Protestant Institute of Art and Social Sciences (PIASS)

Quality Assurance Manual

Prepared by the

Directorate of Quality Assurance at PIASS[1]

Academic year 2013/2013

Foreword

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

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

[1] The Office of Quality assurance is committed to supporting new and experienced academics increase their practical and theoretical knowledge of university teaching through workshops, seminars, and conferences that address a variety of topics, techniques, and programs.

Acknowledgement

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

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

Aim of the manual

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

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

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Chapter One: Quality and Quality Assurance

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

1.1 National Qualification Framework

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

1.2 Regional Quality Assurance Framework

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

1.3 National Quality Assurance

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

Chapter Two: Definitions of some relevant terms in Quality Assurance

2.1 What is Quality

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

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

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

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

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

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

2.1.1 Effectiveness in Education

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

2.1.2 Efficiency in Education

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

2.1.3 Learner – cantered pedagogy

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

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

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

2.2 Quality as excellence

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

2.3 Quality as enhancement or improvement

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

2.4 Self-evaluation

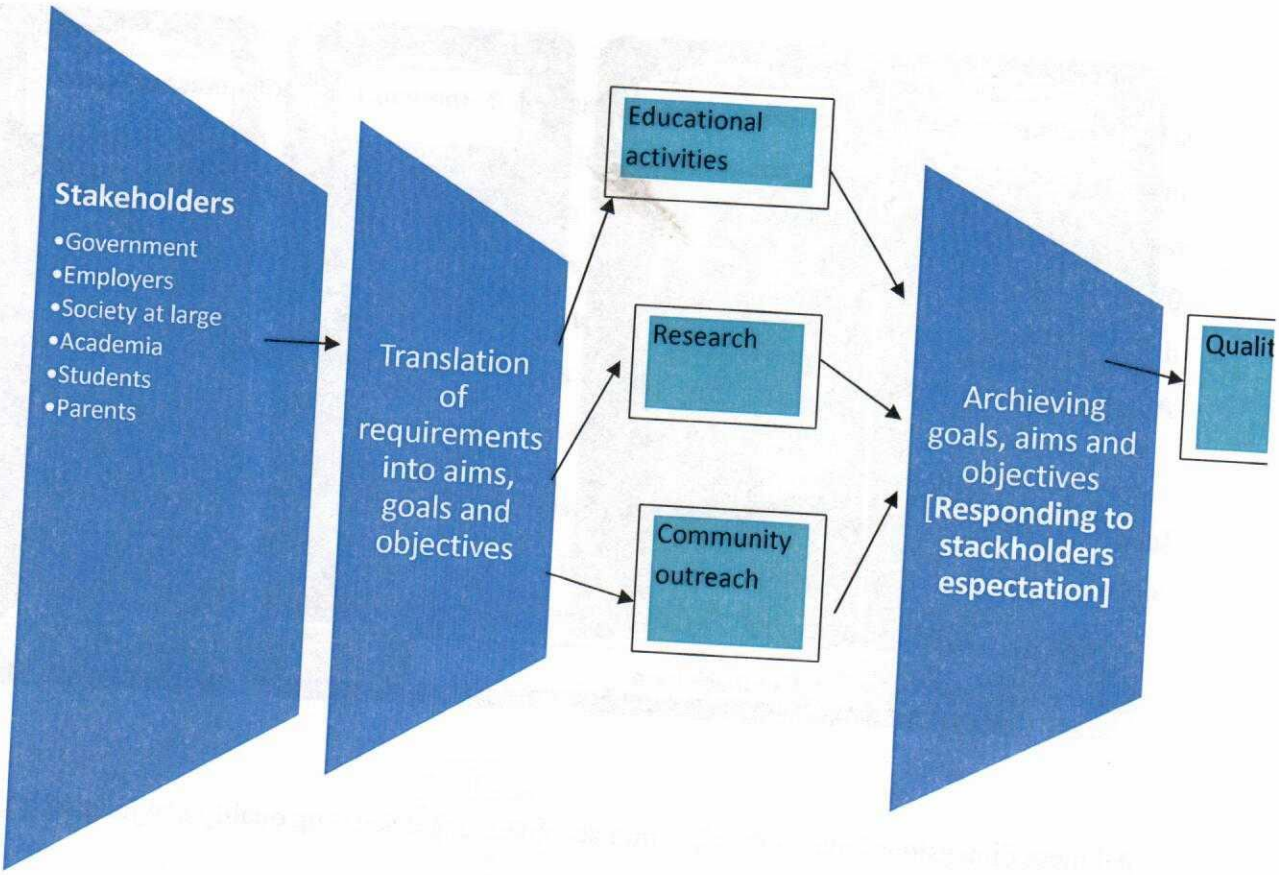
Self-evaluation is the process by which an institution or a department review the effectiveness of its quality management system for assuring, developing and monitoring the quality of teaching

