



**PROTESTANT INSTITUTE OF ARTS AND SOCIAL SCIENCES (PIASS)**

**OFFICE OF THE VICE CHANCELLOR**

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# **PROTESTANT INSTITUTE OF ARTS AND SOCIAL SCIENCES (PIASS)**



## **INTERNAL AND EXTERNAL MODERATION POLICY**



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

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

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

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

### **1.1. PIASS Philosophy**

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



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

## **1.2. PIASS's Statement of Faith**

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

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



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

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

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

#### 1.3. PIASS Vision

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

#### 1.4. PIASS Mission

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



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#### 1.5. PIASS Moto

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

#### 1.6. PIASS Objectives

PIASS as Higher Learning Institution has the following objectives:

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

#### 1.7. Principles and values

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

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



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international communities must be qualitative and competitive.

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



## **I. PURPOSE OF THE POLICY**

This Policy document comprises internal and external moderation for examinations objectives and practices in order to improve quality of teaching and learning at PIASS, focusing on the quality of evaluation and assessment processes.

Types of assessment and their moderation is part of the assurance of Quality, and offering evidence that we have checked, that the tasks we set are of an appropriate standard and do test the learning objectives of a given module.

Internal moderation of questions and exercises (by other academics within the institution) is desirable for all assessment.

Where possible it is also desirable and useful that the marking process and the deliberations of examination boards have also been observed and declared to be fairly and legally conducted. The Policy also comprises the procedures for the review of new and existing academic programs by external experts.

## **II. INTERNAL MODERATION**

### **2.1. Objectives**

The internal moderation of marking second-marking, check-marking of a sample — is done by the module teaching team, and has two objectives:

- 1) to help maintain consistency of standards between modules, and
- 2) to make deliberate bias in favor of or against a candidate more difficult. It adds to the work of the staff, however, it should not become so extensive as to double the marking load.

### **2.2. General provision**

Each Academic year module assessment tasks shall be given for comment to another academic within the PIASS competent within the teaching of the subject matter, along with the learning objectives of the module.



### **2.3. Practices**

- It is suggested that a sample of about between five and twenty scripts is appropriate.
- All assessment tasks counting for more than 10 per cent of the module scored should be double-or check-marked in this way.
- The sample should contain two elements; (a) pass, second class, first class distinctions (marks of 80+) and cases from either side of border-lines (to maintain standards), and (b) a random sample chosen by the second marker from the main run of marking, plus all scripts handed in late, to assure against bias in individual cases. The size of the random sample should be such as to make the total up to 18 (before late scripts) once all fails, all distinctions and one script nearest above and below each borderline (50, 60, 70, 80) has been included but the random element of the sample should include at least five scripts even if this takes the total above twenty.
- For the final dissertation, the supervision will not mark. Only the average of the President of the panel and the Examiner are accounted.

## **IV. EXTERNAL MODERATION**

### **4.1. Intent**

The external moderation of assessment is an important part of the quality assurance process. It provides comparability of standards with regard to the judgments made by academic staff members, and ensures that students' results are able to be defended within the broader context of the higher education sector.

To reflect the principle of reliability and to maintain academic standards and education quality, all academic programs and summative assessment (including examinations) must be subjected to external reviewing and moderation process.

**External moderation is also desirable as an ‘audit trail’ showing that the process has been carried out and as a check that the standards of one institution are credible to another.**

Moderation of marking serves the same purposes and also demonstrates that the marking process has been carried out rigorously, fairly and without personal bias.





#### **4.2. Objectives**

- a) To measure the quality of judgments made by academic staff with regard to student assessment.
- b) To ensure the comparability of academic standards and outcomes of units within courses offered by PIASS.

#### **4.3. General provisions:**

- a) External moderator will handle only a small sample of work, but a larger sample should be processed internally. Throughout the period of an academic year, each council Faculty will select a number of modules, normally two, for the external moderation of assessment.
- b) This moderation process is to be undertaken by persons who are external to PIASS and who are qualified within the disciplines of the selected module. These persons may have current or recent experience in the public or private higher education sectors.
- c) Each Faculty Council in collaboration with the DQA will identify external qualified persons.

The Dean of the Faculty will invite them to moderate the assessment contained in the selected modules. External moderators will be asked to provide a written report to the Dean of the relevant Faculty regarding their conclusion.

