



ZIMCHE

Quality Assurance in Higher Education

ZIMBABWE COUNCIL FOR HIGHER EDUCATION

QUALITY ASSURANCE STANDARDS FOR HIGHER EDUCATION

PREAMBLE

Accreditation is the act of granting credit or recognition to an educational institution that maintains suitable standards. Accreditation is necessary to any person or institution in education that needs to prove that they meet a general standard of quality. The Standards for Accreditation herein referred to as Quality Assurance Standards for Higher Education are an articulation by the ZIMCHE of what a Higher Education Institution (HEI) must do in order to deserve public trust. They also function as a framework for institutional development and self-evaluation. Covering areas of institutional, academic and administrative operations, the Standards are largely qualitative, in keeping with their need to apply to a variety of institutions with different mandates.

The standards in this document are:

- Standard 1 - Strategic Statements of the Institution
- Standard 2 - Governance and Leadership
- Standard 3 – Internal and External Audit, Financial Reporting and Risk Management
- Standard 4 – Planning
- Standard 5 – Infrastructure, ICT & Library Resources

- Standard 6 – Research, Consultancy and Extension Services
- Standard 7 – Integrity
- Standard 8 – Institutional Self-Assessment and Self-Evaluation
- Standard 9 – Student Support and Development Services
- Standard 10 – Professional Staff
- Standard 11 – Mode of Delivery
- Standard 12 – Assessment of Student Learning
- Standard 13 – Student Admissions and Retention
- Standard 14 – Academic Programmes
- Standard 15 - Programme Design and Administration

STANDARD 1	STRATEGIC STATEMENTS OF THE INSTITUTION
Statement	This standard shall seek to ensure that each institution has statements that clearly state its mission, vision, goals, objectives, mandate and core values that reflect the institution’s commitment to quality enhancement.
Indicator	Clearly displayed written strategic statements in public and strategic places such as receptions, offices, boardrooms etc.
<p>Descriptors: Every institution shall have clearly stated strategic statements that guide its operations. These statements shall include the following:</p> <ul style="list-style-type: none"> • Vision – The institution shall have a vision statement which clearly articulates its long-term direction. The vision shall be related to the functions of the institution as stated in the enabling Act/Charter and should answer to the national vision. • Mission – The institution shall have a mission which clearly defines its purpose within the context of higher education and indicates who the institution serves and what it intends to accomplish. The institution’s mission gives direction to its activities and provides a basis for the assessment and enhancement of the institution’s effectiveness. • Goals – The institution shall have clearly stated goals that specify how the institution will fulfill its mission. The goals shall be developed and recognized by the institution with the participation of its stakeholders and its governing body. These shall be used to develop and shape its programmes and practices and to evaluate its effectiveness. • Objectives – The institution shall have objectives which enable it to operationalize its goals and mission. • Mandate – The institution shall clearly state its core mandate as defined by its enabling legislative instruments (Act/Charter) as assigned by the Ministry of Higher and Tertiary Education, Science and Technology Development. • Core Values – The institution shall state its core values which are its guiding principles that determine behaviour and action of its members. The core values shall be in line with the Constitutional provisions. 	

STANDARD 2	GOVERNANCE AND LEADERSHIP
Statement	<p>Governance of Higher Education Institution (HEI). This standard specifies requirements for HEI’s systems of governance, paying particular attention to the calibre of the leadership and issues of autonomy to fulfil the institution’s mandate to ensure quality education.</p> <p>Leadership This standard specifies the leadership requirements for an HEI in terms of qualifications, competencies and experience.</p> <p>Council/Board – This standard specifies the composition of the supreme administrative board.</p> <p>Senate – This standard specifies the requirements of the highest academic decision-making board.</p> <p>Faculty/School – This standard specifies the requirements of the Faculty/School or Directorate (whichever nomenclature the HEI chooses to use)</p>
Indicators	<ul style="list-style-type: none"> • Organogram of the Institution. Act/Charter. Appointment and promotion guidelines and strategic plan.
<p>Descriptors: The HEI governance structure shall include the following in line with the ZIMCHE Act:</p>	

