

## HIGHER EDUCATION INSTITUTIONAL INFRASTRUCTURE AND ACADEMIC STANDARDS

These standards are designed to provide guidance to institutions on what is likely to be judged acceptable by The Higher Education Council for the granting of definitive Operating Agreement to private providers in terms of physical and institutional resources. It also provides a guide to the minimum expected quality and standard of academic delivery. It also provided board guidelines on the level of infrastructure likely to be necessary to meet the requirements of institutional audit and subject reviews by all providers and should be read in conjunction with the Institutional Audit and Subject Review Handbooks. Further guidance on the expectations of auditors and reviewers can be found in the Higher Education Qualifications Framework for Rwanda and the associated Code of Practice. However, judgements by review and audit teams will be more strongly influenced, in the last resort, by the effectiveness of the delivery than by the extent of resources. The major criterion will be that the institution is fit for its declared purpose and can meet its declared objectives, with regard to the aspect of provision under scrutiny and is fully in conformity with the law. Institutions must meet the minimum expected standards and quality of academic delivery.

### Institutional Infrastructure Standards

	Acceptable	Needs to be Improved	Unsatisfactory
<b>Governance</b>			
Board of Directors	Established as required in Law, meets regularly and carries out its responsibilities effectively and efficiently.	Established as required in Law but meets infrequently and is not fully discharging its responsibilities.	Is either not established as required by Law or if it is in place is not discharging its responsibilities.
Senate	Established as required by Law meets according to a published Academic Calendar and effectively and efficiently carries out its functions	Established as required by Law but meets infrequently and /or is not fully discharging its responsibilities.	Is either not established as required by Law or if it is in place is not discharging its responsibilities.

Faculty Councils	Established as required by Law meets according to a published Academic Calendar and effectively and efficiently carries out its functions	Established as required by Law but meets infrequently and /or is not fully discharging its responsibilities	Is either not established as required by Law or if it is in place is not discharging its responsibilities
Departmental Councils	Established as required by Law meets according to a published Academic Calendar and effectively and efficiently carries out its functions	Established as required by Law but meets infrequently and /or is not fully discharging its responsibilities	Is either not established as required by Law or if it is in place is not discharging its responsibilities
Rector/Vice Rectors  Principal/Vice Principals	Appointed in accordance with the Law and provides leadership and sound management.	Appointed in accordance with the Law and carries out management functions satisfactorily	Are either not appointed in accordance with the Law or is not providing leadership or managing the institution satisfactorily
Deans	Elected in accordance with the Law and provide leadership and sound management.	Elected in accordance with the Law and carries out management functions satisfactorily	Are either not elected in accordance with the Law or are not providing leadership or managing the faculty satisfactorily
Heads of Departments	Elected in accordance with the Law and provides leadership and	Appointed in accordance with the Law and carries out	Are either not elected in accordance with the Law or are not

	sound management.	management functions satisfactorily	providing leadership or managing the department satisfactorily
Staff and Student Involvement	Staff and students represented on all committees. Communications strategy in place to ensure staff and students are kept full informed and opportunities for consultation provided	Staff and students represented on committees but limited if any communication or consultation channels in place.	Little if any evidence that staff or students have formal or informal opportunities to make their views known or are kept informed of developments by the administration.
<b>Infrastructure</b>			
Classroom space (Campus based)	1m <sup>2</sup> per student	1m <sup>2</sup> per 4 students	1m <sup>2</sup> per 5 students or less

Library Space (Campus based)	1m <sup>2</sup> per student	1m <sup>2</sup> per 4 students	1m <sup>2</sup> per 5 students or less
Science and Engineering Labs (Campus based science and engineering students)	1m <sup>2</sup> per student	1m <sup>2</sup> per 4 students	1m <sup>2</sup> per 5 students or less
Academic Staff (Full time)	Single or 2 person offices of adequate size	2m <sup>2</sup> space available per member of staff	1m <sup>2</sup> space available per member of staff
Administrative Staff (Full time)	3m <sup>2</sup> space available per member of staff	2m <sup>2</sup> space available per member of staff	1m <sup>2</sup> space available per member of staff
Facilities for Disabled	Adequate access to enable students and staff with disabilities	Plans to improve access for staff and students with disabilities	No plans to provide access for people with disabilities.
<b>Academic Staff-Institutions</b>			

