# INSTITUT D'ENSEIGNEMENT SUPÉRIEUR DE RUHENGERI

*Accredited by Ministerial Order N° 005/2010/Mineduc of 16 June 2010*

*Scientia et Lux*

# QUALITY ASSURANCE MANUAL

Revised, February, 2025

**Table of Contents**

# Table of Contents

## PART I: GENERAL INTRODUCTION

### 1.1. Historical Background of INES-Ruhengeri

INES-Ruhengeri is a private Higher Learning Institution founded on June 30th 2003 under the name of "Université Internationale au Rwanda (UNIR)" from the initiative of Ruhengeri Catholic Diocese in 2000. The idea of its foundation was triggered by triple motivation:

(1) building signs of hope,
(2) contributing to unity and reconciliation and,
(3) contributing to the country's sustainable development.

INES-Ruhengeri obtained its degree awarding powers by the Ministerial order number 005/2010/MINEDUC of June 16th, 2010. INES-Ruhengeri is now governed by the new Law n° 010/2021 of 16/02/2021 determining the organization of education, Ministerial Order determining standards in education N° 003/MINEDUC/2021 of 20/10//2021, Ministerial Order determining Rwanda qualifications framework N° 003/MINEDUC/2021 of 20/10//2021, INES-Ruhengeri statutes, the present Internal Regulations and other academic regulations. In 2010, INES-Ruhengeri's leadership, being concerned by how to contribute effectively to Rwanda Development endeavour of moving from an underdeveloped economy to a middle-income country, adopted a new orientation of Applied Sciences to its teaching and learning activities.

### 1.2. Direction of INES-Ruhengeri

INES-Ruhengeri operates in a dynamic and challenging environment. The Government of Rwanda has set high-quality standards for higher education, which INES-Ruhengeri is committed to meeting. At the same time, INES-Ruhengeri is evolving as an institute for applied sciences, addressing societal and regional needs by equipping students with practical skills relevant to the current labor market.

To achieve the above, INES-Ruhengeri focuses on maintaining high service standards in a sustainable manner. A robust approach to quality assurance is critical for achieving its strategic goals. The development and implementation of a Quality Management System (QMS) is essential to ensure competitiveness, meet ambitious objectives, and align with international standards. The QMS enables INES-Ruhengeri to set benchmarks, assess their achievement, and implement improvements as necessary.

The Strategic Plan 2024–2029 shapes the development of this QMS, which is guided by three strategic pillars: Internationalization, technology-based delivery, and learning for smart jobs. These pillars aim to enhance academic excellence, improve the digital learning environment, strengthen research and community engagement, and build a sustainable resource base.

The QMS outlines the Quality Policy, its integration with INES-Ruhengeri's strategic planning process, the quality procedures and tools for main processes, and planned improvements for the 2024–2029 strategic period. This approach ensures INES-Ruhengeri remains responsive to evolving educational demands and maintains its commitment to delivering high-quality education and services.

### 1.3. The Philosophy of INES-Ruhengeri

The philosophy of INES-Ruhengeri-Ruhengeri is rooted in the commitment to providing high-quality, applied education that aligns with societal needs, regional development, and labor market demands. By fostering a learner-centered approach, promoting innovation, and building strong community and industry partnerships, INES-Ruhengeri strives to equip students with practical skills, ethical values, and critical thinking abilities necessary for sustainable development and meaningful contributions to the socio-economic growth of Rwanda and beyond.

### 1.4. The Mission of INES-Ruhengeri

According to the statutes of INES-Ruhengeri the mission is expressed as follows:
*"To contribute through interactive junction between civil society, private sector and public sector to the national and regional development, by providing specialized university education enhanced by research, in order to create competitive enterprises and well-paid employment".*

### 1.5. The Vision of INES-Ruhengeri

The vision of INES-Ruhengeri is reflected in the following statement:
*"Universality in each individual; knowledge in order to unite and better serve the world."*

### 1.6. The University Motto

Besides INES-Ruhengeri's general motto, *Scientia et Lux* (Knowledge and Light), the institution adopted a second motto since 2013/2014: *"Shifting from Paper to People"*. This new motto serves not only as a motivating force but also as a powerful marketing and communication tool for the external public. It reflects INES-Ruhengeri's renewed commitment to closing the gap between theoretical knowledge taught in the classroom and the practical realities of the field.

### 1.7. Core Values

The core values are the foundational principles that guide INES-Ruhengeri decision making, behavior and culture. The core values of the Institution are:

- **Excellence:** To achieve exceptional standards in all its activities, from teaching to research and community service. Excellence reflects the institution's desire to provide top-quality

2

education and to equip students with the knowledge, skills, and competencies they need to excel in their professional lives.

- **Integrity and ethics: To foster an** environment of honesty, transparency, and ethical behavior. The institution holds its students, staff, and leadership to the highest standards of accountability, ensuring that decisions and actions are guided by moral principles.
- **Students centeredness:** To put student's needs, success and development at the center of its mission and ensuring a high quality educational excellence.
- **Inclusivity and diversity:** INES-Ruhengeri is committed to creating a welcoming environment that values individuals of all genders, backgrounds, cultures, and perspectives. The institution prioritizes equal access to education and opportunities for everyone, irrespective of race, gender, socioeconomic status, or nationality.
- **Teamwork:** To emphasize the importance of working together internally and with external stakeholders. INES-Ruhengeri is committed to promote collaboration among students, faculty, staff, and the wider university community to achieve academic excellence.
- **Innovation and creativity:** To encourage a forwards thinking mindset that embraces change, experimentation and continuous improvement.
- **Sustainability and social responsiveness:** To contribute to the wellbeing of society and commitment to environmental stewardship for a sustainable future.

## 1.8. INES-Ruhengeri Goals

As a university of applied science, INES-Ruhengeri aims to:

- Offer high-quality education that equips students with practical knowledge, skills, and competencies necessary to meet the demands of the job market and contribute to national development.
- Promote applied sciences, ensuring that academic programs are aligned with real-world challenges and technological advancements, and that graduates are prepared for innovation in various fields.
- Nurture ethical and responsible leaders through its emphasis on integrity and moral values, ensuring that graduates not only excel academically but also contribute positively to society.
- Foster a culture of innovation and research by encouraging creative solutions to societal challenges, promoting research-driven education, and engaging in collaborative projects with industry and other academic institutions.
- Impact the local community and beyond through outreach programs, community-based research, and partnerships that promote sustainable development and social equity.
- Strengthen collaborations with national and international institutions, industry, and other stakeholders to enhance resource sharing, academic excellence, and research opportunities.

- Provide a supportive environment to students that nurtures not only academic growth but also personal, ethical, and spiritual development, guided by faith and values.
- Continuously improve academic programs, administrative functions, and infrastructure, ensuring that it remains a center of excellence in applied sciences and education.

## 1.9. Endorsement

INES-Ruhengeri (Institut d'Enseignement Supérieur de Ruhengeri) is accredited by the Higher Education Council (HEC) of Rwanda, which is the national regulatory body responsible for ensuring the quality of higher education institutions in the country. INES-Ruhengeri is a recognized institution under Rwanda's higher education system and offers accredited degree programs in various fields, particularly focusing on applied sciences and polytechnic education. Additionally, INES-Ruhengeri works in collaboration with various national and international academic bodies and maintains partnerships with organizations that enhance the quality and relevance of its academic programs. This accreditation ensures that INES-Ruhengeri complies with national education standards, allowing its graduates to receive recognized degrees and professional certifications.

## PART TWO: QUALITY ASSURANCE POLICY

### 2.1 Introduction

At Ines-Ruhengeri, we are committed to upholding the highest standards of quality in teaching, learning, research, and institutional governance. This Quality Assurance Policy and Framework serves as a guiding document to ensure that all academic and administrative activities meet and exceed national and international benchmarks. Rooted in the principles of continuous improvement, accountability, and stakeholder engagement, our quality assurance approach fosters a culture of excellence, innovation, and integrity. Through systematic evaluation, feedback mechanisms, and compliance with Higher Education Council (HEC) Rwanda standards, we strive to enhance student learning experiences, faculty development, and institutional effectiveness. This framework outlines our quality assurance mechanisms, responsibilities, and strategies for maintaining and improving academic and operational excellence.

### 2.2 The purpose of the policy

The purpose of this policy to enhance the effectiveness of INES-Ruhengeri's academic, research, and administrative activities by ensuring they contribute to and align with the university's strategic goals. This policy provides a structured approach to maintaining high-quality standards, fostering continuous improvement, and ensuring compliance with both national and international benchmarks.

Specifically, this policy aims to:

1. Align with Strategic Goals: Ensure that all institutional activities support INES-Ruhengeri's priorities, particularly in internationalization, technology-based delivery, and learning for smart jobs.
2. Guarantee Quality and Accountability: Establish clear and measurable quality assurance processes that uphold international standards and enhance institutional credibility.
3. Promote Excellence in Teaching and Learning: Develop and implement effective curriculum design, innovative instructional methods, and assessment strategies that equip students with relevant skills for the evolving job market.
4. Advance Research and Innovation: Strengthen the quality and impact of research activities, fostering collaborations that contribute to national and global development.
5. Enhance Institutional Efficiency: Ensure that academic and administrative services operate effectively to support students, faculty, and stakeholders.
6. Encourage Continuous Improvement: Utilize feedback mechanisms, performance evaluations, and benchmarking to refine processes and drive innovation.

