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## LEARNING PROGRAMME AUDIT TOOL

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**NAME OF INSTITUTION:**

**NAME OF LEARNING PROGRAMME:**

**LEARNING PROGRAMME SERIAL NUMBER:**

**LEARNING PROGRAMME VALIDITY PERIOD:**

**DATE OF AUDIT:**

## **1.0 Introduction**

The aim of learning programme audits is to assess progress in the implementation of learning programmes accredited by the Authority. The learning programme audit allows the Authority, together with the Higher Education Institution (HEI), to:

- a. determine if the standards met at initial accreditation are being maintained and if the implementing department/unit is on track in the implementation of the learning programme;
- b. identify the strengths and weaknesses in the implementation of a learning programme; and
- c. identify areas for continuous quality improvement and enhancement of a learning programme.

### **1.1 Principles guiding learning programme audits**

The learning programme audit process is guided by the following principles:

- a. a Higher Education Institution has the primary responsibility for quality assurance of a learning programme. In this regard, the implementing department shall ensure that internal quality assurance mechanisms are in place to support the successful implementation of the programme;
- b. self-assessment – the learning programme audit shall be based on an institutional self-evaluation through their internal quality assurance system. The HEI shall use this tool in conducting its self-assessment of the learning programme;
- c. peer review – the audit is based on external peer review; and
- d. continuous quality improvement – the main aim of the learning programme audit is to use the results to foster quality improvement and enhancement.

### **1.2 The learning programme audit process**

The learning program audit will follow the following steps;

- a. Notification – the Authority will notify the institution of an impending learning programme audit at least a month before the exercise.
- b. In readiness for the learning programme audit, the institution shall conduct a self-assessment of the learning programme(s) in question and submit a self-audit report to the Authority at least two weeks before the audit.

- c. The Director General of the Authority shall appoint an audit team comprising experts and HEA staff. The size of the team will depend on the nature of the learning programme (s).
- d. The audit team shall review the self-audit report and prepare for an audit visit
- e. The audit visit shall occur at least two weeks after receipt of the self-audit report
- f. During the audit visit, the team shall hold meetings with the learning programme implementing department/unit, review relevant policies and interview students and staff as a means of collecting data for the audit. In addition, the team shall conduct a physical inspection of teaching and learning facilities.
- g. After the inspection, the audit team shall share its preliminary findings with the HEI, including areas of possible improvement.
- h. The audit team shall submit a report to the Authority which shall include its findings and recommendations. The recommendations shall include suggested areas for improvement.
- i. The Authority shall review the report and direct the HEI to undertake remedial action where the findings show gaps in the implementation of the learning programme.
- j. Based on the findings, the Authority can also revoke the accreditation certificate of the learning programme in accordance with Statutory Instrument No. 25 of 2016 regulation 8 and 12.

### **1.3 Frequency of learning programme audits**

Every programme shall be audited at least once during its period of validity. However, incidental audits may also be undertaken by the authority as and when need arises.

#### 1.4 Learning programme audit criteria

The learning programme criteria consist of seven (07) requirements and each requirement has quality standards with respective performance indicators that must be assessed by the learning programme auditors. The learning programme auditors should use the suggested means of verification provided in Table 1 to ascertain whether or not the quality standard has been met. The learning programme auditors should indicate their findings on each quality standard in the finding's column of Table 1.

**Table 1: Audit Criteria**

<b>R1: Learning Programme Coordination</b>			
<b>Scope:</b> This requirement focusses on learning programme leadership			
<b>Quality Standard</b>	<b>Performance Indicator</b>	<b>Means of Verification</b>	<b>Findings</b>
The LP is well coordinated to ensure effective implementation	a) The implementing department/school has clear procedures for learning programme coordination/management  b) Learning programme has a qualified coordinator (lecturer employed on fulltime basis in the department hosting the LP)  c) Each course is coordinated by a full-time lecturer from the implementing department	a) Actual policy/procedures document for learning programme coordination  b) CVs and qualifications of coordinators  c) Contract/proof of employment for coordinator	

<p>The LP is implemented by adequate and sufficiently qualified teaching staff</p>	<ul style="list-style-type: none"> <li>a) The fulltime-parttime ratio is in line with HEA standards and guidelines (ZSG-QA). At least 60:40 fulltime to part time</li> <li>b)The student-staff ratio is in line with HEA standards and guidelines (ZSG-QA)</li> <li>c) The staff teaching in the learning programme have the required qualifications for the learning programme</li> <li>d) The staff implementing the learning programme are active in research</li> <li>e) Staff trained in pedagogy/teaching methodology</li> <li>f)Staff are trained in ICT</li> <li>g)Staff trained in ODeL (for ODeL programmes)</li> </ul>	<ul style="list-style-type: none"> <li>a) staff register</li> <li>b) Enrolments records against staff establishment</li> <li>c) Academic staff and CVs and qualifications</li> <li>d) Department research reports and publication records</li> <li>e) Training records in pedagogy, ICT and ODeL</li> <li>f) Proof of contract of employment for academic and technical staff</li> </ul>	
<p><b>R2: Curriculum Implementation</b></p>			
<p><b>Scope:</b> This requirement focuses on issues related to the implementation of the curriculum by the department hosting the learning programme.</p>			

