



Adventist University of Central Africa

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AUCA QUALITY ASSURANCE POLICY



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Adventist University of Central Africa

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AUCA QUALITY ASSURANCE POLICY

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

Mission

The mission of the Adventist University of Central Africa (AUCA) is to provide Christ-centred wholistic quality education to prepare for service in this world, and in the life to come.

Vision

The vision of the Adventist University of Central Africa (AUCA) is to become an international center of academic learning with global impact.

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 Bible and should be seen in the daily activities of the university administrators, workers, and students.

Through a process of discernment based on dialogue, critical thinking, and reflection, university designates the following as core beliefs and values of AUCA:

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

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 other religious traditions and individual beliefs of our personnel and students are respected, the university administration and faculties are expected to integrate a biblical, Seventh-day Adventist faith into learning activities of the students.

Integrity: Concerned for the good of the community in this life and the life to come is the University goal as it commits itself to honesty in all relations with students, faculty, staff and administration.

Through the University integrity, workers and students earn and maintain the trust of the surrounding community, public, and governmental agencies.

Respect: AUCA values and respects the contribution of each member of the university community to the advancement of the mission of AUCA. AUCA encourages and supports each other as colleagues working together for the good of the whole institution.

Compassion & Care: Inspired by the example of Jesus Christ AUCA opens its workers and students' hearts to those in physical, spiritual and mental need. AUCA consciously reaches out beyond its boundaries to serve others in need with compassion and mercy.

Fairness and Justice: recognizing the dignity of all persons (students, staff, teachers and administrators) AUCA seeks to avoid any acts of injustice toward each other and addresses instances of injustice both within and outside of the university community from a stance of informed advocacy. AUCA holds each other accountable and endeavors to practice responsible stewardship of the resources available to us.

Excellence: As a faith-based institution of higher learning, AUCA seeks to combine faith with reason in the pursuit of academic excellence. AUCA Senate and Administration call all members of the university community to excel as individuals and as professionals within their specific roles.

Motto

“Education for Eternity”

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 four 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.

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 Directorate (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 Directorate (QAD) was established in 2010 under the umbrella of the Vice Chancellor 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 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 Directorate 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 Directorate, being in a dynamic and open-ended process of continuing improvement, are committed to identifying actions and issues to be addressed in future).

The QAD 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 (ILOs) are the knowledge, understanding and skills which 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 labor 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 is 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.

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. 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 report 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. 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"> • Admission criteria
Staff recruitment	<ul style="list-style-type: none"> • Recruitment criteria • Appointment and promotion committees

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

APPENDICES

Appendix I



Adventist University of Central Africa

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STUDENTS' EVALUATION TOOL: A STUDENT EVALUATES HIS/HER LECTURER

Course code: _____ Course Title: _____

Name of the assessed lecturer: _____

I. GENERAL STUDENT'S INFORMATION

- Gender : Male Female
- In what semester are you now? One; Two; Three; Four; Five; Six; Seven; Eight; Nine; Ten
- Your Faculty: Business Administration; Education; IT; Theology; Nursing
- Your Religion. Adventist; Catholic; Protestant; Other

II. CONCERNING THE TEACHER

On the questionnaire below, AUCA Administration would like to request you to provide your opinion about the teaching performance of your teacher regarding the course that he/she is teaching you during this semester. Please indicate your level of agreement with each of the statements below by circling the appropriate number (1, 2, 3, 4, or 5). The values of the numbers are:

Excellent or Strongly agree	Good or Agree	Adequate or Neutral	Poor or Disagree	Very poor or Strongly Disagree
5	4	3	2	1

Nr	THE LECTURER:	Excellent	Good	Adequate	Poor	Very Poor
1	Comes to class on time	5	4	3	2	1
2	Finishes his/her class on time	5	4	3	2	1
3	Maintains a professional appearance appropriate to his/her teaching assignment	5	4	3	2	1
4	Has good level of English, which is clear and understandable	5	4	3	2	1
5	Has mastery of the course that he/she teaches	5	4	3	2	1

