

Christian Quality Assurance



Tuition Centre Evaluation

***A*ccreditation *G*uide**

Companion to the: ***“Blue Book”***



Accreditation Standards for Higher Education

Tuition Centre Audit

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Evaluation

PEER AND SELF-EVALUATION

The process of peer evaluation is an internationally accepted practice which is designed to speed up the process of accreditation and bring down the costs at the same time. It also encapsulates to educational process where the applicant can freely ask questions and obtain help with respect to necessary improvement in the upgrading process of an applicant institution applying for accreditation for the first time.

In this process CQA relies on the integrity of a few organisations that were thoroughly scrutinised, who in turn will vouch for the quality educational offerings of many other organisations. [Calvary, the TC's and the Mentors]

PROBATION

Some organisations who are public institutions with a long track record and are well known by the public, do not need to go through this full evaluative process of peer evaluation. An initial state of probation will turn into accreditation once a decision can be made.

For this reason a concise Self-evaluation application form is provided which can be completed in conjunction with the 12 standards and their numbered paragraphs. Many well known organisations will pass the scrutiny of this completed form and a virtual visit to their web-site as the only actions of accreditation. [In our case Calvary has drawn up the 122 questions which must be answered in the **Blue Book**. Page 3 to 29 gives a detailed guide.]

SITE VISIT

First Accreditation

A site visit is in many cases optional. It should be seen in the light of training towards improvement towards the initial accreditation of a college or school. Site visits are intended to be educational in nature. It should not be a feared situation of scrutiny and possible rejection. Since accreditation is a voluntary process, new organisations should commence the self-evaluation process and continue to improve until they feel they are ready to receive a site visit. [In our case the Area Mentors should be invited]

GUIDE TO SELF ASSESSMENT

What follows is our explanation of the **Blue Book** questions and your record of how you filled it in.

Grade own compliance to the CQA Standards as follows:

- Not applicable in our case – 0
- Do not comply, (can explain special reasons) – 1
- Needs a lot of improvement, need help – 2
- Are well on the way, improving rapidly – 3
- Fully comply, a strong point of ours – 4

Write a number in each block, thereby grading your institution on the entire range of Standards for Accreditation without giving reasons as yet.

These are your **rules** for good education, the **things** you have and the **way** in which you do things. Use this guide to make a record of how you answered the Blue Book indicating your ability to follow these rules.

(The number in [] refers to the CQA Standard.)

The following 2 questions therefore relate to **Standard 1.3** and **2.1**

1. Mission:

- [3] Is the **Concise Prospectus** with its vision, mission and objectives of Calvary, **widely understood?** *By TC board, staff and students.*

YOUR
GRADING

Have a good look at the Prospectus and Centre Guide. A careful analysis will help you focus on the broad purpose and inscribe your own carefully thought through principles as a guideline for all decisions.

PURPOSE

Our purpose is to assist the local church in training the believer to develop and grow as Christian workers and Church leaders – in order to be obedient to the **Great Commission**.

MISSION

Calvary Academics – Faculty of Ministry and Management, is an institution of higher education, adhering to a Christian value system.

Our aim is to develop a knowledge of the Word of God — to be able to communicate and defend it — and to prepare for the continual study of it.

Note: These are just the first few lines that have been reviewed recently. Since Calvary now relies on its own applications for accreditation and registration, no mention is made of other relating organisations. We have further strengthened such relations with an inherently Christian University.

Your answer should anticipate the full meaning of the possible outcome over the next few years. If you have not thought before now of implementing the Mission statement (and adapting it to make it your own) in your decision making, never have stressed it for the attention of students and staff, but have merely handed out prospectuses, then give yourself a 2 instead of a 4. In three years time you will perhaps feel that you deserve a 4 because of **your extent of implementation**.

Please follow this careful reasoning for all 122 questions. This is a guideline to help you to make steady progress in your accredited status – not to get full marks for each question. This question has 7 elements:

- Is the prospectus made available (or: have you produced your own)?
- Is the vision of Calvary **understood** (enthusing to planning & action)?
- Does understanding of the mission help you to explain to others who you are?
- Do you have similar objectives (replaced no 6) and did this help the TC?
- Does the TC board know what the purpose of the Bible School is?
- Are the staff enthused by the vision and are they trying to implement the objectives?
- Have the students formulated objectives for their own lives?

