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OFFICE OF ACADEMIC VICE RECTOR

ACADEMIC QUALITY ASSURANCE POLICY

CUR, 2017

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0. INTRODUCTION

The authorisation for the CUR to begin its activity comes at the very moment when all institutions of higher learning are revisiting their teaching programmes. This becomes an appeal to the CUR to immediately subscribe in the same dynamic. Indeed, the quality of service that this institution wants to offer to society depends on the level of training dedicated to its students.

In this regard, it is worth accepting to be guided by the policies and strategies of the **Rwandan National Qualification Framework for the Higher Education and Associated Code of Practice.**

These policies and strategies aim at focusing on certain standards and qualifications deemed indispensable for any institution offering Bachelor's degree.

For these reasons, the CUR commits itself to develop the intellectual capacities that a Bachelor's degree holder must have regardless of his or her discipline.

Being aware of the weaknesses encountered in higher institutions graduates, the CUR puts a particular emphasis on the development of a set of elements that constitute the general knowledge acquisition:

- a) the capacity to speak and write correctly English, French and Kinyarwanda languages
- b) the capacity to think accurately and to produce a synthesis
- c) to know the methods and techniques of a discipline
- d) to master the problems pertaining to regional and Rwandan socio-economic development
- e) To master the Information and Communication Technology.

The quality of education requires that we include the above elements in the objectives of each programme. This means that the quality of a university education must not be evaluated only in terms of the sum of knowledge that can be immediately used, but in

terms of the acquisition of competences and skills. These provide to the student the capacity to be creative and to adapt to the evolution of science and professional activities.

To create and to develop the culture of quality in the achievement of its mission, CUR has set up a policy of academic quality. This policy contains a number of objectives, strategies and procedures to reach certain levels of capacities recognised nationally, regionally and internationally. The policy of academic quality is finally, a set of principles, practices that will serve to guarantee the quality of academic training.

Conceived as a guiding action of the CUR in terms of reinforcement of quality in all sectors of academic activity, the present document intends to avail certain directions to the lecturers, students and to all the staff.

CHAPTER I: OBJECTIVES AND STRATEGIES

Four objectives are formulated and each objective has its own specific strategies.

1.1 Objectives of the academic quality policy

The above considerations allow us to highlight the intentions that justify and orient the policy of academic quality. In this regard, the CUR formulates four objectives that are able to sustain and offer the quality of teaching and learning at higher education.

- 1) Creation of an environment that is favourable to the development of a culture that recognises the importance of quality in higher education experience.
- 2) A regular update of programmes so that they match with the mission of the CUR and with the national and international standards.
- 3) Pursue of excellence in the quality assessment.
- 4) To open the CUR to the outside world, by keeping an eye on social and economic problems.

1.2 Strategies

The issue of strategies is essentially the one of means to avail in order to achieve the above objectives.

OBJECTIVES	STRATEGIES
Objective 1: Creation of an environment that is favourable to the development of a culture of quality education	<ol style="list-style-type: none"> 1. To pursue with the construction of buildings that are needed to create a comfort material for intellectual life. 2. To continue with the development of laboratory, library and ICT facilities. 3. To regularly review the financial resources dedicated to the equipments, student services and to adapt them to emerging needs. 4. To award staff that reaches the high level of excellence in the teaching, research and community service activities. 5. To organise public conferences and colloquia linked with the teaching and research activities. 6. To promote the development of trust and collaboration between all units of the CUR. 7. To update the documentation in relation with the CUR's mission. 8. To create a scientific journal to enforce research activities 9. To put in place a follows up structure of lecturers' and researchers' career. 10. To create scholarships strategies for excellence teaching staff and students. 11. To improve working condition systems which guarantee timely availability of needed resources. 12. To guarantee the permanent improvement of the level of lectures by availing internships, workshops on pedagogy and research methodology. 13. To improve the system of recruitment and payment of salary to attract and keep the well trained lecturers. 14. To facilitate the exchange of lecturers with other higher learning institutions.