<p>Curriculum implementation is aligned to learning programme aims/objectives and outcomes</p>	<p>a) Taught content is in conformity with curriculum of accredited learning programme</p> <p>b) Instructional material is relevant to curriculum of accredited learning programme</p> <p>c) ODeL instructional material are appropriate to the mode of learning</p> <p>d) Appropriate teaching and learning methods are used in conformity with the accredited learning programme.</p>	<p>a) Course module</p> <p>b) Student Questionnaire</p> <p>c) Virtual learning platform</p> <p>d) Assessment records</p> <p>e) Teaching and learning Plans/Schedules</p>	
<p>Curriculum coverage is adequate to meet learning programme objectives and outcomes</p>	<p>a) Teaching and learning focuses on intended knowledge, skills, ideas and experiences</p> <p>b) 100% of curriculum covered by end of semester/ academic year</p> <p>c) Curriculum activities and coverage are in conformity with what is provided in the teaching and learning plan of the learning programme</p>	<p>a) Student Questionnaire</p> <p>b) Assessment records</p> <p>c) learning programme coordinator questionnaire</p> <p>d) records from e-learning platforms</p> <p>e) student class notes</p>	
<p>Assessment methods are relevant and adequate for the learning programme</p>	<p>a) Students are assessed in accordance with the provisions of the accredited learning programme</p> <p>b) Planned assessment strategy which includes timing, number and form of assessment and deadline dates available</p>	<p>a) Learning programme assessment record file</p> <p>b) Assessment strategy/schedule document</p> <p>c) Learning programme assessment record file</p> <p>d) Sample student works</p>	

	<p>c) Appropriate assessment tools are used for the learning programme</p> <p>d) Continuous assessment schedule communicated to students at the start of the semester/term</p> <p>e) Feedback provided to students for every piece of work submitted/presented</p> <p>f) Appropriate grading system used in assessment</p> <p>g) Qualified external examiner appointed for the learning programme</p> <p>h) External examiner's report on completed examinations available</p>	<p>e) Feedback reports</p> <p>f) External examiner's CV and appointment letter</p> <p>g) External examiner's report</p> <p>h) Student questionnaire</p>	
<p>Instructional materials are adequate and relevant to the learning programme</p>	<p>a) Modules:</p> <ul style="list-style-type: none"> <li>• cover relevant content</li> <li>• are interactive</li> <li>• well structured</li> <li>• allow for self-directed learning</li> </ul> <p>b) relevant readings available to students</p> <p>c) course material available on e-platform</p>	<p>a) Actual modules</p> <p>b) Actual readings</p> <p>c) Actual e-platform</p>	
<p><b>Strength(s):</b></p>			

**Weakness(es):**

**Recommendation(s):**

**R3: Adherence to academic policies and guidelines**

**Scope:** This requirement assesses the adherence of an HEI to policies and guidelines in the implementation of the programme.

<p>Academic Policies and Regulations are adhered to in the implementation of the learning programme</p>	<p>Evidence showing:</p> <ul style="list-style-type: none"> <li>a) LP enrolment levels in accordance with enrolment policies</li> <li>b) Admissions in accordance with admission policies</li> <li>c) Enrolment levels matching available physical infrastructure and staffing levels</li> <li>d) Adherence to assessment policies including grading policies</li> <li>e) Adherence to ZSG-QA and student transfer guidelines</li> </ul>	<ul style="list-style-type: none"> <li>a) Actual policies</li> <li>b) Enrolment records</li> <li>c) Admissions records</li> <li>d) Assessment records</li> <li>e) Student transfer records</li> <li>f) Inspection of actual facility</li> <li>g) Audit records</li> </ul>	
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**Strength(s):**

**Weakness(es):**

**Recommendation(s):**



<b>R4: Teaching and Learning support systems</b>			
<b>Scope:</b> This requirement assesses the adequacy of administrative, technical and other support systems for the implementation of the learning programme			
Learner assessment support systems are adequate to facilitate implementation of the learning programme	Learner assessment procedures manuals showing: <ul style="list-style-type: none"> <li>a) how assignments are given and marked</li> <li>b) how tests are set, administered, and marked</li> <li>c) how continuous assessments, examinations and grades are compiled</li> <li>d) how examinations are moderated</li> <li>e) how external examiners are selected</li> <li>f) how external examiners conduct assessments</li> <li>g) how postgraduate dissertations/thesis are examined</li> </ul>	<ul style="list-style-type: none"> <li>a) Learner assessment Manual</li> <li>b) Examination moderation manual</li> <li>c) Internal and external examiners reports</li> <li>d) Student handbook</li> <li>e) Postgraduate students' examinations regulations</li> </ul>	
The learning programme is supported by an up-to-date learner records management system	Defined student information management system that has and shows: <ul style="list-style-type: none"> <li>a) A comprehensive database of learner profiles</li> <li>b) Learner records(student financial record, student results, progression records etc.)</li> <li>c) Archived student information</li> </ul>	<ul style="list-style-type: none"> <li>a) A demonstration of the learner records management system</li> <li>b) Report on archived student information</li> </ul>	