6	Shows balance between theory and practice of her/his course	5	4	3	2	1
7	Gives the course syllabus to students on time	5	4	3	2	1
Nr	THE LECTURER:	Excellent	Good	Adequate	Poor	Very Poor
8	Gives discussions and explanations that are related to the course contents	5	4	3	2	1
9	Makes connections of different information that is related to the contents of the course	5	4	3	2	1
10	Shows evidence that her/his teaching has been planned in advance	5	4	3	2	1
11	Is well organized in the class management	5	4	3	2	1
12	Uses Illustrations (visual aids, stories, life example) to make the lessons clear	5	4	3	2	1
13	Develops and sequences good instructional activities and materials for student learning	5	4	3	2	1
14	Communicates the learning objectives to students	5	4	3	2	1
15	Establishes an environment conducive to learning through, fairness, confidence, solidarity and respect	5	4	3	2	1
16	Encourages students to think for themselves	5	4	3	2	1
17	Encourages student participation in class	5	4	3	2	1
18	Gives positive and constructive criticism to students	5	4	3	2	1
19	Is willing to admit his/her limitations or mistakes during his/her teaching	5	4	3	2	1
20	Is patient, kind, and friendly to students and other teachers	5	4	3	2	1
21	Encourages the development of creative and critical thinking	5	4	3	2	1
22	Involves and guides all students in assessing their own learning	5	4	3	2	1
23	Allows students to see examinations papers, assignments and other projects	5	4	3	2	1
24	Gives enough quizzes and assignments to the student	5	4	3	2	1
25	Is reliable in the way he/she grades students	5	4	3	2	1
26	Presents his/her lesson in lively, interesting and clear manner	5	4	3	2	1
27	Demonstrates a lifestyle consistent with AUCA's philosophy	5	4	3	2	1
28	Integrates faith with learning across subject matter areas	5	4	3	2	1
29	Promotes Christian values wherever he/she goes	5	4	3	2	1
30	Promotes Spiritual Activities offered by AUCA	5	4	3	2	1

III. GENERAL RATING:

If you were to rate your teacher on a scale of 1 – 10, with 10 being the best and 1 being the worst. How would you rate her/him?
Please circle the number that best closely describes your opinion:

1	2	3	4	5	6	7	8	9	10
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MATRIX OF TEACHER EVALUATION

MATRIX OF TEACHER EVALUATION		DIMENSIONS (Areas)
1	Comes to class on time	Professional Responsibility
2	Finishes his/her class on time	
3	Maintain a professional appearance appropriate to his/her teaching assignment	
4	Has a good level of English, which is clear and understandable	
5	Has mastery of the course that he/she teaches	Knowledge of the Subject
6	Shows balance between theory and practice of her/his course.	
7	Gives discussions and explanations that are related to the course contents	
8	Makes connections of different information that is related to the contents of the course	
9	Shows evidence that her/his teaching has been planned in advance	Organization and Instruction of Subject Matter
10	Is well organized in the class management	
11	Uses Illustrations (visual aids, stories, life example) to make the lessons clear	
12	Develops and sequences good instructional activities and materials for student learning	
13	Communicates the learning objectives to students	
14	Establishes an environment conducive to learning through, fairness, confidence, solidarity and respect	Classroom Environment
15	Encourages students to think for themselves	
16	Encourages student participation in class	
17	Gives positive and constructive criticism to students	
18	Is willing to admit his/her limitations or mistakes during his/her teaching	
19	Is patient, kind, and friendly to students and other teachers	
20	Encourages the development of creative and critical thinking	
21	Involves and guides all students in assessing their own learning	Monitoring and Assessing Student Learning
22	Allows students to see examinations papers, assignments and other projects	
23	Takes enough quizzes and assignments to the student	