If yes to all 7 above, then give yourself a 4. Rather start at 2 and let it be an **incentive** to improve the Bible School towards higher marks later.

2. Planning:

YOUR
GRADING

[1] Do you publish an **academic Calendar**?

Listing classes, speakers, events, trips, projects.

The topic is **planning**. You should let the students know **what** they can expect on **which date** in order to plan the rest of their lives around it. If a calendar is planned they can compare your Tuition Centre as to what it is offering and how well it is organised.

The question once again has **several elements** (6): is it published, according to which you offer (planning), special speakers (optional), events (experience), mission trips (practical), projects (leadership)?

The idea is therefore that you do not merely publish a list of dates. You indicate all the **behind the scenes** of planning and other effort that goes into the Bible School which indicates the opportunities for the gaining of experience, practical skills training and leadership and entrepreneurship students may have. Have you published a calendar like that? This is the full meaning of the question and **guideline** for an improved Tuition Centre!

YOUR GRADING

[4] Has a **Year-end Report** been published and reviewed? *Dealing with previous plans and their outcomes.*

You have probably never before thought of doing this. One would just mutter to yourself how to avoid problems next year – make a mention of a better strategy to a colleague – but if it is not logically analysed in a short meeting and systematically written down afterward, be distributed to every one concerned and reflected on before new plans are made, **you are bound to repeat some of the problems.**

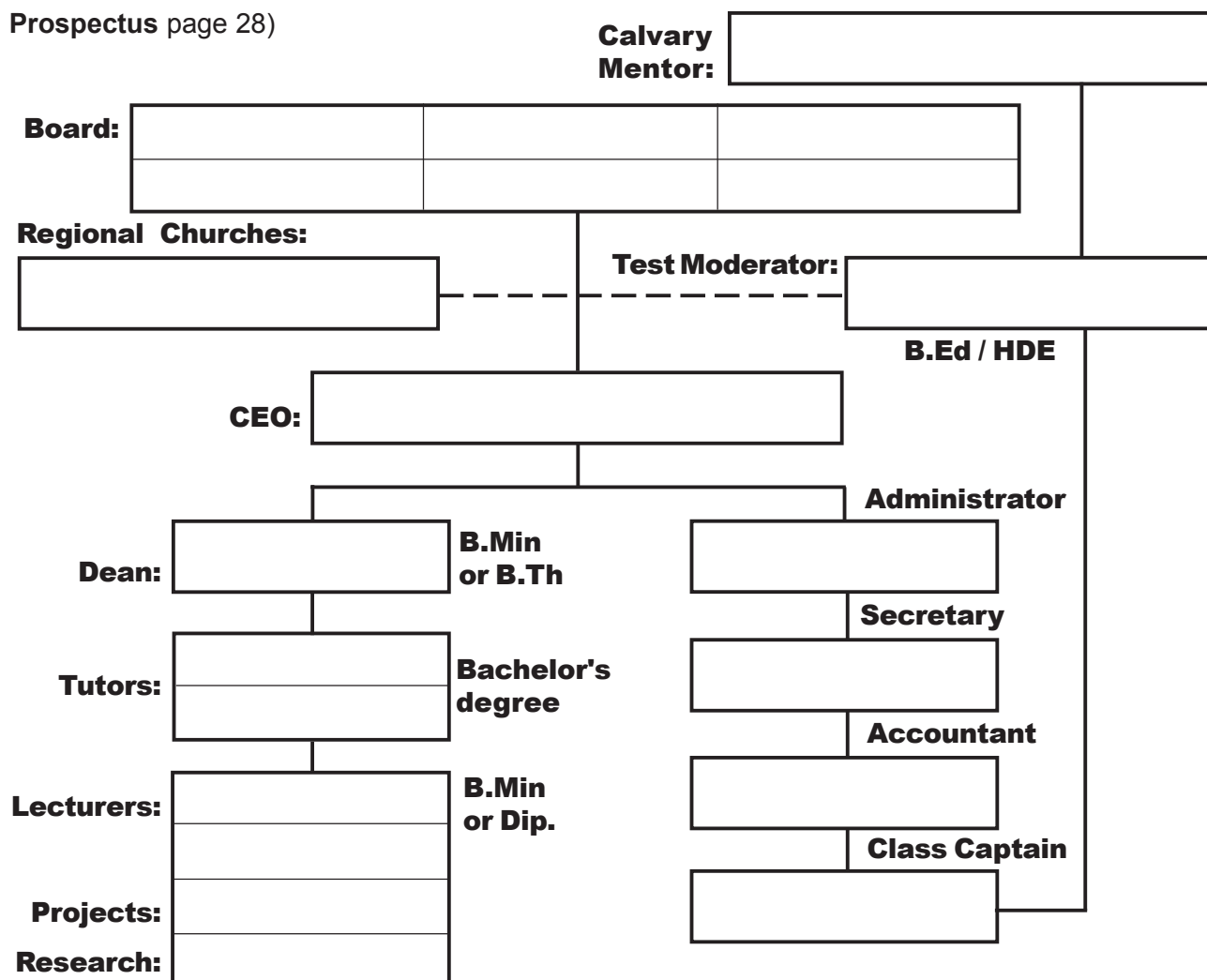
This is the test whether a crucial element of good management is present!