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

2.5 Academic Quality

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

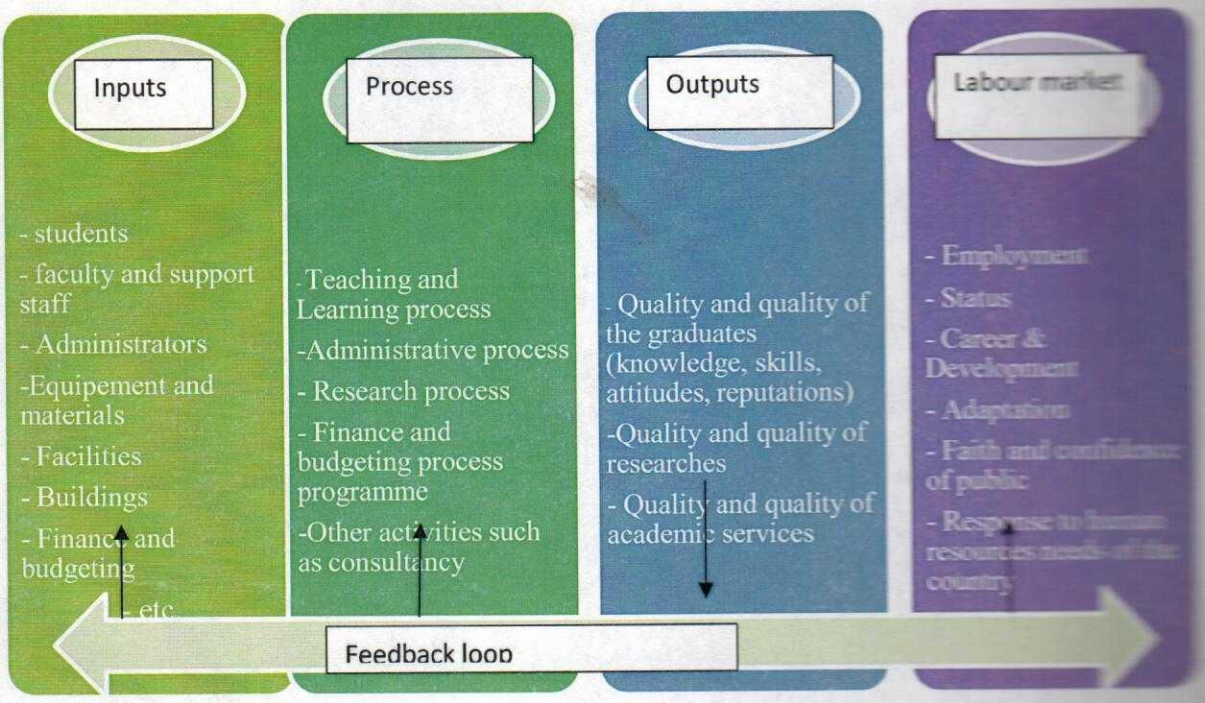
According to the Higher Education Council in Rwanda, Academic Quality describes how well the learning opportunities available to students help them to achieve their awards. It is about making sure that the appropriate and effective teaching, support, assessment and learning opportunities are provided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



2.6 Quality Assurance

Quality Assurance is the all-embracing term referring to an ongoing, continuous process of evaluating (assessing, monitoring, guaranteeing, maintaining, and improving) the quality of a higher education system, institutions, or programmes. This is usually measure though different dimension of input, outputs, different process of teaching and learning as well as the labour market.

A model for quality dimensions



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

2.7 Quality vs Innovation

2.8 Indicators of Quality assurance

Chapter Three: Quality assurance at PIASS

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

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

3.1 Through Modular System

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

PIASS's academic staff and environment for teaching and learning allow students to be critical thinkers, creative and innovators. Based on the mission and vision of PIASS, Academic Assurance may be regarded as evolve around four motives. See Figure 1.

