



PROTESTANT INSTITUTE OF ARTS AND SOCIAL SCIENCES (PIASS)

OFFICE OF THE VICE CHANCELLOR

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PROTESTANT INSTITUTE OF ARTS AND SOCIAL SCIENCES (PIASS)



QUALITY ASSURANCE

MANUAL



PROTESTANT INSTITUTE OF ARTS AND SOCIAL SCIENCES (PIASS)

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1. HISTORICAL BACKGROUND OF PROTESTANT INSTITUTE OF ARTS AND SOCIAL SCIENCES

The institution which later on became the Protestant Institute of Arts and Social Sciences was founded in 1970 by mainline protestant churches that were operating in Rwanda. The institution was then called “Ecole de Theologie de Butare: ETB” (Butare School of Theology). In 1990, it was upgraded into Faculty of Protestant Theology of Butare (FTPB) which got official accreditation in 1993 by the convention No 1552 of 09 December 1993. In the same year, the convention No 1554/09.2/01/02 acknowledged the degrees delivered by the FTPB.

In the aftermath of 1994 genocide against the Tutsi in Rwanda, the founders of the institution, in the collaboration with the FTPB national and international partners deployed a lot of efforts to help FTPB resume its activities in such a way that specific needs of a recovering society could be met. In that perspective, a so-called Special Program was launched in 1995 and lasted till 2001: three successive intakes of students have been trained over two years and educated in contextual and practical theological training through those kinds of crash courses. The graduates of the Special program were awarded with Diploma in Protestant Theology. As of 1999, the FTPB returned to the ordinary four years’ program of Hon. Bachelor’s degree in Protestant Theology.

In 2009, the FTPB grew up and was supplemented by two new Faculties: The Faculty of Education (FED) and the Faculty of Development Studies (FDS) within the new framework of “Institut Protestant des Sciences Humaines de Butare (IPSHB)”. Those two new fields have been chosen based on the experiences and expertise acquired by Protestant Churches in Rwanda. In 2010, the French name was changed to Protestant Institute of Arts and Social Sciences (PIASS). The new Institution (PIASS) has been respectively accredited by the Ministerial Order no 09/11 of November 2009 licensing “Institut Protestant des Sciences Humaines de Butare (IPSHB)” and the ministerial order n°29 of 19/07/2010 recognizing the Institute under the new name of Protestant Institute of Arts and Social Sciences (PIASS).

1.1. PIASS Philosophy

PIASS holds the view that faith and science are indispensable tools for any society to survive and harness moral obligation of people to creatively improve the socio-economic environment in which they can survive and realize their potential. This can only be achieved through a well-



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conceptualized educational and scientific package through which everyone must rightfully experience and acquire the tools to facilitate this philosophy.

1.2. PIASS's Statement of Faith

PIASS affirms the following as fundamental to Christian belief, practice, and behavior.

1. The Holy Scriptures of the Old and New Testaments, as the written Word originally given by God through revelation to humans, are inspired, true, and entirely trustworthy in all that it intends to teach, and have supreme authority in all matters of faith and conduct since they contain all things necessary for salvation.
2. There is ONE GOD, eternally existent in Three Persons: Father, Son, and Holy Spirit.
3. God is the Creator and Sustainer of the world and of life thanks to His universal sovereignty over all that He has made in heaven and on earth.
4. Our Lord Jesus Christ, incarnated God, was conceived through the Holy Spirit and born of the virgin Mary, true God, and a true man without sin. His bodily resurrection, His ascension, His present mediatorial work, and His personal return in Power and Glory to judge the living and the dead remain a firm source of our hope for the present and life to come.
5. The Holy Spirit, one of the persons of the Trinity, witnesses to Christ, regenerates, and sanctifies us. His indwelling enables us to witness and serve the Triune God and humankind through different spiritual gifts and talents.
6. Man and woman were created by God in His image, free and responsible to choose good or evil. By sin, human beings were corrupted in their nature and were separated from their Creator.
7. Salvation for humans remains the work of God, accomplished through Jesus Christ's expiatory death and bodily resurrection. In His grace, God justifies the sinner through faith alone.



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8. The unity of all those who, through believing and confessing that Jesus Christ is the Son of God and the Saviour of the world, form a community of children of God, the Church, the Body of Christ of which He is the Head.
9. The bodily resurrection of all the dead, the final judgment, and the establishment of the eternal kingdom of Christ.

As a Church-owned institution, PIASS's overall conviction and calling are to build a world in which the love of God for His creation and that we have for one another is visible and lived in concrete experiences. To stand firm in its faith and succeed in its mission, the following commitments and strategies are set as safeguards:

1. PIASS is committed to reading, teaching, and preaching the Holy Scriptures in their plain and canonical sense through an in-depth analysis, and to applying their message.
2. PIASS is committed to promoting Ecumenism within it and among Protestant Churches in Rwanda and beyond as an opportunity and strategy to affirm our Christian witness and fight against separatism, destructive fundamentalism, and any form of extremism.
3. PIASS is engaged in the ministry of reconciliation and search for peace within surrounding communities, in the Rwandan society, and in the Great Lakes sub-region.
4. PIASS is committed to supporting initiatives likely to improve the living conditions of communities.
5. PIASS is committed to supporting the weakest among us and to building healing communities where everyone finds a place.

