



Adventist University of Central Africa

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# **AUCA QUALITY ASSURANCE POLICY**

**October, 2020**

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## **PRELIMINARIES**

### **AUCA HISTORICAL BACKGROUND**

The Adventist University of Central Africa (AUCA) was first established in 1978 to serve the Francophone constituency of the then Africa-Indian Ocean Division and officially opened its doors on October 15, 1984. The University was chartered in 1988. By that time the University was located at Mudende, in former Mutura Commune, Gisenyi Prefecture. It had the following seven (7) faculties:

- Faculty of Business Administration (Accounting and Information Management)
- Faculty of Sciences (Mathematics-Physics, Biology and Chemistry, Human Biology and Public Health)
- Faculty of Education (Educational Psychology)
- Faculty of Technology (A1)
- Faculty of Agriculture
- Faculty of Languages (French and English)
- Faculty of Theology

The institution grew and served its constituents until 1994 when the genocide against the Tutsi erupted and the university was closed. From the wreckage of the genocide, the university moved in 1996 and developed into a new phase of activities in the basement of Literature Ministry Seminary (LMS) of Rwanda Union Mission in Kigali City under the names, first “Adventist University Monnier” (AUM) and then shortly after, “the Adventist University in Rwanda” (AUR). Later on in January 1999, the University moved to Gishushu, Kigali City, Rwanda. In light of the development, the Higher Education Council (HEC) of Rwanda granted and restored its educational function under the 1988 charter and regained the original name “Adventist University of Central Africa”(AUCA).

Due to the university’s post 1996 expansion at Gishushu, AUCA moved to its current location at Masoro in 2007 and organized itself into four faculties offering a variety of degree programs, namely:

- Faculty of Business Administration with majors in Accounting, Finance, Management and Marketing;
- Faculty of Information Technology with majors in Information Management, Network Communication Systems, Software Engineering;
- Faculty of Education with majors (and minors) in Educational Psychology, Religion, Accounting, Information Technology, Mathematics, Economics, English Language and Literature, French Language and Literature, Geography, and History;
- Faculty of Theology.

In 2008, the University started offering an Extension Program for Masters of Business Administration (MBA) and Masters of Education Program, in collaboration with the University of Eastern Africa, Baraton (UEAB in Kenya. The *Memorandum of Understanding (MOU)* between the University of Eastern Africa Baraton and the Adventist University of Central Africa was signed on May 15, 2007 and entered into force on June 1, 2007.

Currently the university has students from more than eight (8) countries including Rwanda. The main facilities are housed in newly completed structures with adequate facilities, a few miles from Kigali International Airport. Because of the government's decree to move from French to English as the official national language, the university has taken steps forward and completed the transition. The university newly constructed campus of Gishushu named "Science and Technology Center" houses the Faculty of Information Technology and the Master's degree programs of Business Administration (MBA) and of Education (MEd) which were taken up by AUCA from UEAB.

The university is expanding in the areas of health sciences such as Nursing, Midwifery and Medicine. The nursing program started in October 2015 at Ngoma Adventist College of Health Sciences. The School of Medicine is going to start in January, 2021.

### **AUCA Philosophy**

The Adventist University of Central Africa operates on the basis of the Seventh-day Adventist worldview, which holds that God is the Creator and Sustainer of the universe and the source of true knowledge. The entrance of sin caused man's alienation from God, therefore the restoration

of the relation between man and his God is the main aim of the Christian Education that leads students to discover and understand the truth through critical thinking.

### **AUCA Mission**

The Adventist University of Central Africa is committed to providing a Christ-centered quality education founded on a holistic approach that prepares people for the service of this life and the life to come.

### **AUCA Vision**

The Adventist University of Central Africa (AUCA) is to be a centre of excellence in undergraduate and postgraduate programmes. Quality shall be the hallmark of all its undertakings including research and service delivery to its students, faculty, staff and community at large.

### **AUCA Beliefs and Values**

AUCA is a Seventh-day Adventist institution of higher learning that nurtures the mental, spiritual, social and physical capacities of its personnel and students. The values of the University are rooted in the Holy Scripture and should be seen in the daily activities of the university administrators, workers, and students.

Through a process of discernment based on dialogue and reflection, the following AUCA core beliefs and values have been designated:

#### **Faith**

AUCA is a faith-based institution of higher learning. The faith nurtured in the institution is rooted in the teachings of Jesus Christ and in the 28 beliefs of the Seventh-day Adventist Church. While we respect the religious traditions and individual beliefs of our personnel and students, the university administration and faculties are expected to integrate a biblical, Seventh-day Adventist faith into learning activities of our students.

#### **Integrity**

Concerned with the good of the community in this life and the life to come AUCA commits itself to honesty in all relations with students, faculty, staff and administration. Through integrity AUCA community maintains the trust of the surrounding community and of public and governmental agencies.

**Love**

Informed by the example of Jesus Christ, and by the fundamental beliefs of the Seventh-day Adventist Church AUCA community demonstrates a spirit of unity and connectedness with one another through expression, courtesy, hospitality, shared values and having communication irrespective of ethnic, gender, or other differences. AUCA community extends this value of love by reaching out to neighbors and to members of the larger civil and ecclesial communities.

**Respect**

AUCA community values and respects the contribution of each member of everyone at the university and the stakeholders to the advancement of the mission of AUCA. Team-spirit is encouraged through supporting one another as colleagues working together for the good of the whole institution.

**Compassion**

Inspired by the example of Jesus Christ we open our hearts to those among us in physical, spiritual and mental need. Besides, AUCA community consciously reaches out beyond the boundaries of AUCA to serve others in need with compassion and mercy.

**Fairness and Justice**

Recognizing the dignity of all persons (students, staff, teachers and administrators) AUCA community seeks to avoid any acts of injustice toward others and address instances of injustice within and outside the university boundaries from a stance of informed advocacy. We hold ourselves accountable to one another and endeavor to practice responsible stewardship of the resources available to us.

**Excellence**

As a faith-based institution of higher learning AUCA community seeks to combine faith with reason in the pursuit of academic excellence. AUCA Senate and Administration call upon all members of its community to individually and professionally excel their respective duties.

### **AUCA goals**

As an Adventist University, its principal goals are as follows:

- To promote the development of the mental, spiritual capacities and social strengths of an individual until his highest potential is reached;
- Based on biblical principles the university seeks to help students become useful members of the society not only endowed with intellectual skills, but well-developed character. The university focuses its goals and its objectives on the principles of the Bible;
- To inculcate into the students the desire for a life style based on a balanced natural food, principles of hygiene and physical exercises; and
- To help students become useful members of the community endowed not only with intellectual skills, but also with the most well-balanced character of a good citizen of this world and the world to come.

### **AUCA Accreditation**

The university operates under the charter from the Ministry of Education of the Government of Rwanda, through Higher Education Council (HEC) and as such it is empowered to offer its programmes and confer appropriate degrees. The institution has reciprocal arrangements to recognize its degrees and diplomas from other accredited universities both within the country and elsewhere. Denominationally, the university holds accreditation from Adventist Accrediting Association (AAA) of the Seventh-day Adventist Schools, Colleges, and Universities worldwide.



## SECTION I: INTRODUCTION

### Preamble

Post-secondary education is very essential for active participation in the knowledge economy, which in turn accelerates economic growth and development. Quality education is a necessary pre-condition to gain access to knowledge, which guarantees economic development and freedom from ignorance. This makes the condition of education at AUCA a very critical issue. Recognizing this, AUCA is committed to quality assurance and enhancement of higher education in Rwanda. To achieve world class standards, quality assessment and continuous improvement are the indispensable ingredients. This includes the accreditation of academic programmes by various stakeholders, and quality assessment of the university's teachers, programmes and students. AUCA quality assurance is primarily concerned with the institutional and programme issues instead of generic quality issues.

AUCA has developed procedures and guidelines for quality assurance and its enhancement. This manual is an effort made to put all the guidelines and procedures in one volume so that the university administration, quality enhancement cadres or units and faculty may find it easier to implement.

This manual comprises five sections: **Introduction** which includes rationale for the manual, quality assurance definitions, topical notions of quality assurance, illustrates quality assurance framework; evaluation and assessment of academic programmes and university quality assessment /description of the future vision of quality assurance at AUCA and appendices.

### Introduction

Quality assurance is a deliberately planned and systemic review process of an institution or programmes to determine whether or not accessible standards of education, scholarship and

infrastructure are being met, maintained and enhanced. It is an adaptive instrument designed to add value to education by promoting and encouraging superior or excellent quality. This ensures an efficient and effective high-quality education which is internationally recognized, accredited, and a well-established institutionalized quality culture capable of branding a university and developing or building capacity for a country like Rwanda. A sustainable quality assurance programme enhances graduates' employment opportunities, improves the education -value for money or fit -for- purpose philosophy and training of future employees, harnesses future leaders, facilitates an enabling learning environment, and enriches the academic and intellectual landscape. Thus it fuels the engine of economic and social development at the local, national, regional and international level.

