real estate management.

- (ii) It is standard practice to monitor and evaluate the approach, deployment and results of the facilities management system with reference to international best practices.
- (iii) The institution acts appropriately to address the risks, gaps and challenges identified through the monitoring, evaluation and benchmarking processes in order to continuously improve the facilities management system.

16.2.2 Theme 2: Teaching and learning

(i) The teaching and learning planning system

Sub-area	Criteria
<i>(a) Planning and approval of academic offerings</i>	<p data-bbox="625 747 1442 926"><i>6. There is an efficient system for the planning and approval of new programmes and changes to existing programmes, courses and curricula. The system is geared towards aligning academic offerings with the institution's vision, mission and goals, and ensuring the quality of academic outcomes.</i></p> <ul style="list-style-type: none"> <li data-bbox="625 930 1442 1003">(i) This system includes strategies, policies and arrangements for - <ul style="list-style-type: none"> <li data-bbox="662 1008 1442 1186">- development and institutional approval of new qualifications and programmes in order to set appropriate academic standards, and to ensure that all the relevant legal requirements (including accreditation requirements set by relevant authorities) are met. <li data-bbox="662 1190 1442 1333">- continuous curriculum renewal to ensure the academic offering's academic integrity, alignment with new knowledge and skills, and responsiveness and relevance to the needs of the students and the country. <li data-bbox="662 1337 1442 1516">- development and institutional approval of academic partnerships with institutions within and outside Namibia. This includes joint offerings, external moderation and examination, joint/ double degrees, recognition of credits, etc. <li data-bbox="662 1520 1442 1554">- development and institutional approval of short courses. <li data-bbox="662 1558 1442 1701">- effective and reliable central management of information on the institution's academic offerings (qualifications, programmes, courses, modules, short courses, partnerships, etc). <li data-bbox="625 1705 1442 1848">(ii) It is standard practice to monitor and evaluate the approach, deployment and results of the system for planning and approval of academic offerings with reference to international best practices. <li data-bbox="625 1852 1442 1887">(iii) The institution acts appropriately to address risks, gaps and

	challenges identified through monitoring, evaluation and benchmarking processes, in order to continuously improve the system for planning and approval of academic offerings.
<i>(b) Enrolment planning</i>	<p>7. <i>There is an efficient system for planning the number of students to be enrolled in the different programmes/courses. The system is geared towards aligning the institution's size and shape with its vision, mission, goals and capacity, and ensuring the quality of the academic outcomes.</i></p> <p>(i) The enrolment planning system includes strategies, policies and arrangements for -</p> <ul style="list-style-type: none"> - the gathering and interpretation of accurate and up-to-date information on institutional capacity and historical trends to inform the planning process. - internal and external approval of enrolment targets by the relevant authorities. - tracking and reporting on enrolments. <p>(ii) It is standard practice to monitor and evaluate the approach, deployment and results of the enrolment planning system with reference to international best practices.</p> <p>(iii) The institution acts appropriately to address the risks, gaps and challenges identified through the monitoring, evaluation and benchmarking processes in order to continuously improve enrolment planning.</p>

(ii) The teaching and learning management system

Sub-area	Criteria
<i>(a) Student enrolment management system (SEMS)</i>	<p>8. <i>There is an efficient student enrolment management system that is geared towards ensuring the quality of the academic outcomes.</i></p> <p>(i) The SEMS includes strategies, policies and arrangements for -</p> <ul style="list-style-type: none"> - marketing (information on the institution, the programmes / courses on offer, financial support, housing, etc), recruitment (including outreach to schools and other target markets). - admissions. - selection (where appropriate). - registration. - the effective and trustworthy central management of student information. <p>(ii) It is standard practice to monitor and evaluate the approach,</p>

