



INTERNAL QUALITY CONTROL




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At NetACT Institutes






Gabinete de Controle Interno de Qualidade

- Good to have a Committee for internal control of quality
 - The majority of the members should, by preference not be part of the Management Committee of the Institution but more neutral members
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BETTER QUALITY ACCORDING TO ACTEA


1. Administration
 2. Management
 3. Finances
 4. Teaching staff
 5. Buildings and grounds - Library
 6. Curriculum
 7. Students
- 



ADMINISTRATION



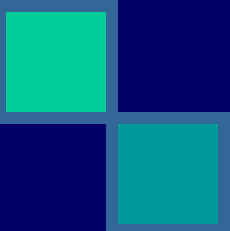

General and Academic Administration

- Record keeping procedures - professional, effective, high quality
 - Registration
 - Communication
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(Antoinette to elaborate)

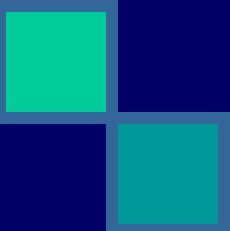



MANAGEMENT CONTROL

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- Defined lines of authority
 - Position descriptions
 - Each admin office, teaching and other supporting staff
 - Africanisation of governing board
 - Public relations and publicity
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FINANCES

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- Financial policies and procedures
 - Annual external auditing
 - Show sources of financial support
 - More than half of income within the continent. Substantial part from within country. A realistic plan to increase locally-derived support
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TEACHING STAFF

- Ratio: 1 lecturer for every 15 students
 - Qualification of lecturers: One academic level above the qualification for which the students are being prepared
 - Evidence of adequate orientation in the African setting
 - At least half and not less than 3 lecturers should have doctorates in appropriate fields
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COMMITMENT OF LECTURERS and STAFF

- A code of conduct
 - Mature Christian character
 - Acceptance of doctrinal frame
 - Conformity to behavioural expectations of institution
 - Concern to improve professional level
 - Visible personal interest in students
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RESPONSIBILITIES OF LECTURERS and STAFF

- The workload should not interfere with the efficiency
- Lecturers should not teach more than 12.5 clock hours per week or more than 450 clock hours per calendar year



NATIONALITY

- African staff should constitute more than half of the total teaching staff in the institution's theological education programmes or have a realistic plan to achieve this by a reasonably early date
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COMPENSATION AND WELFARE

- Salaries and other benefits should reasonably compare to prevailing scales for similar work in the local country.




DEVELOPMENT OF STAFF

- A programme should be in operation that will assist the upgrading of academic qualification of lecturers
 - There should be a programme to help lecturers in improving their teaching skills
 - Pedagogic meetings
 - Study leave
 - Leave for seminars, workshops and consultations
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FACILITIES

- The buildings and classrooms should be functional
 - Maintenance should be efficient
 - Security should be suitable to the setting
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LIBRARY

- Anglophone institutions: 10 000 titles and 40 – 50 journals
 - Lusophone institutions: 6 000 titles and 20 – 30 journals
 - Quantity not at expense of quality
 - Access to internet for lecturers and students
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LIBRARY – POST GRADUATE

- Anglophone institutions: 15 000 Titles and 50 – 60 theological journals
 - Lusophone institutions: 10 000 titles and 30 – 40 journals
 - A qualified librarian
 - A sufficient budget for library
 - Hours of library - sufficient
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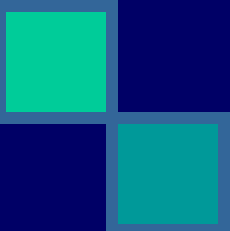



EDUCATIONAL PROGRAMME - HOLISTIC

- The institutions' education programmes should evidence a holistic approach combining curricular and extracurricular activities in an educational plan which embraces concern for the student's spiritual and vocational as well as academic development
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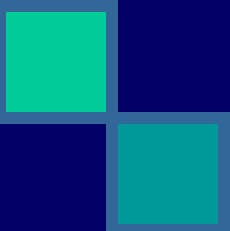



PROGRAMME INTEGRATION

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- Worship, community life, work, sports, social activities, practical Christian service etc., should form an integrated program intentionally and manifestly shaping the vision, mission and objectives of the institution
 - Institutions should encourage co-curricular enrichment programmes such as lectureships, workshops and field trips.
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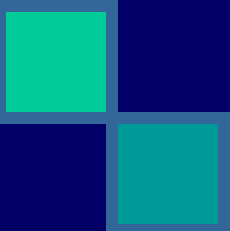



PROGRAMME RELEVANCE

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- The curriculum should be contextualised (cultural, church and community) and not just borrowed
 - Not simply allowed to develop on an *ad hoc* basis
 - The outcomes should be relevant to needs
 - The curriculum should serve the church and the community
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CURRICULUM BALANCE

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- The content of the curriculum must be justified in relation to the normal spread of subjects with regard to Biblical, theological, historical, practical and general areas of study.
 - Indicate well the modules and the load per week and semester
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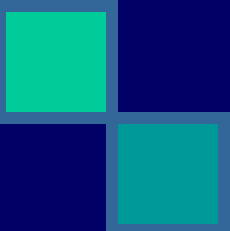



Guided practical experience

- Institutions should incorporate guided practical experience into their curricula. This should be part of the requirements for graduation.
- This may, for example, take the form of an internship programme.