Figure 1: Four pillars of enhancing academic quality assurance PIASS

Empower: Students shall be empowered through academic knowledge, engagement and graduate individuals with ethical values and skills that are relevant for the society and vital for their future success. This is done though different areas of empowerments such as analytical and critical ability, independent judgement, research, organisational and communication skills, which are

highly valued by employers. PIASS's aim is to increase opportunities available beyond the lecture hall, including volunteering, internship, part-time work, placements, and other employment-focused activities and events, equipping students with improved skills for life and the workplace

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

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

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

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

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

Therefore, Quality assurance is an all embracing term referring to an ongoing, continuous process of evaluating, assessing, monitoring, guaranteeing, maintaining, and improving, the quality of our higher education system. Being a regular mechanism, quality assurance focuses on both accountability and improvement through an agreed upon and consistent process and well-established criteria.

3.2 Who Execute Quality

Quality is when everyone is clear about their responsibilities

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

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

3.3 PIASS quality assurance in linkage with ARIPES

Chapter Four: Internal and self assessment

How do we know our quality?

4.1 Course/module evaluation and students feed back

The most common way of eliciting student feedback is by administering questionnaires. The members of Quality Assurance (QA) are available to support the process of choosing the questionnaire, to analyse student responses, generate a report which is sent to the lecturer concerned and his/her Head of School (if necessary), and provide follow-up support and development when requested.

There are a number of options for you to consider in course or module evaluation: one is for each lecturer to conduct course assessment two for the Quality assurance directorate to conduct it, three, for the faculty or department to conduct this assessment or involve class representative in

collecting questionnaires and distributing them to the class members. If a lecturer needs to conduct he/her course assessment or feedback from students, then the following can be considered.

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

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

4.2 Self-evaluation and examination

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

For self-assessment, the following questions are suggested by UICEA as important:

Why do we do what we are doing? Do we indeed do the right thing?

Do we do the right thing in the right way?

Do we have a through command of the process to actually realise what we want?

Do we really achieve what we want to achieved?

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

4.2.1 External evaluation and examination

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

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

4.2.2 Appointment of examiners

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

Specific responsibility/ies of each external examiner shall be specified in the letters of appointment.

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

4.2.3 General responsibility of external examiner

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

4.3 Evaluation and examination

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

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

4.4 Examination office and academic services division

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

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

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

4.4.1 Conditions for student promotion from one level to the other

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

4.4.2 Requirement for first seating exam

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

This mean that marks for course work and continuous assessment test should be posted and made available to all concerned students at least one week before the writing of their first sitting exam. This will also allow both student and examination officer to know who is eligible for first sitting exam and who is not.

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

4.4.3 Discipline and attendance

4.5 Student Evaluation of teachers

Student evaluation is helpful for the department on a regular basis for quality promotion. Students are known as the first to judge the quality of teaching and learning. Therefore, department shall provide the students with feedback on what is done with the outcomes of the evaluation.

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

Chapter Five: an analysis model for teaching and learning

Most of institution for higher education generally has three core activities; teaching/leaning, research and community outreach. Although all these areas are important for an institute for higher education, this manual emphasise on the quality of the educational task. To find out the quality of education, the instrument of self-assessment at the program[2] level can be useful. The international standard that is accepted involves some aspects that need to be considered for the programme assessment. These include:

- Goals and objectives
- Expected learning outcomes
- Program content
- Program specification or description
- Program organisation
- Didactic concept / teaching / leaning strategy

[2] A program is defined as a coherent set of courses leading to a certain degree (bachelor or masters). A program can also be seen as a curriculum including internal and public or private regulations.

- Students assessment
- Quality of academic staff
-Quality of support staff
- Student profile
- Student advice / support
- Facilities and infrastructure
- Student evaluation
- Curriculum design and evaluation
- Staff development activities
- Achievements/ graduates
- Satisfaction of stakeholders

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

5.1 Student Admission Procedure

See PIASS admission procedure

5.2.1 Transfer and admission from other local institutions

There should be some core modules/courses in a particular field – programme passed, otherwise a prospect students should retake them first as a requirements

5.2.2 International student admissions

All national Examination Board for Foreign Evaluation should be observed

5.2 Recruitment procedure

See PIASS internal regulations

5.3 Workload

Is a quantitative measure of the learning activities that may be required for the achievement of learning outcome (such as; lectures, seminars, practical work, private study, information

retrieval, research, and examinations). For example, are the lecturers workload allows them to develop and therefore feed-back to the students? How is the environment allowing creativity for both students and academic staff? Are the syllabus clear, contextualized and learning friendly?

5.4 Academic staff promotion

See PIASS academic staff promotion policy

Chapter Six: Conclusion

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

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

Sources

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

Appendixes: Illustration for different areas of evaluation

Appendix 1: Module evaluation

Protestant Institute of Art and Social Sciences (PIASS)

Student Feedback

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

Thank you for your co-operation.