<b>offering degrees</b>			
<b>Staff/Student Ratio</b>			
Arts / Social Sciences	1:25	1:30	Over 1:30
High Cost Classroom	1:21	130	Over 1:30
Part lab/part classroom	1:17	1:25	Over 1:25
Science	1:15	1:20	Over 1:20
Engineering	1:14	1:19	Over 1:19
Clinical Medicine	1:10	1:15	Over 1:15
<b>Qualifications Academic Staff<sup>1</sup></b>			
PhD <sup>2</sup>	15% of Staff	10% Staff	Less 10%
Masters	90% staff	50%	Less 50%
Percentage of part time staff as full time equivalent	Less than 30%	35%	More than 35%
Contact hours of staff per week – academic year – 30 weeks	18 hours	25 hours	30 hours and over
Research Policy	Research Policy approved by Senate and being implemented	Research Policy approved by Senate but not being implemented	No Research Policy in place
Publications by academic staff	More than on average 1 per Lecture and above with a spread across departments	Less than an average of 1 per Lecturer and above	none
<b>Teaching Staff- Institutions offering up to undergraduate diploma level</b>			

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- 1 Tutorial Assistants **do not** count as academic staff. All new appointments to AL must have a master's degree. This requirement will be amended in 24 months to require all academic staff to have a minimum of a master's degree.
  - 2 This is the minimum acceptable proportion of academic staff with doctorates. Institutions with a mission to carry out research including offering supervision for postgraduate research degrees will be expected to have a significantly higher proportion

<b>Staff/Student Ratio</b>			
Arts / Social Sciences	1:30	1:35	Over 1:35
High Cost Classroom	1:25	130	Over 1:30
Part lab/part classroom	1:22	1:28	Over 1:28
Science	1:19	1:25	Over 1:25
Engineering	1:18	1:24	Over 1:24
<b>Qualifications Teaching Staff<sup>3</sup></b>			
Masters	30% of Staff	20% Staff	Less 20%
Bachelors – 2.1/Distinction	100% staff	100%	100%
Percentage of part time staff	Less than 30%	35%	More than 35%
Contact hours of staff per week – academic year	25 hours	30 hours	30 hours and over
Strategic Plan	Strategic Plan approved by Council and implementation plan approved and being implemented. Embedded annual planning process	Strategic Plan approved by Council but not yet being implemented	No strategic plan in place
Higher Education Qualifications Framework and Code of Practice	Fully implementing the Qualifications Framework and meeting the requirements of the Code of Practice.	Qualifications Framework not fully implemented and not meeting all the requirements of the Code of Practice.	Qualifications Framework not implemented and little if any evidence of adherence to the Code of Practice.
Risk Policy	Risk Policy approved by Board	Risk Policy approved but not	No Risk Policy in place

<sup>3</sup> Tutorial Assistants **do not** count as academic staff. All new appointments to AL must have a master's degree. This requirement will be amended in 24 months to require all academic staff to have a minimum of a master's degree.

	of Directors and all policies, practices and procedures subject to a risk analysis	implemented	
Health and Safety Policy	Health and Safety Policy approved by Board of Directors and being actively implemented	Health and Safety Policy approved	No Health and Safety Policy
Staff and Student Disciplinary Procedures	Staff and Student Disciplinary Procedures in conformity with the Law approved by the Board of Directors and being implemented	Staff and Student Disciplinary Procedures in conformity with the Law approved by the Board of Directors	No procedures

### Standards for Internal Quality Assurance of Programmes

1. Policies and Procedures for Quality Assurance	
Standard	Guidelines
<p>Institutions have policies and associated procedures for the assurance of the quality and standards of their programmes and awards. They should commit themselves explicitly to the development of a culture which recognises the importance of quality, and quality assurance, in their work.</p> <p>To achieve this, institutions should develop and implement a strategy of continuous enhancement of quality. The strategy. Policy and procedures should be publicly available. They should include a role for students and other stakeholders.</p>	<p>Formal policies and procedures provide a framework within which higher education institutions can develop and monitor the effectiveness of their quality assurance systems. Policies contain statements of intentions and the principal means by which these will be achieved. Procedural guidance can give more detailed information about the ways in which policy is implemented and provides a useful reference point for those who need to know about the practical aspects of carrying out the procedures (see the <i>Rwandan National Qualifications Framework for Higher Education</i> and associated <i>Code of Practice</i>).</p> <p>The policy statement is expected to include:</p> <ul style="list-style-type: none"> <li>• The relationship between teaching</li> </ul>

	<p>and research in the institution;</p> <ul style="list-style-type: none"> <li>• The institution’s strategy for quality and standards;</li> <li>• The organisation of the quality assurance system;</li> <li>• The responsibility of departments, faculties and other organisational units and individuals for the assurance of quality;</li> <li>• The involvements of students in quality assurance;</li> <li>• The ways in which the policy is implemented, monitored and revised.</li> </ul> <p>It is important that there is commitment to the policy at all levels of the institution and that:</p> <ul style="list-style-type: none"> <li>• All programmes have clear and explicit intended learning outcomes;</li> <li>• Staff are ready, willing and able to provide teaching and learners support that will enable students achieve the outcomes</li> <li>• Staff who demonstrate particular excellence, expertise and dedication are recognised and appropriately rewarded;</li> <li>• There is a commitment to improve and enhance the education offered to students.</li> </ul>
<p><b>1. programmes are consonant with an institution’s mission</b></p>	
<p>Programmes are consonant with the institution’s mission and goals form part of institutional planning and resource allocation, meet national requirements, the needs of students and other stakeholders, and are intellectually credible. They are designed coherently.</p>	<ul style="list-style-type: none"> <li>• Programme are in line with the institutions mission and goals;</li> <li>• Programme outcomes meet national labour market needs. The professional requirements are taken into consideration where appropriate. Relevant stakeholders including external academic peers and employers were involved in the design and validation of programmes.</li> <li>• Programmes meet the requirements</li> </ul>