- Council as the responsible authority, Vice Chancellor/Rector – Academic Leader of Institution and Principal Officers, Pro-Vice Chancellor(s)/Deputy Rector(s) and Principal Officers (Registrar, Librarian, Bursar, Deans of Faculties/Directors of Schools, ICT Directors).
- The Higher Education Institution (HEI) shall have a system of governance that advances the accomplishment of its mandate and goals.
- The HEI shall ensure provision of adequate resources for the appropriate functioning of each organisational component.
- The HEI shall set up appropriate boards and committees to deliberate on the various issues concerning the HEI with well-defined guidelines. The committees shall produce evidence of their functionality in the form of official minutes and outputs
- There shall be proper separation of responsibilities between the committees.
- The HEI shall have yearly audited financial statements and student statistics.
- The HEI shall have a Quality Assurance policy and structure flowing through all levels of the institution.
- The HEI shall have sufficient independence/autonomy from any sponsoring entity or responsible authority in terms of its adherence to the ZIMCHE Act.
- The HEI shall have an effective system of leadership staffed by appropriately qualified, competent and experienced administrators with well-defined levels of responsibilities and accountability.

The leadership shall plan, organise, manage and control the HEI’s milestones and effectiveness in line with key performance indicators.

Post	Minimum Required Qualifications
Vice Chancellor	(i) Shall have an earned PhD and Professorship from a reputable and accredited HEI. The Professorship should be earned in accordance with the ZIMCHE guidelines on academic promotions. (ii) Shall have proven academic leadership and administrative capabilities. Has a minimum of five years as a full professor and a minimum of three years as Pro Vice-Chancellor
Pro-Vice-Chancellor	(i) Shall have an earned PhD from a reputable and accredited HEI. (ii) Shall have a minimum of three years as a full Professor. (iii) Shall have served as a Faculty/School dean or equivalent in the HEI structures. (iv) Shall be a respectable and proven academic in his/her field. (v) Shall have proven academic leadership and administrative capabilities.
Registrar	(i) Shall have a Master’s degree in administration or human resources management or related field. (ii) Shall have demonstrated administrative experience at senior management level.
Librarian	(i) Shall have a Master’s degree in librarianship from a reputable and accredited HEI. (ii) Shall have at least two years’ experience in library management.
Bursar	(i) Shall have a Master’s degree in finance and accounting and a recognised professional qualification.

	(ii) Shall have demonstrated post qualification experience.
Dean/Director Faculty/Equivalent Structure	(i) Shall normally have earned PhD from a reputable and accredited HEI. (ii) Shall be capable of giving sound academic direction to the faculty. (iii) Shall have evidence of sound research, and be published in his/her academic discipline substantively to at least the level of a senior lecturer as per ZIMCHE Quality Assurance Benchmarks.
STANDARD 3	INTERNAL AND EXTERNAL AUDIT, FINANCIAL REPORTING AND RISK MANAGEMENT
Statement	This standard seeks to ensure that the institution adheres to financially sound and transparent principles and practices.
Indicators	<ul style="list-style-type: none"> • Existence of an internal audit function with oversight responsibility on the integrity of internal organisational controls • Existence of a risk management portfolio or function to monitor, control or minimize risk. • Evidence of existence and engagement of external auditors to review the institution’s annual financial performance on an ongoing basis • Evidence of sound financial reporting policies, procedures and systems that guarantee transparency and accountability

STANDARD 4	PLANNING
Statement	This standard seeks to ensure that the institution engages in ongoing participatory planning that provides direction for the institution and leads to the achievement of the intended outcomes of its programmes and services while also providing resources for the fulfillment of its mission
Indicators	<ul style="list-style-type: none"> • Existence of strategic plan document that includes the identified elements in Standard 1. • Policy documents describing the criteria and procedures for resource allocation within the institution • A document detailing the Business Plan which forms part of the Strategic Plan
<p>Descriptors:</p> <p>Planning</p> <ul style="list-style-type: none"> • Each institution shall have a Strategic Plan that is Results Based Management (RBM) compliant or is compliant with any other nationally defined management system prevailing at the time • Each Plan shall include but not limited to the following items:-vision, mission, goals, core values, objectives, expected results (outputs, outcomes, impact) implementation and monitoring and evaluation, • Goals (as defined in Standard 1) • Objectives (as defined in Standard 1) <p>Business Plan</p> <p>Each institution shall have a Business Plan aligned to its Strategic Plan. The Business Plan shall include the following key elements:</p> <ul style="list-style-type: none"> • The expected income and expected expenditure (cash flow projections) • Strategies to cater for deficits and surpluses • Clear objectives and planned activities with each activity aligned to available resources • Sustainability of projects and programme • Sources of income shall be specified • The business plan priorities shall be aligned to national imperatives and priorities <p>Resource Allocation</p> <ul style="list-style-type: none"> • Every institution shall have a resource allocation mechanism based on its mission and goals. • The resources allocation system shall be aligned to the intended results at any particular time. 	