- d) PIASS should consult a Register of staff inside Rwanda qualified to serve as external examiners compiled by Higher Education Council.
- e) The Faculty Council will assess the report from the moderator within the context of the faculty and will seek to implement appropriate recommendations.
- f) Deans will, via the Faculty Annual Report, report the outcomes of the moderation process to the Academic Senate.
- g) The External Moderation of Assessment process should be separate to that which is associated with the examining of post graduate such as Masters-level research dissertations by external personnel who will be appointed by the Academic Senate when PIASS will be allowed to offer master's program.



- h) Remuneration will be offered to external moderators based on a special contract. The amount should be determined by PIASS executive Council.

#### **4.4. Guidelines**

##### **A. Nature of the Moderation.**

- a) In undertaking the moderation process, external moderators will be asked to assess the comparability of academic standards evident in the selected PIASS modules against those of other Rwandan higher education providers.
- b) The moderation process may entail a consideration of module materials, with regard to aspects such as rationale, objectives/outcomes, content schedule, assessment schedule and resources.
- c) The moderation of assessment will involve the moderator making a judgement regarding the quality of the academic grading of student work within the selected unit.

##### **B. Documentation to be provided to the external examiner**

- a) PIASS (Faculty) will provide to the external moderator the relevant materials for the selected unit. This will normally include the unit outline, Academic regulations.
- b) The external moderator will receive copies of representative student assessment tasks, from which all identifying features have been removed.
- c) The external moderator will be asked to mark copies within one week (five days).

#### **4.5. Timing of the process**

- a) The moderation process will normally commence within one month of the date of the relevant deliberation meeting, at which student unit exit grades are ratified.
- b) The moderation process will normally be completed within a three month period, to allow feedback to be incorporated into the preparation of the unit in the subsequent semester.

#### **4.6. Reporting**

- a) External moderators are to provide a written report to the Dean of the relevant Faculty with copy to the Directorate of Academic Quality regarding such aspects as comparability of academic standards, the standard of student work and the appropriateness of lecturer judgments and comments.



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- b) Deans will summarize the report for inclusion in the Report to be submitted to the faculty council. The same report with measures by the faculty to respond to some questions raised in the report, will be submitted to the Director of Quality Assurance .
- c) The Directorate of Quality Assurance will prepare an annual report highlighting themes arising from the Institutes' external examiner reports. This report will be received and discussed at a Plenary Meeting of the Academic Senate who will address any Institute-wide issues.

## V. NEW PROGRAMS EXTERNAL REVIEW

### 5.1. General Provision

The curriculum and design of new programs are moderated during the validation process, by the input of Faculty members, Directorate of Quality Assurance, External Advisers and other stakeholders especially, Professional Bodies.

The New modules are designed by team set by the faculty Council of the faculty that the proposed programs belong to. The program is presented to the stakeholders, professional bodies to assess their relevance to the need of the society. Substantial changes to modules or program between Validations should receive similar consideration again, to ensure that the changes do not move the program away from PIASS Vision and mission and comparability with program offered elsewhere.

### 5.2. Practices

- a) Program reviewers should probably be appointed by the Senate after proposition of the Faculty Council in collaboration of Quality Assurance office.
- b) Reviewers should not have worked or studied at PIASS two years before appointment, they should not be related to anyone in the institution, they should not have examined, supervised, employed or been employed or supervised by any member of the program staff during the past three years, and they should not be in close scholarly or research collaboration with anyone teaching on the modules they are examining.
- c) They should normally be of at least senior lecturer grade.
- d) It is not necessary to appoint a separate module examiner for every module. Examination teams should be picked so that a relatively small number of people cover all topic areas, at least in terms of general familiarity with them.



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- e) Module external reviewers might also be used to comment on proposed substantial modifications to the learning outcomes or the weight or method of assessment of modules.

### **5.3. Reporting**

- a) External reviewers are to provide a written report to the Academic Senate.
- b) The report should comprise: The relevance of the Program, the aligned with the National qualification framework, the relevance of learning out comes and their link with the objectives...
- c) The DVCA will submit the report to the team in charge of Program design for correction.

## **VI. EXISTING ACADEMIC PROGRAM REVIEW PROCEDURES**

### **6.1. Objectives**

The PIASS conducts periodic external reviews of all academic degree programs. Such reviews provide critical assessment of status and direction from the unit itself, from the campus community including administration and Academic Senate, and from external scholars. Program reviews serve as important evidence to accrediting and public agencies that the university is engaged in a continuous program of critical self-examination, evaluation, and improvement. As importantly, reviews allow departments to examine their current position and the research and educational effectiveness of their programs, raise critical issues within the department, and evaluate their future plans.