	<p>of the Rwandan National Qualifications Framework for Higher Education.</p> <ul style="list-style-type: none"> <li>• Provision is made for each programme in the institution’s planning and resource allocation processes.</li> <li>• Learning outcomes, degree of curriculum choice, teaching and learning methods and expected completion times cater for the learning needs of students. Competencies of students who complete programmes are made explicit.</li> <li>• The design of programmes maintains an appropriate balance of theoretical, practical and experiential knowledge and skills. They have sufficient disciplinary content and theoretical depth, at the appropriate level, to serve their educational purposes.</li> <li>• Modules are coherently planned with regard to content, level, aims and outcomes, relative weighting and delivery.</li> <li>• There is a policy and procedures for developing and evaluating learning materials.</li> <li>• Professional and vocational programmes, in addition: promote the students’ understanding of the specific occupation for which they are being trained; students master techniques and skills required; and, work-based learning, work placements and internships form an integral part of the curriculum as appropriate.</li> </ul>
<p><b>2. Approval, monitoring and periodic review of programmes and awards</b></p>	<p>The confidence of students and other stakeholders is established and maintained through effective quality assurance activities which ensure that programmes are well-designed, regularly monitored and</p>



	<p>periodically reviewed, thereby securing their continued relevance and currency. The quality assurance of programmes and awards is expected to include:</p> <ul style="list-style-type: none"> <li>• Development and publication of explicit learning outcomes;</li> <li>• Careful attention to curriculum and programme design and content;</li> <li>• Specific needs of different mode of delivery (e.g. full time, part-time, distance –learning, e-learning) and types of higher education (e.g academic, vocational. Professional);</li> <li>• Availability of appropriate learning resources;</li> <li>• Formal programme approval procedures by a body other than that teaching the programme and including members external to the institution;</li> <li>• Monitoring of the progress and achievement of students;</li> <li>• Regular periodic reviews of programmes(including external panel members);</li> <li>• Regular feedback from employers, labour market representatives and other relevant organisations;</li> <li>• Participation of students in quality assurance activities.</li> </ul>
<p><b>3. Teaching and learning strategy</b></p>	
<p>The institution gives recognition to the importance of promoting student learning. The learning and teaching strategy is appropriate for the institutional type, mode(s) of delivery and student composition, contains mechanisms to ensure the appropriateness of the teaching and learning methods, and makes provision for staff development for teaching and learning. The strategy sets targets ,</p>	<ul style="list-style-type: none"> <li>• Recognition of the importance of promoting students learning is reflected in the institution’s policies and procedures, including resource allocation; provision of support services, staff appointments and promotions;.</li> <li>• A teaching and learning strategy is in place which conforms to the requirements of the <i>Rwandan National Learning, Teaching and</i></li> </ul>

<p>plans for implementation, and mechanisms to monitor progress, evaluate impact and effect improvements</p>	<p><i>Assessment Strategy.</i></p> <ul style="list-style-type: none"> <li>• Contains targets, plans for implementation, ways of monitoring progress and evaluating impact, and mechanisms for feedback and improvement.</li> <li>• There is a peer observation of teaching in place.</li> <li>• Students provide feedback on modules and programmes through a <i>Student Evaluation Questionnaire</i>.</li> <li>• Academic staff are support in gaining a Postgraduate Certificate in Learning and Teaching in Higher Education;</li> <li>• There is a regular programme of staff development for learning and teaching.</li> </ul>
<p><b>4. Assessment of students</b></p>	
<p>Students should be assessed using published criteria, regulations and procedures which are applied consistently. Assessment should be appropriate for measuring learning outcomes. Assessment should be rigorous and fair and there should be procedures in place for ensuring the validity and reliability of assessment practices. Assessment should be kept carried out professionally at all times and takes into account the extensive knowledge which exists about testing and examination processes. Assessment secure at all stages.</p>	<p>The assessment of students is one of the most important elements of higher education. The outcomes of assessment have a profound effect on students' future careers. It is therefore important that assessment is carried out professionally at all times and takes into account the extensive knowledge which exists on testing and examination processes. Assessment also provides valuable information for institution about the effectiveness of teaching and learner support. Student assessment procedures are expected to:</p> <ul style="list-style-type: none"> <li>• Be designed to measure the achievement of the intended learning outcomes and other programme objectives;</li> <li>• Students are assessed on employability skills developed on their programme of study;</li> <li>• Be appropriate for their purpose, whether diagnostic, formative or summative;</li> <li>• Have clear published criteria for marking;</li> <li>• Be undertaken by people who</li> </ul>