ADMISSION

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- The institution must have selective admissions procedures which include careful attention to the Christian character and Christian vocational experience of the applicants as well as to their academic qualifications.
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DIFFERENT DEGREES OF EDUCATION

- The rigour of classroom instruction and course requirements should be equivalent to the required study. There should therefore be a difference in the level of instruction between the training of evangelists, a diploma and a degree for pastors.




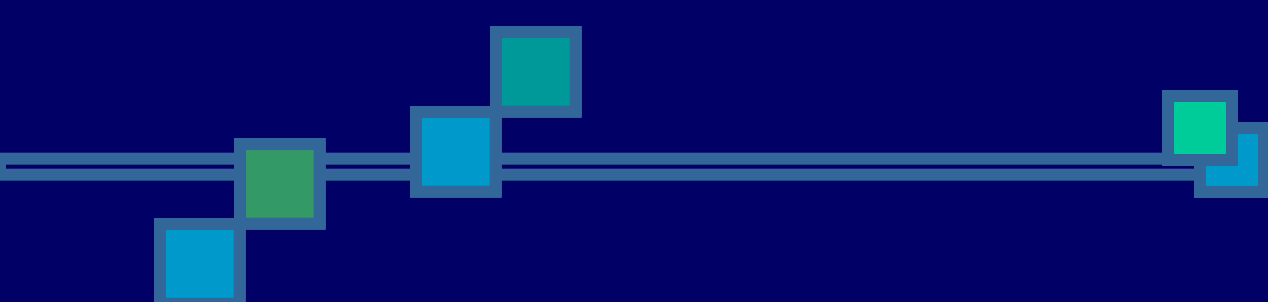
GRADUATION

- The institution must demonstrate that consideration of the spiritual and vocational as well as the academic development of the student is an integral part of the evaluation procedures which determine the student's suitability for graduation.
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GRADUATION REQUIREMENTS

- 3 or 4 year course for the degree
 - 2 – 4 years for post-graduation degrees
 - 34 – 36 weeks of academic activity per year with an average of 12 – 14 clock hours a week class and a normal workload of 40 – 45 hours of learning activity per week
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SUPPLEMENTARY PROGRAMMES

- The institutions are encouraged to develop programmes which serve the needs of theological and other education for the student's spouses
 - The institutions are encouraged to provide placement counselling and continuing education opportunities for its graduates
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Programme Generalisations

Post graduate

- Institutions are encouraged to expect at least 2 years of commendable vocational experience prior to admission to vocational theological education at post-graduate level.
- Post-graduate admission should normally be limited to students who were academically in the upper third of their class



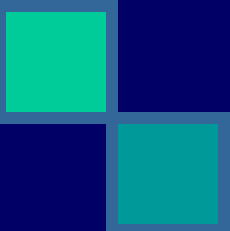

ADMISSIONS

Post-graduate

- Mature entry admissions must be limited to bona fide cases and cannot average more than 10% of admissions per year.
- Those whose first degree preparation was inadequate should be required to make up these deficiencies

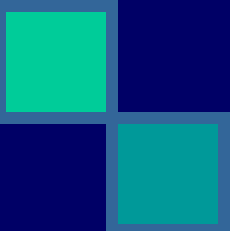



READING PROFICIENCY

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- Lusophone institutions should expect a reading proficiency in English from their students. For MDiv and MTh programmes reading proficiency in at least one of the Biblical languages shall normally be required
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PROGRAM PUBLICATION

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- The curriculum and outcomes should be available in printed and electronic form
 - Other publications like the Prospectus, Calendar, Lecture guide, marketing publications etc. should also be available in printed and electronic form
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Post-graduate research

- Research-based post-graduate programmes must also incorporate 15 000 – 1 800 hours of research, writing and other structured learning activity per year.
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STUDENTS

Services and Housing

- Housing for resident students must correspond reasonably to that of similar institutions in the country in size, furnishing and sanitary facilities
 - Housing, grounds and facilities must be consistently clean and well maintained
 - Food services: Attention to hygiene, nutrition and preparation
 - Health services should be conveniently available for resident students
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COUNSELLING

- The institute must have an organised arrangements whereby all students are regularly in contact with designated staff for personal counselling and encouragement
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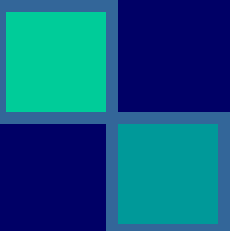



DISCIPLINE

- Disciplinary action must be taken according to written procedures and with written records kept of action taken.
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COMMUNITY LIFE

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- The institution should make every effort to foster a healthy sense of community life among all members of the institution
 - An adequate programme of extracurricular activities should be conducted including provision for social and physical recreation under supervision
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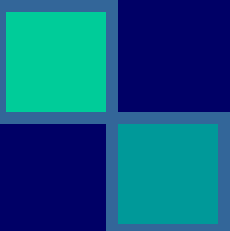



Non-residential programmes

- Programmes for non-residential students offered through modular or block scheduling and/or distance programmes, should be offered to ensure that students in such programmes are part of a learning community
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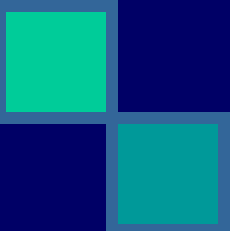


FEES

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- Student fees should be regularly reviewed to make sure that they correlate both with the financial needs of the institution and with the financial abilities of the students and their sponsors
 - Scholarship aid should be administered in keeping with written procedures with formal records maintained of action taken
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APPEAL

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- Institutions should take pride in the quality of their training, administration, facilities, etc.
 - There should be a deliberate effort towards professionalism and excellence.
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