Quality education is a birthright. It is a system that is essential to the successful development and functioning of intellectual and democratic civil society. Thus, quality education is expected to provide the social norms of communication and interaction such as philosophical thinking and logical reasoning to promote the wholeness of individuals, self-knowledge, and to eliminate all kinds of discrimination, ethno- linguistic and social -class ethnic conflicts, and gender or religious biases. A quality providing institutions is a model for creating a modern society. This ideal state of academic quality is not commonly realized but it is, nevertheless, a yardstick by which to measure the effectiveness of AUCA education in Rwanda.

The establishment of Quality Assurance Department at AUCA is not the final destination not the development of a manual the end sought, rather it is a continuous process and therefore, continuity of strategies, actions, and efforts is a prerequisite for quality education. Quality assurance includes among others processes, procedures and outcomes of assessment of academic challenges and its management is even a greater challenge to practitioners seeking workable guidelines, evidences of good practices and tools that will facilitate the process.

## **1.2. Background of Quality Assurance at AUCA**

The standards of quality education need to continuously improve in order to impact significantly the achievement of AUCA's goals of competitiveness with international playing ground. Also, to stimulate and create the foundations of a knowledge economy as enshrined in Rwanda's vision 2020 and Agenda 2030. This further ensures AUCA' s compatibility with other Adventist

universities worldwide. The Quality Assurance Department (QAD) has initiated concerted efforts to improve the quality of AUCA education and to move the university education to meet international standards in the provision of high-quality teaching, learning, research and services. A focused and precise approach was developed for the best results and for consistency in the process of quality assurance and enhancement as required by the government of Rwanda and the Adventist Church. This manual reflects an effort to sensitize teachers, leaders, and students of AUCA to the changes taking place internationally and to bring education in complete harmony with the shifting paradigms at leading academic institutions around the world.

AUCA Quality Assurance Department (QAD) was established in 2010 under the umbrella of the Rector as a specialized unit to introduce, promote, and encourage the development of a quality academic culture at AUCA. As a feature of Quality Assurance, the department has developed assessment tools, reengineered academic policies, and subsequently developed quality assurance manual for the university. The aim of the manual is for quality assurance through proactive mentoring of academic activities in the institution in order to improve and uphold the quality of Adventist education. Also, to benchmark the capacity building of academia in the direction of capacity arrangements that include awareness campaigns, learner-centered activities, development of quality assurance policy instruments, training to learn the processes and procedures of quality assurance across faculties and integration of faith into learning.

### **1.3. Rationale for the Manual**

This manual defines a comprehensive set of policy instruments useful in conducting the university's processes and procedures for quality assurance and quality enhancement. The document is complete with guidelines, evidences and various quality assurance tools for the evaluators and key players in academic quality assurance across board. The manual underlines precise and efficient processes and procedures of quality assurance that can play an important role in building capacity of all those who are directly or indirectly involved in quality assurance. These partners and stakeholders include universities /higher education institutions, the faculty, the management, the researchers, the students (Current and prospective), the graduates and Alumni, funding organizations, graduates' employers and the society in general. The goals set out within

refer to internationally practiced academic standards and frameworks for assessment and evaluation of academic quality and its enhancement.

#### **1.4. Defining the Quality Assurance Process**

Implicitly in QAD's Mission and Vision statement, it is the responsibility of the university to delivery, improve the standards of quality with the focus being on Christ -Centered academic activities. This manual deals with the role of the Quality Assurance Department in the guidance, facilitation, and conduct of the quality assurance activities and processes by the institution. It is designed to encourage staff, teachers and students in developing plans and synergy for improvement in AUCA's academic quality. Hence, this constitutes the operational definition of QA; the means by which the institution can guarantee with confidence and certainly, that the standards and quality of its educational provision are being maintained and enhanced.

#### **1.5. Outlining the Principles of Quality Assurance Process**

The process of quality assurance is embedded with certain principles tacitly agreed upon across the systems. The principles of quality assurance process refer to good practices currently carried out around Rwanda, East Africa Regions and the world to assure and improve quality standards in higher education. These principles are applicable to AUCA quality assurance mechanisms at the institutional level, divisional and international and to the successful functioning of AUCA.

The nine principles of quality assurance are given below.

- 1) Focus on the customer or customer-centered (addressing the prime needs of the students, government, society, and the labor market).
- 2) Leadership (bonding vision, aims and strategies in the educational community).
- 3) People's participation and involvement (confirming the effective and equitable participation of all who are engaged in higher education without discrimination and allowing the full use of their abilities for the benefit of the society).
- 4) Focus on tools (quality assurance processes, means, as well as learning outcomes).
- 5) Adapting and adopting decisions on the basis of facts (encouraging requiring judgements to be evidence based and logical).

- 6) Continuous improvement (recognizing the commitment to respond to changing global needs of quality assurance in education).
- 7) Autonomy (respecting the responsibility of an institution for its academic activities).
- 8) Shared Adventist values and beliefs (taking an approach to the range of participants - reviewers, institutions, students and the society that promises the development and transfer of knowledge and skills).
- 9) Continuity with next steps (ensuring that the AUCA and QA Department, being in a dynamic and open-ended process of continuing improvement, are committed to identifying actions and issues to be addressed in future).

The QA Department will undertake its responsibilities and functions based on the best principles of quality assurance namely: openness, transparency, fairness, equity and accountability as practiced in the rest of the world. In general, Quality comes out of internal process of the university.

### **1.6. The Role of QAD, its Mission and Strategic Goals**

The present status of quality assurance of AUCA is not sufficiently strong and thus it poses a major challenge to the quality of knowledge being imparted. The reasons for this are multidimensional, complex and systemic context. Hence, the university needs to develop and improve the internal processes for quality assurance in line with international academic standards and practices. The gap between the present status and desired level of quality is critical and identifies the need for a directed approach for enhancement of practices of quality assurance at AUCA.

Quality is a dynamic entity and therefore various factors that determine quality education must set in equilibrium at a level that matches with international expectations and standards, These factors include, among others, leadership, quality of students, curriculum, infrastructure facilities, research and learning environment, governance, strategic planning, assessment procedures, and relevance to market forces. In context of QAD, additional factors like weak quality of education at the pre-university levels, poor grasp of communication skills of the students, the low destiny of highly qualified and experienced academic staff, complicated by genocide experiences which

impacted heavily on the pursuit of quality. The university goals of international compatibility and competitiveness cannot be achieved without enhancing quality at AUCA throughout the system.

#### **1.6.1. Mission**

To integrate the concept of Christ quality assured education in AUCA's educational and non-classroom-based learning activities with enhanced levels of international standards and compatibility through capacity building.

#### **1.6.2 Vision**

Developing a viable and sustainable mechanism of quality assurance in AUCA to meet the rising challenges of transforming Rwanda into a knowledge-based economy.

#### **1.6.3. Strategic goals**

The Quality Assurance Department was established at AUCA as a policy-making and monitoring body and it will be the source of capacity building for quality assurance and enhancement. The policies designed to achieve the following goals which will be implemented through QAD activities of quality enhancement. The strategic goals of QAD are given below:

- Policy making and developing practical guidelines of quality assurance in cross-cutting areas of AUCA learning.
- Developing guidelines for establishing quality enhancement, monitoring and evaluation of AUCA's activities.
- Capacity building to enhance the standards of AUCA's education worldwide.

#### **1.6.4 Role of QAD**

The specific objectives of establishing QAD for quality enhancement are given below to inform the users and stakeholders:

- To establish a quality assurance unit for designing and monitoring academic programmes of AUCA with uniformity of higher learning standards across the university.
- To establish quality enhancement clusters at all faculties of the university to implement and monitor the quality assurance programme.

- To build AUCA capacity to meet the rising global challenges and meet international compatibility and competitiveness of our graduates through a systematic capacity building training programme.

In line with the foregoing, the following are the duties and responsibilities of AUCA Director of QA:

### **The Director of Quality Assurance**

The Director for Quality Assurance is responsible to the Vice Chancellor in all matters pertaining to quality assurance and enhancement of the academic programs of the university. In coordination with the respective administrative officers and associates, his/her duties and responsibilities are:

1. To outline the quality assurance system, policy and responsibility.
2. To ensure that quality assurance is in place in the provision and design of programmes of study.
3. To periodically review established modules and programmes.
4. To assess quality assurance in teaching, learning, research, and communications.
5. To ensure that quality assurance is practiced in relation to academic staff – staff appointment procedures, staff development and training, staff appraisal, promotion, evaluation of teaching quality, etc.
6. To put in place quality assurance in relation to assessments.
7. To put in place mechanisms for quality assurance in the validation of modules, internal and external to the institution.
8. Verification, feedback and enhancement through external examiners, appointment of external examiners, student evaluation of module and programmes, staff/student liaison committees and views of professional and external bodies.
9. Academic problem identification, actions taken and outcomes.
10. Ensure that academic quality assurance and enhancements are integrated in all future development plans of the University including resource innovation, research and scholarship.
11. Convene the staff that will form the steering groups preparing for the audit/ subject review. This group should take overall responsibility for the preparations for all accreditation visits including preparation of the self-evaluation/self-study/briefing paper.