	<p>deployment and results of the student enrolment management system with reference to international best practices.</p>
	<p>(iii) The institution acts appropriately to address the risks, gaps and challenges identified through the monitoring, evaluation and benchmarking processes in order to continuously improve the process of the student enrolment management system.</p>
<p>(b) Academic support services</p>	<p>9. <i>The institution provides efficient academic support services geared towards ensuring the quality of the academic outcomes and enhancing student success.</i></p> <p>(i) Student support services include strategies, policies and arrangements for -</p> <ul style="list-style-type: none"> - academic development services geared towards the enhancement of academic skills. - student counseling services. - access to academic information and learning materials through efficient library services and ITC, enabling students to meet their learning objectives. <p>(ii) It is standard practice to monitor and evaluate the approach, deployment and results of the student support services with reference to international best practices.</p> <p>(iii) The institution acts appropriately to address the risks, gaps and challenges identified through the monitoring, evaluation and benchmarking processes in order to continuously improve the student support services.</p>
<p>(c) Facilitation of learning</p>	<p>10. The institution has efficient systems in place to ensure that teaching and learning leads to quality academic outcomes and student success.</p> <p>(i) The institution's activities to facilitate learning include strategies, policies and arrangements for -</p> <ul style="list-style-type: none"> - ensuring that a range of learning opportunities appropriate to the learning outcomes are deployed, including, for example, formal lectures, group work, service learning, etc. - ensuring that staff are competent to teach the programmes/courses allocated to them and offering staff development opportunities to enhance their knowledge and competences in learning facilitation. - ensuring that the quality of the learning experience on satellite campuses and tuition centres is comparable to that on the main campus. <p>(ii) It is standard practice to monitor and evaluate the approach, deployment and results of the learning facilitation activities with reference to international best practices.</p> <p>(iii) The institution acts appropriately to address the risks, gaps</p>

and challenges identified through monitoring, evaluation and benchmarking processes, in order to continuously improve its learning facilitation activities.

(d) Assessment and certification of student learning

11. The institution has an efficient system to assess student learning that is geared towards ensuring the quality of the academic outcomes and enhancing student success.

(i) The system for assessment of student learning includes strategies, policies and arrangements for -

- regulations and procedures related to student assessment, including, for example, the security of test and examination papers, composition and calculation of marks, supplementary/special assessment opportunities, disciplinary and appeals procedures, internal and external moderation and examinations, etc.
- ensuring that staff are competent to conduct student assessment in the programmes/courses allocated to them and offering staff development opportunities to enhance their knowledge and competencies in student assessment.
- ensuring that the assessment events on satellite campuses and tuition centres meet the same requirements as those on the main campus.
- the effective and reliable central management of the students' marks and learner records that guarantees the security of the data.

(ii) It is standard practice to monitor and evaluate the approach, deployment and results of the assessment system with reference to international best practices.

(iii) The institution acts appropriately to address the risks, gaps and challenges identified through monitoring, evaluation and benchmarking processes in order to continuously improve the system for the assessment of student learning.

12. The accuracy and integrity of all the certificates issued by the institution are guaranteed.

(i) The certification system includes strategies, policies and arrangements for -

- accurate and secure data capturing and management.
- regular internal software control procedures.
- security measures to avoid fraud.

(ii) It is standard practice to monitor and evaluate the approach, deployment and results of the certification system with reference to international best practices.

(iii) The institution acts appropriately to address the risks, gaps and challenges identified through monitoring, evaluation and benchmarking processes in order to continuously improve the process of the certification system.

(e) Tracking, review and feedback systems

13. There are effective systems to track student performance, gather student feedback, review programmes and courses, gather feedback from stakeholders and provide feedback on learning and teaching matters to students, staff and other stakeholders.

- (i) The tracking, review and feedback systems include strategies, policies and arrangements for -
- the tracking of student performance (including success rates, throughput rates, graduation rates), with regular reports enabling appropriate interventions by all the parties concerned.
 - regular opportunities for student feedback on the quality of their programmes and courses, learning opportunities, teaching, and the total student learning experience.
 - internal and external review of programmes/courses with a view to continuous quality enhancement.
 - surveys of stakeholders (graduates, employers, etc) aimed at the enhancement of institutional insight with a view to the improvement of the quality of learning and teaching.
- (ii) It is standard practice to monitor and evaluate the approach, deployment and results of the tracking, review and feedback systems with reference to international best practices.
- (iii) The institution acts appropriately to address the risks, gaps and challenges identified through the monitoring, evaluation and benchmarking processes in order to continuously improve the process of the tracking, review and feedback systems.

