**LP AUDIT FORM**



LEARNING PROGRAMME AUDIT TOOL



**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:

1. 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;
2. identify the strengths and weaknesses in the implementation of a learning programme; and
3. 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:

1. 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;
2. 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;
3. peer review – the audit is based on external peer review; and
4. 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;

1. Notification – the Authority will notify the institution of an impending learning programme audit at least a month before the exercise.
2. 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.

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1. 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).
2. The audit team shall review the self-audit report and prepare for an audit visit
3. The audit visit shall occur at least two weeks after receipt of the self-audit report
4. 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.
5. After the inspection, the audit team shall share its preliminary findings with the HEI, including areas of possible improvement.
6. 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.
7. 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.
8. 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.

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**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**

**R1: Learning Programme Coordination**

**Scope:** This requirement focusses on learning programme leadership

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

3

The LP is

implemented by

adequate and

sufficiently

qualified

teaching staff

1. The fulltime-parttime ratio is in line with HEA standards and guidelines (ZSG-QA). At least 60:40 fulltime to part time

b)The student-staff ratio is in line with HEA standards and guidelines (ZSG-QA)

1. The staff teaching in the learning programme have the required qualifications for the learning programme
2. The staff implementing the learning programme are active in research
3. Staff trained in pedagogy/teaching methodology

f)Staff are trained in ICT

g)Staff trained in ODeL (for ODeL programmes)

1. staff register
2. Enrolments records against staff establishment
3. Academic staff and CVs and qualifications
4. Department research reports and publication records
5. Training records in pedagogy, ICT and ODeL
6. Proof of contract of employment for academic and technical staff

**R2: Curriculum Implementation**

**Scope:** This requirement focuses on issues related to the implementation of the curriculum by the department hosting the learning programme.

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

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| --- | --- | --- | --- | --- | --- |
|  | c) Appropriate assessment | e) Feedback reports | |  |  |
|  | tools are used for the |  |  |  |  |
|  | learning programme | f) External examiner’s CV | |  |  |
|  |  | and appointment letter | |  |  |
|  | d) Continuous assessment | g) External examiner’s | |  |  |
|  | schedule communicated to |  |  |
|  | students at the start of the | report | |  |  |
|  | semester/term |  |  |  |  |
|  |  | h) Student questionnaire | |  |  |
|  | e) Feedback provided to |  |  |  |  |
|  | students for every piece of |  |  |  |  |
|  | work submitted/presented |  |  |  |  |
|  | f) Appropriate grading |  |  |  |  |
|  | system used in assessment |  |  |  |  |
|  | g) Qualified external |  |  |  |  |
|  | examiner appointed for the |  |  |  |  |
|  | learning programme |  |  |  |  |
|  | h) External examiner’s report |  |  |  |  |
|  | on completed |  |  |  |  |
|  | examinations available |  |  |  |  |
|  |  |  |  |  |  |
|  | a) Modules: |  |  |  |  |
|  | • cover relevant content | a) | Actual modules |  |  |
|  | • are interactive | b) | Actual readings |  |  |
|  | • well structured | c) | Actual e-platform |  |  |
| Instructional |  |  |  |  |  |
| materials are | • allow for self-directed |  |  |  |  |
| adequate and | learning |  |  |  |  |
| relevant to the |  |  |  |  |  |
| learning | b) relevant readings |  |  |  |  |
| programme | available to students |  |  |  |  |
|  | c) course material available |  |  |  |  |
|  | on e-platform |  |  |  |  |
|  |  |  |  |  |  |
| **Strength(s):** |  |  |  |  |  |
|  |  |  |  |  |  |

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**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**.**

Academic Policies and Regulations are adhered to in the

implementation of the learning programme

**Strength(s):**

Evidence showing:

1. LP enrolment levels in accordance with enrolment policies
2. Admissions in accordance with admission policies
3. Enrolment levels matching available physical infrastructure and staffing levels
4. Adherence to assessment policies including grading policies
5. Adherence to ZSG-QA and student transfer guidelines
6. Actual policies
7. Enrolment records
8. Admissions records
9. Assessment records
10. Student transfer records
11. Inspection of actual facility
12. Audit records

