

CHE Accreditation criteria adapted for the Review of Undergraduate Programmes

Area	Purpose	Criteria
Programme Design and Programme Coordination	Input <ul style="list-style-type: none"> Explain the relation of the programme to institutional mission and planning; and to the national context. Allow department to reflect on the programme's fitness for purpose and its ability to meet the needs of students and relevant stakeholders, as well as on its intellectual credibility and its coherence and articulation with other programmes. 	1 and 10
	Process <ul style="list-style-type: none"> Programme coordination facilitates the achievement of its intended purposes and outcomes. Opportunities exist for student input and participation in relevant aspects of programme coordination. Policies to ensure integrity of certification for the qualification obtained through the programme are effectively implemented. 	
Student recruitment, admission and selection and Student retention and throughput rates	Input <ul style="list-style-type: none"> Provide insights into the selection procedures in admitting students to the programme. Examine attentiveness to diversity and national needs. 	2 And 17
	Output and Impact <ul style="list-style-type: none"> Information on retention and throughput rates for the programme are monitored. Appropriate remedial action is implemented where necessary. 	
Staffing and Academic development for student success	Input <ul style="list-style-type: none"> Academic staff for undergraduate programmes is suitably qualified. Provide details on staff recruitment and retention policies. Consider roles of academic and technical staff in relation to programme design. 	3&4 and 11

	Process <ul style="list-style-type: none"> Academic development of student staff is promoted. Academic support for students is provided. 	
Teaching and learning strategy and Teaching and learning interactions	Input <ul style="list-style-type: none"> Teaching and learning philosophies. Provide insights into the teaching and learning methods used in the department. Promotion of student learning. Process and review <ul style="list-style-type: none"> Provide guidance to students on programme integration and outcomes. Teaching and learning methods promote student participation. Teaching and learning methods are regularly reviewed and updated. 	5 and 12
Student assessment policies and practices and Student assessment policies and procedures	Input <ul style="list-style-type: none"> Are assessment policies and procedures commensurate with the programme design? Validity and reliability of assessment. Integral part of teaching and learning. Process <ul style="list-style-type: none"> Types of assessment (can include internal/external; summative/formative etc.). Internal and external moderation. Assessment system is reliable, rigorous and secure Assessment system is transparent and accessible to students. 	6 and 13 & 14
Infrastructure and library resources	Input <ul style="list-style-type: none"> The programme has the facilities and resources to support the desired outcomes. Policies are in place to support the diverse infrastructural needs of the programme. 	7
Programme administrative services	Input <ul style="list-style-type: none"> How are needs of a diverse student population addressed? Identifying at-risk and non-active students. Integrity of certification. Output and Impact <ul style="list-style-type: none"> Processes to identify students-at-risk are in place. 	8 and 17

	<ul style="list-style-type: none"> Remedial measures are commensurate with remedial requirements of students-at-risk. 	
Coordination of work-integrated learning and Programme Impact	<p>Process</p> <ul style="list-style-type: none"> The design, duration and learning outcomes of Work-integrated learning (WIL) are aligned with the programme requirements and outcomes. WIL meets the requirements of the professional body. <p>Output and Impact</p> <ul style="list-style-type: none"> Department can provide evidence that programme is effectively coordinated and facilitates the employability of students. 	15 and 18
Programme reviews	<p>Programme review</p> <ul style="list-style-type: none"> Regular feedback in the form of user surveys for example from academics involved in the programme as well as graduates, peers, external moderators, professional bodies and employers to ascertain if programme is attaining its intended outcomes. Use of impact studies to ascertain impact of the programme and the employability of students and in alleviating the shortages of expertise in relevant fields/community/workplace where these are the desired outcomes of the programme. 	19