### **6.2. Scope**

All undergraduate and graduate instructional programs administered by any faculty are subject to periodic review. If any Faculty administers an interdepartmental program or teaches a significant number of service courses for other units, advice from all participating departments and divisions will be sought. The unit under review will produce a self-assessment document that will be considered by the administration and Academic Senate. External scholars in the discipline will visit the campus to discuss the document with the department constituencies. A campus closure meeting and a mid-cycle update are integral components to record and monitor the review outcome.



The review goal is to focus on the department/faculty members as well as external units and reviewers on the following:

- Current status and effectiveness - Assess scholarly research and creativity, graduate Program and undergraduate programs(s).
- Critical issues and strategic plans - Raise one to three critical issues from the department's self-examination of their current status, and discuss strategies to address these issues.

### **6.3. Roles and Responsibilities for conducting program review**

The Deputy vice chancellor for academic is responsible for general oversight of the review process. The DVCA specifies the annual review cycle, approves the slate of reviewers, facilitates communication among participants, participates in review entrance and exit interviews, chairs closure and mid-cycle update meetings, writes closure reports, and informs the Deans, the Vice chancellor and the Board Chairperson.

The Director of Quality is responsible for the day-to-day review management. This responsibility includes notifying the department or interdepartmental program faculty, distributing universal transmittal letter and the department self-assessment, nominating and soliciting External Review Committee (ERC) members, scheduling the ERC meetings, transmitting the review report, and submitting comments. The DQA is responsible for maintaining the review schedule as set by the DVCA.

The Head of the department chair, on behalf of the Dean of the faculty, is responsible for the preparation of the departmental self-assessment, the response to the review reports, and the preparation of the mid-cycle update.

#### **The Academic Senate committees have three major responsibilities:**

- a) Reviewing the departmental self-assessment and submitting written comments and questions. Regarding specific concerns to the ERC.
- b) Reviewing the review reports and providing written Senate perspective, including reapproval of non-degree programs such as minors and concentrations, at the closure meeting; and
- c) Providing questions for the mid-cycle update report.



The Academic Senate and its committees may also take direct action as a result of any aspect of the review consistent with their authorities and responsibilities.

#### **6.4. Faculty/Department Self-Assessment**

##### **6.4.1. Content**

The unit will prepare a document, following the outline in Appendix B, which will consist of two parts: current status; and critical issues and strategic plans. As with all documents in the review Process, the departmental self-assessment will be distributed in a specified electronic format. The first section provides the department's assessment of its current quality, effectiveness, and direction in three primary areas:

- i Research, scholarship and creative activity of the department Teachers;
- ii The department's graduate program(s);
- iii The department's undergraduate program(s).

The assessment should be supported by quantitative material provided by the department, the Quality assurance office or school, and the Directorate of Resources and Asset Management. The second section, building from the department's assessment, should address one to three issues important to the departmental and programmatic progress within the coming review cycle. These issues may be specific to one segment of the department's functions, such as established or planned, undergraduate or graduate programs, or may crosscut functions, such as the diversity of the Department or integrating graduate and undergraduate programs more effectively.

Strategies for addressing these issues within available resources should be proposed. Strategies should emphasize the department's plans for development and improvement of scholarship, instruction and learning outcomes assessment, in the context of its current strengths and recent accomplishments and within available or foreseeable resource allocations.



#### **6.4.2. Distribution**

The departmental self-assessment will be submitted to the DQA no later than JUNE 1<sup>st</sup> of the year prior to the review visit. The DQA will review the document for completeness and to inform the final appointment of the ERC.

No later than September 1<sup>st</sup> of the year of review, the DQA shall distribute the departmental self-assessment, the universal charge and transmittal letter, and divisional supplemental comments to the Academic Senate and DVCA , copying the VC.

The departmental self-study will be made available in the online review portal to the Academic Senate and administration for comment, discussion of issues raised, and the feasibility and appropriateness of the plans within the campus context.

The DQA shall distribute the universal transmittal letter, the departmental self-study, and any supplemental comments received from Senate committees and central administration to the ERC no later than one month prior to the campus visit.

#### **6.5. External Review Committee**

##### **6.5.1. Configuration**

The ERC shall be comprised of at least three external distinguished scholars and experts in the relevant field of study. At least one member will hold, or will recently have held, a teacher appointment at another PIASS faculty or Campus. In unusual circumstances, including Program scope or size, exceptions to this policy may be proposed by the overseeing DQA and approved by the DVCA.