**Weakness(es):**

**Recommendation(s):**

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**R4:** **Teaching and Learning support systems**

**Scope:** This requirement assesses the adequacy of administrative, technical and other support systems for the implementation of the learning programme

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Learner assessment | |  |  |  |  |
|  | procedures manuals showing: | |  |  |  |  |
|  | a) | how assignments are | a) | Learner assessment |  |  |
|  |  | given and marked |  | Manual |  |  |
|  | b) | how tests are set, | b) | Examination |  |  |
|  |  | administered, and |  | moderation manual |  |  |
|  |  | marked |  |  |  |  |
| Learner |  |  | c) | Internal and external |  |  |
| c) | how continuous |  | examiners reports |  |  |
| assessment |  |  |  |
|  | assessments, |  |  |  |  |
| support systems |  |  |  |  |  |
|  | examinations and grades | d) | Student handbook |  |  |
| are adequate |  |  |  |
|  | are compiled |  |  |  |  |
| to facilitate |  |  |  |  |  |
|  |  | e) | Postgraduate |  |  |
| implementation |  |  |  |  |
| d) | how examinations are |  | students’ |  |  |
| of the learning |  |  |  |
|  | moderated |  | examinations |  |  |
| programme |  |  |  |  |
|  |  |  | regulations |  |  |
|  |  |  |  |  |  |
|  | e) | how external examiners |  |  |  |  |
|  |  | are selected |  |  |  |  |
|  | f) | how external examiners |  |  |  |  |
|  |  | conduct assessments |  |  |  |  |
|  | g) | how postgraduate |  |  |  |  |
|  |  | dissertations/thesis are |  |  |  |  |
|  |  | examined |  |  |  |  |
|  |  | |  |  |  |  |
|  | Defined student information | |  |  |  |  |
|  | management system that has | | a) A demonstration of | |  |  |
|  | and shows: | |  |  |
|  | the learner records | |  |  |
| The learning | a) A comprehensive | |  |  |
| management system | |  |  |
| programme is | database of learner profiles | |  |  |
|  |  |  |  |
| supported by an |  |  | b) Report on archived | |  |  |
| up-to-date | b) Learner records(student | |  |  |
| student information | |  |  |
| learner records | financial record, student | |  |  |
|  |  |  |  |
| management | results, progression records | |  |  |  |  |
| system | etc.) | |  |  |  |  |
|  | c) Archived student | |  |  |  |  |
|  | information | |  |  |  |  |
|  |  |  |  |  |  |  |

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| --- | --- | --- | --- | --- |
|  | d) Security procedures for |  |  |  |
|  | student records |  |  |  |
|  |  |  |  |  |
| The learning |  | a) Actual structures |  |  |
| a) Structures for academic, | or units |  |  |
| programme is |  |  |
| administrative and psycho- |  |  |  |
| supported by |  |  |  |
| social counselling are | b) Actual handbooks |  |  |
| adequate |  |  |
| available and functional |  |  |  |
| administrative, |  |  |  |
|  | c) Records of support |  |  |
| academic and |  |  |  |
| b) Availability of Handbooks | services provided |  |  |
| psycho-social |  |  |
| Providing information on |  |  |  |
| counselling |  |  |  |
| academic, administrative |  |  |  |
| support services |  |  |  |
| and psycho-social matters |  |  |  |
|  |  |  |  |
|  |  |  |  |  |
| Strength(s): |  |  |  |  |
| Weakness(es): |  |  |  |  |
| Recommendations: | |  |  |  |
|  | |  |  |  |
| **R5: Physical Infrastructure** | |  |  |  |

**Scope:** The requirement assesses the physical infrastructure available to support implementation of the learning programme.