5

7.  Strengthen Global Competitiveness: Position INES-Ruhengeri as a leader in applied sciences by adopting best practices in education and research, ensuring graduates are well-prepared for the demands of the international labor market.

## 2.3  Interpretation of Key Concepts

In this Policy, unless the context specifies otherwise, the following terms should be understood as follows:

-   **Audit:** Refers to the process of verifying that the quality assurance and control systems are functioning effectively and meeting expectations.
-   **IRQA:** Refers to the **INES-Ruhengeri Quality Assurance** framework
-   **Policy:** Refers to the official **Quality Assurance Policy** of INES-Ruhengeri.
-   **Program Review:** Refers to a comprehensive evaluation of a course or program, including its resources.
-   **Quality:** Refers to the level of excellence that is appropriate or suitable for the intended purpose.
-   **Quality Control:** Encompasses the measures used to assess outcomes and determine whether teaching, learning, and research activities are executed properly, and whether assessments are valid and credible.
-   **Quality Management:** Refers to all processes implemented to achieve and maintain quality at INES-Ruhengeri.
-   **Stakeholders:** Includes government and private institutions, individuals, groups, and clients who influence, participate in, or hold responsibilities for tertiary and university education in Rwanda.
-   **Standard Assessment:** Refers to the evaluation and review of internal processes to ensure compliance with established standards.
-   **University:** Refers to **INES-Ruhengeri**.
-   **UQAC:** Refers to the **University Quality Assurance Committee**.

## 2.4  Goals and Objectives of the Policy

The goal of the quality assurance policy is to establish a structured, sustainable and result driven quality assurance system that guarantees programs and services align with both internal and external standards.

**Objectives of the quality assurance policy are as follows:**

i.    Provide guidance for the development and execution of internal and external quality assurance procedures and practices;

ii.    Align academic programmes with the needs and expectations of stakeholders, ensuring they remain relevant and impactful;

iii.    Ensure graduates acquire essential skills, knowledge, and attitudes for professional and personal success and societal contributions;

iv.    Ensure the University's policies, systems, and processes function efficiently and effectively to support the university to realize its strategic goals;

v.    Guide the identification and adoption of both internal and external quality assurance standards;

vi.    Provide direction for developing and maintaining high-quality academic programmes and support services;

vii.    Foster a culture of ongoing quality improvement across all aspects of the University;

viii.    Ensure all quality assurance activities are consistent with international standards and best practices;

ix.    Create an environment that foster excellence in teaching and learning by ensuring that staff and students perform effectively to support their development;

x.    Ensure the University attracts best students, faculty, and partners both nationally and internationally by delivering excellence in education and services;

xi.    Achieve international accreditations for academic programs and participate in global rankings

## 2.5 Quality Management Model

With these objectives and views in mind INES has developed its institutional model for Quality Management, focused upon the client and based upon the *PDCA- cycle* (Plan-Do-Check-Act) of *continuous improvement*. This model reflects the central position of the client's needs, the direct relation between management of resources and processes and strategic planning and the continuous internal monitoring with regular external monitoring. The results of the evaluation process are used for improvement and are reflected in revised and new strategic and business plans.

**INES-Ruhengeri Model for Quality Management**
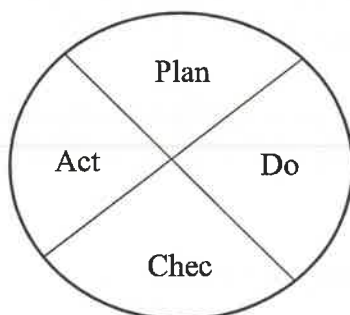
This INES-Ruhengeri model for Quality Management is based upon the EFQM model (European Foundation of Quality Management Model). The starting point of this model is the premise that excellent results with respect to Performance, Customers, People and Society are achieved through Leadership driving Policy and Strategy, that is delivered through People, Partnerships and Resources and Processes[1]. The key concepts of the quality policy are partially derived from this EFQM model and adapted to the situation of INES-Ruhengeri.

## 2.6 Key concepts of the Quality Assurance Policy

### 2.6.1 Committed leadership and creation of a quality culture

The leadership of INES-Ruhengeri promotes the role of quality assurance to meet and exceed standards and to work on improvement. The strategic planning and the fact that it is systematically translated into operations give guidance and continuity to INES-Ruhengeri. The creation of a quality culture is further enhanced by making quality assurance a shared responsibility and assuring participation of all stakeholders in the QA process.

Committed leadership and the creation of a quality culture at INES-Ruhengeri are translated in the quality management model as follows:

- The leadership defines, directs and communicates clearly its vision on quality assurance to the INES-Ruhengeri community and sets the fundaments for the creation of a quality culture. The role of the leadership motivates staff to participate actively.
- The strategic planning is guiding the organization and its operational processes. There is a five year Strategic Plan, integrating planning, implementation, evaluation and improvement through a set of evaluation procedures and instruments. The evaluation cycle includes academic and administrative services and processes.
- The relevance and effectiveness of the processes are reviewed through self-evaluation in which stakeholders participate. Staff and students are invited to come up with suggestions for improvement. Improvement plans coming from the results of self-assessment are implemented on the level where they are executed.

### 2.6.2 Fitness for purpose

This principle requires that the programmes and services meet the needs of the stakeholders, society, academic community and clients. It implies that INES-Ruhengeri aligns its programmes and services to the national and regional goals and standards as well as regional demands, client needs, competencies and characteristics. In terms of business operations, it implies that INES-Ruhengeri puts its resources where the needs are. Fitness for purpose in QA at INES-Ruhengeri is translated in the quality management model as follows:

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[1] *Introducing Excellence, EFQM 1999 - 2003*

- A systematic and regular review of what the purpose of INES-Ruhengeri is in the changing environment and review of the vision, mission, values and strategic goals;
- A review of what a change in purpose and strategic orientation entails for the operational administrative and academic processes and services. This systematic review includes a regular cycle of evaluation and the alignment between academic and administrative processes;
- Re-allocation of resources based upon review results and improvement plans;

### 2.6.3 Client orientation

INES-Ruhengeri acknowledges that the institute and all its efforts are geared towards the client and that the client at the end decides how worthwhile the quality of INES-Ruhengeri really is. Therefore, INES-Ruhengeri has put the student and client results in the core of its quality management model, in line with the student-centered approach of teaching and learning within INES-Ruhengeri. The system focuses on the inventory of client's needs, monitoring of the experiences and perception of clients, responsiveness to the client's actual and future demands, market orientation and the position of INES-Ruhengeri in the market.

Client orientation at INES-Ruhengeri is translated in the quality management model as:
- Systematic review of experiences and opinions of students and client institutions in running programmes and services through opinion boxes, interviews, evaluations
- External stakeholders' reviews as part of the self-assessment process;
- Labour market studies;
- Active participation of students and clients in the quality assurance process;
- Developing a marketing plan and implementing respective activities

### 2.6.4 Coherent management of processes

INES acknowledges the interrelation and interdependence of the different academic and administrative processes needed to achieve the planned results related to the strategic goals. The ultimate goal of both academic and administrative processes and services is that INES-Ruhengeri delivers high quality programmes and services which are valued by its clients and that every unit or service contributes to that goal.

Coherent management of processes at INES-Ruhengeri is translated in the quality management plan as:
- Regular review of the effectiveness of the services and business processes and evaluation to what extent they contribute to the college's academic results;

9

## 2.7 Principles of the Quality Assurance Policy

The principles underpinning the quality assurance policy at INES-Ruhengeri are as follows:

i. **Holistic Approach**: All facets of INES-Ruhengeri's academic, administrative, and managerial activities are subject to continuous evaluation and reporting.

ii. **Self-Assessment and Accountability**: INES-Ruhengeri's quality assurance is based on a culture of self-assessment, where the institution monitors and evaluates its own objectives and outcomes in a transparent and accountable manner. This principle emphasizes "trust but verify," ensuring the institution fulfills its mission while meeting global and local standards in education, research, and service delivery.

iii. **Continuous Improvement Focus**: INES-Ruhengeri's Quality Assurance (QA) process prioritizes continuous improvement in both academic and administrative services. The goal is to ensure that programs and services remain relevant, efficient, and effective, adapting to changes in educational practices, technology, and labor market needs.

iv. **Planning and Evaluation**: The quality assurance model is driven by a structured planning and evaluation process that aligns with the institution's strategic goals. Objectives are defined to ensure continuous alignment with international trends and market needs, and to track the integration of technology in learning.

v. **Data-Driven Decisions and Resources**: Resources needed for effective quality assurance will be aligned with INES-Ruhengeri's existing quality systems, focusing on data collection, analysis, and the use of digital platforms for continuous monitoring and improvement. Decisions will be driven by evidence gathered from internal assessments, industry feedback, and academic performance analytics.