3. Governance:

YOUR GRADING

[2] Do you display an **Organisational Chart**? *Showing lines of responsibility, authority, relationships.*

To implement the principle of describing roles, authority, responsibility creates better organisation. Have a look at an example of an organisational diagram in the Centre Guide. Redraw it with blank spaces to be filled in by names of people who will fulfil the roles indicated by the blanks: (see the Prospectus page 28)



As time goes by the structure becomes completed, names change, functions are added and roles become more clear as they are described.

- [2] Did the TC **Board** play an active role in designing your **Mission Statement**? *ie. Your purposes.*

Calvary requires that a Tuition Centre is not an individual's business but preferably attached to a church or be established by a community and therefore supported by several churches of the community. The CEO should therefore make sure that there is an active body (the board) who play an active role in giving form and direction to the organisation – the Bible School.

- [3] Has the Board **approved** your **Resources**? *Methodology, books, space and equipment.*

If these men who guide the CEO know enough about the TC to be able to identify the programmes, work methods and the books used for the curriculum, then it is obvious that they have bought into the TC and can they delegate authority. Then they will also have responsibility. They will be able to responsibly delegate authority. If financial misjudgements have been made, they will be co-responsible. This is necessary to safeguard the future of the students' studies, otherwise students may be harmed.

The aim of this question is to determine if the Bible School is the responsibility of one person (which is not always healthy) or is it a community effort. If others are involved, the chance of long-term survival is often good.

- [4] **Has delegation taken place** assigning responsibility, with commensurate authority and accountability? *Given to the CEO and TC Officers.*

The CEO must be able to do his job. The TC is not a means to another end but the **mission** and the **objectives**. It should not be a fund raising effort. The school/college must have autonomy. Officers and committees should be able to do their work in order that all the necessary functions are performed to result in improved lives and obtained qualifications.

More precisely, has the board specified what authority and how much autonomy he or she is given to run the TC? Do they in their delegation take responsibility for the ultimate effective outcome?

- [4] Has a **concerned administration** been established? *That responds to the needs of students and staff.*

There is a lot of administrative work in running a Tuition Centre. This work must not rest on the shoulders of the person who has other roles such as

teaching. A team of people will think about the calendar, advertisements, prospectus, registration, fees handling, keeping of records, writing letters, ordering books, reminding lecturers, paying tutors, etc.

Look at the administration as a whole. Determine how advanced, well organised and qualified everyone is. Then you can allocate 2, 3 or even 4 to this question. Improvements are possible every year – take heart.

- [7] Has **responsibility** been assigned **for guarding integrity**?
Of your educational programme and activities.

It makes a big difference if the dean and the lecturers are given the task, realise their responsibility, and then take charge of this responsibility. The task of higher education needs people who will apply innovation, enthusiasm, and fulfil their vision with an inner conviction. This is only achieved if the board finds the right people and then gives them sufficient responsibility.

If it is just one man doing all the work, then we do not have the situation where a board *gives* and dean and lecturers *receive* **responsibility**.