##### **6.5.2. Appointment**

In parallel with the submission of the self-assessment no later than June 1 of the year prior to the Review visit, the department nominates to the DQA a slate of respected scholars that includes, at a minimum, the candidates' brief biographies, or links to candidates' professional webpages where credentials and research focus are included. The list of candidates should include scholars whose standing and expertise are best suited to address the issues raised by the self-study and supplemental comments, and to produce an independent assessment.



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The overseeing DQA may, and perhaps should, add additional nominees and shall formally recommend a final list to the DVCA. The DVCA approves the list submitted by the DQA prior to Appointment or contact, formal or informal, of any ERC candidate.

**6.5.3. Committee Charge and Supplemental Questions**

Academic reviews shall be governed by a charge that includes some general areas of examination and supplemental questions that focus the ERC's attention on the issues raised by the department, Senate committees and campus administration. The charge is incorporated into a universal transmittal letter.

The universal charge and transmittal letter and supplemental questions from the DQA shall be transmitted to the campus with the self-assessment by September 1<sup>st</sup>. Supplemental questions may be incorporated into the universal charge and transmittal letter, at the discretion of the DQA. Units participating in the review may provide comments on the self-study, and deans overseeing programs related to the unit or program under review may also choose to add supplemental questions. Supplemental questions from the DVCA, DRAM..., or the Senate must be received by the DQA no later than November 15<sup>th</sup> of the year of review.

All supplemental questions shall be enclosed with the universal charge and transmittal letter and distributed to the ERC. Comments received after November 15<sup>th</sup> may be enclosed at the dean's discretion if delay does not compromise the review timeline. All comments sent to the overseeing, DQA shall be copied to the department chair, Academic Senate office and DVCA.

**6.5.4. Communication**

All communication between the department and ERC members is managed by the overseeing dean's office to maintain accountability and ensure appropriate document distribution. All documents provided to ERC are considered part of the campus review file and will be made available to all units involved in reviews.

**6.6. Campus Visit**

The overseeing DQA is responsible for scheduling the campus visit, including all meetings (see Appendix D). The ERC shall meet jointly with the DQA and the DVCA in an entrance interview





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prior to meeting with members of the department. Following the entrance interview, the ERC shall meet, at a minimum, with the following representatives (in no particular order):

- Faculty (individuals or groups as appropriate);
- Faculty Undergraduate Committee;
- Faculty Graduate Committee;
- Undergraduate Students;
- Graduate students;
- Postdoctoral fellows;
- Chairs of departments served by the unit (where relevant); and
- Senior staff representative(s).

Two exit interviews shall be scheduled:

- Dean; and
- VC and DVCA.

The division or school is responsible for providing staffing and other support as requested. All senate faculty appointed to the unit under review shall have the opportunity to participate in at least one meeting with the ERC. Members of the ERC should not be separated unless necessary.

It is good practice to set aside at least an hour and a half on each day of the visit for the ERC to prepare a draft report.

### **6.7. Review Committee Report**

The DQA shall ask the ERC to electronically submit a review report within four weeks of their visit. The review report should address the charge, and any supplemental comments received, and should be based upon the self-assessment and the interviews.

### **6.8. Action on the Review Report**

#### **6.8.1. ERC's Review Report**

The ERC's report shall be submitted to the DQA. The DQA is responsible for immediate distribution to Deans of the Faculties, Head of Department, copying the DVCA and VC. The report should be presented to the next Academic Senate meeting.

#### **6.8.2. Faculty/Department's Response**



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The Dean/HOD is responsible for immediate distribution the report to all faculty/Department council members. The department shall submit to the DQA a written response to the review report within four weeks. Department response deadline's falling in summer will be extended into fall quarter, treating summer as a void and beginning the clock at the start of fall quarter.

If the Dean /HODs report does not represent department consensus, faculty minority reports may also be submitted at the discretion of individual faculty members.



### **6.8.3. DQA's Response**

Within two weeks of receiving the faculty/departmental response, the DQA shall prepare the PIASS response and submit it, with the department's response, to the DVCA and VC.

### **6.8.4. Academic Senate Committee Response**

The Research Committee, Deans, DRAM, representative of Executive council, Director of Postgraduate program should make an Academic Senate Committee and will be asked to review the external review report and the departmental and responses, and provide written comments to the DVCA. Comments from other Senate committees may be submitted at the discretion of the Senate. Senate comments should include recommendations for questions or action items to be incorporated into the department's mid-cycle Update report. Senate committees are asked to issue re-approval of non-degree programs such as concentrations or minors prior to the closure meeting.