STANDARD 5	INFRASTRUCTURE, ICT & LIBRARY RESOURCES
Statement	<p>This standard seeks to ensure that the institution provides sufficient and appropriate infrastructure, information and communication technology resources, library and information resources sufficient to support its teaching, learning, research and innovation and administrative needs.</p> <p>Infrastructure The infrastructure shall meet the minimum standards of the current by-laws and safety of structures and fittings regulations.</p> <p>ICT Resources The institution shall provide sufficient and appropriate technology to support its academic administrative systems for the purpose of teaching, learning, research and innovation.</p> <p>Library & Information Resources The institution shall provide library and information resources with an appropriate level of recency, depth and breadth to support its active teaching, learning, research and administrative needs.</p>
Indicator	<ul style="list-style-type: none"> • Evidence of compliance with regulatory authorities for Infrastructure, ICT and Library Services, availability of policy documents and services.
<p>Descriptors: The institution shall:</p> <ul style="list-style-type: none"> • provide proof of compliance with relevant regulatory or professional authorities. • have architectural designs and plans approved by local regulatory agencies and endorsed by ZIMCHE • during the building process, comply with the approved designs as endorsed by ZIMCHE. • provide ramps and other such facilities that ensure equal access by differently abled people to all the physical infrastructure at the institution. • maintain its grounds to ensure ambience befitting an institution of higher education • ensure conformity of laboratories / specialist rooms to standards set by appropriate regulatory / professional authorities <p>Pursuant to this, the institution shall:</p> <ul style="list-style-type: none"> • make ownership of mobile computing devices by students mandatory 	

- provide wired and wireless Internet connectivity in all the facilities it operates from.
- provide adequate numbers of computing devices and adequate ancillary ICT peripheral devices (e.g. projectors, interactive boards) in all its teaching / learning venues
- provide bandwidth that is commensurate with the user population of its network
- provide appropriate and licensed software for administrative, teaching, learning and research requirements of the institution
- use of technology in instruction delivery through the use of technologies such as e-learning, social media and personal information management platforms
- provide security for data and information contained in its systems (e.g. anti-virus software, UPSes, backup system)

The institutional library shall:-

- employ a Librarian holding a minimum of a Master's degree in the relevant field and at least five years' experience in an academic library management
- have well documented plans and policies for the institutional library services
- provide a collection of varied, authoritative, classical and recent knowledge and information resources that support the mission of the institution and the needs of staff, students and researchers.
- make available the resources in multi-media format i.e. print, electronic, visuals, video, audio and audio-visuals.
- shall have a Collection Development Policy (CDP).
- use a standard cataloguing manual such as Anglo American Cataloguing Rules, second edition (AACR2) and shall also use a standard classification scheme such as the Library of Congress Classification Scheme (LCCS) or the latest Dewey Decimal Classification Scheme.
- provide information services that promote the accessibility of the available information resources.
- provide appropriate instruction and support for library users to enhance their efficiency and effectiveness in obtaining, evaluating and using library and information resources
- collect and archive the intellectual output generated by the institution

STANDARD 6	RESEARCH, INNOVATION, CONSULTANCY AND EXTENSION SERVICES
Statement	The institution shall encourage, promote and engage in innovative research consistent with its policies and strategic plans, and address national, regional, continental and international needs. The institution shall encourage innovation in its teaching, learning and research.
Indicators	<ul style="list-style-type: none"> • Available statutes of the Research Board; • Evidence of meetings of the research Board and of actual research programmes completed, on course and under planning; • Evidence of participation in national programmes to address various national issues; • Evidence of linkages with a variety of stakeholders. • Faculty Research Committee. • Evidence of policy guidelines on research supervision. • Evidence of relevant research output in reputable publications outlets. • Availability of innovation hubs. • Evidence of policy on handling of intellectual property and commercialization of research. • Evidence of patents.
<p>Descriptors:</p> <ul style="list-style-type: none"> • The HEI shall create an all-inclusive research board to promote innovative and sustainable research for national needs and requirements. • The HEI shall promote consultancy and extension services in a conducive environment with various partners for the development of knowledge frontiers and the nation. • The HEIs shall adequately fund the programmes and initiatives of HEI research board, up to at least 10% of the institutional annual budget under normal circumstances. • Establish linkages and dialogue with various stakeholders. • Offer progressive solutions to national issues 	