Objective 2: Regular review of programmes to conform with the national and international labour market	<ol style="list-style-type: none"> 1. To evaluate regularly the curricula, to guarantee needed knowledge and an adequate professional skills. 2. To use the internal and external examiners in the processes of programme validation to make corrections whenever necessary. 3. To involve stakeholders in the process of programme review. 4. To institutionalise the system of regular evaluation of coherence, extent and objectives of the modules.
Objective 3: To promote the culture of excellence through verification of quality teaching and learning	<ol style="list-style-type: none"> 1. To organise regular assessments of students' skills to check the quality of their performance. 2. To organize regular reforms necessary for higher level of quality . 3. To involve students, and peers colleagues in the evaluation of performances of lecturers. 4. To involve the external university and private sector to assess the level of existing quality and to introduce the required changes. 5. To offer regular training to enforce the capacity of staff of the Directorate of quality assurance 6. To reinforce the capacity of teaching staff to promote their academic quality teaching. 7. To empower Deans and Heads of Departments in the development and verification of quality teaching and learning 8. To create a committee of quality assurance including teaching staff and students.
Objective 4: To open the CUR to the outside world	<ol style="list-style-type: none"> 1. To empower CUR public relation office to more visibility of the university. 2. To promote partnerships with national and international institutions and universities. 3. To promote the involvement of lecturers and students to address national social and economic problems. 4. To organise the training of leaders and members of local

	<p>communities.</p> <ol style="list-style-type: none"> 5. To create a dialectics between various knowledge production and the needs of the population, in line with requirements of each discipline. 6. To give enough resources to the Centre of research and training to be a place of interaction between the CUR and the society. 7. To organise an open day every year 8. To launch and develop an association of friends and alumni of the CUR.
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1.3 Procedures

The above elements justify the need to have enough information on objectives and strategies in order to estimate the quality of education and make necessary adjustments. The CUR subscribes to the procedures presented in various sections of the **Handbook for Academic Quality Assurance and Enhancement and the Maintenance of standards in Higher Education**.

It believes that it is not sufficient to shape the norms and standards of quality, but that it is also necessary to avail means that are needed in order to regularly verify the changes that occur in practice. In this respect, and taking into consideration its own conditions, the CUR is obliged to make choices and to define the aspects that will guide the verification of academic quality.

With reference to the *Handbook for subject review*, the CUR retains six aspects that will be subject to constant evaluation:

1) Curriculum Design, content and organisation,

- _ Programmes are designed to meet the needs of students and labor market, taking into account programme length/duration, modes of attendance, structure and sequence, optional elements etc ...,

- _ Programmes are periodically reviewed to ensure that they remain up to date and relevant to needs of students, employers and the Rwandan economy;
- _ Curricula aims , objectives and outcomes are explicit and known to staff and students
- _ The teaching staff appointment is sufficient to deliver the curricula
- _ The design and content of each programme are evaluated in relation to the potential for enabling students to achieve the intended learning outcomes.

2) Teaching, Learning, and Assessment Strategies

- _ Teaching methods are innovative, varied, and appropriate to the stated learning outcomes and make effective use of available facilities, equipment, materials and aids.
- _ Teaching is well planned and prepared and effectively performed, taking account of the needs of all categories of students
- _ The style and space of teaching and learning takes into account of the nature of the curricula, student's varied abilities and prior learning, and the specific needs of the very able or weak students equally.
- _ Teaching approaches encourage independent learning with critical thinking and students take responsibility for their own learning.
- _ Learning programmes are effectively organised and managed
- _ Teaching programmes are clearly articulated, made known to students and regularly monitored
- _ Results are monitored and analysed and appropriate action taken to enhance performance.
- _ Quality Control arrangements at institutional, department, subject and/or course level are consistent and coherent.

3) Students Progression and Achievement,

- _ The effectiveness of the arrangements for students recruitment, admission and induction ;
- _ The overall strategy for student support and its relationship to the student profile, and the overall aims of the programme;
- _ Learning is facilitated by academic guidance, feedback and supervisory arrangement

4) Student Support and Guidance,

- _ Is there personal tutoring system;
- _ Is there Personal Development planning
- _ is there Student Guidance

5) Learning Ressources,

- _ Equipment is up-to-date, readily available and effectively deployed
- _ Library, internet access, appropriate software and hardware and other academic services are provided according to the curricula
- _ Suitability of the staff and teaching accommodation in relation to the teaching and learning strategy and provision of support for students.