vi. **Quality in Teaching, Learning, Research, and Services**: The core value of **continuous improvement** will guide all aspects of academic and support services. This ensures that teaching, learning, and research remain innovative, responsive to international standards, and aligned with the skills demanded by employers in the global economy.

vii. **Benchmarking and Evidence-Based Approach**: INES-Ruhengeri will assess its achievements using national and international benchmarks. The evaluation process will be evidence-based, with outcomes and stakeholder feedback driving the identification of areas for improvement and the enhancement of academic and administrative practices.

viii. **Collegiality and Team Spirit**: The quality assurance process will emphasize a collaborative approach, encouraging teamwork, the sharing of best practices, and critical self-reflection. Peer reviews and constructive feedback will foster a culture of collaboration across departments and with external partners, enhancing the overall quality of the institution.

ix. **Independent and Expert Audits**: Independent audit teams, trained in auditing techniques, will evaluate the institution's processes. These audits will be conducted with collaboration
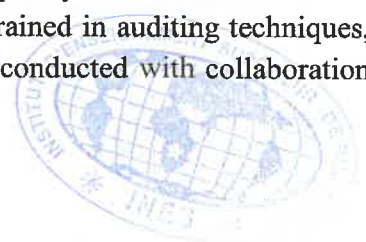
10

between INES-Ruhengeri's Quality Assurance Directorate and key stakeholders to ensure that standards of quality are met in both academic and administrative functions.

## 2.8 Application of the Quality Assurance Policy

This Quality Assurance Policy shall apply across all organs of the university through the following mechanisms:

i. **Internal Quality Assurance Mechanisms:** Systems, processes, and procedures established within the university to ensure compliance with quality standards, foster continuous improvement, and maintain the relevance of academic and administrative services.

ii. **External Quality Assurance Mechanisms:** Engagement with external bodies such as accreditation agencies, quality assurance organizations, and other stakeholders to validate and align the university's programs and services with national and international standards.

## 2.9 Quality Assurance Mechanisms

1. The Quality Assurance Mechanisms for assessing IQA shall include the quality of programmes and Modules as follows:
   - A module is designed in alignment with objectives listed in the programme by insuring sequence of units or chapters, appropriate mode of instruction and assessment, opportunities for skills development, knowledge acquisition, and information synthesis;
   - Programmes foster holistic concepts that emphasize the development of broad competences such as critical thinking, communication skills; and prepare individuals for a lifetime and active citizenship;
   - Programmes offer opportunities for synthesis, application, and integration of knowledge across and within disciplines;
   - The module and its instructional strategies are current, reflecting changes in the discipline and responding to educational and professional demands;
   - Programmes upholds the principles of inclusive education and equity in all learning opportunities
   - Programmes meets or exceeds accreditation and or national standards
   - The design and delivery of programmes and modules are conducted by qualified academic staff;
   - Programmes adhere to guidelines and procedures of accreditation body, apart from those sets by the Academic Senate and Governing body.
2. Programmes reviews shall be conducted every five years or in line with the programme duration.
3. The programmes reviews shall be conducted purposively to evaluate the following aspects as stipulated by the accreditation body:

11

- Quality of the programme;
- Programmes alignment with INES-Ruhengeri vision and Mission;
- Programme relevance and updating knowledge;
- Effective use of resources;
- Transferability of credits and recognition of qualifications.
- Market needs

### 2.9.1 Areas of Internal Quality Assurance

i. Academic Staff Qualifications and Professional Development.
   - The academic staff or supervisor shall possess qualifications that are at least at the same level or higher with the exit level of the programme they are teaching or supervising (e.g., Master's degree for undergraduate teaching, Ph.D. for postgraduate supervision).
   - Tutorial assistants shall not be considered academic staff as stipulated by Higher Education Council (HEC).
   - The university shall ensure continuous professional development (CPD) for academic staff, including pedagogical training, research capacity-building, and industry engagement.

ii. The evaluation of academic staff shall be based on the following:
   1. Qualifications (compliance with minimum academic requirements)
   2. Research contributions (Peer-reviewed publications, conference presentations, and research projects)
   3. Ongoing Professional Development (Participation in training, workshops, and industry collaborations.
   4. Teaching Performance (evaluations from students, peers, and academic leadership)

iii. The teaching and learning quality assessment shall be assessed through:
   a) INES-Ruhengeri assessment tools (Evaluation mechanisms for Deans, HoDs, and academic staff).
   b) Students feedback (course evaluations and teaching effectiveness surveys)
   c) Performance Management (Individual performance reviews linked to teaching effectiveness and student outcomes)
   d) Teaching Portfolios (documented records of teaching practices and innovations (available in the Directorate of Planning, Monitoring and Evaluation).
   e) Peer Reviews and External Evaluations (independent assessments of teaching quality.

iv. Student Assessment and Examination Standards shall adhere to the following principles:
   1. Validity and reliability: Assessment methods must align with learning outcomes and ensure fairness.

12

2. Comprehensive evaluation: Assessments shall include multiple evaluation methods, such as:
   a) Continuous assessment tests (CATs) with 60%
   b) Final exams with 40%
   c) Practical assessments, projects, and presentations
   d) Direct observation or demonstrations of abilities.
3. Internal moderation: internal moderation shall be conducted prior to the conduct of the exam and grading shall undergo moderation before finalization
4. Use of Learning Analytics (Data-driven assessment of student performance trends).

v.  Student and Staff Support Services Evaluation: The effectiveness of services provided to students and staff shall be evaluated using the following criteria:

1. Technical Performance (Efficiency of academic advising, counseling, and career service
2. Effectiveness (Measurable impact of support services on student success and staff well-being.
3. Service Delivery Efficiency (Timeliness and responsiveness of support services)
4. Safety and Accessibility (Availability of services to students with special needs)
5. Interpersonal Relations (Quality of engagement between service providers and beneficiaries)
6. Digital Infrastructure (Availability of online platforms for academic and administrative support)
7. Physical Infrastructure and Comfort (Suitability of learning and service environments)

vi.  Research quality and ethical compliance
   - The university shall maintain a strong international reputation in research by producing high-impact, patentable, and socially relevant research
   - Research activities shall adhere to ethical guidelines, including compliance with Institutional Review Boards (IRBs) for human subjects' research
   - Faculty members shall be encouraged to engage in collaborative research, interdisciplinary studies, and partnerships with industry and
   - The institution shall promote open-access publication and knowledge dissemination strategies

### 2.9.2  Implementation of Internal Quality Assurance Policy

i.  The University shall ensure that assessment teams are composed based on the available expertise and leadership within the institution, considering the specialized knowledge and experience required for each assessment.

ii. Current students and alumni will be actively involved in the Quality Assurance Committees and Teams. Their participation will ensure that the perspectives of those directly impacted by the academic programs are considered in the quality assurance process.

iii. The Unit Self-Study shall include a comprehensive review of the following areas to ensure that academic programs are evaluated effectively:

- A thorough evaluation of the assessment methods used in the program, ensuring they are valid, reliable, and aligned with the program's learning outcomes.
- A review of the marking guides and grading strategies to ensure transparency, consistency, and fairness in the evaluation of student performance.
- An assessment of the teaching and learning environments, including the teaching strategies employed and the adequacy of available resources (e.g., classrooms, technology, teaching materials).
- A summary of peer assessments, reflecting on teaching practices, faculty engagement, and academic support within the unit.
- Statistical summaries of student feedback, including course evaluations and teaching effectiveness surveys, to gauge student satisfaction and identify areas for improvement.
- Information on the academic staff, including their qualifications, scholarly activities, and participation in professional development programs to ensure ongoing faculty development.
- A review of student results and performance trends, identifying patterns and potential areas for intervention or improvement.
- An overview of the department's organizational structure, including record-keeping practices, to ensure effective management and support of academic activities.

iv. Frequency of internal audit: internal audit at the level of all departments should be conducted at the end of every semester to determine whether all activities in the quality management system, are conformed to the requirements to the pre-established by the management and also if are implemented, effective, and maintained.

### 2.9.3  Areas of External Quality Assurance

i. The university shall use the following external mechanisms to ensure high quality standards are maintained:
a) external academic reviewers;
b) external examiners;
c) external professional bodies;
d) external accreditation agencies (for professional programmes that have recognized, credible professional accreditation agencies);
e) employers;

14

      f)  alumni; and

      g)  other universities.

ii.    the university shall periodically appoint reviewers to assess the following areas:

      a)  courses or programmes content and delivery;

      b)  student assessment;

      c)  programme resources and support services;

      d)  academic staff qualifications, scholarly work and professional development activities;

      e)  procedures for external review will include but not be limited to the following areas:

      f)  review of documents, i.e., staff and students' records;

      g)  observations including for example lecture room teaching, laboratory work, counselling, etc.;

      h)  interviews with staff, students and senior management; and

      i)  on-site visits to the academic and support units at an agreed time and for a set duration to examine the quality, reliability and validity of the self-study data through review of documents, observation and interviews with staff and students.