- [8] Are **student preferences and views** expressed and included in a **quality management document**? *For review and feedback.*

Education is offered for the benefit of the learners. The students's interest is of paramount importance. If students are given a year-end questionnaire and they are unanimous about certain matters, whether good or bad, this majority opinion should be listened to and adjustments must be made.

This is also a good way of keeping in touch with how the learner experiences the programme material, its level, depth and relevance.

(page 84, 85)

4. Programmes and Instruction – General:

- [1] Do you offer a standard Calvary programme in the **prescribed way** including all required components? *Leading to a Certificate or Diploma.*

The Prospectus gives an accurate indication as to how the subject material should be presented (five components of activity) and assessed (three types of assessments). Having only tests, the marks can be very high and the learners **practical skills** and **ability to integrate** the different academic and practical inputs will remain untested.

The last part of the question enquires whether all that is done will lead to a qualification which will enrich the student's life and could create career opportunities leading to added income, promotions or fulfilled aspirations.

- [1] Does the **Board** ensure that your programme satisfactorily meets the needs of students so that the **qualification** will be **accepted**? *Internationally through CQA.*

On the one hand the TC should look at what the learners need in terms of practical experience, basic academic understanding and depth of insight. On the other hand the internationally accepted standards must be adhered to in order to satisfy accreditation requirements which results in accepted qualifications. In the end everything is done for the sake of the student.

- [7] Are programmes offered in a way that ensures **sufficient time** for reflection and analysis? *Of the subject matter.*

Sometimes the question is asked whether a part-time programme cannot be done in the time-span of a full-time programme. That is the concern of this question: does the student have enough time to let it all sink in. Real knowledge comes when the subject matter has been analysed and some thinking has taken place. That is when the learner makes the subject his/her own.

A Ministry programme has yet another dimension – character building. Making disciples is quite different from knowing the Torah's laws by heart. This profound deep-seated sense of belonging to the Kingdom and having experienced its life of love, forgiveness, understanding and grace is quite different to what the rabbi's students were learning by rote. Our task is to make disciples – time for reflection and much more is needed!

- [8] Do all students experience similar levels of **support**? *ie. For instructional needs and access to learning resources.*

Quality learning does not only come from tuition but also from other student support (academic counselling) and access to a library and other research resources which may or may not be equally accessible to all learners.

To get equality there must be full disclosure of all facilities in printed format (prospectus) which is freely available at all times (notice board, marked rooms with access times clearly displayed. Distance students (if taken on) should have arrangements which compensated for the disadvantage of their remote position. If special arrangements are not available, distance students should not be taken on as students.

- [9] Are reading, use of software and resources an **effective part** of your programme? *Regular use your Resource Centre.*

Do you have a well organised resource centre (books, CD-ROM, software, Internet access, articles, etc. for students to do research when you give them assignment or to write an academic report? Do you include the library as part of the programme?

Your reference to appropriate books will accentuate the need for and availability of these books. Your expectations that a learner should hand in academic writing which is supported by referenced books and an inclusion of at least three sources will bring about the desired learning culture.

[10] Does your **TC** manage the **suitability /effectiveness** of its functions? *ie. Conferences, speakers, workshops, instructional or enrichment activities for students.*

If you arrange to have a speaker at the church, learners will be exposed to a different point of view which may be a healthy cross pollination of thought. Should the speaker say a few controversial things, you can always see it as an opportunity for healthy academic group discussions.

It is however very important that the TC investigates beforehand the soundness of every workshop, seminar and speaker as far as possible, in order to minimise the potential damage that such "enrichment activities" in the hands of the wrong people could have.

[11] How responsible are you with **admissions, registration and retention** of students? *ie. Entry level, records and counselling.*

The TC must apply admission requirements for students consistently. If an applicant has years of experience after St. 8 or grade 10 and therefore is over the age of 23, an interview to see if the person has a reasonable chance to complete the programme successfully, he or she can be admitted provisionally. The provision should be that the applicant will not have marginal performance and hoping to progress up to the degree level with low marks. The TC must use its discretion.