1.3. PIASS Vision

“To be a reference university, fostering knowledge development and research that is relevant for the society and inspired by Christian ethics and values.”

1.4. PIASS Mission

“To provide Society and Churches with well trained personnel who are inquisitive, solution oriented, committed and equipped with intellectual tools that enable them to meeting specific needs of societies that are moving to a global, modern and pluralistic world.”



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1.5. PIASS Moto

Fides et Scientia (Faith and Science): By this moto, PIASS assumes that faith and science are interwoven to ensure the quality of life.

1.6. PIASS Objectives

PIASS as Higher Learning Institution has the following objectives:

- To develop practical and applicable knowledge in social as well as economic development.
- To impart a high-quality teaching enabling creation of employment and that proves relevant to communities is close to reality, helpful for the society at large.
- To contribute to the positive transformation of society using short teaching and training, research, consultancy and projects and respect to ethical dimension.
- To contribute to local and national sustainable development by promoting scientific and technological research as well as research for integrated development.

1.7. Principles and values

Being a Protestant institution of Higher Education, PIASS ethical values are grounded in its statement of faith.

- **Liberation:** As the Gospel of Christ liberates from all human alienations here and now, bearing witness to it cannot go without running social dialogue with the society and serving the poor.
- **Relevance:** Higher education plays a key role in construction and development of a just, equitable and stable society through the training of committed, responsible and professionally competent citizens.
- **Unity in Diversity:** Open and respectful exchange of ideas along with evidence-based documentation is essential to higher education contribution to a pluralistic society.
- **Effectiveness and efficiency:** Finding out the optimal and cost-effective way to reach objectives, in changing environment and limitation of resources and keeps on being result and solution oriented.
- **Quality Service Delivery:** Training, research, and services to both national and



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international communities must be qualitative and competitive.

- **Innovation:** Teaching and learning processes are considering changing needs of churches and society and therefore programs are continually assessed and improved accordingly in a spirit of creativity and entrepreneurship at all levels.
- **Responsibility:** Teachers, students and administrative staff, to achieve their job, are expected to make decisions, act upon their choices, delegate and report openly.
- **Solidarity:** Promoting a gender balanced culture and stressing on the needs of disadvantaged groups.
- **Collaboration:** Fostering team spirit and looking for win-win partnerships with other institutions of higher learning.
- **Transparency:** Managing resources of the institution in a rigorous and transparent manner.
- **Good Governance:** Fairness, equity without discrimination, clear delegation and decentralization are adopted at all levels of the institution.
- **Prayerful life:** Prayer as a conversation with God and a means for self-examination can bring about a sense of inner peace, spiritual refreshment, and more commitment to serve God, fellow humans, and the whole creation.
- **Hard work:** The necessity for hard work is not only a way to attain prosperity and wealth for oneself and society, but it also remains a calling to fulfill the mandate given to human beings to take care of creation and fructify it in a sustainable way.
- **Equality and Inclusivity:** All members of the PIASS community are equal. We believe in a fair and respectful manner so that each member of the PIASS community has an equal opportunity to contribute to the University's operations. We promote the safety, security and wellbeing of society and our environment by acting in accordance with the University's equality and diversity policy.



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Foreword

Protestant Institute of Art and Social Sciences (PIASS) is a product of former school of theology of Butare (ETB) which was established in 1970. Since 2010, it was decided to add two new faculties Education and Development Studies under a new umbrella named PIASS, making it (for today) an institution of three faculties.

One of the directive and functions of the PIASS is to maintain high and comparable academic standards in higher education locally, regionally and internationally, with special emphasis on the promotion of Quality Assurance (QA), Quality Management, and maintenance of comparable regional and international academic standards. PIASS's behind force for arching this is through the safeguarding of its vision and mission with respect to academic quality maintenance.

The Office of Quality assurance is committed to supporting new and experienced academics increase their practical and theoretical knowledge of university teaching through workshops, seminars, and conferences that address a variety of topics, techniques, and programs. A program is defined as a coherent set of courses leading to a certain degree (bachelor or masters). A program can also be seen as a curriculum including internal and public or private regulations.

Acknowledgement

The Rwandan National Council for Higher Education (NCHE); the Handbook for Quality Assurance in Higher Education by the Inter-University Council for East Africa (IUCEA); the Standards and Guidelines for Quality Assurance in the European Higher Education Areas by European Association for Quality Assurance in Higher Education; The center for quality assurance and management (CEQUAM) of the University of Botswana.

Our indebtedness to these sources and individuals who contributed is hereby expressed.



Aim of the manual

The aim of this manual is to make available sources of information for PIASS community specifically meant both for staff and students. It aims to set as clearly as possible the Institute's policies and procedures relevant to both teaching and supervision of students, both taught and research.

For the purpose of the Quality Manual, general understanding and terms used in the areas of especially, academic quality, as well as some commitments to quality promotion and management for the Protestant Institute of Arts and Social sciences (PIASS) are described in here.