### 2.9.4 Modes of External Review

The external reviewers shall scrutinize the following documents:

      a)  Students' assignments, tests, projects, examination papers and answer scripts;

      b)  Academic staff course materials such as course outlines, handouts, monographs, laboratory manuals and study guides;

      c)  Programme and course structure and content;

      d)  Physical facilities: laboratories and equipment, library facilities, computer facilities;

      e)  Information on administrative support;

      f)  Financial support information, i.e. research grants, conference funds, accountability and evaluation;

      g)  Curriculum Vitae of academic staff;

      h)  Academic staff publications;

      i)  Student tracking information, i.e. progression and employment data; and

      j)  Records, data and any other material related to teaching, research and publications as shall be requested by the External Reviewers

## PART THREE: QUALITY ASSURANCE MANAGEMENT STRUCTURE

The establishment of a quality culture at INES-Ruhengeri is fundamental for developing an effective internal quality management system that fosters continuous improvement. To achieve this, the institution has adopted a decentralized approach to quality assurance, empowering individuals at all levels to take responsibility for maintaining quality within their respective areas. Recognizing that quality assurance is integral to all processes, the key quality assurance tasks are embedded within the institution's existing structures.

### 3.1 Principles for Quality management and enhancement

i.   The University reaffirms its commitment to the development and implementation of a formal integrated Quality Management System (QMS) as part of its strategic mission and seeks to engender a creative, dynamic and supportive quality assurance culture built upon the following principles:

    a) the establishment of Directorate of Quality Assurance office, responsible for the overall coordination of quality assurance activities;

    b) ensuring the university environment meets the needs of both students and staff through good academic planning and evaluations and effective leadership;

    c) identifying and disseminating good practices within and from outside the university while upholding the highest standards of professionalism, ethics and equal opportunities for all students and staff; and

    d) ensuring effective liaison with stakeholders to build and sustain productive relationships within the university, government departments, regional bodies, and other universities while strengthening and promoting confidence that quality of provision and awards are safeguarded, enhanced and maintained.

### 3.2 Membership of the Quality Assurance Committees

ii.   The University shall be committed to promoting an innovative quality assurance culture fostered by continuous improvement, building on the experiences of the past, seeking opportunities for change and pursuing and promoting creativity among staff and students.

iii.   The Governing Body shall act as the University Quality Assurance Committee (UQAC), responsible for approving the quality assurance policy and QMS procedures, endorsing QA policies and procedures and reviewing and approving IQA reports

iv.   The University shall establish the University Quality Assurance Management Committee (U-QAMC) which shall be a joint committee between Senior Management Committee (SMC) and academic Senate on quality assurance;

v.   The U-QAMC shall consist of:

  a) chairperson (representative from SMC);

  b) one representative from executive organ outside the chairperson;

  c) director of quality assurance;

  d) deans of faculty representatives.

  e) one administrative staff representative outside the council;

  f) two student representatives, one male and one female, one of whom must be an alumni;

  g) one person appointed by the council from the private sector;

  h) Registrar to be the secretary of the committee

  i) one representative from the national accreditation body.

vi. There shall be a Faculty Quality Assurance Committee (FQAC) and Department Quality Assurance Committee (DQAC) responsible for overseeing quality assurance policies, accreditation compliance, and continuous improvement of academic standards within the faculty or department.

vii. The FQAC shall consist of:

  a) Dean (the chairperson)

  b) A representative from each department

  c) One representative from support staff

  d) One representative from technical staff

  e) Two students' representatives (for undergraduate and master's students one being a female)

  f) One representative of administrative staff shall act as secretary to the committee

viii. There shall budget for funds for quality assurance activities at each level (University, faculty and department level)

## 3.3 Directorate of Quality Assurance and Duties

ix. Executive organs through the Directorate of Quality Assurance shall coordinate and facilitate the QA. The DQA is positioned under the leadership of INES-Ruhengeri, specifically by the DVCAR.

x. The DQA shall provide QA services for the faculties and departments within INES-Ruhengeri, as well as for the executive organ. The DQA is specifically responsible for:

  a) Developing, supervising the implementation and revising the Quality Assurance Policy

  b) Supporting and advising the QA Committees at all levels

  c) Developing an annual Quality Assurance calendar and monitoring if the calendar is implemented according to planning;

  d) Supporting the creation of a stimulating environment for quality at all levels;

e) Making sure that instruments to collect relevant data on the quality of different aspects of the activities are developed, available and used on a regular basis;

f) Collecting trend data on the satisfaction of stakeholders;

g) Making sure that the data available are analysed and documented;

h) Analyzing if the data are compared to objectives and the results of this comparison are documented;

i) Supporting and advising the faculties, departments and staff in executing and implementing QA activities;

j) Recommending to the management to act upon the results;

k) spearheading the development and implementation of University wide Quality Assurance initiatives;

l) Coordinating and supporting Quality Assurance and Enhancement Management System of INES-Ruhengeri

m) Contributing to the identification, development and promotion of the University's Quality Assurance protocols and mechanisms; and

n) Performing any other duties as may be assigned from time to time by organs relating to Quality Assurance.

xi. The mission of the Quality Assurance Directorate shall be: To promote confidence in the academic provision (teaching, research and outreach services) that the quality and the standards of awards of INES-Ruhengeri are safeguarded enhanced and effectively managed.

### 3.3.1 Functions of different Committee

i. The UQAMC shall have the following functions:
   a. to develop quality standards and promote quality within the university;
   b. to promote a quality culture at INES-Ruhengeri;
   c. to establish and monitor quality standards and practices;
   d. to review and evaluate quality assurance systems and procedures;
   e. to handle issue of examination irregularities and malpractice;
   f. to implement recommendations from U-QAC; and
   g. to consider new academic programs and recommend them to appropriate senate committee for consideration.

ii. The Research Quality Assurance Committee shall be constituted by Director of Research, deans, representatives from each Departments.

iii. The functions of the Research Quality Assurance Committee shall be:
   a. to establish and monitor research quality standards and practices;
   b. to promote academic quality and standards in research at all the research units and colleges;
   c. to review and evaluate research Quality Assurance Systems and procedures; and
   d. to implement recommendations from UQAC.

iv. The Libraries Quality Assurance Committee shall consist of:
   a. a Chairperson who shall be elected by the Committee members;
   b. a representative from each faculty; and
   c. the University Librarian.

v. The Library Quality Assurance Committee shall carry out the following functions:
   a) to develop quality standards and promote quality of the library services;
   b) to promote a quality culture in the library;
   c) to establish and monitor quality standards and practices;
   d) to review and evaluate Quality Assurance Systems and procedures; and
   e) to implement recommendations from UQAMC

vi. The Administrative Quality Assurance Committee shall consist of:
   a) a Chairperson who shall be elected by the members of the Committee;
   b) a representative of the Vice Chancellor's office;
   c) a representative of the Academic Registrar's Department;
   d) a representative of the Dean of Students' Office.
   e) a representative of the Human Resource Directorate;
   f) representative of the University Secretary's Office;
   g) a representative from ICT Department;
   h) a representative from Guild Council; and
   i) a secretary who will be appointed by the Executive Organs

vii. The Administrative Quality Assurance Committee shall have the same status as that of a faculty Quality Assurance Committee.

viii. The functions of the Administrative Quality Assurance Committee shall be:
   a) to promote the University quality culture within the Administrative Units;
   b) to establish and monitor quality standards and practices in administration;
   c) to review and evaluate quality assurance systems and procedures within administration units; and
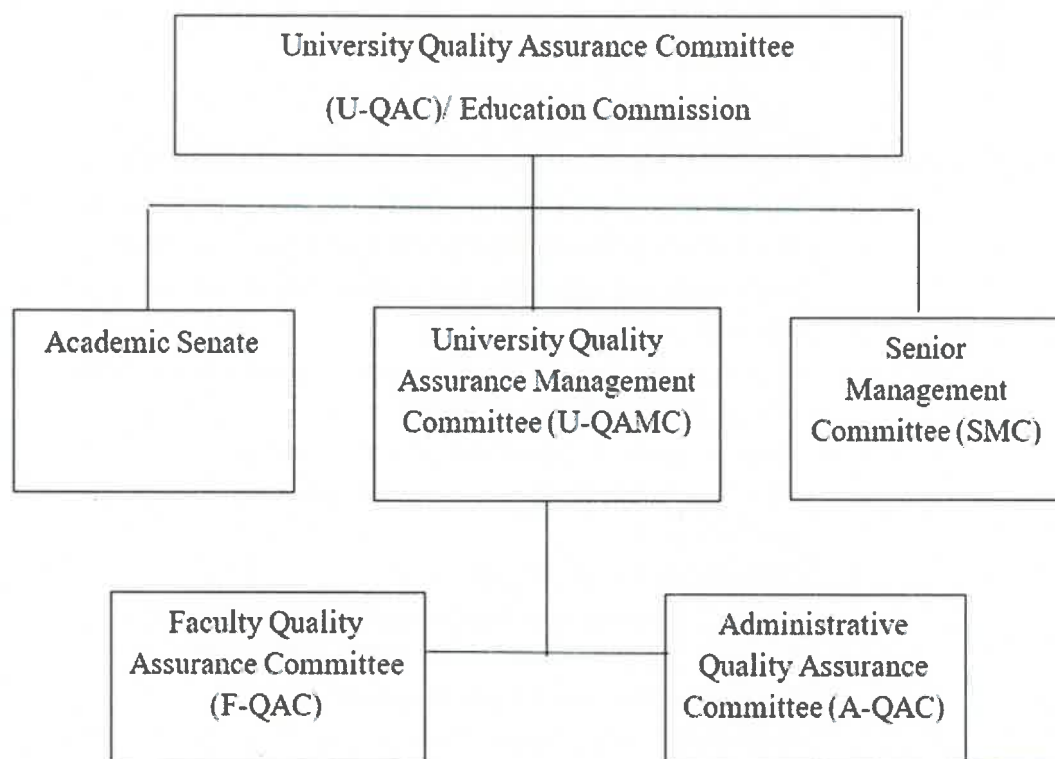   d) to implement recommendations from UQAMC on quality assurance issues.