	<p>understand the role of assessment in the progression of students towards the achievement of the knowledge and skills associated with their intended qualification;</p> <ul style="list-style-type: none"> <li>• Have in place systems for the internal and external moderation of marking by appropriately qualified and experienced academics;</li> <li>• Have clear regulations covering student absence, illness and other mitigating circumstances;</li> <li>• Have regulations for student appeals;</li> <li>• Have regulations for plagiarism and cheating;</li> <li>• Ensure that assessments are conducted securely in accordance with the institution's stated procedures;</li> <li>• Be subject to administrative verification checks to ensure the accuracy of the procedures;</li> <li>• Staff development is provided as necessary and appropriate.</li> </ul>
<p><b>5. Quality assurance of teaching staff</b></p>	
<p>Institutions should have ways of satisfying themselves that staff involved with the teaching of students and the management of student learning are qualified and competent. They should have sufficient relevant experience and teaching competency and their research profile should be adequate for the nature and level of the modules they are teaching on.</p>	<p>Academic staff are the single most important learning resource available to most students. It is important that those who teach have a full knowledge and understanding of the subject they are teaching, have the necessary skills and experience to transmit their knowledge and understanding effectively to students in a range of teaching contexts, and can access feedback on their own performance. Instructors should:</p> <ul style="list-style-type: none"> <li>• Appoint and promote staff in line with the <i>Recruitment, Selection And Appointment Policy and Procedure</i> in the <i>Code of Practice</i>;</li> <li>• Have a staff appraisal system in place that includes giving staff feedback on their performance;</li> <li>• Have a peer observation of teaching system in place;</li> </ul>

	<ul style="list-style-type: none"> <li>• Provide staff development opportunities for staff to enhance their skills in teaching including the taking of a Postgraduate Certificate in Teaching and Learning in Higher Education;</li> <li>• Ensure that staff are engaged in appropriate research and scholarship to support the teaching on the programme;</li> <li>• Have in place mechanisms to support poor teachers in improving their skills to an acceptable level and the means to remove them from teaching duties if they fail to improve sufficiently;</li> <li>• Have in place an induction programme for all newly appointed staff;</li> <li>• All academic staff are provided with a post profile that clearly sets out the duties and responsibilities of their post;</li> <li>• All academic staff plan their workload at least once a year with their line manager.</li> </ul>
<p><b>6. Learning resources and student support</b></p>	
<p>Institutions should ensure that the resources available for the support of student learning are adequate and appropriate for each programme offered</p>	<p>In addition to their teachers students rely on a range of resources to assist learning. In addition to teaching staff students need a range of physical resources such as libraries and computing facilities as well as human support in the form of tutors, counsellors and other advisors. Learning resources should be:</p> <ul style="list-style-type: none"> <li>• Readily accessible to students and designed with their needs in mind;</li> <li>• Routinely monitored and regularly reviewed to improve the effectiveness of the support services provided;</li> <li>• Adequate to meet the demands placed on them by student numbers;</li> <li>• The staff -student ratio should be as</li> </ul>

	set out in the infrastructure standards above and there should be adequate administrative and technical support staff.
<b>8. Information systems</b>	
Institutions should ensure that they collect, analyse and use relevant information for the effective management of their programme of study and other activities.	<p>Institutional self-knowledge is the starting point for effective quality assurance. It is important that institutions have the means of collecting and analysing information about their own activities. Without this they will not know what is working well and what needs attention, or the results of innovative practices. The system should cover:</p> <ul style="list-style-type: none"> <li>• Student progression and achievement</li> <li>• Employability of graduates;</li> <li>• Students' satisfaction with their programmes</li> <li>• Effectiveness of teachers;</li> <li>• Profile of student population;</li> <li>• Learning resources and their costs;</li> <li>• The institution's own key performance indicators</li> </ul>
<b>7. Public information</b>	
Institutions should regularly publish up to date, impartial and objective information, both quantitative and qualitative, about the programmes they award they are offering	<p>Institutions should provide information on:</p> <ul style="list-style-type: none"> <li>• The programmes they offer;</li> <li>• The intended learning outcomes of the programmes;</li> <li>• The qualifications they award;</li> <li>• The teaching learning and assessment procedures they use;</li> <li>• The learning opportunities available to students;</li> <li>• Student evaluation;</li> <li>• Profile of students;</li> <li>• Employment of graduates.</li> </ul>