Chapter One: Quality and Quality Assurance

Concerns about the quality of higher education are also a global intrinsic part of any discussion on the matter. It is believed that over the years, various developments have taken place relative to the assessment, monitoring, and improvement of the quality of different components of higher education such as its governance, its contents, its forms of pedagogy, services offered and so on (UNESCO, 2007). Moreover, Quality assurance in higher education has become an issue of great concern among all stakeholders, including policy makers, parents, employers, and students. Consequently, some terms that refers to those developments related to quality assurance and its management, such as 'quality assessment', 'quality evaluation', and 'quality assurance' are widely used today within the wide process of managing quality.



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1.1. National Qualification Framework

The national qualification framework sets out the requirements for the awards of institutions of higher Education in Rwanda. The core of the system is a Credit Accumulation and Modular Scheme (CAMS). Academic Quality Assurance system is put in place to ensure that all programs are developed and delivered in conformity with the framework.

1.2. Regional Quality Assurance Framework

The regional Inter-university Council for East Africa (IUCEA) is taken as a reference guiding other regional country members to develop their own Quality assurance manual. See www.iucea.org

1.3. National Quality Assurance

Referring to IUCEA Quality Assurance manual, Rwanda with the Higher Education Council (HEC) develops Quality Assurance to promote quality awareness in all higher leaning institutions.

Chapter Two: Definitions of some relevant terms in Quality Assurance

2.1. What is Quality

Quality is a multi-dimensional, multilevel, and dynamic concept that relates to the contextual settings of an educational model, to the institutional mission and objectives, as well as to specific standards within a given system, institution, program, or discipline. Quality may thus take different, sometimes conflicting, meanings depending on different things such as:



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- ✓ The understanding of various interests of different constituencies or stakeholders in higher education (e.g: students; universities; disciplines; the labor market; society; a government);
- ✓ Its references: inputs, processes, outputs, missions, objectives, etc;
- ✓ The attributes or characteristics of the academic world worth evaluating; and
- ✓ The historical period in the development of higher education.

In business sector it is well understood that what we say as quality we mean that something is better than the other sooting has more quality, and obviously that is the reality that some of the things are better than others. With so many stakeholders and players with different expectations in the field, it is not easy to find a common definition of quality. Although different people may have different understanding of what is quality, however, quality is a quality if it is agreed upon by and with others. Therefore, quality is a mechanism adopted by different players for Improvement. It is a matter of negation between the academic institution and other stakeholders.

High learning institution as the ultimate supplier of service, in this case, must try to reconcile all these different wishes and requirements within its different department. The requirements should be translated into the mission and vision of an institution and into the objectives of faculties and of the higher education, in order to archive the goal, objectives and learning outcomes. The Inter University of East African puts it clear:

While the general concept of quality is a difficulty one in itself, quality in higher education is much more complex, because it is always clear what the “product” is and who the “client” is. Is the “graduate” the “product” that we offer society and the labor market? Or is the graduate to be, the student, or “client” and the program that we offer the “product”? We can only say that a university has a multiple product system and a multi-client system.



Trying to have an understanding of what quality is, bearing in mind that there is no absolute definition, the common understanding would be having each person know his/her responsibility and striving to archiving one's or institutions' goal and objective in an efficient way, assuming that goals and objective reflect the requirements of all our stakeholders in an adequate way. However different terms need not to be confused. These are presented below.

2.1.1 Effectiveness in Education

It is an output of specific analyses that measure 'the quality of the achievement educational goal or the degree to which a higher education institution can be expected to achieve specific requirements. This is a primary measure of success of a program or education institution, clear indicators, meaningful, information, and evidence best institutional effectiveness with respect to student learning and academic achievement have to be gathered though various procedures such as; inspection, observation, site visit 2.3 (UNESCO, 2007).

2.1.2 Efficiency in Education

It is an ability to perform well or to achieve a result without waste of resources, of it idea funds (using the smallest quantity of resources possible). Educational efficiency can be measured in physical terms (i.e., taking advantage of ICT in teaching and learning like posting notes, instead of printing hard copies).

2.1.3 Learner-cantered pedagogy

Students are active participants in learning and constructors of knowledge; teachers act as mentors and advisors to encourage students' participation in active learning (Meece, 2003).

Interactions between teachers and students facilitate the learning process through discovery, inquiry and problem solving (Law, 2007).



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Quality in higher education is a multi-dimensional, multi-level, and dynamic concept that relates to the contextual settings of an educational mode, to the institutional mission and objectives, as well as to specific standards within a given system, institution, programs, or disciplines (UNESCO, 2007). There-fore quality may differ and sometimes conflict of meanings depending on at least four aspects. Firstly, the understanding of various interests of different constituencies or stakeholders in higher education, such as students, institutions, government, the labor market, society, and so on. Secondly, it depends on its references like inputs, processes, outputs, mission and objective. Thirdly, depend on the attributes or characteristics of the academic world worth evaluating the quality. Fourthly, depend on the historical period in the development of higher education. There-fore a wide spectrum of definitions of academic quality has as a result been used.

2.2. Quality as excellence

It is a traditional view according to which only the best standards of excellence are understood as revealing true academic quality.