6) Quality Management and Enhancement

- _ The use made of quantitative data and qualitative feedback from students, external examiners and other stakeholders in a strategy of enhancement and continuous improvement;
- _ The institutions responsiveness to internal and external review and assurance processes;
- _ The accuracy of the self evaluation.

The evaluation of the above elements will be done through a set of techniques aiming at providing information on all academic activities. These are mainly:

- a) The design of questionnaires in order to gather information on the advancement of teaching, the planning and the checking of knowledge acquisition, didactic means, etc.
- b) The organisation of a workshop every two years that includes academic staff, administrative staff, students and external experts in order to examine the coherence of programmes, the relevance of strategies and the consistency of the teaching activities.
- c) Frequent organisation of meetings on quality of education at the levels of faculty and department to prepare suggestions to the Academic Senate.

CHAPTER 2: UNDERSTANDING TEACHING IN MODULAR SYSTEM

2.1. Teaching concepts and activities

Teaching in the modular system deserves a number of actions allowing students to own the learning process. Among others, the lecturer statute shift from the one having the content and who must dispense it to students considered as empty containers.

He is only a facilitator and the students are full partners of the learning process. This means that students must know what is expected from them and how to reach the learning outcomes determined by the lecturer. It is in that development that teaching is not more envisaged as only face to face sessions but a combination of activities **leading to known and scheduled learning outcomes**. The activities are:

Face to face sessions during which the lecturer presents theoretical concepts and tries as much as possible to make sure that students express themselves about the topic and eventually misconceptions which have till that day satisfied their minds but not matching with scientific facts under observation.

Students seize that opportunity to question and change their minds about the concepts and include the newly formed explanations into their cognitive network. The lecturer in his role as facilitator is close to students to rise questioning and sending back to students' interrogation from fellow colleagues about the content to learn and its surroundings.

The learning process is intended to be participative so that changes in the cognitive structures happen for the majority of the class mainly during teaching-learning sessions. But the change can also happen after class during complementary activities scheduled for students out of class that include: compulsory reading, assignments, group works and others like answering to model questions in preparation either for continuous assessment, partial exams or final exams. The change is also likely to happen during personalized help to students during office time where students come to lecturers and ask him to clarify for them a particularly tuff content. When it comes to be clear that some specific

content is not at all understood, student can ask for new teaching during consolidation week before the examination period.

Compulsory readings oblige students to read about the learned topics and enlarge their background about the learned content. These occasions can serve them the raise new matters about the content or open wider their view.

Assignments are important tools to engage students to own the learning process. In fact, students are given a research topic and a minimum references and are asked to answer a question, to compare various authors 'views and express their through an argumentation showing how deep they have mastered the learned content. Experience has shown that students learn more from assignments than from lectures even if some weak or lazy students will copy and paste documents from the Internet. This can be overcome by checking the sources and discouraging plagiarism.

Group works are particularly interesting opportunity offered to students to learn from others in a deconstructed environment. At these working sessions students organize themselves out of class convenient time for all group members and to meet around only one task to fulfill within limited time but on their own pace. Furthermore, students are able to organize themselves so that they designate a team leader who organizes groups schedule and activities after sharing functions to group members. Doing so, students commit themselves not to betray their colleagues and be on top of expectation both for the success of the group on which they belong to and for getting the maximum marks.

Practical works are organized to (re)discover and or apply learned concepts. Students have hands on learning using special material, following an experimental protocol, monitoring changes of a phenomenon under study and recording data for further analysis and interpretation. These practical experiments are there for experimentation which allows students to acquire and develop transferable skills required for applying scientific method to everyday life challenges.

Continuous assessments are for the lecturer as a way for getting clear feedback about how good are his students about a part of the content to be appropriated by learners. They help the lecturer to adjust both teaching methods and to focus better students' attention on learning outcomes.

Partial exams are part of the assessment strategy set up by the lecturer in order to guaranty that students efforts during the various activities organized have successfully lead to satisfying results in terms of average mark for the class and the distribution of theses marks have normal distribution around the mode. Analysis of the results can orient the lecturer to change teaching methods and organize better student's participation in the appropriation of the content to learn. Students are given prompt feedback about the partial exam so that they adjust the way learn from knowing how are questions and answers the lecturer want them to give and why.