All relevant data and copies of the highest school qualification certificate and ID document must be kept on file. A learning Assessment Record form must be prepared in order to keep record of progress and to store credits for the eventual issuance of a Transcript of Credit.

An effort must be made to keep (retain) students. The various reasons for leaving the school must be anticipated, investigated and prevented through improvement, communication and student counselling. Lecturing staff should give adequate time for individual students to see them in connection with the coursework. Learners who have gaps in their prior learning should receive remedial tuition where possible.

[11] Do you deal responsibly with course **content** and **delivery** of instruction?
As is appropriate to your level.

The text books contain the information, but this has to be made alive to the learner. Some lecturers/facilitators are better than other. Those who preach in stead of lecture and explain (mixed in with lively group discussions) get far less results than the professional ones. How many professional lecturers do you have and how often do they do an excellent job?

This is what is meant by "responsibly".

[11] How **well (accurately)** do you do **evaluation** of prior learning, student progress, awarding and recording of credit? *Remember this is about accuracy.*

Recognition of Prior Learning (RPL) is determined at admission. Only prior learning which has resulted in exactly the same outcomes as the programme prescribes can be counted. The same subjects and explored to the same depth – with the same resulting practical outcomes – can count towards credit. The TC must decide where an applicant may start and how many assignments and tasks may be left out.

Awarding credit refers to the process of marking, moderating and recording those marks in the permanent student record in the correct way. The three elements which are recorded together establish a module mark. Each module is like a complete short course for which a learner obtains a number of credits. Then after the next module, the student adds the next module mark to his/her credit lair. The total number of credits of a semester (short course) must be added (i.e. 60 credits) and the average mark for that short course is given (e.g. 68%).

If Calvary is asked to run off a certificate for that semester, an attendance certificate or diploma is issued with the credits of that semester recorded on it. A transcript is needed to add and certify all the earned semesters or other short courses from any other institution, to recognise, give RPL, to record credit or to issue a **certificate of qualification** on the grounds of those credits.

(4) **Undergraduate (Cert & Dip):**

[13] How **effectively** do you **offer** the programme? *Considering the effect of quality control, learning through tests/tasks, and academic reports.*

The course content must be approached in different ways through the pre-reading, session, Work Book, assignment and the practical task. If only some of these dimensions are touched upon, thorough learning will not be achieved. The assessments must also be an opportunity of learning.

[13] Do you pitch the curriculum at a predetermined **level of challenge**?
Not too simple, not too difficult, with sufficient material for each topic.

A certificate is a level higher than grade 12 of high school. At college level a lot more thinking, discussion, analysis and resulting insight is required.

Learners should be exposed to the Internet, the library and material on CD ROM. They are required to reflect and put these integrative thoughts on paper through the academic writing they do. They are thought to write academically.

[13] Do you **offer** the Certificate as well as the Diploma in Ministry?
Cert = 2; CL Cert = 3; CL Dip = 4.

This is just to record on which semester you are. 1 Indicates that you have not started year, 2 means 1st or second semester. Answer 3 or 4 if you offer the 3rd or 4th semester short courses.

[14] Are training methods used that provide students with **work skills**?
Can the courses lead to professionalism...

Not a very simple question. Outcomes directed education has practical ability as result; learners have attained skills by the time they qualify. More than that: are they taught in such a way that they will be able to act professionally? Will they eventually just be someone that can preach or can you produce pastors of excellence? Analyse your methods first before answering.

[14] Is your TC competent to **tutor specialist subjects** for **endorsements**?
Such as Counselling or Management.

Do you have lecturers who are specialised in these **or other fields** and do you have a sizable section in your library on specialist subjects in order to give your students the opportunity to study further in a certain direction?

[14] In addition to course materials, do your students freely have access to **information resources**? *Such as library, internet.*

Not only access but also: how good is your library (relevant material), do you have the most relevant CD ROM source discs at hand and is there a computer(s) for students who do not have this facility at home or at work. Are you connected to the Internet to research a topic for academic writing. Free access may include a subject referee (a person who knows where to get what) or a TC researcher (a boffin on search engines and who has mastered academic research).

Only giving instruction from the text books or given manuals is not good enough. A culture of learning should be created by setting the example

through the lecturers' own use of the library and resource centre.