## SECTION II: TOPICAL NOTIONS OF QUALITY ASSURANCE

### 2.1. Concepts and Theories of Quality Assurance

While, the cross-cutting areas of academic quality assurance are under discussion there should be an agreement on the basic concepts with the objective to achieve a common understanding amongst practitioners within and outside Rwanda. The QAD focal point is all quality assurance policies and practices that will play their role not only in introducing, defining and developing these concepts but also to practice through tools of quality assurance. The concepts frequently used in developing the process and procedures of quality assurance are discussed to facilitate the perceptions on a common path of understanding.

### 2.2 Academic Standards

The academic standards largely discussed in this Manual are given below:

- **Intended Learning Outcomes (ILO):** The intended learning outcomes (OLIs) are the knowledge, understanding and skills which the AUCA intends for its programmes that are integrated into mission statement and developed to reflect the use of external reference standards at appropriate level. The ILOs need to be satisfied while reporting through self-study for external assessment of AUCA's quality.
- **Curricula:** The curricula for the programme facilitate realization of the known intended learning outcomes. The quality of curricula plays important role in defining the quality of teaching and learning outcomes. Thus, QAD is responsible to integrate the quality procedures in developing and improving the quality of curricula with consistency to respond to new developments in research, teaching and labour market.
- **Student Assessment:** Student assessment is comprised of a set of processes, including examinations and other activities conducted by AUCA to measure the achievement of the intended learning outcomes of a module/ programme. Student assessment also provide the means by which students are ranked according to their achievements. It needs to be confirmed that students are well informed on criteria by which they are assessed and given



appropriate structured feedback that supports their continuing learning. Student feedback is helpful in revising/ improving the current standards to a certain level of improvement.

- **Student Achievement:** The quality assurance of AUCA is in place to effectively assure that the level of students' achievements are maintained with due consideration to the use of external reference points, moderation and evaluation of achievement.

## 2.3 Quality of Learning Opportunities

The clarity of concepts on academic standards needs to be followed by developing a common understanding on quality of learning outcomes, which is one of the key objectives of the whole process of integrating quality assurance. The quality of learning opportunities at AUCA may be evaluated against the following reflective indicators that need to be satisfied to meet the global standards:

- **Teaching and Learning:** Are there effective teaching and learning systems, informed by a shared, strategic view of learning outcome and the selection of appropriate teaching methods; and are due attention paid to the facilitation of independent and collective learning?
- **Student support services:** Academic and general support services to facilitate students in dealing with possible academic and social problems which ensure that they can make progress satisfactorily through their programme and are informed about their progress.
- **Learning Resources:**  
It is to be ensured that:
  - i. The facilities at AUCA for learning are appropriate, adequate and used effectively.
  - ii. The institution staff of all kinds namely; academic, administrative, and technical support is adequate and meets the requirements of academic standards and strategies for learning and teaching.
  - iii. The AUCA teaching staff is competent to effectively teach, facilitate learning, and maintain a scholarly approach to teaching and to moral and spiritual discipline.

## 2.4 Research and other scholarly activities

As per mandate, the QAD and the Research and Publication Department will be responsible to assure that AUCA organizes research and other scholarly activities related to teaching and supervision of undergraduate and graduate students is relevant to the mission of AUCA. A few of research and other scholarly activities of the university are enlisted below but not limited to these:

- Effectiveness of plans in research, community outreach, in-service programmes, and the scale of activity in line with the preference of the University;
- Distinguishing features of government and external stakeholders;
- How the activities relate to the other academic activities in the institution.

## 2.5 Community Participation

The concept of integrated community participation or involvement in the whole process of learning and teaching is relatively not a new concept but important to achieve the desired level of quality. The Public Relations Officer, Recruitment Office, the Director of Research and Publications and the QAD are to ensure that AUCA, informed by her mission and vision, makes a significant contribution to the community to which it belongs, to the society it serves and to the wider environment. The level of success in community participation can be evaluated through QA system in place in the following areas:

- The contribution it makes
- The range of activities, relevance to the institution's mission and plan
- Examples of effective practice.

## 2.6 Quality Management and Enhancement

The effectiveness of quality management and enhancement in practice at AUCA focuses on the following areas:

- **Governance and Leadership:** Governance, management and quality assurance systems should be sufficient to manage existing academic activities and respond to development and change.

- **Academic Leadership:** The academic leadership at AUCA provides strong and sustainable basis for academic activities to grow in conducive learning environment.
- **Self-evaluation:** Self-evaluation, internal reporting and improvement plans should be open, transparent, focused and supportive of continuing improvement.
- **Management of Stakeholders' Feedback:** AUCA has mechanism for receiving, processing and responding to the views and feed-back coming from a range of stakeholders. The feedback management mechanism should ensure that effective and timely action is taken to promote strengths; address weakness identified and demonstrate responsibility and accountability.

## **SECTION III: QUALITY ASSURANCE FRAMEWORK**

### **Three stages of Quality Assurance**

The stages of quality assurance identified in the QA framework are for the purpose of guiding management, faculty, students and all other stakeholders. The stages enlisted below are in line with the international QA practices:

#### **3.1. Stage 1**

Setting up of quality assurance standards and criteria is to assure that the desired level of engagement and involvement of all stakeholders are achieved.

#### **Outcome**

- Criteria/Standards for Quality Assurance
- Criteria/Standards for Accreditation Doctrines/Manuals/Guidelines from the government.

## 3.2. Stage II

Developing internal quality assurance mechanism which stands responsible for setting up academic standards and the culture of stakeholders' involvement by realizing the significance of integrating quality and faith into all tiers of academic activities. Whereas all kind of facilitation required for capacity building at AUCA are available to the accomplishment of the task provided by the Administration.

### 3.2.1 Outcomes

Self-assessment Manuals

## 3.3. Stage III

Developing external quality assurance mechanism; the respective accrediting/auditing bodies stand responsible for academic audit, Accreditation or performance reviews. These bodies are accreditation councils for program accreditation (HEC for Rwanda, IBE and AAA).

### 3.3.1 Outcomes

Program Accreditation standards Intuitional Accreditation standards guidelines/Manuals.

## 3.4 Two levels of quality assurance

### 3.4.1 QA at program level

Programme level quality assurance mechanism identifies and replaces modules, processes and standards within faculty and department that do not add value to the learner competitiveness and the university competitive advantage. Programme self-assessment tool is designed to reveal and report the need for programme level review.

### 3.4.2 Outcomes

- Self-Assessment reports
- Program-assessment report
- Program review.

## 3.5 Institutional Level

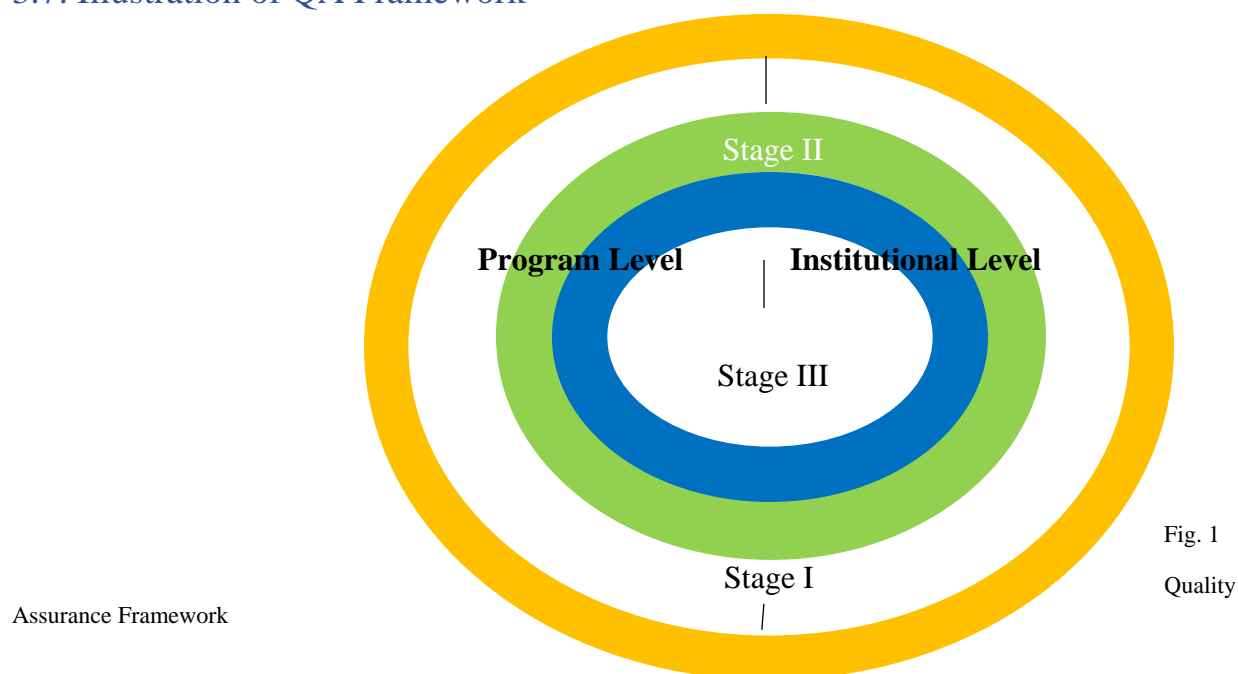
The institutional level quality assurance processes are required to develop an ultimate quality culture with the goal that quality is the central focus of the AUCA at all levels and is an integral part of all academic practices. It involves all aspects and tiers of academic research and scholarship including students, faculty, staff governance, management, infrastructure, facilities, funding etc. Institutional level quality assurance mechanism ensures that quality assurance is primarily a responsibility of the university. Creating and enabling learning environment for the students is the core of the mission and goals achievable through all academic activities planned and conducted by the QAD.