(f) Management of postgraduate studies

14. The management of postgraduate studies is conducted within an approved framework of institutional strategies, policies and arrangements to enable the institution to meet its needs in such a manner that the quality of postgraduate studies can be assured.

- (i) The postgraduate studies management system includes strategies, policies and arrangements for -
- the design, approval, offering, evaluation and continuous improvement of postgraduate programmes contributing to the high level human capacity and skills required by the development needs of Namibia.
 - criteria and processes for the approval of research proposals for masters and doctoral studies, including criteria that will enhance the alignment of postgraduate research projects with the needs of Namibia.

- the support and development of postgraduate students, including support in the development of research projects, research methodology, etc.
 - requirements and codes of conduct for supervisors and postgraduate students.
 - the assessment of postgraduate study projects (including assignments, theses, dissertations, etc).
 - the effective and trustworthy central management of postgraduate student information.
- (ii) It is standard practice to monitor and evaluate the approach, deployment and results of the postgraduate management system with reference to international best practices.
- (iii) The institution acts appropriately on the risks, gaps and challenges identified through the monitoring, evaluation and benchmarking processes in order to continuously improve the post-graduate management system.

16.2.3 Theme 3: Research

The research management system

15. The management of the institution's research is conducted within an approved framework of institutional strategies, policies and arrangements to enable the institution to meet its needs in such a manner that the quality of the research activities can be assured.

- (i) The research management system includes strategies, policies and arrangements providing for -
- a shared understanding of the nature, role and goals of research at the institution.
 - criteria and processes for the approval of research proposals, including criteria that will enhance the alignment of research projects with the needs of Namibia.
 - the support and development of the capacity of new and established researchers.
 - the management of research partnerships and research contracts.
 - the handling of intellectual property and the commercialisation of research.
 - the effective and trustworthy central management of research information.
- (ii) It is standard practice to monitor and evaluate the approach, deployment and results of the research management system with reference to international best practices.

(iii) The institution acts appropriately on the risks, gaps and challenges identified through the monitoring, evaluation and benchmarking processes in order to continuously improve the research management system.

16.2.4 Theme 4: Community engagement

Sub-area	Criteria
<i>The community engagement planning and management system</i>	<p data-bbox="623 569 1393 783"><i>16. The management of the institution's community engagement activities is conducted within an approved framework of institutional strategies, policies and arrangements to enable the institution to meet its needs in such a manner that the quality of the community engagement activities can be assured.</i></p> <p data-bbox="623 827 1393 894">(i) The research management system includes strategies, policies and arrangements providing for -</p> <ul data-bbox="672 900 1393 1413" style="list-style-type: none"> <li data-bbox="672 900 1393 968">- a shared understanding of the nature, role and goals of community engagement by the institution. <li data-bbox="672 974 1393 1150">- criteria and processes for the approval of community engagement projects, including criteria that will enhance the alignment of CE projects with the needs of the students and communities, and the needs of Namibia. <li data-bbox="672 1157 1393 1262">- the support and development of community engagement activities conducted by staff and students. <li data-bbox="672 1268 1393 1304">- the management of partnerships with communities. <li data-bbox="672 1310 1393 1413">- the effective and trustworthy central management of information related to community engagement activities. <p data-bbox="623 1419 1393 1560">(ii) It is standard practice to monitor and evaluate the approach, deployment and results of the community engagement management system with reference to international best practices.</p> <p data-bbox="623 1566 1393 1736">(iii) The institution acts appropriately to address the risks, gaps and challenges identified through monitoring, evaluation and benchmarking processes in order to continuously improve the community engagement management system.</p>