[19] The **self-test task** lists 12 specific ministry outcomes. How well are you able to **prepare students** to achieve these? *ie. The tasks.*

The Self-Test lists the critical cross-field outcomes. Have a good look at them. These outcomes mention all those things found in higher education. This includes solving problems, team-work, handling information, using science, seeing the relationships of concepts, etc. These outcomes take learning quite a bit further than just learning and understanding. These are life skills to be achieved through your accredited Tuition Centre.

[19] *Following training*, do your students demonstrate **competence** in – Oral and written communication in **English**, Ability to **reason**, do **critical analysis** and **think logically**?

A specific language is mentioned – the language of the greater part of the Internet and probably most of the books in your library.

The other part of the question is three-fold:

- ability for reasoning,
- critical analysis, and
- logical thinking.

These three aspects form the crux of the word "academic". It is the necessary ingredient for innovative thinking, research, and scholarship.

[19] Using **assessment** (by lecturers) and **moderation**, is your TC able to **measure** whether targeted skills or abilities have been achieved?

How well do you do your marking? Are you skilled in assessment? Are you consistent in the way you grade assignments? Do you give good comments in order to guide learners towards improvement in their reports? Do you have an effective moderation process. Is there a good interaction between the moderator and the markers (lecturers)?

[19] Are your students able to demonstrate a grasp of **interrelatedness** between **specialised areas of knowledge** and other areas? *ie. The links.?*

Students tend to specialise and some Tuition Centres specialise in specific fields. Answer this in either way. When they do specialise, do they have an in-depth understanding rather than just a superficial introductory grasp (overview) of the subject matter. Having specialised, are the students shown how the basic information they initially studied is also related to the more advanced material of specialist subjects, e.g. information about **Discipleship** is needed for when you **counsel** someone with problems.

[19] To what extent is your **praxis of training** (practice) the same, or in line, with **accepted educational methods**? *Used by other colleges you know.*

A lecturer is also an educator. Most lecturers are not trained in the field of education. Some have a natural ability to be facilitators, others tend to preach. Every lecturer must be evaluated on a yearly basis and ways suggested to him/her of how development can take place over the next year until the next evaluation.

Give a mark as to how well on average you think the TC will do if an outside evaluation would be done.

(4) **Graduate: [20 - 25]**

A TC does not offer a qualification higher than a Diploma – therefore no questions are asked on these 6 points of the Standards for Accreditation.

Bachelor candidate students study directly with Calvary but have a local tutor. CALVARY registers the Tutor and also evaluates the work. We realise that the TC also has an input into the learning process, but for the sake of TC accreditation, no investigation into this part of the TC's activities is necessary.

(4) **Scholarship:**

[26] Do your **lecturers practice ministry** in at least one of its forms outside of the classroom? *Keeping in touch with reality.*

The lectures will be more realistic when filled with practical examples of someone who is still "in the ministry" than someone who is a typical academic who never leaves the library or the desk where stale lectures are prepared. It is therefore an advantage if the lecturers still "practice what they preach", i.e. that they are active professionally.

[27] Do you promote **research** which involves **generation, revision or application** of knowledge? *By lecturers and students.*

Research typically lies in the realm of post-graduate students producing a dissertation (-M) or thesis (-D). Throughout higher education learners are prepared for this eventual phase of their academic careers. The question relates to how well you are preparing them for that phase while they are pursuing their Certificates and Diplomas. A basic level of research must be included when academic reports are written as integrative assignments.

Lecturers are included in this question. Lecturing staff should be studying themselves in either pursuing a next qualification or writing articles, presenting seminars, teach community or interest groups, etc. to keep active.

[27] Do your students understand that **research** involves searching for facts in books other than their standard texts? *Gaining additional knowledge this way.*

Reading the given text books alone is not enough. Learners must be exposed to what different writers say about a certain topic. Reading is a great teaching method. In some universities they refer to studying a post-graduate qualification as "I am reading towards a masters in ... at Oxford".

Research also involves all the other resource facilities mentioned earlier.

[28] Do you, through suitable means/reward, **encourage** the study of ministry (**scholarship**) and **research** (extra work, the writing of books and papers) by lecturers and students?