Module Name: **Code:**

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

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

1 = strongly disagree 2 = disagree 3 = neutral response 4 = agree 5 = strongly agree

No	Questions

1	It was clear to me how the different topics and sections of the module fitted together	
2	I felt enthusiastic about studying this module	
3	I found that the workload for this module was manageable	
4	A useful module outline was provided	
5	I thought there was a good balance between the theory and its application	
6	I found that I could apply things that I learned in this module in my other modules	
7	As a result of studying this module I have learned to think in new ways	
8	As a result of studying this module I have grown and developed personally	
9	I found that I was encouraged to work independently in this module	
10	I found this module challenging and stimulating	
11	I believe that I have been given sufficient guidance in order to cope with this module	
12	I found that the workload for this module was manageable	
13	The teaching environment (lecture room/laboratory) is conducive to learning	

Appendix 2: Lecturer evaluation

Protestant Institute of Art and Social Sciences (PIASS)

Student Feedback

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

Thank you for your co-operation.

Module Name and Code:

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

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

1 = strongly disagree 2 = disagree 3 = neutral response 4 = agree 5 = strongly agree

Lecturer Name: **Module:** **Unit:**

No	Question	Reflection
1	I thought that the lecturer was always well prepared	
2	I thought that the lecturer's explanations were clear	
3	I thought that the lecturer was approachable	
4	I found that the lecturer was available during consultation times	
5	I found that the pace of the lectures is just right for me	
6	I found that the lectures were leaning just right for me	
7	I found that I could understand the language used in these lectures	
8	I was always able to hear the lecturer	
9	I found that the lecturer explained concepts clearly	
10	I found that the lecturer emphasized important information	
11	I understood which information in lectures to note down and which was less important	
12	I found that the lecturer presented the material in ways that were interesting and stimulated my enthusiasm for the subject	
13	I thought that the lecturer pointed out links between the material and other areas in the field	
14	I thought that the lecturer made good use of module materials (handouts, readings etc)	
15	I thought that the lecturer made good use of teaching resources (e.g. white board, audio-visual aids etc).	

16	
17	
18	
19	
20	

Appendi

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Please indicate

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Practical (intern

No	Questions
1	I found that t studding bett
2	I thought that

16	I thought that the lecturer encouraged students to express their own ideas	
17	I thought that the lecturer encouraged questions and class discussion	
18	I felt comfortable enough to participate in the class discussions	
19	I thought that the lecturer had a good relationship with the class	
20	I thought that the lecturer was approachable	

Appendix 3: Internship feedback

Protestant Institute of Art and Social Sciences (PIASS)

Student Feedback

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

Thank you for your co-operation.

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

A = strongly disagree B = disagree C = neutral response D = agree E = strongly agree

Practical (internship)

No	Questions	Reflection
1	I found that the internship helped me to understand What I am studding better	
2	I thought that the demonstrator was always well prepared	

3	I have gained practical skills in these practice	
4	I found the feedback on practical write-ups useful	
5	I thought that the internship were well organised	
6	I thought that the internship relate well to the content of the module	
7	I found that my confidence has improved as a result of the internship	
8	I thought that demonstrators were helpful	

Comments

9. What aspects of the module were facilitated well?

_____

_____

_____

_____

10. What areas do you believe need to be improved in this module?

_____

_____

_____

_____

11. Any other comments?

_____

_____

_____

_____

Append

Please pro

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1. Cours

	Items
1	Relevance
2	Clarity
3	

2. Curse c

	Items
1	Structure
2	Consistence
3	Meeting expe

3. Teaching

	Items
1	Instructive / D materials
2	Ability to expla

Appendix 4: Alternative course assessment

Protestant Institute of Art and Social Sciences

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

Name of the Lecturer:..... Course: .....

Please indicate the EXTENT of your agreement/disagreement.

Please tick in the appropriate box.

1. Course objective

	Items	1= Very poor	2 = Poor	3= Good	4 =Very good
1	Relevance				
2	Clarity				
3					

2. Course content

	Items	1 = Very good	2 = Poor	3= Good	4 =Very good
1	Structure				
2	Consistence of the content				
3	Meeting expectations				

3. Teaching methodology

	Items	1 = Very poor	2 = Poor	3= Good	4 =Very good
1	Instructive / Didactic materials				
2	Ability to explain				

3	Approachable				
	Ability to motivate students				
4	Help student think / self-thinking				
3	Time allocation				

4. Assessment

	1 = Very poor	1 = Very good	2 = Poor	3= Good	4 =Very good
1	Group assignment				
2	Individual assignment				
3	In-course assessment				
4	Link with course objective				

5. **Any additional comments**

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