2.3. Quality as enhancement or improvement

Quality enhancement or improvement focuses on the continuous search for permanent improvement, stressing the responsibility of the higher education institution to make the best use of its institutional autonomy and freedom. Arching quality is central to the academic ethos and to idea that academics themselves know best what quality is.

2.4. Self-evaluation

Self-evaluation is the process by which an institution or a department review the effectiveness of its quality management system for assuring, developing and monitoring the quality of teaching and learning, research, community engagement and support services against the pre-determined

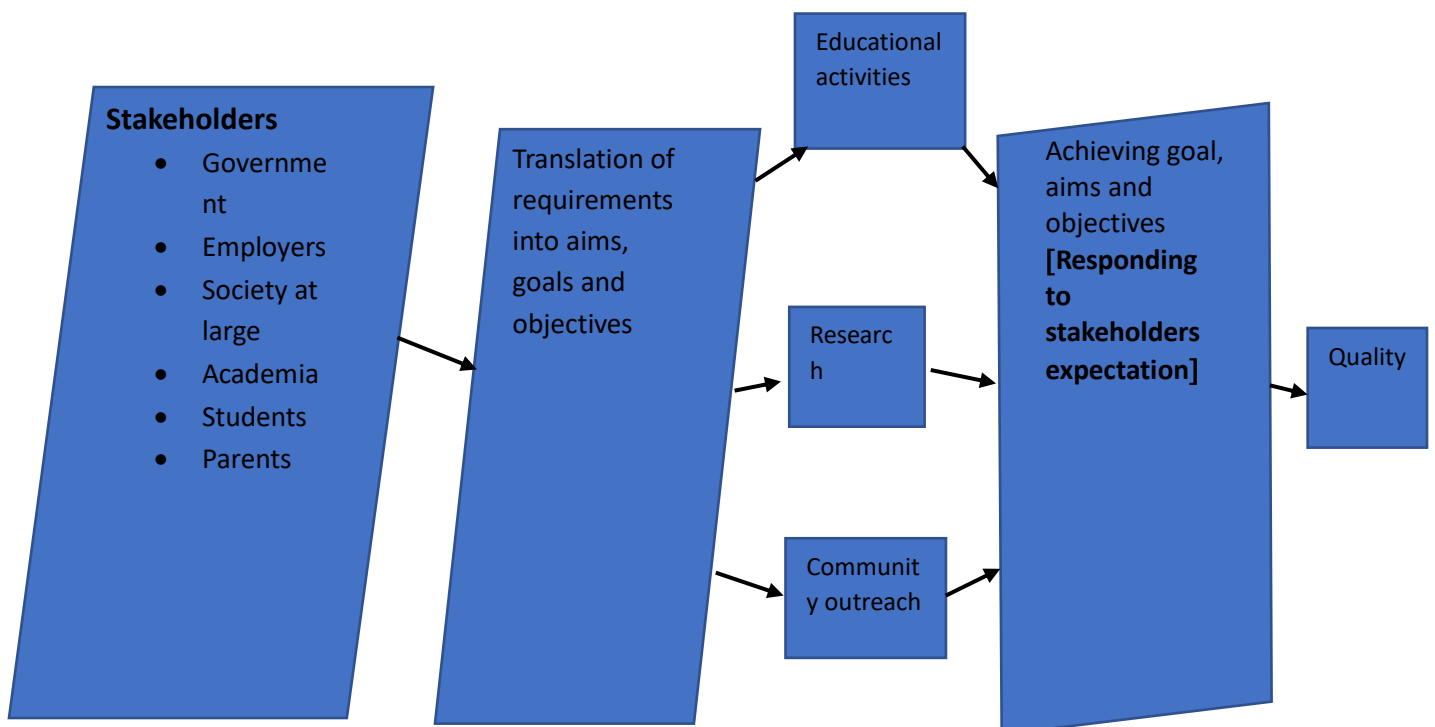


standards and criteria. The self-evaluation process may lead to the development of a quality improvement plan and/or audit portfolio as a baseline for external audit. The term self-evaluation is used interchangeably with terms such as self-assessment, self-review, and self-study.

2.5. Academic Quality

In academic field, quality is all systems, resources and information available to the maintaining and improvement of standards and quality. It covers teaching and learning opportunities, student support services, research and consultancy and community service.

According to the Higher Education Council in Rwanda, Academic Quality describes how well the learning opportunities available to students help them to achieve their awards. It is about making sure that the appropriate and effective teaching, support, assessment and learning opportunities are provided to meet all stakeholders' needs.