STANDARD 7	INTEGRITY
Statement	The HEI shall have clear policies and procedures for all operations. (This standard specifies the requirements for the probity of the HEIs across the board).
Indicators	<ul style="list-style-type: none"> • Availability of transparent procurement procedures • Existence of a transparent and representative promotions committee. • Availability of clear and concise equity statements which are communicated to all. • Equitable treatment/action and distribution of resources to all • Available policies and procedures to handle and manage issues of academic fraud and violation of intellectual property rights • Availability of audited statements to the public
<p>Descriptors:</p> <ul style="list-style-type: none"> • The HEI shall demonstrate high ethical standards in the management of all its affairs through its policies procedures and practices, to include attention to academic fraud by staff and students, plagiarism and in assessment procedures. • The policies of the HEI shall promote equal opportunities and transparency in its recruitment and promotion of staff, student admission and criteria for graduation. • The HEI shall establish an ethics committee to take care of all issues relating to integrity and related matters, which reports periodically to senior management. • The HEI shall ensure academic honesty by respecting copyrights, patents and other forms of intellectual property through active monitoring and evaluation mechanisms 	

STANDARD 8	INSTITUTIONAL SELF-ASSESSMENT AND SELF-EVALUATION
Statement	The institution shall develop and implement an (on going) self-assessment process that evaluates its overall effectiveness in achieving its mission and goals and its compliance with accreditation standards
Indicators	<ul style="list-style-type: none"> • Availability of the IQAÜ • Policy assessment and evaluation Procedures documents • Minutes of meetings of the Institutional (internal) Quality Assurance Committee/unit
<p>Descriptors:</p> <p>The institution shall have:-</p> <ul style="list-style-type: none"> • well-articulated objectives and strategies to achieve institutional goals as envisaged in its vision and mission • clearly documented systems and mechanisms for self-evaluation • evidence-based approaches to assesses achievement of its key goals and objectives • mechanisms to use the results of its self-assessment to continuously improve programmes and services • regularly review of its self-evaluation systems and procedures • systems and mechanisms of self-assessment measured against minimum standards/guidelines set by ZIMCHE and professional bodies • an internal quality assurance unit, that spearheads institutional self-assessment 	

STANDARD 9	STUDENT ADMISSIONS AND RETENTION
Statement	The institution shall admit students from diverse backgrounds based on merit and retain them through meeting students' learning outcomes
Indicators	<ul style="list-style-type: none"> • Appropriate and relevant Policy and Procedures manuals documents. • Records and statistics of student enrolment and progression. • Evidence of Faculty/School student selection committee.
<p>Descriptors:</p> <p>The institution shall have:-</p> <ul style="list-style-type: none"> • clear and documented admission policies which are readily available and accessible in hardcopy, softcopy and online • admission policies that are well communicated to all stakeholders • clearly documented procedures and criteria for the admission of students into its programmes • evidence that it consistently implements the admissions policies • admission policies that address inclusivity, accessibility, gender, race, religion, creed and political diversity • admission policies that have clear provision for equal opportunity other special considerations such as affirmative action, that are well explained and justified to all stakeholders • up-to-date student statistics • a student advisory system that enables students to make informed choices about programmes and progression • statements of expected student learning outcomes for all its academic programmes • make available to current and prospective students results of programme reviews • provide students with accurate and comprehensive information and advice regarding financial aid, scholarships, grants, loans and refunds • documented policies and procedures for credit accumulation and transfer • documented progression of its students and take corrective action to assist students who need help • set performance indicators that measure student progress and completion rates 	

STANDARD 10	STUDENT SUPPORT AND DEVELOPMENT SERVICES
Statement	The institution shall provide student support and development services which enable holistic student development and create a conducive learning environment
Indicators	<ul style="list-style-type: none"> • Student records • Policies and Procedures • Staff and student records • Evidence of student access to various available services • Student charter document
<p>Descriptors:</p> <p>The institution shall have:-</p> <ul style="list-style-type: none"> • comprehensive student support and development services which enhance attainment of student learning outcomes • qualified professional staff to supervise and provide student support services and programmes • systems to address the varied spectrum of student needs • an appropriate student advisory system covering both academic and social aspects of student life • on offer a broad range of competitive and non-competitive sports and recreation activities • a student governance system that promotes development of leadership skills and engenders an ethos of democracy and tolerance of diversity • programmes that support development of appropriate life skills • provision for an efficient alumni services • appropriate mechanisms to monitor graduate destinations • adequate facilities and amenities for diverse and dynamic student campus life • mechanisms to cater for its off-campus students and students with special needs by facilitating transport and specialised services for students with disabilities • a student charter that spells out student rights and privileges, duties and obligations, as well as grievances handling procedures • a record of continuous reviews the student support and development services and uses the results for continuous improvement • transparent policies and procedures on student discipline. 	