Final exam is an assessment for all learning outcomes. Its results show how students have fulfilled the tasks they expected succeed. It serves for the lecturer and the program managers to notice overall change due to the learning which occurred over a semester. The final mark comprise beside those for final exam the one obtained from assignments, continuous assessment and practical works or supervised exercises. These last are for mitigating effect of stress occurs during final exam.

2.2. Assessment strategy

Assessment is included into teaching processes because students aim is not only to get skills and improve their knowledge but the most important for them is seemingly to succeed by obtaining at least the pass marks. The lecturer needs also that evaluation feedback to be able to adjust his delivery methods. Assessment strategy is scheduled before hand and included into the module booklet.

Questions are only translation of learning outcomes presented to students at the very beginning of the teaching. Students can be given model questions to help them focusing their effort on important points of the content and to know how they will be questioned later for partial or final exams.

Assessment is understood as a way of monitoring students' advancement in terms of skills and knowledge. Therefore it must be regular and the students must have prompt feedback so that indications they are given be incorporated in to their learning strategies. Assignments can take various forms that all contribute to evaluate students' performance about known learning outcomes. In fact, students must know what is expected from them since the beginning and organize themselves to reach them with the help of the lecturer.

Assessments are either written or spoken, done individually or in group depending to the capacity student must show to be able to fulfill a particular task.

The assessment is considered to be formative if it is included into the teaching period and help both students and lecturers to assess how far has gone the student's performance. These can be in form of continuous assessment tests, group work presentations, assignments...

Practical works are also assessed by the report that is produced and handed to the lecturer.

Partial exams are part of the summative evaluation because they deal with a part of the whole content. The number of partial exams depend on how large is the content or are used to assess important learning outcomes that must be invested to understand the next chapters.

Final exam is a summative assessment aiming at giving an idea on overall capacities and competences the student has acquired after he has covered the module content.

2.3. The module booklet

A module is a combination of complementary concepts gathered to give core contents of a study subject. Its delivery is done by a number of lecturers specialized in specific areas of the subject that contribute to a better approach of the whole subject by diverse sources and skills. The content is delivered over the semester and the weekly time attributed to each teaching session is in relation with the number of credits of the module.

All activities within a module are coordinated by a module leader who has in charge to convene with other module members about the content to deliver, main methods to use, and to determine relative importance of various components of the module. He is also the one who compiles the marks from his colleagues and send the final mark to the secretary of the faculty for deliberation sheets composition.

A module booklet is a tool for avoiding improvisation of any kind during the teaching process. It is like an agenda for the lecturer showing not only the module identification but also other important indications about the module delivery.

Lectures comprise content presentation and organization of class so that further work can easily and fruitfully be done by students. The lecturer must also follow up the work he administered to students so that it is done and profit to groups and whole class. Students' activities are as diversified as possible so that they constitute an opportunity to development of both cognitive and transferable skills that are stated into the learning outcomes. Students must understand that the learning process is owned and participatory with the help of the lecturer as only the facilitator.

Course advancement follow up is an activity that indicates teaching regularity for all lectures ongoing through the semester. This follow up is done using an ad hoc format

Adopted by the Academic Senate on 11th March,2011

Signed by the Chairperson

Msgr JMV GAHIZI

APPENDICES

APPENDIX 1: STUDENTS SUPPORT AND GUIDANCE HE Level 1 (Certificate of Higher Education)

Knowledge and understanding	Practice: applied knowledge and understanding	Generic cognitive skills	Communication, ICT and numeracy skills	Autonomy, responsibility and working with others
<p>Demonstrate:</p> <p>*a broad knowledge of the subject/discipline</p> <p>knowledge embedded in the main theories, concepts and principles</p> <p>*an awareness of the evolving/changing nature of knowledge</p> <p>*an understanding of the difference between explanations based on evidence and other types of explanations and the importance of this</p>	<p>Use some of the basic and routine skills, techniques, practices and /or materials associated with the subject/ discipline</p> <p>Practice these in routine and non-routine situations</p>	<p>Present and evaluate arguments, information and ideas which are routine to the subject/discipline</p> <p>Use a range of approaches to addressing defined and /or routine problems and issues within familiar contexts</p>	<p>Use a range of routine skills associated with the discipline. for example:</p> <p>*convey complex ideas in a well structured and coherent form</p> <p>*use a range of forms of communication effectively in both familiar and new contexts</p> <p>*use standard ICT applications to process and obtain a variety of information and data</p> <p>*use a range of numerical and graphical skills</p>	<p>Be able to work with little or no supervision</p> <p>Be able to work with others to achieve defined objectives</p> <p>Take responsibility for own work</p> <p>Be able to take a leadership role in group work</p>