**Quality Assurance Committee structure**

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            ┌─────────────────────────────────────────┐
            │   University Quality Assurance Committee │
            │   (U-QAC)/ Education Commission          │
            └─────────────────────────────────────────┘
    ┌──────────────────┬──────────────────────┬──────────────────┐
┌───────────┐  ┌──────────────────┐  ┌──────────────────┐
│ Academic  │  │ University Quality│  │ Senior           │
│ Senate    │  │ Assurance         │  │ Management       │
│           │  │ Management        │  │ Committee (SMC)  │
│           │  │ Committee (U-QAMC)│  │                  │
└───────────┘  └──────────────────┘  └──────────────────┘
     ┌────────────────────┬────────────────────┐
┌──────────────────┐        ┌──────────────────┐
│ Faculty Quality   │        │ Administrative   │
│ Assurance Committee│       │ Quality Assurance│
│ (F-QAC)           │        │ Committee (A-QAC)│
└──────────────────┘        └──────────────────┘
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## PART FOUR: ROLES AND RESPONSIBILITIES IN QUALITY ASSURANCE

Quality assurance (QA) in higher learning institutions involves various stakeholders, each with specific roles and responsibilities to ensure academic excellence, compliance, and continuous improvement. Below are the key roles and their responsibilities:

| Level | Roles, responsibilities |
|---|---|
| Governing Body and Senate | Approve policies and strategic decisions related to QA; Ensure institutional accountability and governance effectiveness; Review accreditation reports and implement recommendations; Reviewing and approving self-evaluation and internal quality assurance reports; Advising in terms of educational programmes, management of resources and integrity of the institute; Approving the Annual Operational Plans (AP) Advising in the development and maintenance of strategic frameworks of INES-Ruhengeri. Stimulating the quality culture; Setting of priorities and annual performance targets; Evaluating the performance of INES-Ruhengeri; Validating the examinations regulations; Endorse the examination result; Participating in the institutional self-evaluation; |
| Vice Chancellor | Establishes the vision and strategy for QA. Ensures compliance with national and international accreditation standards. Provides resources and institutional support for QA activities. Managing the formulation, implementation and revision of the Quality Policy and Quality Management Plan; Stimulating the quality culture; Putting in place strategic and operational plans; Leading the development of the business plan; Approving annual reports and submitting them to the BoD; Implementing the advice coming from the BoD; Representing INES-Ruhengeri externally. Submitting documents to the HEC if required. Participating in institutional self-evaluation; |
| Deputy Vice Chancellor for Academic and Research (DVCAR) | Implementing activities to enhance the quality of academic services and programmes. Stimulating the quality culture. |

|  | Managing and administrating the examination processes and results; Participating in institutional self-evaluation; |
|---|---|
| Deputy Vice-Chancellor of Administration and Finance (DVCAF) | Preparing quarterly and annual budgets in line with strategic and annual plans; Stimulating the quality culture; Selecting and appraising staff; improving the quality of the support; Participating in the institutional self-evaluation; Organizing annual auditor's controls; |
| Directorate of Quality Assurance (QA office) | Develops and implements institutional QA policies; Monitors and evaluates teaching, learning, and research quality; Conducts internal quality audits and self-assessments; Facilitates external accreditation and regulatory compliance; Provides training on quality standards and best practices. |
| Deans & Heads of Department | Implementing activities to enhance the quality of services and programmes; Stimulating the quality culture within the faculty and departements; Supervising the quality assurance processes at departmental level; Participating in reviews of programmes; Participating in institutional self-evaluation; Ensure continuous improvement in teaching and assessment. Collect and analyze student and faculty feedback for quality enhancement |
| Academic staff (Lectures, professors) | Deliver high-quality teaching, research, and assessment; Develop and review course content to meet academic standards; Engage in professional development and research; Provide mentorship and academic support to students Implementing quality monitoring and improvement procedures and instruments in the teaching and learning process; Participating in reviews of programmes; Participating in the institutional self-evaluation; Giving feedback on the effectiveness of the organizational structure and processes; Giving feedback on the student support system; |
| Support staff | Implementing quality monitoring and improvement procedures in their respective work environment; Giving feedback on the effectiveness of the organizational structure and processes; Participating in the institutional self-evaluation; |

| | |
|---|---|
| Students & Students Representatives | Giving feedback on the content, methodology and organization of programmes and courses;<br>Participate in course evaluations and institutional feedback mechanisms;<br>Engage in quality assurance processes through student committees;<br>Adhere to academic integrity and institutional regulations;<br>Contribute to the improvement of teaching and learning experiences;<br>Participating in the QA structure through the Student's Organization;<br>Participating in institutional self-evaluation; |
| External Accreditation Bodies and Regulatory Agencies (e.g., HEC, IUCEA, CHEA) | Set and enforce academic quality standards;<br>Conduct external reviews, institutional accreditations, and audits;<br>Provide guidance on curriculum development and qualifications framework;<br>Ensure regional and international recognition of qualifications. |
| Employers and Industry Partners | Provide feedback on graduates' competencies and employability skills;<br>Collaborate in curriculum development and internship programs;<br>Support university-industry partnerships for research and innovation; |

## PART FIVE: COMMUNICATION

i. The internal and external communication of quality management matters shall be realized through the following modes of communication:

- Meetings at GB, EO, Faculty and Department level to present and discuss results and activities of quality assurance and to exchange experiences;
- Frequence of the meeting: Meetings are conducted at the various management levels to discuss quality related matters that include senior management, faculty and department as planned and the plan of meeting is reviewed and approved by senior management meeting for a calendar to be conducted as follows:

o General INES-Ruhengeri staff meetings are done at least twice a year and chaired by the Vice-chancellor or designee;

o Senior management meetings are done at least every two months and chaired by the vice chancellor or designee;

o Faculty meeting is done monthly and chaired by the Dean of Unit or designee;

o Department meetings are done weekly and chaired by the Head of department or designee;

o For non -academic offices, the meeting is conducted at least every week.

- **Procedures of meetings:** Define the date, the venue, the time, chair and secretary of the meeting, required participants and the agenda of the meeting.
- Send to participants an invitation including the agenda of the meeting at least 72 hours before the meeting.
- The chairperson holds the meeting and designates the secretary to take the minutes of the meeting. The secretary circulates the attendance list for records of attendance. The meeting starts by reviewing and approving the minutes of the last meeting and continues with the discussion on the agenda points. Personnel are assigned with timeline to work on points needing action. The meeting ends when all the points on the agenda are covered.

The secretary drafts and sends an electronic copy of the minutes to participants for inputs within 3 working days

The secretary of meeting sends an electronic copy of the last version of minutes to participants to show the version that will be signed.

- The chairperson, secretary and other participants sign the minutes within 5 working days. Attendance list with signatures of participants may be also attached to the minutes signed by the chairperson and secretary.
2. When some of the meeting participants are non INES-Ruhengeri personnel, the secretary sends the minutes signed by the chairperson and secretary with a signed
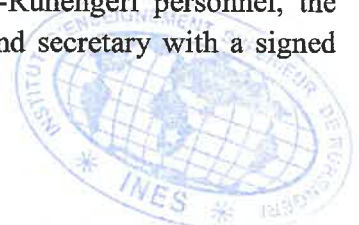
24

attendance list to non INES-Ruhengeri participants for their information within 5 working days after the meeting.