STANDARD 11	PROFESSIONAL STAFF
Statement	The standard specifies that the HEI's research and service programmes shall be developed, administered and monitored by qualified professionals.
Indicators	<ul style="list-style-type: none"> • Evidence of qualifications in the form of the academic and professional certificates • Employment contracts • Policy and Procedures documents • Teaching allocation programme for each semester
Descriptors:	
<p>The institution shall</p> <ul style="list-style-type: none"> • Ensure that staff recruitment and appointment procedures are adhered to in accordance with the Human Resources Policy; • Have published and implemented standards and procedures for all staff and other professionals for actions such as promotion, tenure, grievance, discipline and dismissal, based on principles of fairness with due regard for the rights of all persons • Provide appropriate institutional support for the advancement and development of staff, including teaching, research, scholarship and service; • Provide criteria for the supervision, performance appraisal and review of teaching effectiveness for part-time, adjunct and full-time staff ; • Adhere to principles of academic freedom in the context of institutional mandate • Honour their contractual obligations e.g. contact, sabbatical, staff wellness and safety (sick leave) etc. <p>Teaching Staff</p> <ul style="list-style-type: none"> • Qualifications of teaching staff shall be vertically aligned to each other and be relevant to the courses/modules taught • Minimum qualifications for lectureship in undergraduate programmes shall be a Master's degree aligned to the Bachelor's degree qualification in the relevant discipline • Minimum qualifications for lectureship in postgraduate programmes shall be a Doctoral degree aligned to the Master's and Bachelor's degree qualifications in the relevant discipline • Teaching assistants shall be holders of first degrees in the relevant discipline for them to assist with tutorials and practicals; and shall not take charge of complete courses/modules. • Teaching staff shall provide evidence of research output, quality teaching and community service. <p>Technical Staff</p> <ul style="list-style-type: none"> • Ensure that technical staff should have a minimum qualification of a diploma in a relevant discipline 	

Administrative Staff	
<ul style="list-style-type: none"> • Ensure that they have relevant qualifications and skills to perform their duties effectively 	
STANDARD 12	MODE OF DELIVERY
Statement	<p>Institutions shall ensure that adequate resources are available for effective transmission of knowledge and understanding through various modes of delivery namely;</p> <ul style="list-style-type: none"> • Face to face; • Open and Distance Learning ODL (Block release, visiting schools, e-learning and blended models) to achieve educational outcomes; and • On-line
Indicators	<ul style="list-style-type: none"> • Evidence of learning materials e.g. modules and other related Open Distance Learning online materials • Evidence of master time table for the HEI. • Registers of attendance of lecturers • Evidence of ICT accessories (projectors interactive boards etc.) • Evidence of periodic monitoring and evaluation of the effectiveness of the delivery mode.
Descriptors	
<ul style="list-style-type: none"> • Accommodate the design and use of learning materials and instructional learning technologies • Ensure integration of digital technologies and pedagogies should form an integral element of teaching and learning • Ensure that mode of delivery is sensitive to needs of people with special needs e.g. visually impaired and the physically challenged etc. • Provide adequate online facilities e.g. cyber infrastructure, relevant software e.tc • Ensure that online programmes have the same content as parallel face to face programmes. • Ensure that all programmes observe the normal start and end dates of the semester regardless of mode; • Ensure teaching and learning strategies are appropriate for the institutional type and mandate and its student composition; • Ensure teaching and learning contain targets, plans for implementation, strategies of monitoring progress and evaluating impact and mechanisms for improvement and feedback. • Ensure online platforms inform users of their privacy and data protection policy in a clear and understandable way 	