24	Is reliable in the way he/she grades students	
25	Present his/her lesson in lively, interesting and clear manner	
26	Demonstrates a lifestyle consistent with AUCA's philosophy	Christian and Integration Faith and Learning
27	Integrates faith with learning across subject matter areas	
28	Promotes Christian values wherever he/she goes	
29	Promotes Spiritual Activities offered by AUCA	

Appendix II: SUPERVISER EVALUATION TOOL



Adventist University of Central Africa

P.O. Box 2461 Kigali, Rwanda | www.auca.ac.rw | info@auca.ac.rw

To be completed and forwarded to Human Resource Office

Employee Name: _____ **Position Title:** _____

Evaluation Period: From _____ **To** _____ **Department:** _____

Purpose of Evaluation: I. Regularization of New Employee II. Annual Evaluation

Evaluation Completed By: _____ **Evaluation Date:** _____

Key elements

N°	QUALITY OF WORK	Outstanding	Exceeds	Meets	Needs	Unsatisfactory
		5	4	3	2	1
1	The employee is competent in his/her duties.	5	4	3	2	1
2	The employee demonstrates accuracy in his/her duties and responsibilities.	5	4	3	2	1
3	The employee performs his/her work with neatness.	5	4	3	2	1
4	The employee is thorough in his/her job.	5	4	3	2	1
	QUANTITY OF WORK					
5	The employee is able to complete his/her assigned tasks and duties.	5	4	3	2	1
6	The employee is able to complete his /her assigned tasks and duties within the assigned time/period.	5	4	3	2	1
7	The employee contributes to the enhancement of the quantity of work outputs.	5	4	3	2	1
	JOB KNOWLEDGE					
8	The employee displays the technical knowledge in relation to their job.	5	4	3	2	1
9	The employee understands his/her job content.	5	4	3	2	1
10	The employee understands his/her job context.	5	4	3	2	1
11	The employee understands the procedures and methods to follow while performing his/her tasks and duties.	5	4	3	2	1
	WORK RELATIONS					
12	The employee cooperates with his/her supervisor.	5	4	3	2	1
13	The employee cooperates with his/her colleagues.	5	4	3	2	1
14	The employee demonstrates the ability to working with students.	5	4	3	2	1
15	The employee demonstrates the ability to cooperate with University stakeholders.	5	4	3	2	1
	ACCOUNTABILITY AND DEPENDABILITY					
16	The employee contributes to the effectiveness of the University Philosophy.	5	4	3	2	1

17	The employee contributes to the effectiveness of the University Mission and Vision.	5	4	3	2	1
18	The employee contributes to the effectiveness of the department's mission.	5	4	3	2	1
19	The employee is accountable to all his/her activities in relation to the University.	5	4	3	2	1
20	The employee demonstrates the ability to be depended on.	5	4	3	2	1
	ADAPTABILITY AND FLEXIBILITY					
21	The employee has the willingness to adapt to new ideas.	5	4	3	2	1
22	The employee has the willingness to adapt to new programs.	5	4	3	2	1
23	The employee has the willingness to adapt to new systems.	5	4	3	2	1
24	The employee has the willingness to adapt to the new structures.	5	4	3	2	1
	SUPERVISORY SKILLS					
25	The employee has the ability to effectively delegate.	5	4	3	2	1
26	The employee has the ability to plan and organize his/her work.	5	4	3	2	1
27	The employee has problem solving skills.	5	4	3	2	1
28	The employee is able to take fair and prompt decisions.	5	4	3	2	1
29	The employee has the ability to communicate verbally.	5	4	3	2	1
30	The employee has the ability to communicate in writing.	5	4	3	2	1
	VALUES					
31	The employee demonstrates ethical values.	5	4	3	2	1
32	The employee demonstrates acceptable morals.	5	4	3	2	1
33	The employee demonstrates an attitude that is acceptable at the workplace.	5	4	3	2	1
34	The employee demonstrates a lifestyle that is reflecting Christianity.	5	4	3	2	1
	SPIRITUALITY					