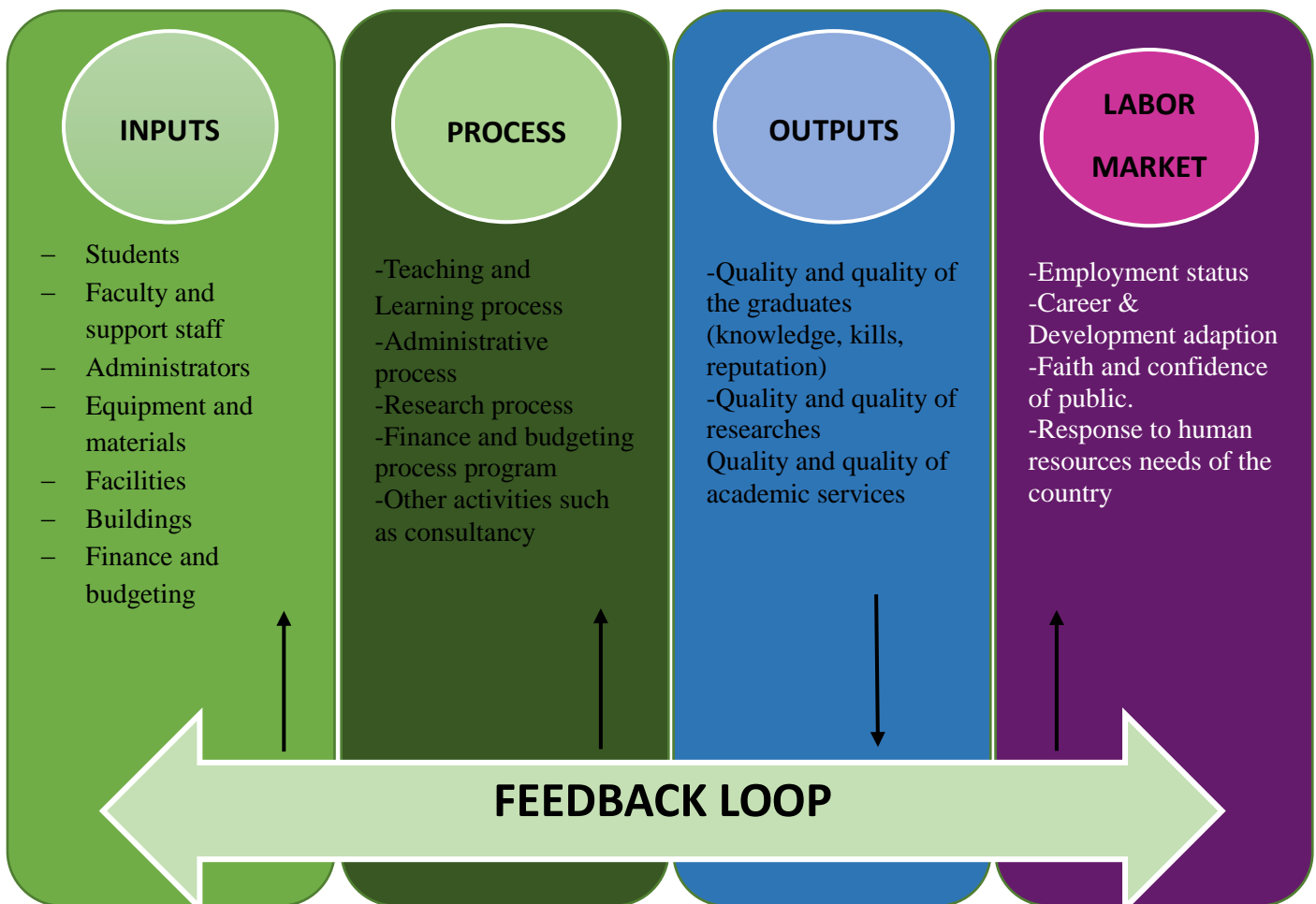




2.6. Quality Assurance

Quality Assurance is the all-embracing term referring to an ongoing, continuous process of evaluating (assessing, monitoring, guaranteeing, maintaining, and improving) the quality of a higher education system, institutions, or programs. This is usually measured through different dimensions of input, outputs, different processes of teaching and learning as well as the labor market.

A model for quality dimensions





All these dimensions have to be taken into account when discussing quality and judging quality.

2.7 Quality vs Innovation

2.8 Indicators of Quality assurance

Chapter Three: Quality assurance at PIASS

Protestant Institute of Art and Social Sciences has positioned itself as the best private higher learning institutions with Christian ethical values and primary responsibility assigned to teaching and learning, as well as institutional research to realize the institution mission and vision with strategic plan with regard to quality promotion of knowledge and leading skills that respond to our societal problems. In pursue of this, PIASS is dedicated to respond to teaching and learning of its institution and community, providing future responsible leaders through developing and implementing pedagogically sound teaching and learning, as well as research driven solution.

PIASS's strategy for teaching and learning places students at the center of leaning by engaging them in collaborative learning, in a supportive and well-resourced academic environment.

3.1. Through Modular System

PIASS is aligned to Modular Educational System adopted by Rwandan Government for Higher Education and applied in most countries worldwide including East Africae Modular system consists in a framework focusing on substance rather than time and on learning process than memory. Subjects are taught in modules that give access to credits. Modules may give 10 or 20 credits according to their weight. Number of hours is specified per subject and per module. Each Semester contains 15 weeks: 12 teaching weeks + 1 week revision and 2 weeks examination. A total of 600 taught hours for a total of 60 credits are required.



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PIASS's academic staff and environment for teaching and learning allow students to be critical

thinkers, creative and innovators. Based on the mission and vision of PIASS, Academic

Assurance may be regarded as evolve around four motives. See Figure1.