There must be:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | a) | Adequate lecture rooms |  |  |  |
|  |  | to support contact |  |  |  |
|  |  | sessions |  |  |  |
| The learning |  |  |  |  |  |
| programme has | b) | Physical facilities to | a) | Visit to physical |  |
| physical facilities |  | support tutorials/small |  |
|  |  | facilities |  |
| in sufficient |  | group interactions |  |  |
|  |  |  |  |
| quantity and |  |  | b) | Interaction with staff |  |
| quality to | c) | Laboratories/Studio |  |
|  | and students |  |
| support |  | facilities, where |  |  |
|  |  |  |  |
| teaching and |  | applicable |  |  |  |
| learning |  |  |  |  |  |
|  | d) | Demonstration sites, |  |  |  |
|  |  | where applicable |  |  |  |
|  |  |  |  |  |  |

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| --- | --- | --- | --- | --- | --- | --- |
|  | e) | Equipment and materials |  |  |  |  |
|  |  | dedicated to the learning |  |  |  |  |
|  |  | programme |  |  |  |  |
|  | f) | Dedicated office for the |  |  |  |  |
|  |  | management/coordinati |  |  |  |  |
|  |  | on of the learning |  |  |  |  |
|  |  | programme |  |  |  |  |
|  |  | |  |  |  |  |
| The learning | Availability of a library which | | a) Visit to the library | |  |  |
| is: |  |  |  |
| programme is |  |  |  |  |  |
| a) | Stocked with relevant |  |  |  |  |
| supported by a | b) | Demonstration of |  |  |
|  | and Up-to-date material |  |  |
| well-resourced |  |  | online library |  |  |
|  | for the learning |  |  |  |
| Library |  |  |  |  |  |
|  | programme including e- |  |  |  |  |
| to enable |  | c) | Interaction with staff |  |  |
|  | resources |  |  |
| students access |  |  | and students |  |  |
|  |  |  |  |  |
| information. | b) | easily accessible to |  |  |  |  |
|  |  |  |  |  |
|  |  | learners and has sufficient |  |  |  |  |
|  |  | physical space |  |  |  |  |
|  |  |  |  |  |  |  |
| Strength(s): |  |  |  |  |  |  |
| Weakness(es): |  |  |  |  |  |  |
| Recommendations: | |  |  |  |  |  |

**R6: Financial Resources**

**Scope**: This requirement focuses on availability and adequacy of financial resources to support learning programme implementation.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | a) | Availability of finances | a) | Institutional annual |  |  |
|  |  | budget |  |  |
|  |  | dedicated to |  |  |  |
| The HEI has |  | b) | Procurement records |  |  |
|  | procurement of teaching |  |  |
| adequate |  | c) | Interaction with |  |  |
|  | and learning |  |  |
| financial |  |  | financial personnel |  |  |
|  | materials/equipment |  |  |  |
| resources to |  |  | and programme staff |  |  |
|  |  |  |  |  |
| support learning | b) Availability of finances to | |  |  |  |  |
| programme |  |  |  |  |
|  | support teaching and |  |  |  |  |
| implementation |  |  |  |  |  |
|  | learning activities such as |  |  |  |  |
|  |  |  |  |  |  |
|  |  | field work |  |  |  |  |
|  |  |  |  |  |  |  |

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1. Availability of finances dedicated to emoluments for staff teaching in the programme

Strength(s):

Weakness(es):

Recommendations:

**R7: Technological Infrastructure**

**Scope:** This requirement assesses the adequacy of e-learning facilities to support effective delivery of the learning programme

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| The HEI has |  | a) | Availability of |  |  |  |  |
| adequate and |  | a) | E-learning platforms |  |  |
|  |  | eLearning platforms |  |  |
| up to date e- |  |  |  | (e.g., Moodle, Astria, |  |  |
|  | b) | Usage of eLearning |  |  |  |
| Learning |  |  | Blackboard) |  |  |
|  |  | platforms for teaching |  |  |  |
| facilities to |  |  | b) | E-learning policy |  |  |
|  |  | and learning |  |  |
| support |  |  |  | document |  |  |
|  | c) | Availability of |  |  |  |
| enhancement |  | c) | e-databases |  |  |
|  |  | databases for e- |  |  |
| of teaching and |  |  |  | subscription records |  |  |
|  |  | resources |  |  |  |
| learning |  |  | d) | Actual ICTs |  |  |
|  | d) | Availability of ICTs |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| Strength(s): | |  |  |  |  |  |  |
| Weakness(es): | |  |  |  |  |  |  |
| Recommendations: | |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |

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**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.

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| --- | --- | --- | --- |
| **Signature of Audit team Leader:** | **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | | |
| **Date:** |  |  |  |

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

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

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