### 3.6 Future Developments

Autonomous Status of single operative QAD

Recognized Quality Assurance Training.

### 3.7. Illustration of QA Framework



## SECTION IV: EVALUATION AND ASSESSMENT MECHANISM

#### **4.1. Evaluation & Assessment System for Quality Assurance**

The evaluation system is meant for the practitioners and partners of quality assurance to understand the processes involved in assessment for the success of quality assurance program. The evaluation and assessment mechanism for AUCA is three-fold:

1. Internal QA involving self-assessment or self-study or audit.
  - a. Admission and registration policy
  - b. Examination policy
  - c. Disciplinary policy
  - d. Staff and faculty handbook
  - e. Students handbook
  - f. Research and publication handbook
  - g. Conferences hall policy
  - h. Academic policy
2. External QA involves Adventist affiliates accreditation institution or accrediting bodies, peer-review, etc.
3. The government of Rwanda involves the Ministry of Education through HEC.

These three QA evaluation and assessment bodies are provided with improvement and developmental arrangements. AUCA is responsible for the provision of quality education to the students through self-assessment of quality and to work with a satisfactory system of external quality assurance. The AUCA's autonomy is recognized and respected in terms of academics and governance however, the autonomy is accountable to public, the government, to present eligible prospective graduates to the society. The internal QA and external QA are strongly linked being complementary and integrated with each other. The internal QA is essential for external QA while external QA motivates internal QA for AUCA future developments and improvements.

#### **4.2. Internal Quality Assurance (Self-Assessment/Study)**

The internal QA process largely takes place within the academic programme/department itself. Generally, this process collects information in a systematic way about the quality being achieved. The self-study reports is the

cornerstone of the whole QA system and need to be prepared by AUCA under the guidance provided by government, IBE and AAA.

For the self-assessment report to be validated by peers is the backbone of the whole exercise of QA. Thus, a standard self-assessment report should motivate the internal QA by identifying its weaknesses and strengths, in practicing to be prepared for external assessment and informing the external evaluators about internal QA. A self-assessment report should provide comprehensive information regarding objectives, structure and content of the academic programmes, students' recruitment parameters, learning and teaching environment and curriculum organization etc.

### **4.3 External Quality Assurance System**

Accreditations and peer review are two significant tiers of external QA system to work on the baseline information provided through the process of internal QA. For capacity building at institutional level to conduct this critical process, QAD will work with national and international partners, professional organizations and other stakeholders to develop Academic Standards to be used as reference standards for practical purposes and to evaluate the current state of quality as compared to global standards.

### **4.4 Future Dimensions of QA**

The development of quality assurance mechanism is a continuous process. Thus, a continued focus on reviewing the development needs is required and AUCA has to be more responsive to these needs. In line with the world practices, landmarks of quality assurance such as the Berlin Conference held on 19 September 2003, the emerging areas need to be highlighted. The major areas carving the future dimensions of QA in global context are:

- Quality culture
- Global quality

- Internationalization of QA

The practitioners need to develop a clear understanding of these three main areas defining future dimensions of QA. Once the concepts regarding these areas will be transparent, the processes and procedures will come forward to practice these.

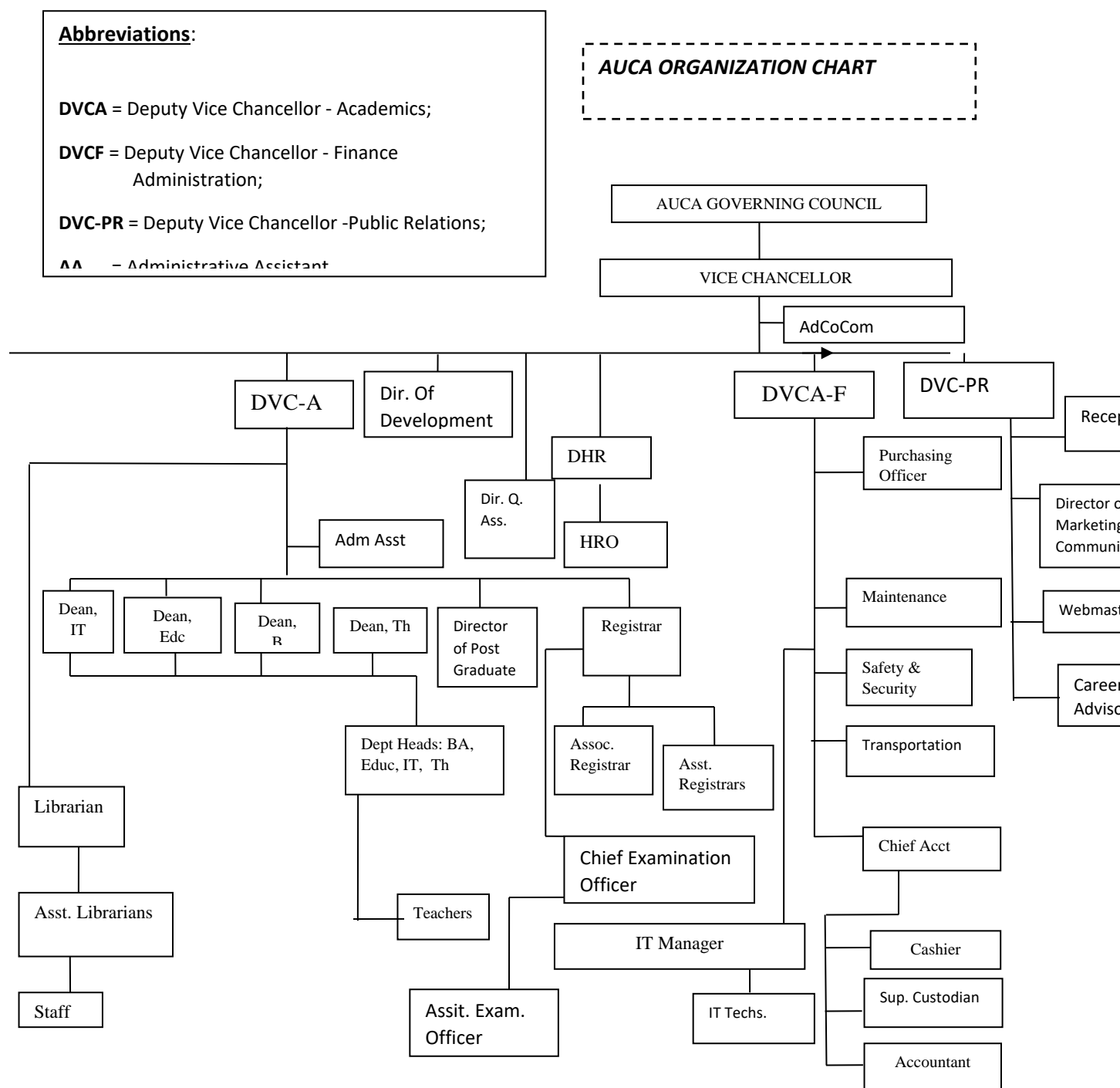
#### 4.5 Quality Assurance Tools

Quality Assurance Area	Tools
Student admission	<ul style="list-style-type: none"> <li>• Admission criteria</li> </ul>
Staff recruitment	<ul style="list-style-type: none"> <li>• Recruitment criteria</li> <li>• Appointment and promotion committees</li> </ul>
Staff performance	<ul style="list-style-type: none"> <li>• University Service Charter</li> <li>• Performance contracts</li> <li>• Performance Management Policy</li> </ul>
Management of processes and Information	Management Information System software
Curriculum	<ul style="list-style-type: none"> <li>• Curriculum Review and Development Committee</li> </ul>
Lecturers evaluation	<ul style="list-style-type: none"> <li>• Lecturers' evaluation by students and the Administration</li> </ul>
Examination moderation	<ul style="list-style-type: none"> <li>• Internal moderation</li> <li>• External moderation</li> </ul>
Student evaluation/assessment	-Class attendance, -Continuous assessment (CAT) and Final Exam <ul style="list-style-type: none"> <li>• Examinations</li> </ul>
ISO 9001 International Standard	<ul style="list-style-type: none"> <li>• Internal Quality Audits</li> <li>• External Quality Audits</li> </ul>
Handbook of Quality	<ul style="list-style-type: none"> <li>• Guidelines &amp; policies</li> </ul>
Rwanda National Qualification Framework	<ul style="list-style-type: none"> <li>• Guidelines &amp; policies</li> <li>• Presidential Order</li> </ul>