- The INES-Ruhengeri Newsletter, communicating activities, new initiatives to the institute community and the external environment;
- The Academic Calendar and the Quality Assurance Calendar to communicate the planning of activities to the INES-Ruhengeri community;
- Reports of internal Quality monitoring and reports of self-evaluation to inform the INES-Ruhengeri community about the results of evaluation and the actions for improvement;
- Course Brochures to inform (prospective) students about the content, organization and regulations of each specific course;
- Annual reports from all reporting organs
- INES-Ruhengeri Website (http://www.ines.ac.rw).

ii.  Information for students shall be given through students' handbook. Every student shall receive a student handbook and a course brochure to assist him/ her to

   a) Understand what is required to achieve the standards for the award for which the student has enrolled;
   b) Understand the student's responsibilities in learning and maintaining his or her enrolment;
   c) Understand the student's responsibilities as a member of the University community and in professional conduct;
   d) Obtain information on how to derive maximum benefit from the learning opportunities available;
   e) Obtain information on how and in what circumstances to access support services;
   f) Understand the regulatory policy which governs decisions about progression and awards; and
   g) Know how to use the available systems for feedback and communication.

iii.  The Director of Quality and Academic Registrar shall prepare a Student's Handbook.

iv.  The Student's Handbook shall help a student to:

   a) understand the University's regulations and codes of conduct;
   b) recognize and accept their own responsibilities;
   c) know what University services are available, and any requirements which users must satisfy;
   d) Know procedures for complaints, appeals and claims;
   e) make good use of services or resources or administrative procedures;
   f) understand the rules for use of the services, and their responsibilities towards other users; and

    g) Guide students develop and improve skills for learning; which could include specific skills development in research, academic reading and writing.

v. Every student shall, at registration, sign a declaration that he or she shall abide by the University's regulations.

vi. The Library shall provide extensive information describing the resources available and how to use them.

vii. The Academic Registrar shall publish a web page containing the information mentioned in sub-clause (4) of this clause

viii. A new staff shall, upon appointment, receive a Staff Handbook from the University.

ix. The Staff Handbook shall provide guidelines on:

    a) the staff's role in the University;

    b) course or programme validation and review;

    c) exploring collaboration and approving collaborative programmes;

    d) academic irregularities;

    e) appointing external examiners;

    f) the staff's role as an internal examiner; and

    g) examination conduct

## PART SIX: PROCEDURES AND TOOLS FOR THE QMS

The procedures and tools to evaluate and improve the academic and administrative performance shall be implemented to the following identified units:

### 6.1. Strategic planning and business re-orientation

i. INES-Ruhengeri shall follow a structured five-year cycle for planning and monitoring progress;

ii. The strategic plan shall be developed through consultations with key stakeholders (students, academic staff and industry);

iii. The strategic plan shall be broken down into annually operational plans (AOP) for effective implementation;

iv. Achievements of the AOP shall be assessed annually to inform the next year's plan;

v. After three years two years and a half, a mid-term review of the strategic plan shall be conducted, with adjustments made if necessary;

vi. Evaluations shall ensure that plans align with the institution's mission, vision, and overall strategic objectives.

vii. The key assessment criteria shall include:
    a) Strategic plan, operational plans and budgets developed and reviewed according to assessment cycle
    b) Goals, mission and vision are used as tool to measure the performance of the institute
    c) Performance indicators developed by the directorate of planning are used for evaluation and improvement.

### 6.2. HR management

i. The Human Resources Management (HR) shall develop and implement the Human Resource (HR) policy;

ii. HR shall focus on defining required qualifications and competencies for staff

iii. HRM procedures shall follow guidelines from the Ministry of Public Work and Accreditation body especially:
    a) Recruitment, Selection and Appointment Policy and Procedure
    b) Calculating academic staffing in Higher Education
    c) Academic work load planning: national policy and practice
    d) National Staff Development Policy for Higher Education

27

The table below summarizes the QA procedures and tools used for HRM at INES.

| Elements in HRM | QA procedures/ tools at level of Faculties and Departments | QA procedures/ tools at level of Central Administration |
|---|---|---|
| Recruitment and selection | <ul><li>Propose staff needs</li><li>Aligned staff with development plan</li><li>Job profiles</li><li>Job specifications to define the selection criteria</li></ul> | <ul><li>Procedure for recruitment included in INES-Ruhengeri's Procedural Manual</li><li>Job profiles</li><li>Job application file</li><li>INES-Ruhengeri's contracts</li><li>Employee files</li></ul> |
| Assessment of staff performance | <ul><li>Assessment of performance by manager</li><li>Job profiles</li></ul> | <ul><li>Performance contract</li><li>Job profiles</li><li>Staff Statutes</li></ul> |
| Staff development | <ul><li>Training Needs Assessment form</li><li>Staff Development Plan</li></ul> | <ul><li>Training Needs Assessment form</li><li>Staff Development Plan</li></ul> |
| Retention and remuneration | <ul><li>INES-Ruhengeri Procedural Manual</li></ul> | <ul><li>INES-Ruhengeri Procedural Manual</li><li>Incentives</li><li>Staff Statutes</li></ul> |
| Satisfaction of employees | | <ul><li>Annual meeting for evaluation</li></ul> |
| Staff Promotion | <ul><li>According to Promotions criteria set by HEC</li></ul> | <ul><li>According to Promotions criteria set by HEC</li><li>INES-Ruhengeri Code of Practice staff appointment and promotion</li></ul> |

## 6.3. Procurement management and infrastructure

i. The University shall upgrade its infrastructure to comply with HEC standards and accommodate institutional growth;

ii. The university shall integrate the procurement quality methods through ensuring quality control in both construction and maintenance projects;

iii. All procurement activities shall align with the procedures and regulations of INES-Ruhengeri

iv. The procurement office shall develop the procurement procedural manual that includes procedures and instruments.

v.   The procurement process should be digitized to enhance efficiency and accessibility, ensuring that all stakeholders can easily access essential items required for daily operations.

The following procedures/ tools are used for procurement management and infrastructure:

| Step in Procurement | QA procedures/ tools at level of Faculties and Departments | QA procedures/ tools at level of Central Administration |
|---|---|---|
| Decision taking | • Making requests for equipment, materials, services and works | • The governing body BoD approves the annual plan and the related budgets, which indicate the activities to carry out. |
| Tender procedures | | • Standard tender procedures for different categories<br>• Tender document prepared by DVCAF<br>• Assessment by INES-Ruhengeri Internal Tender Committee |
| Acquisitions | • Registration of acquisitions at Department level | • Control of registration of acquisitions by DAF<br>• Quarterly control by the internal auditor<br>• Annual control by external auditors |
| Use and maintenance | | • Procedures elaborated in Procedural Manual |

## 6.4.   Financial management

i.   The Financial management at INES-Ruhengeri is governed by Law 010/2021 of 16th February 2021on Higher Institution Organization and Functioning;

ii.   The annual budget is developed based on planned activities;

iii.   The Deputy Vice Chancellor for Administration and Finance (DVCAF) shall issues annual budget guidelines

iv.   The budget review and approval shall be conducted by the EO reviews the budget for resource availability and alignment with operational and strategic plans. If approved, the budget is submitted to the Governing Body for consideration and final approval.

v.   Operational and financial reports shall be prepared quarterly to review budgeted targets.

vi.   Any budget deviations shall be analyzed, and amendments shall be made to reflect current economic conditions.

vii.   DVCAF through the Directorate of Finance shall be responsible for preparing an operational and financial report every semester for review and approval by the Governing Body.

Existing methods/ tools for quality assurance in financial management:

| Elements in Fin Man | QA procedures/ tools at level of Faculties and Departments | QA procedures/ tools at level of Central Administration |
|---|---|---|
| Budgeting | • INES-Ruhengeri's financial regulations | • Financial planning derived from Strategic Plan<br>• DVCAF issues budget guidelines annually<br>• Accounting Standards |
| Financial administration | • INES' Procedural Manual accounting manual<br>• INES-Ruhengeri's financial regulations | • INES-Ruhengeri's Procedural Manual<br>• Financial Accounting Standards<br>• External auditing |

## 6.5. Documents and records management

i. The University shall have the Mail Handling Policy that guides the processing and management of institutional correspondence;

ii. Documents shall be stored at the location where they are produced;

iii. Examination papers shall be securely stored in the Archives Room at the central level. The core documents include;
   a) Strategic plan
   b) Academic records, such as examination results, list of graduates, research and consultancy report, official publications;
   c) Annual Operational Plans and annual budgets;
   d) Institutional annual reports;
   e) Self-evaluation reports;
   f) External assessment reports;
   g) INES-Ruhengeri overview report;

iv. The Directorate of Cabinet shall archive documents submitted to the Governing Body and Academic Senate;

v. Each Faculty and department shall maintain records specific to its functions;

vi. The Vice Chancellor, DVCAR and DVCAF shall receive both soft and hard copies of all key institutional documents.