Figure 1: Four pillars of enhancing academic quality assurance PIASS



Empower: Students shall be empowered through academic knowledge, engagement and graduate individuals with ethical values and skills that are relevant for the society and vital for their future success. This is done through different areas of empowerments such as analytical and critical ability, independent judgement, research, organizational and communication skills, which are highly valued by employers. PIASS's aim is to increase opportunities available beyond the lecture hall, including volunteering, internship, part-time work, placements, and other



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employment-focused activities and events, equipping students with improved skills for life and the workplace.

Academic staff shall also be empowered through trainings, workloads, upgrade and promotion in harmony to their research activities, and community engagement for their duties.

Enhance: Students shall be enhanced with the quality of their learning experience by providing a supportive and well-resourced learning environment. PIASS focus is on developing an accessible, inclusive and student-centered learning experience.

Our objective is to provide increasingly flexible and well-resourced provision, sustained by a team of committed and professional academic and administrative support staff.

Engage: Our students shall always be exposed to the high-quality of learning, student-centered and collaborative learning experience founded on the expert knowledge of academic and other relevant support staffs such as those experienced industrial staffs lecturing in collaboration with any propriety faculty or department of the Protestant Institute of Arts and Social sciences. The aim is to provide research and teaching as well as challenging and inspiring learning environment.

Result: Results are usually the outcome of all these 3Es identified above. These go with academic standard which represent the level of achievement that a student has to reach to gain an academic award. However, above this, it is the skills and competences translated into our graduates to meet both the labor market and societal needs.

Therefore, Quality assurance is an all-embracing term referring to an ongoing, continuous process of evaluating, assessing, monitoring, guaranteeing, maintaining, and improving, the quality of our higher education system. Being a regular mechanism, quality assurance focuses on



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both accountability and improvement through an agreed upon and consistent process and well-established criteria.

3.2. Who Execute Quality

Quality is when everyone is clear about their responsibilities

Academic quality is how well the learning opportunities made available to students - enable them to achieve their award. It is about making sure that appropriate and effective teaching, support, assessment and learning opportunities are provided, for students.

Therefore, Quality is the responsibility of everyone's duty being done to the best of their ability. Although the directorate of quality assurance in collaboration with different institution's departments have responsibility for interpreting the quality and therefore ensuring that everything is done accordingly, the primary responsibility for compliance with the quality lies with faculties. However, other different departments shall collaborate responsibly to ensure a common sounding quality assurance. These are such as Library, ICT, and Students services departments.

3.3. PIASS quality assurance in linkage with ARIPES

Chapter Four: Internal and self-assessment

How do we know our quality?

4.1. Course/module evaluation and students feed back

The most common way of eliciting student feedback is by administering questionnaires. The members of Quality Assurance (QA) are available to support the process of choosing the questionnaire, to analyze student responses, generate a report which is sent to the lecturer



concerned and his/her Head of School (if necessary), and provide follow-up support and development when requested.

There are a number of options for you to consider in course or module evaluation: one is for each lecturer to conduct course assessment two for the Quality assurance directorate to conduct it, three, for the faculty or department to conduct this assessment or involve class representative in collecting questionnaires and distributing them to the class members. If a lecturer needs to conduct, his/her course assessments or feedback from students, then the following can be considered:

1. The QA Student Feedback Module within Learning at PIASS to gather feedback from your students online. You can consult the IT (PIASS website) teacher guide to using the QA course evaluation option.
2. The QA Student Feedback Questionnaire for module, lecturer, practical and tutorial feedback (See Appendix 2) which has a number of compulsory questions and a number of optional questions from which a student can select to compile the questionnaire.
3. Choose (and modify) from the example questionnaires (See Appendix 2 and 3) one that may better suit your teaching context.

But if the assessment is conducted by the QA members, then questionnaires are to be developed based on the needs and other information needed by the QA office.

4.2. Self-evaluation and examination

Self-assessment is important to go beyond our eager that everything is good. The introduction or demand for self-evaluation does mean that there is a lack of quality rather it has to be regarded as a way of examining ourselves in a structured manner, with a well-defined framework. For self-assessment, the following questions are suggested by UICEA as important:



- Why do we do what we are doing?
- Do we indeed do the right thing?
- Do we do the right thing in the right way?
- Do we have a through command of the process to actually realize what we want'?
- Do we really achieve what we want to achieve?

An effective self-assessment requires an investment of time and dedication. It requires efforts by both staff and students on the quality of services offered. The advantage of self-assessment is that information obtained and decision reached will help to determine whether some policies need some amendments or remain unchanged. Some examples of principles to follow are provided by the IUCEA. See: www.iuces.org.

4.2.1. External evaluation and examination

Self-evaluation may be initiated by the institution itself. It consists of external experts visiting a higher education institution to examine the self-study produced by the institution which may involve process such as to interview faculty members, students, and other staff in order to asses quality and effectiveness. The aim should be to put forward recommendations for improvements. This is usually done by Rwanda High Education Council.

External examiners for examination or dissertation are to be designed by the research and quality assurance directorate in collaboration with faculties. There are two ways this can be done: one is to use simply external examiners from any higher learning institute which has expert staff at relevant to the module or dissertation to be examined. This consists of some financial costs. Two is having collaboration with other relevant higher learning institutions for examinations exchanges. Depending on the agreements, this method may involve no or minimal financial costs.