## 4.6 Quality Assurance Management Structure

The University Quality Assurance Management Structure shall consist of Senate, Directorate of Quality Assurance, Quality Assurance Committee, School Councils and Departmental Councils as shown in Figure 1.



## APPENDICES

Appendices of this Manual are  
Guidelines and Templates for  
Reports

### APPENDIX A



Adventist University of Central Africa

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## APPENDIX A-1

### GUIDELINES FOR COMPILING A MODULE SPECIFICATION

#### General precepts

1. AUCA should have a file for each module “Module file” containing the module specification, samples of previous examination sheets, and results of student evaluation of the module as well as the percentages of students dropping out, passing, and failing the module. The file should include any other relevant information.
2. AUCA should ensure the existence of two copies of the module file, one for the module lecturer and the other for the head of the department or Dean. This will help in performance follow-up.
3. AUCA should provide a system for module evaluation.
4. The department/Dean should approve the module specification when preparing or developing an educational programme and before authorization of the programme by higher authority or, in case of reviewing a module to cope with novel topics or to add/delete some of programme academic standards.

#### A. BASIC INFORMATION

##### 1. Programme Title

Write the title of the programme(s) which contains the module, and identify if it is major/minor elements, where relevant.

##### 2. Department offering the programme(s):

Write the name of the department responsible for programme(s)

##### 3. Department responsible for the module:

Write the name of the department responsible for teaching the module.

##### 4. Module code:

Write the code the letter(s) and the number that identify the module in the faculty. If there is no code, leave the space blank.

##### 5. Year/Level:

Write the year of the programme for the students in the case of a daily scheduling system or the level in a credit-hour system.

**6. No. of Hours/Units:**

Referring to the faculty, write the number of weekly contact hours of the module for the daily scheduling system and credit hour units for credit hour system divided into lectures, exercise and lab.

**7. Authorization date of module specifications:**

Write the year in which module specification has been authorized.

**B. PROFESSIONAL INFORMATION****1. Module aims:**

Overall module aims should be expressed as the outcomes to be achieved by students completing the module as significant and assessable qualities.

**2. Intended Learning Outcomes from the module: Express the ILOs of the module in terms of:****a. Knowledge and Understanding**

The main information to be gained and the concepts that should be understood from the module

**b. Intellectual skills**

Explain the intellectual skills, which the module will assist in developing in the students such as; analysis, capability for creative thinking, problem identification, and solving, etc.

**c. Professional skills**

These skills demonstrated by the ability of the student, after completing the module, to apply and adopt the topics into professional applications.

**d. General and transferable skills**

Skills of a general nature, which can be applied in any subject area, including: written and oral communication, the use of new technological tools, ICT, group working, problem solving, management..., etc.

**3. Module content**

Write in the main module topics, the number of semester hours allocated for teaching each topic for lectures as well as for seminars, tutorials, exercises, laboratory work, etc. The topics should comply with the content written in the faculty.

**4. Teaching and learning methods:**

Identify the methods used in delivering the module such as lectures, discussion sessions, information collection from different sources, practical, research assignment, field visits and case studies, etc.

**5. Student assessment:**

- a. Write down the assessment methods used, such as written examinations (mid semester, regular, at the end of semester) class activities (reports, discussion, practical..., etc.). Match the methods used with the module ILOs.
- b. Time Schedule: Identify the percentage of marks allocated to teaching assessment tools mentioned above.

- c. Formative only assessments are those, which do not contribute to the overall grading system, but are important in the learning process.

**6. List of textbooks and references:**

- a. Lectures notes: When notes are available, specify whether they are prepared in the form of a book authorized by the department or are handed out to the students' part by part,
- b. Essential books (textbooks): When the lecturer uses one book that covers most of module contents, specify the book.  
When the lecturer uses more than one book, which contains parts of the module specify the books and the topics covered by each.
- c. General references, journals, periodicals, newspapers, websites, which enrich the learning process should also be listed.

The references that should be identified in the above items should be written in a standard way (APA style) refer also to locations for reading or buying the specified references.

**7. Facilities required for teaching and learning:**

The facilities include: appropriate teaching accommodation, including teaching aids, laboratories, laboratory equipment, computers, etc. facilities for field work, site visits, etc. which are necessary for teaching the module.



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**Appendix A-2**

**GUIDELINES FOR WRITING MODULE REPORTS**

**General precepts**

1. AUCA should have a file for each authorized programme containing the specification of its modules. Two copies should be available, one for the Dean of the Faculty and the other one for the Head of Department.
2. AUCA should provide the necessary mechanism to ensure continuous reviewing and updating of the programmes including readjustment of the structure, adding/ deleting specific skills from the modules, ILOs ..., etc.

3. AUCA should have clear academic standards and benchmarks for each education programme.
4. At the end of the semester/ year, the lecturer of a module should submit a module report to the head of the department.

## **A– BASIC INFORMATION**

### **1. Module title and code:**

Write the title and the code (the letter(s) and the number that identifies the module in the Faculty.

If there is no code, leave the space blank.

### **2. Programme:** Write the title of the programme(s) to which the module contributes.

### **3. Year/Level:** Write the programme year(s) of the students attending the module in the case of a daily scheduling system or the level in credit –hour systems.

### **4. No. of Hours/Units:**

Referring to the faculty, write the number of weekly contact hours of the module for the daily scheduling system and credit hour units for credit hour system divided into lecturers, exercises and labs.

### **5. Teaching staff:**

Write the name(s) of lecturer(s) teaching the module.

## **B – STATISTICAL INFORMATION**

### **1. Number of students starting the module:**

Write the number of students starting the module at the beginning of the semester

### **2. Results of students' assessment:**

Write the number and percentage of passed students as well as failed students.

### **3. Distribution of passed students according to:**

Fill in the allocated space, the number, as well as the percentage of students for each grade.

## **C – PROFESSIONAL INFORMATION**

### 1. Module topics taught:

In the first column of the table write the topics actually covered in the semester/ year. In the second column of the table, write the actual hours spent in covering each topic. In the third column, write the name of the lecturer covering each topic.

Write in the space provided the percentage of the specified topics actually covered; state the reasons for the failure to cover any of the specified topics. If topics not included in the module specification were taught, justify this action.

### 2. Teaching and learning methods:

Tick in the appropriate rectangle, the method used. Write any comments

Lectures.....	<input type="checkbox"/>
Practical training/lab .....	<input type="checkbox"/>
Discussion sessions.....	<input type="checkbox"/>
Class activities .....	<input type="checkbox"/>
Case Studies.....	<input type="checkbox"/>
Other assignments .....	<input type="checkbox"/>

### 3. Student assessment:

#### a. Methods of assessment

Tick in the appropriate place the method(s) used.

#### b. State the rules applied for the selection of the examination committee.

State the names of the members of the examination committee.

#### c. State the involvement of the external evaluator in:

- The match between the examination and the topics taught.
- The existence of grading criteria in examination sheets.
- The allocation and distribution of marks and weighting.
- Effectiveness of the overall assessments in measuring the achievement of the intended learning outcomes (ILOs).

### 4. Facilities and teaching materials:

Tick the boxes provided to indicate whether or not the facilities for learning and teaching materials are adequate. If there are any inadequacies, identify them, together with any problems in the delivery of the module or achieving the **ILOs**, which were encountered.

## **5. Administration constraints:**

State any administrative constraints related to teaching and learning (lack of: some facilities or funds, teaching aids, site visits, qualified personnel for laboratory and administration). Also, mention any management problems or regulations, which impeded the delivery of the module and the achievement of the **ILOs**.