## 6.6. ICT management

i. The University shall appoint the ICT manager (director of ICT)

ii. The following Quality Assurance procedures regarding ICT management shall be implemented:

- Continuity assured by appointed ICT Manager;
- Regular checks to maintain LAN network and ensuring internet connectivity;
- Continuous troubleshooting existing hardware or devices;
- Regular checks to maintain quality of INES-Ruhengeri's website and ensuring timely posting of necessary information inside using this method of communication;
- Training to internal users (staff and students) to ensure effective and secure means of using of the devices;
- Regular analysis and advise to update INES-Ruhengeri in information and communication technology;
- Minor services are done internally every time when need arises;

## 6.7. Education management

i. The university shall implement quality assurance cycle for programme development and delivery in the following steps:
   a) Labour Market Survey (LMS) to identify industry needs and inform the programme design;
   b) Programme development based on LMS findings;
   c) Advertisement of the programme to prospective students
   d) Delivery of the programme;
   e) Programme evaluation

ii. The university shall follow HEC procedures for designing and developing the programme, ensuring the validation process (internally and externally)

iii. The programme execution and validation shall be implemented in three levels:
   a) Level 1 Evaluation: Conducted daily, gathering student feedback to ensure learning objectives are met.
   b) Level 2 Evaluation: Assesses knowledge and skills acquired through group assignments and tests.
   c) Level 3 Evaluation (Impact Assessment): Conducted at least one year after training, involving graduates and employers.

iv. Upon completion of the module, an evaluation shall be conducted and results are discussed with lectures for improvement.

v. The university shall follow examination policy for quality control of the examination procedures. The policy shall be developed in line with National Code of Practice of Examinations and Policy on Internal and external Moderation found available at HEC.

vi. The university shall conduct different types of examinations including:
   a) Final Exam prepared by Lecturer which shall undergo external moderation prior to its administration;
   b) Course work and practical assessed by Module teaching team

    c) Industrial attachment reports

    d) Dissertations;

  vii. External moderators shall visit the university, review examinations, and provide reports.

viii. Examination results shall be stored electronically and backed up in hard copy

The following QA tools shall be implemented systematically o monitor the quality of the teaching and learning process, including student assessment and examinations.

| Areas in the education process | QA procedures/tools at level of Teacher/ Student | QA procedures/tools at level of programmes/ modules | QA procedures/tools at level of the central administration |
|---|---|---|---|
| Programme development | • Identification of niches through direct discussions with participants | • Labour Market Survey<br>• Regularly conducted TNA's to identify priority areas of need and training design<br>• HEC procedures for validation of programmes | • Labour Market Survey<br>• Regular consultations with government departments to assist with design of institutional education and training efforts |
| Programme review | • Student evaluations<br>• Staff evaluations<br>• Periodic reviews through direct participant evaluations | • Stakeholder evaluations<br>• Periodic reviews with client institutions<br>• Internal and external advising included in the validation process | • Programme accreditation<br>• Labour Market Survey |
| Teaching and learning | • Evaluation of student achievements during lectures<br>• Evaluation by students and comments at the end of each course<br>• Opinion boxes | • Analysis of examination results<br>• Opinion boxes | • HEC accreditation framework |
| Assessment and examination | • Final exams prepared by lecturers<br>• Course work is assessed during the semester<br>• Practical assessments in the laboratories | • External moderators<br>• Peer review | • Examination Regulation<br>• General regulations of dissertation<br>• Student records kept in hardcopy and on |

| | • Presentation of dissertations | | electronic format in the student database. |
|---|---|---|---|

## 6.8. Research and consultancy

i. The university shall establish the directorate of Research to expand consultancy and research activities, enhancing both academic quality and income generation.

ii. The directorate of Research shall implement the following procedures
   a) Identifying the training or research needs of clients.
   b) Creating customized training programmes based on the needs assessment.
   c) Implementing the tailor-made training or consultancy projects.
   d) Assessing the effectiveness of the activities and gathering client feedback for continuous improvement.

| Element in Research and Consultancy | QA procedures/tools at level of Departments | QA procedures/tools at level of Central Administration |
|---|---|---|
| Identify the need/problem | • Needs/problem identified through discussion with the client | • Clients evaluation |
| Proposal | • Tools are designed as per specification from the client | • Regular consultation with the client<br>• Partnerships; joint proposal development |
| Entry | • Undertaking research as per TOR | • Reports to DVCAR |
| Analysis and diagnosis | • Analysis of the problem | • Quarterly reports to the Deputy Principal Academic, Research and Consultancy |
| Planning for action | • Agreed budget | • Approval of the budget |
| Implementation | • Set standards for implementation | • Quarterly reports to the Deputy Principal Academic, Research and Consultancy |
| Measuring performance | • Regular review | • Client evaluation<br>• INES-Ruhengeri Scientific Journal |
| Follow up | • Regular review | • Client evaluation |

**Research Development Procedures**

Applied Research Focus: INES-Ruhengeri aims to develop and conduct applied research addressing regional and community needs, focusing on real-world issues.

- Staff Expertise Utilization: Research activities will capitalize on the expertise of INES-Ruhengeri faculty and staff, ensuring research is rooted in institutional strengths.
- Linking Research with Education: Research outputs will be integrated into education and training activities to enhance the quality of academic programs

**Quality Assurance Tools for Research:**

- Research Evaluation Indicators: To assess research quality and impact, INES-Ruhengeri will track several key indicators:
  o Number and level of publications and academic presentations.
  o Client satisfaction with research outputs and consultancy services.
  o Research organization within INES-Ruhengeri, ensuring structured and well-managed research projects.
  o Peer review processes to ensure academic rigor and quality.
  o Cross-pollination between education and research, fostering synergies between teaching and research activities.

**Tools for Enhancing Research Visibility:**

- INES-Ruhengeri Scientific Journal (INEA): INES-Ruhengeri will enhance its research profile by publicizing a regular scientific journal, providing a platform for staff and external researchers to publish their findings.

**6.9.    Marketing Function Procedures:**

- Marketing Committee
  o The Marketing Committee at INES-Ruhengeri consists of key members: DVCAR, Directorate of Quality Assurance, Directorate of Planning, Directorate of International Relations, Academic Registrar, Directorate of ICT, Directorate of Library, Directorate of Students welfare and Public Relations.
- Strategic Marketing Plan Review:
  o INES-Ruhengeri plans to review the Marketing Plan periodically to adjust to the changing market environment, ensuring the strategies remain relevant and responsive to external changes.
- Collaboration and Partnerships:

- o INES has established both local and international partnerships to meet market demands and support benchmarking against (inter)national standards.
- o The institution's strategy includes expanding these partnerships further to adapt to evolving market and societal needs.

The following instruments and procedures are implemented to monitor marketing and business relations:

| Element in M & BR | QA procedures/tools at the level of Department | QA procedures/tools at the level of Central Administration |
|---|---|---|
| Marketing of the Institutes products and services | • Develop INES-Ruhengeri comprehensive marketing plan and strategies for the services offered by the Department | • Manpower, and budgets approval<br>• Marketing plan<br>• Newsletter issued on a regular basis<br>• Brochure<br>• Website<br>• Radio, TV spots, documentaries<br>• Marketing campaigns |
| Sales of the products and services | • Contacting respective clients, develop quality promotional materials, for the products and services offered in order to capture large market share | • INES-Ruhengeri marketing Plan<br>• Newsletter issued on a regular basis<br>• Brochure<br>• Website<br>• Radio, TV spots, documentaries<br>• Marketing campaigns |
| Control of the Marketing and Sales activities | • Monitor implementation of the marketing plan and the marketing strategies at the college | • INES-Ruhengeri marketing Plan<br>• Number of student applications |
| Building image of INES-Ruhengeri | • Creating business (positive) relations with Civil society, HEI's and the private sector at (inter)national and regional level that will enable realization of the INES-Ruhengeri' mission and objectives | • INES-Ruhengeri marketing Plan<br>• Marketing strategies<br>• Newsletter issued on a regular basis<br>• Brochure<br>• Festivities (open days, orientation day, talent day, academic opening) |

| Partnership development | • Attendance conference<br>• Execution of programmes and services | • Memoranda of Understanding<br>• Joint project development<br>• Associations<br>• Number of conferences attended and public speeches<br>• Number of programmes and services offered in partnership |
|---|---|---|

## 6.10. Library Development Procedures:

- Library Expansion: INES-Ruhengeri plans to expand the library in this strategic plan 2024-2029 to accommodate the needs of around 5,000 students, aligning with the growing demand for educational resources.
- Book Collection Growth: The library is consistently expanding its book collection to meet the educational needs of students and faculty.
- Staff Qualifications: INES-Ruhengeri aims to upgrade the qualifications of library staff in 2022, ensuring they are well-equipped to manage the growing demands of the library

## Quality Assurance Tools for Library Functioning:

- Digitalization of the Catalogue: The library's catalogue is being digitalized to improve access, efficiency, and ease of use for students and staff.
- Online Publication Subscriptions: INES-Ruhengeri has subscribed to online publications, such as INASP and ICTR on-line library, to provide students and staff with access to a broad range of academic resources.
- Library Rules and Regulations: Clear library rules and regulations are in place to ensure that library resources are used effectively and responsibly by all users.

## 6.11. Laboratories

Practical Training in Laboratories:

- Laboratory Practicals: As a university of applied sciences, INES-Ruhengeri ensures students receive ample time for hands-on experience in various laboratories at INES-Ruhengeri. The institution is committed to providing practical training across different disciplines, equipping students with real-world skills

Field Visits and Clinical Placements:

- Partnerships with External Institutions: INES-Ruhengeri partners with clinical facilities, industries, and research institutions to offer students valuable field visits and clinical placements. These opportunities allow students to observe and engage in real-world scenarios, complementing their academic learning with practical insights.