HE Level 2 (Diploma in Higher Education)

<p>Demonstrate:</p> <ul style="list-style-type: none"> *a broad knowledge base with substantial depth in their area(s) of study *understanding of a limited range of core theories, principles and concepts *limited knowledge of some major current issues and specialism's *an outline knowledge and understanding of research in the subject 	<p>Use a range of appropriate methods and procedures</p> <p>Carry out routine lines of enquiry, development or investigation into problems and issues</p> <p>Adapt routine practices within accepted standards</p>	<p>Have command of analytical interpretation of a wide range of data</p> <p>Use a range of approaches to formulate evidence based solutions/responses to defined and /or routine problems/ issue.</p> <p>Evaluate evidenced-based solutions/responses to defined and /or routine problems/ issues</p>	<p>Use a range of routine skills and some advanced and specialized skills associated with the subject e.g.</p> <p>Convey complex information to a variety of audiences and for a variety of purposes</p> <p>Use a range of applications to process and obtain data</p> <p>Use and evaluate numerical and graphical data</p>	<p>Exercise autonomy and initiative in some activities at a professional Level</p> <p>Take significant managerial/ leadership responsibility for the work of others in a defined area of work</p> <p>Take the lead in planning in a familiar context</p> <p>Take responsibility for carrying out and evaluating tasks</p>
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HE Level 3 (Advanced Diploma in Higher Education)

Knowledge and understanding	Practice: applied knowledge and understanding	Generic cognitive skills	Communication, ICT and numeracy skills	Autonomy, responsibility and working with others
<p>Demonstrate:</p> <ul style="list-style-type: none"> *specialized knowledge with depth in their area(s) of study *understanding of a range of the main theories, concepts and principles of the subject *an understanding of a range of current issues and specialism's *a knowledge of the main research methodologies used in the subject 	<p>A command of analysis, diagnosis, planning and evaluation across a broad range of technical functions</p> <p>Formulate appropriate responses to resolve problems</p>	<p>Identify and analyze routine professional problems and issues</p> <p>Draw on a limited range of sources in making judgments</p>	<p>Communicate in a variety of forms and to a variety of audiences using structured and coherent arguments</p> <p>Communicate the results of their work accurately and reliably, identifying the broader principles, issues and impact</p> <p>Be able to use a range of IT skills</p>	<p>Take responsibility for their own learning</p> <p>Exercise some degree of autonomy in a few activities at professional Level</p> <p>Demonstrate an ability to take decisions at a professional level in familiar contexts</p>

HE Level 4 (Ordinary Degree)

<p>Demonstrate:</p> <p>*a broad and integrated understanding of the well established principles of their area(s) of study</p> <p>*the ability to evaluate a selection of the principles, principles, concepts and terminology of their area(s) of study, including some advanced aspects</p> <p>*knowledge that is detailed in some areas and/or informed by developments at the forefront</p> <p>*knowledge of routine methods of enquiry</p>	<p>Use of a selection of the principle skills, techniques, practices and/or materials associated with the subject(s)</p> <p>Use of a few skills etc that are specialized or advanced</p> <p>Practice appropriate routine methods of enquiry to solve problems in their area of study</p> <p>Practice in a range of professional-level contexts which include a degree of unpredictability</p>	<p>Identify and analyze routine professional problems and issues</p> <p>An understanding of the limits of knowledge and an ability to evaluate knowledge</p> <p>Ability to draw on a range of sources in making judgments</p>	<p>Effectively communicate information, arguments and analysis in a variety of forms to specialist and non specialist audiences</p> <p>Deploy the key techniques of the discipline/subject with confidence</p> <p>Use a range of IT skills to support and enhance work</p> <p>Use and evaluate numerical and graphical data</p>	<p>Exercise autonomy and initiative in some activities at a professional level</p> <p>Practice in ways which take account of own and other's roles and responsibilities</p> <p>Work under guidance with qualified practitioners</p> <p>Take responsibility for own work and manage the work of others</p>
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Level 5 (Bachelor Degree with Honours)

