

## **GUIDELINES FOR PROGRAMME ACCREDITATION**

### **1. Purpose of the Guidelines**

These guidelines have been prepared to facilitate institutions in mounting their application for accreditation of programmes. It covers the essential features that need to be addressed in a programme. Providers of postsecondary education are advised that, as per the Education and Training (Miscellaneous Provisions) Act 2005 only programmes accredited by the Tertiary Education Commission (TEC) can be offered by them.

### **2. Programmatic Accreditation**

A programmatic accreditation is concerned with the quality of a programme or course which is intended to be offered by an institution. An accreditation panel is appointed for the purpose of examining a programme. Such a panel consists of subject specialists and other academics conversant with tertiary education. They are supported by technical staff. Usually the professional courses/programmes are accredited by professional bodies and in practice such accreditation can be done jointly between the TEC and the professional organisation. Thus, programmes in Accountancy would be accredited by the TEC with the assistance of a body like the ACCA Mauritius. Similarly the Medical and allied programmes would be accredited by the TEC with the assistance of the Medical/Dental Council. All programmes must mandatorily be accredited prior to their offer.

Following an accreditation exercise, the programme is either given provisional approval with or without recommendations to be offered for a fixed period, to be followed up by further accreditation, or the provider is asked to make a resubmission taking into account the recommendations made or it is rejected. In all cases the explicit intention of accreditation is to ensure that minimum standards are being met.

### **3. Processes involved in Programmatic Accreditation**

In assessing a programme for the purpose of accreditation the appointed panel will look at the following:

#### **3.1 Justification for the programme**

The application must have a synopsis giving rationale for programme, who it is intended for, how they will benefit from it, what pre-requisites they must fulfil and what job prospects exist with clear indications on which employer recognises/will recognise the programme.

#### **3.2 Aims and objectives of the programme**

What the students will learn in this programme, skills and attitude they will develop which will prepare them adequately for employment.

### **3.3 Detailed programme content with rationale for all modules/units on a subject basis**

Learners must have a clear understanding of the modules they will take right from the very beginning of the programme and the programme co-ordinator must state unequivocally the core modules that students must take together with electives that must necessarily complement the programme.

### **3.4 A resume of module/unit content with indicative lectures, seminars, tutorials, practical/laboratory work and reading (recommended textbooks)**

A time table must be provided giving details of who will teach the subject and how it will be taught with accurate contact time for all methods of teaching, details of classrooms/laboratory etc and time.

### **3.5 Details of assessments and indicative weighting of the different modes of assessments**

Students must have a clear understanding of the different types of assessments and their weightings that will contribute to the award. They must know when assessments or assignments will be set. Rules and regulations concerning assessments must be made explicit and transparent

### **3.6 Details of how quality of teaching and learning will be ensured**

Mechanisms for monitoring teaching and learning must be in place. Comprehensive methods for evaluating teaching must be evident. Who will have responsibility for ensuring quality and what happens to feedback received from students must be clearly stated. The organisation will be expected to have complete records of all evaluations, their analysis and steps taken to improve teaching practices in the light of the feedback.

### **3.7 Curriculum Vitae of lecturers, including full particulars of other employments engaged in**

Full CVs of all lecturers must be provided, together with teaching and other experience they have. Their full time occupation with full details must be provided.

### **3.8 Details of support services, including library**

#### *a. Academic*

Facilities for use of IT with ratio of PC:learner for IT programmes and non-IT programmes at the specified times, access to internet – number of stations for such access and their ratio with student population, whether internet use is chargeable and the amount applicable. Library must have a collection of adequate textbooks prescribed for the programmes on offer. Provision should also be made for journals.

Provision must be made for remedial help where students encounter difficulties in their studies. Nature of this arrangement must be made explicit and transparent.

*b. Non-academic*

Provision must be made for pastoral care and student counselling for those experiencing emotional problems associated with difficulties with their studies.

### **3.9 Students Information Booklet**

A Student's Information Booklet is available. It should have information on rules and regulations, fees, assessments, equivalence of courses/programmes in relation to their appellation, reimbursement of fees where the institution fails to provide the course/programme through to their completion or where it fails to provide the course/programme in the specified period.

On an appointed day the course providers will be asked to meet with the panel members and formally present their course/curriculum. Each programme must have a programme leader/ co-ordinator who has overall responsibility for the delivery of the programme, including monitoring and evaluation. He/She would be expected to present the programme to the accreditation panel covering all the criteria applicable. The lecturers delivering the programme must also be present. The panel members will have an opportunity to probe into the course contents and its delivery. The panel must be satisfied that the course meets minimum requirements and with the overall integrity of the course/programme.

The panel will look at the infrastructure, including the laboratory (where applicable) and the support services. After the meeting the panel will deliberate and give an oral feedback on its findings. This will be followed up by a written report which will be made available within four weeks.

#### **SPECIAL CONDITIONS**

1. Where the provider is operating in collaboration with another institution, the nature of the collaboration must be made explicit and transparent and accessible by all stakeholders. The collaboration should be legally binding through a memorandum of understanding which should state the period of validity of the document.

A copy of the MoU must be submitted with the application.

2. The applicant must provide a sample of an authentic certificate, an exact copy of which will be issued on successful completion of the programme.

Any deviations from the authenticated version of the certificate will lead to IMMEDIATE DE-ACCREDITATION of the programme with attendant consequences on the status of the institution as addressed in the document concerning registration.