4.2.2. Appointment of examiners

Faculties should be responsible for providing nominations of external examiners for their students' taught courses on an annual basis. The Senate has the power to receive nominations 01 and approve such appointments, and discharges its responsibilities in this regard through the quality and standards committee. See also PIASS internal regulations.

Specific responsibilities of each external examiner shall be specified in the letters of appointment.

The faculty in collaboration with the Quality assurance office has responsibility to ensure that a sufficient number of external is appointed to ensure adequate expertise is available to cover all the major areas of the syllabus.

4.2.3. General responsibility of external examiner

External examiners are asked to provide informative comment and recommendations on any good practice and innovation relating to learning, teaching and assessment they observe, and also opportunities to enhance the quality of the learning opportunities provided to students.

4.3. Evaluation and examination

A team of internal members of QA are to conduct self-evaluation twice a year. Ideally one faculty evaluate the other. This is to be done in the same way with other (admin) departments.

Internal examinations are usually done by the lecturer of the course and after that sent to the external examiner. A dissertation is sent to the external examiner by the members of the QA after the main director or supervisor of a dissertation has approved it.

4.4. Examination office and academic services division

It should provide decision from faculty examination board for certificates, diplomas and final degrees, including a full profile of confirmed marks which contribute towards that award.



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Decision from the faculty examination board regarding courses termination, progression, “first sits”, repeat study and reassessment entitlements, including the format of all assessments, such as, examination, coursework, etc.,

The evidence used by the faculty examination board when submitting decisions on a students' final degree classification under the national regulations. See Higher Education Quality Assurance.

4.4.1. Conditions for student promotion from one level to the other

Referring to the Rwanda Higher Education Council, at the level of undergraduate, a student should have at least 50% in total.

4.4.2. Requirement for first seating exam

For a student to be qualified to seat for the first sitting, he/she should have at least 40% of the course work.

This mean that marks for course work and continuous assessment test should be posted and made available to all concerned students at least one week before the writing of their first sitting exam.

This will also allow both student and examination officer to know who is eligible for first sitting exam and who is not.

Those not eligible for first sitting exam have to repeat the course or module.

4.4.3. Discipline and attendance

4.5. Student Evaluation of teachers

Student evaluation is helpful for the department on a regular basis for quality promotion.

Students are known as the first to judge the quality of teaching and learning. Therefore,



department shall provide the students with feedback on what is done with the outcomes of the evaluation.

The process of using student inputs concerning the general activity and attitude of teachers, allow the overall assessors to determine the degree of conformability between student expectation and the actual teaching approaches of teachers. Student evaluations are expected to offer insights regarding the attitude in class of a teacher (**approachable, open-minded, entertaining, creative, patient**, etc.), and the abilities of a teacher to explain things, to motivate students, to help students think, to correct mistakes in a friendly manner, to offer information effectively, etc.)

Chapter Five: An analysis model for teaching and learning

Most of institution for higher education generally has three core activities; teaching/learning, research and community outreach. Although all these areas are important for an institute for higher education, this manual emphasize on the quality of the educational task. To find out the quality of education, the instrument of self-assessment at the program level can be useful. The international standard that is accepted involves some aspects that needs to be considered for the program assessment. These include:

- Goals and objectives
- Expected learning outcomes
- Program contents
- Program specifications or descriptions
- Program organizations
- Didactic concept / teaching / leaning strategy



- Students' assessments
- Quality of academic staff
- Quality of support staff
- Students' profiles
- Student advice/supports
- Facilities and infrastructures
- Student evaluations
- Curriculum design and evaluation
- Staff development activities
- Achievements/graduates
- Satisfaction of stakeholders

However, in order to map the quality in a self-assessment, we need a clear model to guard against looking at some aspects and ignoring others.

5.1. Student Admission Procedure

See PIASS admission procedure

5.1.1. Transfer and admission from other local institutions

There should be some core modules/courses in a particular field-program-passed, otherwise a prospect student should retake them first as a requirement.

5.1.2. International student admissions

All national Examination Board for Foreign Evaluation should be observed.

5.2. Recruitment procedure

See PIASS internal regulations.



5.3. Workload

Is a quantitative measure of the learning activities that may be required for the achievement of learning outcome (such as; lectures, seminars, practical work, private study, information retrieval, research, and examinations). For example, does the lecturer's workload allow them to develop and therefore feed-back to the students? How is the environment allowing creativity for both students and academic staff? Is the syllabus clear, contextualized and learning friendly?

5.4. Academic staff promotion

See PIASS academic staff promotion policy

Chapter Six: Conclusion

Quality is a concept with many aspects, and many factors that influence quality. While focusing on teaching and learning, other dimension such as; quality of input, quality of the process, and quality of the output need to be considerably distinguished. Moreover, Quality Assurance activities depend on the existence of the necessary institutional mechanisms preferably sustained by a solid quality culture. Quality management, quality enhancement, quality control, and quality assessment are means through which quality assurance is ensured.

Some part of the academic quality assurance can be maintained in the student's feedback, see appendix 1, 2, and 3.