	d) Security procedures for student records		
The learning programme is supported by adequate administrative, academic and psycho-social counselling support services	a) Structures for academic, administrative and psycho-social counselling are available and functional b) Availability of Handbooks Providing information on academic, administrative and psycho-social matters	a) Actual structures or units b) Actual handbooks c) Records of support services provided	
Strength(s):  Weakness(es):  Recommendations:			
<b>R5: Physical Infrastructure</b>			
<b>Scope:</b> The requirement assesses the physical infrastructure available to support implementation of the learning programme.			
The learning programme has physical facilities in sufficient quantity and quality to support teaching and learning	There must be: a) Adequate lecture rooms to support contact sessions b) Physical facilities to support tutorials/small group interactions c) Laboratories/Studio facilities, where applicable d) Demonstration sites, where applicable	a) Visit to physical facilities b) Interaction with staff and students	

	<ul style="list-style-type: none"> <li>e) Equipment and materials dedicated to the learning programme</li> <li>f) Dedicated office for the management/coordination of the learning programme</li> </ul>		
The learning programme is supported by a well-resourced Library to enable students access information.	<p>Availability of a library which is:</p> <ul style="list-style-type: none"> <li>a) Stocked with relevant and Up-to-date material for the learning programme including e-resources</li> <li>b) easily accessible to learners and has sufficient physical space</li> </ul>	<ul style="list-style-type: none"> <li>a) Visit to the library</li> <li>b) Demonstration of online library</li> <li>c) Interaction with staff and students</li> </ul>	
<p>Strength(s):</p> <p>Weakness(es):</p> <p>Recommendations:</p>			
<b>R6: Financial Resources</b>			
<b>Scope:</b> This requirement focuses on availability and adequacy of financial resources to support learning programme implementation.			
The HEI has adequate financial resources to support learning programme implementation	<ul style="list-style-type: none"> <li>a) Availability of finances dedicated to procurement of teaching and learning materials/equipment</li> <li>b) Availability of finances to support teaching and learning activities such as field work</li> </ul>	<ul style="list-style-type: none"> <li>a) Institutional annual budget</li> <li>b) Procurement records</li> <li>c) Interaction with financial personnel and programme staff</li> </ul>	

	c) Availability of finances dedicated to emoluments for staff teaching in the programme		
<p>Strength(s):</p> <p>Weakness(es):</p> <p>Recommendations:</p>			
<b>R7: Technological Infrastructure</b>			
<b>Scope:</b> This requirement assesses the adequacy of e-learning facilities to support effective delivery of the learning programme			
The HEI has adequate and up to date e-Learning facilities to support enhancement of teaching and learning	<ul style="list-style-type: none"> <li>a) Availability of eLearning platforms</li> <li>b) Usage of eLearning platforms for teaching and learning</li> <li>c) Availability of databases for e-resources</li> <li>d) Availability of ICTs</li> </ul>	<ul style="list-style-type: none"> <li>a) E-learning platforms (e.g., Moodle, Astria, Blackboard)</li> <li>b) E-learning policy document</li> <li>c) e-databases subscription records</li> <li>d) Actual ICTs</li> </ul>	
<p>Strength(s):</p> <p>Weakness(es):</p> <p>Recommendations:</p>			

## 2.0 Major Findings

Major Strengths:

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Major Weaknesses/gaps:

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### 2.1 Overall Recommendations of the Audit team

Tick (√)	Overall Recommendation
	The learning programme requires minor improvements (e.g., assessment methods, student feedback, quality of modules, change learning programme coordinator etc.)
	The learning programme requires major improvements (e.g., increase staffing levels, improve technological and physical infrastructure, financial resources, internal quality assurance)
	The learning programme requires revocation (e.g., programme has no qualified lecturers, unsuitable facilities for teaching and learning, enrolled students do not meet admission criteria, learning programme has been altered by more than 30%)
	The learning programme is recommended for reaccreditation consideration and the HEI may, therefore, apply for accreditation
	The learning programme is NOT recommended for accreditation and implementation should be discontinued upon expiry of the validity period.

### Names and Signatures of Audit Team Members

SN	Name	Signature	Date
1.			
2.			
3.			
4.			
5.			

**Signature of Audit team Leader:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Signature of HEA Team Representative:** \_\_\_\_\_

**Date:** \_\_\_\_\_