## **6. Results of module evaluation by students:**

State the main points resulting from the analysis of students' evaluation of the module, and the response to any criticisms by the faculty members delivering the module, together with their proposals for dealing with those issues.

## **7. External evaluator's comments:**

State the issues raised by the external evaluators and the responses from the faculty members delivering the module, together with their suggestions to deal with those issues.

## **8. Module enhancement:**

- a. List the issues identified in the action plan from the previous year and whether or not they have been dealt with effectively. When issues have not been effectively dealt with, give reasons, and include in the current year's action plan. Write the issues not handled from those raised in the previous report and the reasons for overlooking such issues.
- b. Action plan for programme enhancement over the next academic year: List:
  - ✓ Issues and actions required
  - ✓ Time schedule
  - ✓ Person(s) responsible for the successful achievement of the specified action.

The action plan is fundamental to the success of the quality system. It appears at the end of the report, because it is the result of the prior analysis. Enhancement can only take place if issues are identified and then acted upon and resolved. The action plan identifies the issues, prioritizes them, and dictates the necessary action to be taken. It also clearly places the responsibility for the implementation of the action and the resolution of the associated issues, in a given time scale on named individuals.





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## TEMPLATE FOR MODULE SPECIFICATIONS

University.....

Faculty.....

### Module specifications

Programme(s) on which the module is given.....

Major or minor element of programmes.....

Department offering the programme.....

Department offering the module.....

Academic year/Level.....

Date of specification approval.....

### A. BASIC INFORMATION

Title:

Code:

Credit hours:

Lecturer:

Tutorial:

Practical:

Total:

### B. Professional Information

#### 1. Module overall aims

.....  
 .....  
 .....

#### 2. Intended learning outcomes of module (ILOs)

##### a. Knowledge and understanding:

i. ....  
 ii. ....  
 iii. ....

##### b. Intellectual skills

i. ....  
 ii. ....  
 iii. ....

##### c. Professional and practical skills

i. ....  
 ii. ....  
 iii. ....

##### d. General and transferable skills

- i. ....
- ii. ....
- iii. ....

### 3. Contents:

Topic	No of hours	Lecture	Tutorial/Practical

### 4. Teaching and learning methods

- a. ....
- b. ....
- c. ....
- d. ....

### 5. Student assessment methods

- a. .... To access.....
- b. .... To access.....
- c. .... To access.....
- d. .... To access.....

### Assessment schedule

Assessment 1.....	Week.....
Assessment 2.....	Week.....
Assessment 3.....	Week.....
Assessment 4.....	Week.....

### Weighing of assessments

Midterm examination	%
Final term examination	%
Oral examination	%

Practical examination	%
Semester work	%
Other types of assessment	%
Total	100%

Any formative only assessments

## 6. List of references

- a. Module notes.....
- b. Essential books (text books).....  
.....
- c. Recommended books.....  
.....
- d. Periodicals, Websites, etc.....  
.....  
.....

## 7. Facilities required for teaching and learning.....

.....

**Module Coordinator:**

Date: \_\_\_\_/ \_\_\_\_/ \_\_\_\_

**Head of Department**

Date: \_\_\_\_/ \_\_\_\_/ \_\_\_\_



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## TEMPLATE FOR ANNUAL MODULE REPORTS

University..... Faculty..... Department.....

**Module report**

**A. BASIC INFORMATION**

1. Title and Code:
2. Programme(s) on which this module is given:
3. Year/Level of programmes:
4. Units/Credit hours:

Lectures  Tutorial/Practical  Total

5. Names of lecturers contributing to the delivery of the module

a. ....

b. ....

c. ....

Module coordinator.....

External evaluator.....

**B. Statistical Information**

No. of students attending the module: No.  %

No. of students completing the module: No.  %

**Results:**

Passed: No.  %

Failed: No.  %

**Grading of successful students:**

Excellent: No.  %  Very Good: No.  %

Good: No.  %

**C. Professional Information****1. Module teaching**

S/N	Lecturer	Topics actually taught	Number of hours
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Topics taught as specified by the percentage below:

>90%  70-90%  <70%

Detailed reasons for not teaching any topic

.....  
 .....

If any topics were taught which are not specified, give reasons in details

.....  
 .....

**2. Teaching and learning methods:**

Lectures:.....

Practical training/laboratory:.....

Seminar/Workshop:.....

Class activity:.....

Case study:.....

Other assignment/homework:

If teaching and learning methods were used other than those specified, list, and give reasons:

.....  
 .....

### 3. Student assessment:

Method of assessment	Percentage of Total
Written examination:.....	
Oral examination:.....	
Practical/laboratory work:.....	
Other assignments/class work:.....	
Total :100%	

Members of examination committee

.....  
 .....  
 .....

Role of external evaluators

.....  
 .....  
 .....

### 4. Facilities and teaching materials:

Totally adequate \_\_\_\_\_

Adequate to some extent \_\_\_\_\_

Inadequate \_\_\_\_\_

List any inadequacies \_\_\_\_\_

.....  
 .....

### 5. Administrative constraints

List any difficulties encountered

.....  
 .....  
 .....

**6. Student evaluation of the module:** **Response of module team**  
 List any criticisms  
 .....  
 .....  
 .....  
 .....  
 .....

**7. Comments from external evaluator(s):** **Response of module team**  
 .....  
 .....  
 .....  
 .....  
 .....

**8. Module enhancement:**  
 Progress on actions identified in the previous year's action plan:  
 Action State whether or not completed and give reasons for any non-completion.  
 .....  
 .....  
 .....

**9. Action plan for academic year 200X-200Y**

Actions required	Completion date	Person responsible
.....	.....	.....
.....	.....	.....
.....	.....	.....

**Module coordinator:**

**Signature:**

Date: \_\_\_\_/ \_\_\_\_/ \_\_\_\_



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## TEMPLATE FOR THE PERIODIC STRATEGIC REVIEW OR SELF-STUDY REPORT

Title Page

*Name of University (if applicable)*

*Title of institution (faculty)*

***“Strategic Review Report”***

***“Date”***

***“Senior person or team responsible”***

### Contents

#### Executive summary

Not exceeding one page, setting out the purpose of the report, the nature of the process of strategic review that it represents and the key findings.

List of contents including annexes

.....  
 .....

#### Introduction

Brief outline of portfolio, indicating range of activities of the institution, scale and how long it was established.

Purpose of this strategic review.

Context of the review (any key factors such as timing).

Any brief comments or explanation concerning the review process such as who has been included.

Any brief explanation for the structure used or special features in the report.

#### Main text

The following should report the outcomes of all internal processes as well as an analysis of the wider environment for higher education. (For example, presenting position papers derived from SWOT analysis of any of the aspects identified below) in respect of:

Mission of the Institution

Undergraduate programmes

Postgraduate programmes research

Community involvement



(See the AAA report format)

## APPENDIX B

### Template for QA Processes



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#### Student Module Evaluation questionnaire

**(To be filled in by each student upon completing the module)**

Department: \_\_\_\_\_

Module No: \_\_\_\_\_

Module Title: \_\_\_\_\_

Teacher/Name:

\_\_\_\_\_

Year of study: \_\_\_\_\_

Semester/Term: \_\_\_\_\_

**Please give us your views so that module quality can be improved. You are encouraged to be frank and constructive in your comments.**

## CORE QUESTIONS

Course Content and Organization	Strongly agree	Agree	Uncertain	Disagree	Strong ly Disagree
1. The course objectives were clear.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The course workload was manageable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The course was well organized (e.g. Timely access to materials, notification Of changes, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Comments:					

Student contribution	<20%	21-40%	40-60	61-80	>81%
5. Approximate level of your own Attendance during the whole Module.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I participated actively in the Module.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I believe I have made progress in This Module.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Comments:					

Learning Environment and Teaching methods	Strongly agree	Agree	Uncertain	Disagree	Strongly Disagree
9. I think the course was well structured to achieve The learning outcomes (there was a good balance of lectures, tutorials, practical etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. The learning and teaching methods encouraged participation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Learning Resources	Strongly agree	Agree	Uncertain	Disagree	Strongly Disagree
14. Learning Materials (Lesson plans, course notes etc. were relevant and Useful)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Recommended reading books etc. were relevant and appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. The provision of learning resources in the Library was adequate and appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. The provision of learning resources on the Web was adequate and appropriate (if relevant)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Comments:					

Quality of delivery	strongly agree	Agree	Uncertain	Disagree	Strongly Disagree
19. The module stimulated my interest and thought on the subject area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. The pace/speed of the module was appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Ideas and concepts were presented clearly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Comments:					

Assessment	Strongly agree	Agree	Uncertain	Disagree	Strongly
Disagree					
23. The method of assessment were reasonable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Feedback on assessment was timely	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Feedback on assessment was helpful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Comments:					