## 6.12. Student support

Student Support Services Procedures:

- Directorate of Student and Community Services: Responsible for providing counseling services and, ensuring that students receive guidance and support throughout their academic journey.
- Student Handbook: Since 2010, all students receive the INES-Ruhengeri student handbook, which outlines relevant institutional procedures and regulations, ensuring students understand their rights and responsibilities.
- Career Advisory Centre: Provides support in academic orientation, advising students on the most appropriate courses and career paths based on their interests and goals.
- INES-Ruhengeri Innovation and Incubation Center: Provides support on employability skills, entrepreneurial skills, etc...
- INES-Ruhengeri Language Center: Provides support on Languages improvement for INES-Ruhengeri community
- Student Support Centre: Provides support to students with disability and assists teaching staff in their efforts toward disability-inclusive education.
- Coordination of industry attachment and clinical attachment: Provides assistance in placement of students and meeting professionals.
- Communication of Programmes and Policies: Information on programmes, admission policies, and graduation requirements is communicated to students through various channels, including the prospectus, website, and orientation day.
- Student Governance Participation: INES-Ruhengeri guarantees student participation in the governance of the institution through the Student Association (AGE). Students have a role in decision-making processes, including involvement in the Board of Directors, Senate, Executive Committee, and Faculty Councils. Student representatives also participate in strategic planning sessions and policy development.
- Opinion Boxes: To gather feedback, opinion boxes are available for students to share their views on institutional matters.

## PART SEVEN: GUIDELINES ON DISABILITY

### 7.1.   General policy objectives

i.    Staff and students with disability shall be allowed to participate in all aspects of the academic and social life of the University.

ii.   The University shall
   a) Plan and provide resources to ensure equal opportunities for students and staff with disability; and
   b) Develop a culture of tolerance in the University community.

### 7.2.   Precepts and general principles on disability

iii.  The University shall consider:
   a) implementing procedures which ensure that the needs of students with disabilities are addressed at all stages and levels of academic and resource planning;
   b) embedding the fair and equal treatment of disabled students in all operational practices;
   c) identifying clearly the locus of senior management responsibilities in relation to arrangements for students with disabilities;
   d) ensuring that senior managers and other key staff have an adequate understanding of the legal policy concerning disabled people;
   e) ensuring that management systems include the gathering of information to enable the making of well-informed decisions regarding participation and progression of students with disabilities;
   f) including the needs of disabled students within the remits of all resources allocation, academic management, estates and services committees;
   g) incorporating the views of disabled students in the development and review of the physical environment, academic programmes and services;
   h) identifying designed contact
   i)  for disabled students with specialist expertise and effective channels of communication with senior managers;
   j)  providing staff development in disability awareness or equality for all staff;
   k) monitoring and reviewing the impact of all institutional policies, procedures and practices on students with disabilities with a view to continuous improvement; and
   l)  The implications for disabled students of collaboration provision and articulation and arrangements involving study in more than one institution and/or other partner organization.

## 7.3. Physical Environment

iv. The University shall ensure that

    a. Disabled students can have access to the physical environment in which they will study, learn, live and take part in the social life of the University; and

    b. The facilities and equipment are as accessible as possible to disabled students.

## 7.4. Access of Information

v. The University shall ensure that the programme details and general information are accessible to people with disabilities and describe the opportunities for disabled students.

vi. In selecting students, the University shall ensure equitable consideration of all applicants and a disabled applicant's support needs shall be identified and assessed in an effective and timely way, considering the applicant's view.

vii. The arrangements of enrolment, registration and induction of new entrants should accommodate the needs of disabled students.

viii. Learning and teaching should accommodate the needs of disabled students.

ix. Programme specifications should include no unnecessary barriers to access by disabled students.

x. Academic support services and guidance should be accessible and appropriate to the needs of disabled students.

xi. The delivery of programmes should take into account the needs of disabled people or, where appropriate, be adapted to accommodate their individual requirements.

xii. The University should ensure that, wherever possible, disabled students have access to academic and vocational placements including field trips and study abroad.

xiii. Disabled research students should receive the support and guidance necessary to secure equal access to research programme.

## 7.5. Assessment of examination

xiv. Assessment and examination policies, practices and procedures should provide disabled students with the same opportunity as their peers to demonstrate the achievement of learning outcomes.

xv. Where studying is interrupted as a direct result of a disability- related cause, it shall not unjustifiably impede a student's subsequent academic progress.

## 7.6. Staff Development

xvi. The University shall ensure that orientation and other relevant training programmes for all staff should include disability awareness or equality and training in specific services and support.

### 7.7. Access to general facilities and support

xvii.   Students with disabilities shall have access to the full range of support services that are available to their non-disabled peers.

xviii.  The University shall ensure that there are sufficient designated members of staff with appropriate skills and experience to provide specialist advice and support to disabled applicants and students and to the staff who work with them.

xix.    The University shall identify and seek to meet the particular needs of individual disabled students.

xx.     The University shall ensure that the staff receives information about the particular needs of disabled students.

xxi.    The University shall have a clearly defined policy on the confidentiality and disclosure of information relating to a person's disabilities that is communicated to applicants, students and staff.

### 7.8. Complaints

xxii.   The University shall ensure that information about all complaints and appeals, policies and procedures is available in accessible formats and communicated to students.

xxiii.  The University shall have in place policies and procedures to deal with complaints arising directly or indirectly from a student's disability

### 7.9. Monitoring, Evaluation and Improvement

xxiv.   The University information systems shall monitor the applications, admissions, academic progress and nature of impairment of disabled students.

xxv.    The University shall operate systems to monitor the effectiveness of provision for students with disabilities, evaluate progress and identify opportunities for enhancement.

### 7.10. Strategies and Actions

xxvi.   The University shall
   a) develop and implement procedures which ensure that the needs of students with disabilities are addressed at all stages and levels of academic and resource planning;
   b) ensure that a fair and equal treatment of disabled students is incorporated in all operational practices;
   c) identify clearly the locus of senior management responsibilities in relation to arrangements for students with disabilities;
   d) ensure that management systems include the gathering of information to enable well-informed decisions to be made regarding participation and progression of students and staff with disabilities;

e) designate contact(s) for disabled staff or students with specialist expertise and effective channels of communication with senior managers; and

f) Provide staff development in disability awareness or equality for all staff.

xxvii. The Quality Assurance Management Committee shall monitor and review the impact of all institutional policies, procedures and practices on students or staff with disabilities with a view to continuous improvement.

## PART EIGHT: IMPATIALITY

### 8.1. Measure for impartiality implementation.

The INES-Ruhengeri Staff and management shall conduct their activities without bias, not be influenced, or have the appearance of being influenced by any relationships based on ownership, governance, management, personnel, shared resources, finances, contracts, marketing (including branding), and payment for services.

In addressing unbiased, the INES-Ruhengeri shall implement the following:

- INES-Ruhengeri has a code of conduct and ethics for Public Service which sets out standards of behaviour for our staff.
- It is designed to ensure impartiality, transparency, integrity, efficiency and effectiveness of staff when performing their duties.
- The terms and conditions of service of staff and students has been developed to ensure that personnel do not have undue internal and external commercial, financial and other pressures that may influence and adversely affect the quality of service
- INES-Ruhengeri management provide equal chance for employment-based position qualification, also provide orientation on appointment or receipt of contracts where staff are taken through work principles and ethics.
- INES offices serve its clients on first come first serve basis, regardless of sex, race, religion etc., this is done to avoid pressures from relatives, friends and political influences.
- Only with exception of emergency cases which are handled immediately they are received in the laboratory.
- INES-Ruhengeri has a management structure that comprises of the where the reporting structure is well defined.
- INES has an established procedure for selection of suppliers and service providers to avoids bias during procurement of supplies and equipment.

  If a threat to impartiality is identified, the INES-Ruhengeri management should ensure the effect is eliminated or minimized so that the impartiality is not compromised. Also, action shall be taken to prevent the reoccurrence

### 8.2. Threats to Impartiality

A 'threat to impartiality'

- Refers to any factor or situation that could compromise the objectivity, fairness, or neutrality of our organization.
- It occurs when decisions or actions could be influenced by conflicts of interest or external pressures, rather than evidence or principles.

I.  **Conflict of Interest:** Personal or financial interests could conflict with unbiased decision-making.

II. **External Influences:** Pressure from stakeholders, political entities, or owners to stampede the lay down procedures.

III. **Personal Relationships:** Familial or close personal ties may result in favoritism.

**Lack of Transparency:** Inconsistent or unclear recruitment and promotion criteria, leading to perceived bias

### 8.3. Mitigating Threats to Impartiality

- Implement transparent policies and ethical guidelines.
- Regular training for staff on impartiality.
- Conflict-of-interest disclosures to identify and address risks.

Establish an oversight and accountability mechanisms

Done at INES-Ruhengeri, on 20th February 2025

**Dr. MAZARATI Jean Baptiste**

**Chairperson of INES-Ruhengeri Governing Body**

43