35	The employee actively participates in spiritual activities at work.	5	4	3	2	1
36	The employee actively participates in spiritual activities in the Church.	5	4	3	2	1
37	The employee actively participates in spiritual activities in the Community.	5	4	3	2	1
38	The employee actively supports and practices the principles of the SDA Church.	5	4	3	2	1

IV. GENERAL RATING:

If you were to rate your employee on a scale of 1 – 10, with 10 being the outstanding and 1 being the unsatisfactory. How would you rate her/him? Please circle the number that best closely describes your opinion:

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----



Adventist University of Central Africa

P.O. Box 2461 Kigali, Rwanda | www.auca.ac.rw | info@auca.ac.rw

To be completed and forwarded to Human Resource Office

Employee Name:

Position Title:

Evaluation Period: From _____ To _____

Department: _____

Purpose of Evaluation: I. Regularization
of New Employee

II. Annual Evaluation

Evaluation Completed By:

Evaluation Date:

Key Elements:

1. Quality of Work – Competence, accuracy, neatness, thoroughness.

5 Outstanding

3 Meets Expectations

4 Exceeds Expectations

2 Needs Improvement

1 Unsatisfactory

Comments:

2. Quantity of Work -Use of time, volume of work accomplished, ability to meet schedules, productivity levels.

5 Outstanding

3 Meets Expectations

4 Exceeds Expectations

2 Needs Improvement

1 Unsatisfactory

Comments:

3. Job Knowledge -Degree of technical knowledge, understanding of job, procedures and methods

5 Outstanding

3 Meets Expectations

4 Exceeds Expectations

2 Needs Improvement

1 Unsatisfactory

Comments:

4. Working Relations –Cooperation and ability to work with the supervisor, co-workers, students, and clients served, use of time.

5 Outstanding

3 Meets Expectations

4 Exceeds Expectations

2 Needs Improvement

1 Unsatisfactory

Comments:

5. Accountability & Dependability - the extent to which the employee contributes to the effectiveness of the department and the overall mission of the University.

5 Outstanding

3 Meets Expectations

4 Exceeds Expectations

2 Needs Improvement

1 Unsatisfactory

Comments (Optional):

6. Adaptability & Flexibility - Openness to new ideas, programs, systems, and/or structures.

5 Outstanding

3 Meets Expectations

4 Exceeds Expectations

2 Needs Improvement

1 Unsatisfactory

Comments (Optional):

7. Supervisory Skills—Is exemplary in delegation, planning and organizing work, problem solving, decision making, communication

5 Outstanding

3 Meets Expectations

4 Exceeds Expectations

2 Needs Improvement

1 Unsatisfactory

8. Values – has high ethics, morals, attitudes, lifestyle

5 Outstanding

3 Meets Expectations

4 Exceeds Expectations

2 Needs Improvement

1 Unsatisfactory

Comments (Optional):

9. Performance : performs well with meeting goals, team work, job skills, observing working hours, work habits

5 Outstanding

3 Meets Expectations

4 Exceeds Expectations

2 Needs Improvement

1 Unsatisfactory

Comments (Optional):

10. Spirituality - Facilitates a spiritual environment and supports the principles of the SDA Church.

- 5 Outstanding
- 4 Exceeds Expectations
- 3 Meets Expectations
- 2 Needs Improvement
- 1 Unsatisfactory

Comments (Optional):

TOTAL POINTS: _____

Specific Achievement (Attach additional sheets/documents if necessary)

Performance Goals for the Next Evaluation

Training and Development Suggestions

Supervisor's Comments: (This section may be used as documentation for the "Unsatisfactory" ratings.)

Employee's Comments: (Employees may provide additional comments to be retained with this document in the personnel file.)

By signing below, I acknowledge that this evaluation was discussed with me I have received a copy.

Supervisor's Signature: _____ Date: _____

Employee's Signature: _____ Date: _____

Recommendation/s