Instructor/Teaching Assistant Evaluation	Strongly agree	Agree	Uncertain	Disagree	Strongly
Disagree					
27. I understood the lectures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. The material was well organized and presented	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. The instructor was responsive to student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Tutorial</b>	Strongly	Agree	Uncertain	Disagree
Strongly				
	agree			Disagree
31. The material in the tutorials was useful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. I was happy with the amount of work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
needed for tutorials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. The tutor dealt effectively with my problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Practical</b>	Strongly	Agree	Uncertain	Disagree
Strongly				
	agree			
Disagree				
34. The material in the practical was useful				

**Overall Evaluation**

36. The best features of the course were: ☐ ☐ ☐ ☐ ☐

37. The course could have improved by: ☐ ☐ ☐ ☐ ☐

**Equal Opportunities Monitoring (Optional)**

38. The university does not tolerate discrimination on any irrelevant distinction (e.g. race, age, gender) and is committed to working with diversity in a wholly positive way. Please indicate below anything in relation to this module which may violate this objective:

**Demographic Information:**

(Optional)

39. Full/part time study: Full Time ☐ Part Time ☐

40. Do you consider yourself to be Yes ☐ No ☐

Disabled:

41. Domicile: \_\_\_\_\_

42. Gender: Male ☐ Female ☐

43. Age group: Less than 22 ☐ 22-29 ☐ Over 29 ☐

44. Campus: Masoro ☐ Gishushu ☐ Ngoma ☐





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## Survey of Graduating Students

(To be filled out by graduating students in last semester/year before the award of degree)

The survey seeks graduating students' inputs on the quality of education they received in their programme and the level of preparation they had at university. The purpose of this survey is to assess the quality of the academic programs. Please provide your help in completing this questionnaire.

A. Very satisfied   B. Satisfied   C. Uncertain   D. Dissatisfied   E. Very dissatisfied

S/N		A	B	C	D	E
1	The work in the programme is too heavy and induces a lot of pressure					
2	The program is effective in enhancing team-working abilities					
3	The programme administration is effective in supporting learning					
4	The programme is effective in developing analytical and problem-solving skills.					
5	The programme is effective in developing independent thinking.					
6	The programme is effective in developing written communication skills.					
7	The programme is effective in developing planning abilities.					
8	The objectives of the program have been fully achieved.					
9	Whether the contents of curriculum are advanced and meet programme objectives					
10	The Faculty was able to meet the programme objectives					



11	The environment was conducive for learning.					
12	Whether the infrastructure of the department was good.					
13	Whether the programme comprised co-curricular and extra-curricular activities.					
14	Whether scholarships/grants were available to students in case of hardship					
	<b>Answer question 15 if applicable.</b>					
<b>15</b>	<b>The internship experience is effective in enhancing</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
	a) Ability to work in teams.					
	b) Independent thinking.					
	c) Appreciation of ethical values					
	d) Professional development					
	e) Time management skills.					
	f) Judgment					
	g) Discipline					
	h) The link between theory and practice.					

**16. What are the best aspects of your programme?**

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**17. What aspects of your programme you think should be improved?**

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**RESEARCH STUDENT PROGRESS REVIEW FORM**

(To be filled out by research students)

To be submitted by the HoD

For research Student to Complete:

1. Date of admission to the department...../...../.....
2. Date of initiation of research...../...../.....
3. Date of completion of module work...../...../.....
4. Number of credit hours completed:.....
5. Date of topic and proposal defense...../...../.....
6. Cumulative Grade Point Average (CGPA) secured:.....
7. Please outline details of progress in your research since your last review.....
8. Do you have any comments on the level of supervision received?.....
9. What do you plan to achieve over the next 6 months?.....
10. Do you have any comments on generic or subject-specialist training you may have received or would like to receive internally and/or externally.....
11. Do you have easy access to sophisticated scientific equipment? Yes/No
12. Do you have sufficient research material/commodities available? Yes/No

Student: \_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Supervisor committee & HoD Comments

(Please comment on and benchmark the student's progress)

Principal Supervisor: \_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

HoD Signature: \_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_



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## Faculty Survey

**(To be submitted on an annual basis by each faculty member)**

The purpose of this survey is to assess faculty members' satisfaction level and the effectiveness of programmes in place to help them progress and excel in their profession. We seek your help in completing this survey and the information provided will be kept with confidentiality.

Indicate how satisfied you are with each of the following aspects of your situation at your department:

A. Very satisfied   B. Satisfied   C. Uncertain   D. Dissatisfied   E. Very dissatisfied

S/N		A	B	C	D	E
1	Your mix of research, teaching and community service.					
2	The intellectual stimulation of your work.					
3	Type of teaching/research you currently do.					
4	Your interaction with students.					
5	Cooperation you receive from colleagues.					
6	The mentoring available to you.					
7	Administrative support from the department.					
8	Providing clarity about the faculty promotion process.					
9	Your prospects for advancement and progress through ranks.					
10	Salary and compensation package.					
11	Job security and stability at the department.					
12	Amount of time you have for yourself and family.					
13	The overall climate at the department.					
14	Whether the department is utilizing your experience and knowledge.					

15. What are the best programmes/factors currently available in your department that enhance your motivation and job satisfaction?

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16. Suggest programmes/factors that could improve your motivation and job satisfaction

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Information about faculty member

i. Academic rank

A. Professor ☐ B. Associate professor ☐ C. Assistant professor ☐ D. Lecturer ☐ E. Other ☐

ii. Years of service:

A. 1-5 B. 6-10 C. 11-15 D. 16-20 E. >20

Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_



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## Employer Survey

**(To be filled in by employer after the completion of each academic year)**

The purpose of this survey is to obtain employers' inputs on the quality of education the Adventist University of Central Africa is providing and to assess the quality of the academic program. The survey is meant for AUCA graduates employed at your organization. Please provide your help in completing this survey.

A. Excellent      B. Very good      C. Good      D. Fair      E. Poor

S/N		A	B	C	D	E
<b>I. Knowledge</b>						
1	English, Accounting, Information Technology and professional.					
2	Problem formulation and solving skills.					
3	Collecting and analyzing appropriate Data.					
4	Ability to link theory to practice.					
5	Ability to design a system component or process.					
6	Computer knowledge.					
<b>II. Communication skills</b>						
1	Oral communication.					
2	Report writing.					
3	Presentation skills					
<b>III. Interpersonal skills</b>						
1	Ability to work in team.					
2	Leadership.					
3	Independent thinking.					
4	Motivation.					
5	Reliability.					
6	Appreciation of ethical values.					

IV. Work skills						
1	Time management skills.					
2	Judgment.					
3	Discipline					

## V. General Comments

Please make any additional comments or suggestions, which you think would help strengthen our programmes for the preparation of graduates who will enter your field. Did you know as to what to expect from graduates?

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## VI. Information about organization

1. Organization Name: \_\_\_\_\_
2. Type of business: \_\_\_\_\_
3. Number of graduates (specify the programme) in your organization: \_\_\_\_\_



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### Faculty Resume

Name	
Personal	May include address(s) and phone number(s) and other personal information that the candidate deems pertinent.
Experience	List current appointment status, each entry as follows; Date, title, institution
Honor awards	List honors or awards for scholarship or professional activity.
Memberships	List memberships in professional and learned societies, indicating offices held, committees, or other specific assignments.
Graduate Students Post docs Undergraduate Students Honor students	List supervision of graduate students, post docs and undergraduate honors theses showing: Years                      Degree                      Name Show other information as appropriate and list membership on graduate degree committees.
Service activity	List university and public service activities carried out.
Brief statement of research interest	May be as brief as a sentence or contain additional details up to one page in length.
Publications	List publications in standard bibliographic format with earliest date first. <ul style="list-style-type: none"><li>Manuscripts accepted for publication should be included under appropriate category as “in press”</li><li>Segment the list under the following standard headings;<ul style="list-style-type: none"><li>Articles published by refereed journals.</li><li>Books.</li><li>Scholarly and/or creative activity published through a refereed electronic venue.</li><li>Contribution to edited volumes.</li><li>Papers published in refereed conference proceedings</li></ul></li></ul> Paper or extended abstracts published in conference proceedings. (Refereed on the basis of abstract)Articles published in popular press. Articles appearing in in-house organs. Research reports submitted to sponsors. Articles published in non-refereed journals. Manuscripts submitted for publication (include where and when submitted).
Research Grants and Contracts.	Entries should include: Date    Title    Agency/Organization    Total Award Amount Segment the list under following headings:



	Completed Funded and in progress In review
Other research or creative Accomplishments	<i>List patents/documents, software, new products developed, etc.</i>
Selected professional presentations	



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### **Teacher Evaluation Form**