Knowledge and understanding	Practice: applied knowledge and understanding	Generic cognitive skills	Communication, ICT and numeracy skills	Autonomy, responsibility and working with others
<p>Demonstrate:</p> <p>*a systematic understanding of key aspects of their field of study</p> <p>*a critical understanding of the principal theories and concepts</p> <p>*a coherent and detailed knowledge of some areas that are at the forefront of knowledge in the subject(s)</p> <p>*knowledge and understanding of a range of established techniques of enquiry or research methods</p>	<p>Use a range of methods and techniques including some that are specialized, advanced and/or at the forefront of the subject/discipline</p> <p>Be able to transfer knowledge to unfamiliar contexts</p> <p>Carry out a defined research project</p>	<p>An appreciation of the uncertainty, ambiguity and limits of knowledge</p> <p>The ability to identify and solve professional Level problems in familiar and unfamiliar contexts</p> <p>The ability to make judgments where data/information is limited and/or comes from a range of sources</p> <p>Evaluate and consolidate knowledge, skills and thinking in a subject/discipline</p>	<p>Communicate information, ideas, problems and solutions in a variety of formats to both specialist and non-specialist audiences</p> <p>Use a range of software solutions to support and enhance work</p> <p>Interpret, use and evaluate a range of numerical and graphical data</p>	<p>Take personal responsibility for decision making</p> <p>Act autonomously in professional/equivalent activities</p> <p>Work with others to bring about change, development and/or new thinking</p> <p>Reflect on own learning needs and take responsibility for gaining the necessary knowledge and/or skills</p>

With reference to **Rwanda National qualifications fr**

APPENDIX 2: **COURSE FOLLOW-UP FORM**

CATHOLIC UNIVERSITY OF RWANDA

Faculty:

Level:

Program:

Module title:

Module code:

Lecturer:

Class representative:

Room:

Day/Date	From	To	Number of Hours	Content covered	Teacher's signature	Class leader's signature

ANNEX 3: STUDENT FORMATIVE FEEDBACK

Class/level:.....Program:.....
Module/ Unit title:
Credits:Academic Year Semester:.....

This questionnaire is designed to give faculty useful feedback regarding ways to continuously enhance your learning outcomes in a modular system of teaching and you are asked to complete this evaluation of your learning experience at the end of this module.

To indicate to extent to which you agree or disagree with each item, please refer to the following response scale: **Strongly Disagree** (1), **Disagree** (2) **Neutral**, (3)

Agree (4)

Strongly agree (5).

Take time and circle the Number that reflects your own opinion

Module content

Description	1	2	3	4	5
The content was clearly linked to the objectives and the learning outcomes of this module					
Lectures were well planned, prepared, and effectively performed					
Module coordination was quite satisfactory					
I learned a lot through this module					
I can apply the concepts, theories, and principles learned in real life					

Teaching methods

Description	1	2	3	4	5
The lecturer clearly explains concepts and clarifies difficulty points using well chosen examples to assist my understanding					
The lecturer challenges me to think					
The lecturer encourages me to ask questions					
The teaching style and pace takes into account the specific needs of the very able or weak students equally.					
The lecturer encourages students to work as a group					

on learning task.					
The lecturer is available outside of class when I request it					
The lecturer shows respect and concern					
Would you recommend the CUR to hire the lecturer next time?					

Student involvement

Description	1	2	3	4	5
I attend class regularly and arrive on time for every lecture					
I come to class prepared					
I have made my best effort to participate in classroom discussions					
I have worked up to my potential in order to well understand this module					
The module has made me feel more confident in the subject					

Module materials

Description	1	2	3	4	5
The readings were relevant to extend my learning					
Audiovisual materials and/or blackboard were well used and contributed significantly to my learning					
The assignment in this module have enhanced my learning					
The tests accurately assess what I have learned in this module					
The lecturer provided feedback regarding completed course assignments					
The materials in this module have helped me learn how to analyze real-life situations using theories and/or concepts presented in this module.					