STANDARD 13	ASSESSMENT OF STUDENT LEARNING
Statement	The institution shall have well-defined and broad-based assessment criteria which shall be applied consistently to assess student performance. Assessments shall be based on clear statements, regulations and procedures of what students are expected to gain, achieve, demonstrate or know by the time they complete their academic program
Indicators	Policy and procedures documents
<p>Descriptors: Institutions shall;</p> <ul style="list-style-type: none"> • Ensure that there is a documented well organised and sustained assessment process • Ensure that the assessment procedures are published and consistently applied and include a variety of assessment methods; internal and external moderation. • Ensure that there is regular objective feedback to students on their strengths and weaknesses • Design assessment guidelines to measure the achievement of the intended learning outcomes • Develop clear and published examination principles, procedures and guidelines • Account for all the possible consequences of examination malpractices and irregularities. 	
STANDARD 14	ACADEMIC PROGRAMMES
Statement	This standard ensures that all academic programmes are aligned with the institution’s mandate. The institution offers high quality programmes that refer to the Mission, Vision and Goals. The programmes shall articulate knowledge, skills and competencies that students shall acquire through utilisation of delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of the student and nation at large.

Indicators	<ul style="list-style-type: none"> • Academic regulations • Evidence of programme accreditation by ZIMCHE • Records on review of programmes from Internal Quality Assurance Unit • Acceptable lecturer – student ratio
<p>Descriptors</p> <p>The institution shall:</p> <ul style="list-style-type: none"> • Develop programmes that address the institutional mandate and are aligned with the institution’s goals, mission and vision. • Publish the requirements for each programme. Such requirements shall include baseline knowledge, competencies, learning outcomes, methods of enquiry, modes of instruction and assessment. • Carry out consistent review and assessment of its programmes to address the dynamic changes in its local and international environment. • Establish and publish clear policies / code of conduct regarding student academic honesty and consequences of dishonesty. • Provide, through appropriate units, quality supervision of student research. Institutions shall create a database for depositing all passing dissertations and theses to discourage academic dishonesty. • Utilize delivery systems and modes of instruction compatible with objectives of the curriculum and appropriate to the current and future needs of the student and stakeholders. <p>The institution’s student learning outcomes and standards of performance shall be clearly stated at the course (module), program and institutional levels and shall be widely shared among academic staff, students and stakeholders.</p> <p>Academic programmes shall:</p> <ul style="list-style-type: none"> • Uphold high level of integrity regardless of location or mode of delivery. • Have a well-integrated and coherent content and are characterized by appropriate breadth, depth, continuity and sequential progression and synthesis of learning. • Meet the minimum number of credits and baseline knowledge required for the discipline and level of study. • Be appropriate in content, standards of performance, rigor and nomenclature for the degree level awarded. • Have a sufficient compliment of adequately qualified staff for the type and level of curriculum offered. • Adequately cover theory, skills and practices relevant for levels of discipline. • Have clearly defined entry level requirements (5 O levels and 2 A level passes and other special requirements for specific programmes) and levels of students’ achievement necessary for graduation that represent more than simply an accumulation of courses or credits. 	

<ul style="list-style-type: none"> • Be continually reviewed and revised based on assessment of stakeholders' needs • Be designed to include a process to monitor that the work and assessments are completed by the students registered for the course • Offer students opportunities to apply and transfer knowledge from theory to practice. • Be designed to accommodate different learning styles. • Be designed in such a way that institutions can offer a Post Graduate programme only if the institution already offers appropriate, relevant, aligned programmes at the foundation level of either Bachelor's degree level or Post-Graduate degree level. 	
STANDARD 15	PROGRAMME DESIGN AND ADMINISTRATION
Statement	The institution establishes and adheres to clear policies and procedures for designing, reviewing and improving courses/modules and programmes.
Indicators	<ul style="list-style-type: none"> • Regulations of programmes • Evidence of programme accreditation by ZIMCHE • Evidence of notional allocation to each programme • Evidence of periodic reviews of programmes
<p>Descriptors</p> <p>The institution uses established procedures to design, approve, administer, deliver and evaluate courses (modules) and programmes.</p> <p>The institution shall:</p> <ul style="list-style-type: none"> • Recognize the central role of the academic staff in establishing quality, reviewing and redesigning courses and programmes in conjunction with relevant stakeholders. • Develop policies and procedures for articulating courses and credits across institutions. • Establish appropriate structures for effectively administering courses and programmes. <p>Programme design shall:</p> <ul style="list-style-type: none"> • Meet the set requirements of the minimum body of knowledge to facilitate easy transfer of credits between institutions. • Be administered by appropriately qualified academics and administrators. • Meet set minimum credit / notional hours. 	