**(To be filled in by the student)**

Module title and number: \_\_\_\_\_

Name of instructor: \_\_\_\_\_ Semester: \_\_\_\_\_

Department: \_\_\_\_\_ Degree: \_\_\_\_\_

Use the scale to answer the following questions below and make comments

A: Strongly agree      B: Agree      C: Uncertain      D: Disagree      E: Strongly Disagree

S/N	Instructor	A	B	C	D	E
1	The instructor is prepared for each class.					
2	The instructor demonstrates knowledge of the subject					
3	The instructor has completed the whole module.					
4	The instructor provides additional material apart from the textbook					
5	The instructor gives citations regarding current Situations with reference to Rwandan context.					
6	The instructor communicates the subject matter effectively.					
7	The instructor shows respect towards students and encourages class participation					
8	The instructor maintains an environment that is conducive to learning					
9	The instructor arrives on time.					
10	The instructor leaves on time.					
11	The instructor is fair in examination.					
12	The instructor returns the graded scripts, etc. in a reasonable amount of time.					
13	The instructor was available during the specified office hours and for after class consultations.					
<b>Module</b>						
14	The subject matter presented in the module has increased my knowledge of the subject.					
15	The syllabus clearly states module objectives requirements, procedures and grading criteria					
16	The module integrates theoretical module concepts with real-world applications.					
17	The assignments and exams covered the materials presented in the module					



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## BACKGROUND INFORMATION

1. Please provide these information about yourself by ticking the appropriate space:

Position: \_\_\_\_\_ Dean; \_\_\_\_\_ HOD; \_\_\_\_\_ Teacher;

\_\_\_\_\_ Administrator;                      \_\_\_\_\_ Student;  
 Faculty: \_\_\_\_\_ Business Administration;                      \_\_\_\_\_ Education;  
                  \_\_\_\_\_ Information Technology;                      \_\_\_\_\_ Theology

2. On this questionnaire the director of quality solicits your honest opinion about the quality or performance of the university regarding each of the parameters indicated in the questionnaire. Please indicate your level of agreement with each of the statements by circling the appropriate number (1, 2, 3 or 4). The value of each number is presented in the KEY below:

1 = Not at all	3 = Satisfactory
2 = Needs improvement	4 = Excellent

<b>FACULTY OR DEPARTMENT HEAD HAS A CLEAR IDEA</b>	Not at all	Needs improvement	Satisfactory	Excellent
1.About the relevant needs and requirements of the government	1	2	3	4
2.About the relevant needs and requirements of the labor market	1	2	3	4
3.About the relevant needs of the students/parents	1	2	3	4
4.About the relevant needs and requirements of the academic world	1	2	3	4
5.About the relevant needs and requirements of the society	1	2	3	4
<b>EXPECTED LEARNING OUTCOMES</b>				
6.The programme has a clear formulated learning outcomes	1	2	3	4
7.The programme promotes the desire to learn and lifelong learning	1	2	3	4
8.The expected learning outcomes cover generic skills and knowledge as well as specific skills & knowledge.	1	2	3	4
9.The expected learning outcomes clearly reflect the requirements of the stakeholders.	1	2	3	4
<b>PROGRAMME SPECIFICATION</b>				
10.The university uses program specifications/programme outcomes	1	2	3	4
11.The programme specification shows the expected learning outcomes	1	2	3	4
12.The programme specification is informative for the stakeholders	1	2	3	4
<b>PROGRAMME CONTENT</b>				
13.The programme content shows a good balance between general and specific skills and knowledge	1	2	3	4

14. The programme reflects the philosophy, mission, vision, core values and beliefs of the university.	1	2	3	4
15. The expected learning outcomes have been adequately translated into the programme	1	2	3	4
16. The contribution made by each module to achieving the learning outcomes is clear	1	2	3	4
<b>ORGANIZATION OF PROGRAMME</b>				
17. The curriculum is coherent and all subjects and modules, have been integrated	1	2	3	4
18. The curriculum shows breadth and depth	1	2	3	4
19. The curriculum clearly shows the basic modules, intermediate modules, specialist modules and the final project (project, thesis, etc.) activities	1	2	3	4
20. The curriculum is up-to-date.	1	2	3	4
<b>DIDACTIC CONCEPT/TEACHING/LEARNING STRATEGY</b>				
21. The staff have a clear teaching/learning strategy.	1	2	3	4
22. The teaching/learning strategy enables students to acquire and manipulate knowledge academically.	1	2	3	4
23. The teaching/learning strategy is student oriented and stimulates quality learning.	1	2	3	4
24. The curriculum stimulates active learning and facilitates learners to learn.	1	2	3	4
<b>STUDENT ASSESSMENT</b>				
25. The assessments reflect the expected learning outcomes and the content of the program.	1	2	3	4
26. Student assessment uses a variety of methods.	1	2	3	4
27. The criteria for assessment are explicit and well-known	1	2	3	4
28. The standard applied in the assessment are explicit and well-known	1	2	3	4
29. The assessment schemes, assessment methods and assessment itself are always subject to quality assurance and scrutiny	1	2	3	4
<b>QUALITY OF THE ACADEMIC STAFF</b>				
30. The staff are qualified and competent for the task.	1	2	3	4
31. The number teaching staff is sufficient to deliver the curriculum adequately.	1	2	3	4
32. Recruitment and promotion process is based on academic merits & standards	1	2	3	4
33. Duties allocated are appropriate to qualifications, experience and skills	1	2	3	4
34. Time management and incentive systems are designed to support the quality of teaching and learning.	1	2	3	4
35. Accountability of the staff members is well regulated.	1	2	3	4
36. There are provisions for review, consultation and redeployment	1	2	3	4
37. Termination, retirement, and social benefits are planned and well implemented.	1	2	3	4
38. There is an efficient appraisal management system.	1	2	3	4
<b>QUALITY OF THE SUPPORT STAFF</b>				
39. There are suitable support staff for the library	1	2	3	4
40. There are suitable support staff for computer facilities.	1	2	3	4
41. There are suitable support staff for the student services.	1	2	3	4

<b>THE STUDENTS</b>				
42. There is an adequate procedure of selection and recruiting students.	1	2	3	4
43. There is an adequate intake policy.	1	2	3	4
44. There is an adequate credit points system	1	2	3	4
45. The actual study load is in line with the calculated load.	1	2	3	4
<b>STUDENT ADVICE &amp; SUPPORT</b>				
46. There is an adequate student progress system.	1	2	3	4
47. Students get adequate feedback on their performance	1	2	3	4
48. Coaching for first year students is adequate	1	2	3	4
49. The physical and material environment for the students is satisfactory	1	2	3	4
50. The social and psychological environment for the students is satisfactory.	1	2	3	4
<b>FACILITIES &amp; INFRASTRUCTURE</b>				
51. The lecture facilities (lecture halls, small module rooms) are adequate	1	2	3	4
52. The library is adequate and up-to-date?	1	2	3	4
53. Computer facilities are adequate and up-to-date?	1	2	3	4
54. Environment health and safety standards meet the local requirements in all respects?	1	2	3	4
<b>STUDENT EVALUATION</b>				
55. Modules and curriculum are subject to structured student evaluation	1	2	3	4
56. Student feedback is used for improvement	1	2	3	4
57. The department provides the students with feedback on what is done with the outcomes.	1	2	3	4
<b>CURRICULUM DESIGN &amp; EVALUATION</b>				
58. The curriculum was developed as joint enterprise by all the staff members.	1	2	3	4
59. Students are involved in the curriculum design.	1	2	3	4
60. The labor market is involved in the curriculum design	1	2	3	4
61. The curriculum is regularly evaluated	1	2	3	4
62. Revision of the curriculum takes place at reasonable periods of time	1	2	3	4
63. Quality assurance of the curriculum is adequate.	1	2	3	4
<b>STAFF DEVELOPMENT ACTIVITIES</b>				
64. There is a clear vision on the needs of staff development.	1	2	3	4
65. The staff development activities are in line with the needs.	1	2	3	4
<b>BENCHMARKING</b>				
66. The faculty/department uses the instrument of benchmarking to get a better view on its performance.	1	2	3	4
67. The faculty/department uses the instrument of benchmarking for curriculum design.	1	2	3	4
<b>ACHIEVEMENTS/THE GRADUATES</b>				
68. The level of the graduates is satisfactory.	1	2	3	4

69. The pass rate is satisfactory	1	2	3	4
70. The dropout rate is acceptable.	1	2	3	4
71. The average time for graduation is in line with the planned time	1	2	3	4
72. The graduate can easily find a job & the graduate unemployment rate is at acceptable level.	1	2	3	4
<b>FEEDBACK STAKEHOLDER</b>				
73. There is adequate structural feedback from the labor market (employers)	1	2	3	4
74. There is adequate structural feedback from the alumni	1	2	3	4