### **6.8.5. Closure Meeting**

The DVCA's office is responsible for scheduling the closure meeting upon receipt of the departmental responses. The closure meeting will be scheduled no earlier than six weeks following receipt of the DQA's response, allowing time for Senate committees to prepare their respective comments. The closure meeting is chaired by the DVCA and will ordinarily include:

- HOD;
- Academic Registrar;
- Deans;
- DQA;
- DR;
- Director of Post graduate programs;
- 1 Senior Staff from each department.

The closure meeting will provide an opportunity for a candid discussion of the results of the external review. Specifically, the following matters shall be addressed:



- Factual matters that are in dispute;
- Perspective on current priorities and future directions as viewed by each agency;
- Prospects for achieving the review recommendations; ...

#### **6.8.6. Closure Report**

The conclusions reached in the course of the discussion shall be summarized in a closure report written by the DVCA within one month of the meeting. The closure report shall normally include a list of questions and/or action items addressing any outstanding concerns raised in the review and the various responses. With the mutual concurrence of the administration and the relevant Senate committees, the questions may be omitted.

The DVCA shall transmit the closure report to the VC with copies to the Board Chairperson, relevant units and Academic Senate. The Dean/HOD shall make the report available to all department faculty members.

#### **6.9. Implementation and Mid-Cycle Update Report**

The DQA follow up the implementation of recommended actions. She/he shall submit the department's mid-cycle update report to the DVCA with a copy to the department. The DVCA transmits the mid-cycle update to the VC, and Academic Senate.

A mid-cycle review meeting may be convened if the current status of the unit needs immediate discussion. This meeting may be requested by the Academic Senate or the DVCA and shall include Dean , HOD and Senate Committee representatives who wish to participate. The DVCA shall chair the meeting and prepare a written report to the VC summarizing recommendations.

#### **6.10. Timetable**

The review process shall be completed in one month to ensure prompt attention to areas of concern. To achieve this, all units involved are expected to manage their respective roles and responses within the prescribed timelines. The DVCA may convene the closure meeting without receiving unit responses if deemed necessary to maintain an effective timetable.



### **6.11. Scheduling Reviews**

All academic departments and degree programs will be reviewed regularly every 5 to 8 years.

The duration of the review cycle will be determined by the Senate. New degree programs will be asked to provide interim self-assessments three years after their establishment, and subsequently will be incorporated into their administering department's review schedule.

The DVCA may reassign an interdepartmental program's review process at the recommendation of the DQA to best fit the specific program.

The DVCA's office will transmit an updated review schedule at the beginning of fall quarter.

Suggestions for procedural improvements that improve the overall usefulness of reviews, or that reduce workload without compromising value, may be submitted to the DVCA at any time.

Subsequent changes to review procedures will be announced with the annual fall quarter schedule transmittal.

In isolated cases where there is a justifiable need to defer, accelerate, or otherwise reschedule an external review, the department chair will make a written request to the overseeing DQA that sets out the justification for deferment or acceleration. Requests for deferral or acceleration may also originate with the DQA or the DVCA.

The DQA will forward the request in writing, together with his or her independent opinion and recommendation, to the DVCA. Deferral requests should be submitted no later than October 15<sup>th</sup> of the year prior to the campus visit.

The DVCA will consider such requests on their merits, consult with the relevant Academic Senate Committees take into account the institutional need to maintain the regularity and timeliness of the review process, and will make the final determination regarding whether and how the review will be scheduled.

### **6.12. Confidentiality of Documents**

The good practice is to treat external review materials as confidential and release them only to those with a business need to know.



**PROTESTANT INSTITUTE OF ARTS AND SOCIAL SCIENCES (PIASS)**

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It is recommended any initial request for documents from campus employees not directly involved in the external review be justified with a business reason. Justified requests should be reviewed and approved by the DQA, Dean/HOD, or DVCA before releasing materials.

**VII. WHO SHOULD KNOW THIS POLICY?**

DVCA office, DQA, Deans, HOD all academic staff, Academic Senate Members, Academic Registrar.

**VIII. ACCOUNTABILITIES**

- ✓ Implementation: Deans of Faculties, HODS, DQA.
- ✓ Compliance: Academic Senate.
- ✓ Monitoring and Evaluation: DVCA, VC, Board of Director.
- ✓ Review: Policy Committee/Task Force.
- ✓ Approval Authority: Academic Senate.
- ✓ Interpretation and Advice: Registrar's Office.

**EFFECTIVENESS OF THIS POLICY**

Performance Indicators: The inclusion of moderators' reports addressing a number of units in each Faculty, number of the report from external reviewers on programs reviewed.

Approved By PIASS Council at Huye on 25-5-2022

**Chairman of PIASS Council**