Sources

Hand book for Quality Assurance in Higher Education, 2010. Volume 1, www.iucea.org



Appendixes: Illustration for different areas of evaluation

Appendix 1: Module evaluation

Protestant Institute of Art and Social Sciences (PIASS)

Student Feedback

Student Feedback is one of the methods used for improving the quality of teaching at the university. It also provides lecturers with valuable feedback about teaching effectiveness. You do not need to sign your name and all information is confidential. Please complete as accurately and honestly as possible.

Thank you for your co-operation.

Module Name:

Code:

Please provide your opinion on various aspects of the module for the purposes of evaluation.

Please indicate the EXTENT of your agreement/disagreement. For example:

1= Strongly Disagree	2= Disagree	3= Neutral Response	4= Agree
5= Strongly Disagree			

No	Questions	Reflection
1	It was clear to me how the different topics and sections of the module fitted together	
2	I felt enthusiastic about studying this module	
3	I found that the workload for this module was managed	



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4	A useful module outline was provided	
5	I thought there was a good balance between theory and its application	
6	I found that I could apply things that I learned in this module in my other module	
7	As a result of studying this module I have learned to think in new ways	
8	As a result of studying this module I have grown and developed personally	
9	I found that I was encouraged to work independently	
10	I found this module challenging and stimulating	
11	I believe that I have given sufficient guidance in order to cope this module	
12	I found that the workload of this module was manageable	
13	The teaching environment (lecture room/laboratory) is conducive to learning	



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Appendix 2: Lecture Evaluation

Protestant Institute of Art and Social Sciences (PIASS)

Student Feedback

Student Feedback is one of the methods used for improving the quality of teaching at the university. It also provides lecturers with valuable feedback about teaching effectiveness. You do not need to sign your name and all information is confidential. Please complete as accurately and honestly as possible.

Thank you for your co-operation.

Module Name:

Code:

Please provide your opinion on various aspects of the module for the purposes of evaluation.

Please indicate the EXTENT of your agreement/disagreement. For example:

1= Strongly Disagree	2= Disagree	3= Neutral Response	4= Agree
5= Strongly Disagree			

No	Questions	Reflection
1	I thought the lecture was always well prepared	
2	I thought that the lectures' expatiations were clear	
3	I thought that the lecture was approachable	
4	I found that the lecture was available during consultation time	
5	I fond that the pace of the lectures is just right for me	
6	I found that the lectures were learning just right for me	
7	I found that I could understand the language used by the lectures	



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8	I was always able to hear the lecture	
9	I found that the lecture explained concepts clearly	
10	I found that the lecture emphasized important information	
11	I understood which information to note down and which was less important	
12	I found that the lecture presented the materials in ways that were interesting and stimulated my enthusiasm for the subject	
13	I thought that the lecture pointed out links between the material and other areas in the field	
14	I thought that lecture made good use of module materials (handouts, readings, etc.)	
15	I thought that the lecture made good use of teaching resources (e.g., white board, audio-visual aids, etc.)	
16	I thought that the lecture encouraged students to express their own ideas	
17	I thought that the lecture encouraged questions and class discussion	
18	I felt comfortable enough to participate in class discussion	
19	I thought that the lecture had a good relationship with the class	
20	I thought that the lecture was approachable	



Appendix 3: Internship Feedback

Protestant Institute of Art and Social Sciences (PIASS)

Student Feedback

Student Feedback is one of the methods used for improving the quality of teaching at the university. It also provides lecturers with valuable feedback about teaching effectiveness. You do not need to sign your name and all information is confidential. Please complete as accurately and honestly as possible.

Thank you for your co-operation.

Module Name:

Code:

Please indicate the EXTENT of your agreement/disagreement. For example:

A= Strongly Disagree	B= Disagree	C= Neutral Response	D= Agree
E= Strongly Disagree			

No	Questions	Reflection
1	I found that the internship helped me to understand what I am studying better	
2	I thought that the demonstration was always well prepared	
3	I have gained the practical skills in this practice	
4	I found the feedback on practical write-ups useful	
5	I thought the internship was well organized	
6	I thought the internship relates well to the content of the module	
7	I thought the confidence has improved as a result of the internship	



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8	I thought that the demonstrators were helpful	
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Appendix 4: Alternative course Assessment

Protestant Institute of Arts and Social Sciences

Please provide your opinion on various aspects of the course for the purpose of the evaluation.

Name of the lecture:Course:

1. Course Objective

No	Items	1= Very poor	2= Poor	3= Good	4= Very good
1	Relevance				
2	Clarity				

2. Course content

No	Items	1= Very poor	2= Poor	3= Good	4= Very good
1	Structure				
2	Consistence of content				
3	Meeting expectations				

3. Teaching methodology

No	Items	1= Very poor	2= Poor	3= Good	4= Very good
1	Instructive/Didactic materials				
2	Ability to explain				



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3	Approachable				
4	Ability to motivate students				
5	Help students to think/self-thinking				
6	Time Allocation				

4. Assessment

No	Items	1= Very poor	2= Poor	3= Good	4= Very good
1	Group assessment				
2	Individual assessment				
3	In-course assessment				
4	Link with course objective				

5. Any additional comments

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