- ❖ Which class activities (e.g: **lectures, seminars, projects, discussions, and reviews**) helped you the most in learning the course?

.....

- ❖ Which class activities helped you the least? Why?

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

❖ Which topics remain the most difficult for you?

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

❖ What has the lecturer done that helped you to learn?

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

❖ What suggestions/recommendations do you have for making this course/unit better in the future?

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

Thank you for taking the time and effort to respond to this Questionnaire.

APPENDIX 4:QUALITY ASSURANCE AND STANDARDS MONITORING



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OFFICE OF ACADEMIC VICE RECTOR

INDICATORS OF QUALITY ASSURANCE AND STANDARDS AT CATHOLIC UNIVERSITY OF RWANDA

CUR uses many strategies to ensure that quality assurance and standards are observed. These are especially based on the following indicators:

Quality learners

- During the analysis of applicants and later in the faculties the following are observed:
- Two principle passes as requested by HEC ;
- Students are admitted according to their field of education to ensure that there is continuity;
- Students' regular attendance is monitored to ensure that they receive necessary knowledge through face to face.

Quality Lecturers

To ensure that teaching and learning is well conducted by lecturers, the following are observed:

- CUR hires qualified lecturers;
- CUR monitors regularly how lecturers attend classes;
- CUR regularly checks handouts of lecturers to ensure that they respond to the curricula outcomes;
- CUR organizes seminars on some topics such as assessment, academic regulations, final projects, internship to ensure that there is a common understanding;
- Part time lecturers are well monitored (invitation, attendance, progress, exams, marks,...).

Quality programmes

- CUR ensures that curricula meet the needs of the labor market;
- CUR ensures that curricula are regularly reviewed;
- CUR ensures that stakeholders are involved in curricula review ;
- CUR ensures that curricula are regularly consulted by students.

Quality facilities

- CUR ensures that sciences laboratories meet required standards;
- CUR ensures that science laboratories are regularly provided in terms of needed equipments and consumables;
- CUR ensures that known standards ratio of laboratories are observed;
- CUR ensures that computer laboratories are regularly provided by new computers, materials, internet and maintained ;
- CUR ensures that electricity and water are well running;
- CUR ensures that classrooms are well cleaned and equipped (chalks, projectors, whiteboards, chairs, tables...).

Quality teaching and learning

CUR organizes monitors and enhances teaching and learning through the following:

- English language programme annually organized for level 1 and 2;
- Acceptable ratio lecturer- students is observed;
- Learner centered method is used by lecturers;
- Sufficient Face to face sessions hours are respected;
- Students support hours are provided;
- Practical sessions are organized where applicable;
- Presentations of course works are organized;
- Critical thinking is encouraged;
- Group working is used regularly;
- Individual works are provided;
- Self studies are provided to students;
- Field studies are organized;
- Practicum are organized where applicable;
- Lecturers' Evaluation by students are organized and analyzed for feedback to lecturers;
- Internship is a compulsory module;
- Final project is a compulsory module.

Quality assessment

- CATs and Final exams rates are respected;
- CUR ensures that exams are planned and known by students;
- CUR ensures that exams are at least internally moderated ;

- CUR ensures that exams evaluate all levels as suggested by bloom's taxonomy (understanding, memorization, analysis, synthesis, application, evaluation);
- CUR ensures that the examination policy is followed;
- CUR ensures that exams are well invigilated;
- CUR ensures that students have marking schemes;
- CUR ensures that there is quick feedbacks of marks;
- Deliberation reports are provided and kept;
- CUR ensures that answer sheets are well kept at least 5 years;

Quality leadership

- Qualified Deans are operational;
- Qualified Head of Departments are operational where applicable;
- Students representatives are involved in daily activities of teaching and learning;
- Necessary directorate are operational to ensure quality of teaching such as directorate of quality assurance, registry, research and consultancy, ICT;
- Required meeting are reported regularly;
- Required organs provide advice for academic matter;
- CUR ensures that all policies related to academic matter (quality standards, examination, research and consultancy, promotion,...) are established and observed ;
- CUR ensures that general academic regulations and General internal regulations are available to all students, lecturers, staff;
- CUR ensures that students' problems are well addressed through different units.