A point also mentioned under the previous three points. This is directed to the teaching staff. Scholarship (the praxis of ministry by a lecturer) is perhaps a new term for some, but it is something that must be encouraged in order to keep facilitators up to date with their profession.

(4) **Instruction:**

[29] Are your **methods of instruction**, through using a variety of lecturers, **appropriate**? *To your students capabilities and learning needs.*

Referring to the entire range of methods you may employ, including having a variety of facilitators, does this suit the actual needs of your learners?

Have you asked yet what you can do (e.g. give more practical examples, bring in more external speakers, etc.) to help the learners to grasp the various dimensions of the subject or ministry as a whole.

[31] Do you provide **development opportunities** for **lecturers**? *ie. To improve their effectiveness.*

Lecturers must have a qualification one level higher than the learners. This is not where it should stop. Various courses could be presented to lecturing staff for their development. They could acquire relevant skills such as IT, Internet search engine management, administration, effective communication, teaching skills, etc.

During a yearly QMS interview (of the Quality Management System) you should discuss these possibilities with each facilitator. A year later this recommendation can be monitored and the lecturer will have improved him(er)self. Developing the lecturer will result in an improved instructional effectiveness. This will form part of the required long-term institutional improvement for your TC.

[32] Do you have an effective system in place to give **academic advice** (counsel). *Which meets student's needs.*

Learners must have the assurance that if they need advice on some of the aspects of the course, that the TC will be able to help, be willing to help and can do so within a reasonable time frame. A lecturer therefore also needs to be trained to do one-on-one academic counselling.

(4) **Admissions:**

[34] Do you have a clear **set of rules** to ensure that each student who formally enrolls in a Calvary course of choice; expects to work towards a **valid qualification**.

These rules must be written down and published in such a way that they are known by all prospective students. If these rules are broken, it means that a student can later on, when this is found out, lose the credits because of the lenient way in which credit was granted.

[34] Do you **apply** these **rules strictly** for every student? *Without making exceptions.*

Rules must be followed at all times in the same way without exception. These rules make sure that all students feel that they have been treated fairly.

If exceptions occur frequently for which a special solution is warranted, a rule to describe the conditions within which that decision is applied, should be included in the publicised rules.

[34] Do students admitted by you demonstrate, through intellectual and personal qualifications, a **reasonable potential for success** in their studies?

This is one of the rationales for admitting a prospective student as learner in the course. If it is clear that the learner will fail, you are wasting time and money. Moreover, the learner could have been studying another programme more suitable for him/her, and by admitting the learner you have taken away that opportunity.

[35] Some students may prove to have **limited learning ability**. In such a case, do you offer help or **remedial support** if necessary? *To prepare for collegiate study.*

If the learner insists doing the course and with remedial help there is a chance for success, are you equipped or organised to offer extra help? A second language English speaker may really struggle with the language. The answer would be that you have arranged to offer basic English classes.

[36] Calvary accepts credits from a range of colleges. Can you ensure that credits accepted by you reflect – Appropriate levels of academic quality. Applicability (by subject) to the Calvary programme

Someone should be responsible for the recognition of prior learning task. It cannot be referred to the Calvary office all the time. Guidelines are given. Was this task delegated to someone and is that person confident to be able to fulfil this task responsibly. Do you moderate the results and review the rules you apply.

By not allowing learners credits for prior learning (not needing to repeat some of the outcomes), students are treated unfairly. On the other hand, giving credit where it is not due, a qualification is eventually granted to a person with incomplete learning.

[38] Do you base your award of credit on **criteria** that reflect **learning objectives**? *Cognitive retention, integration of facts, principles, models, skills and abilities.*

Learning objectives may be written down or implied in the material. **Cognitive retention** refers to remembering the facts. This is assessed by means of tests. **Integrating** learned facts, knowing the principles and understanding the models is assessed through the marking of academic writing. **Skills and abilities** represent the practical side of ministry and are assessed through tasks. These three marks are added and then averaged as module marks or short-course marks.

The question is, are you satisfied that the credit thus given is in fact based on **all the criteria** and not just on a few tests (only knowing the facts)?

[38] Are your **evaluative tools** used **effectively**? *ie. Tests task schedules, academic reports, marking guides.*

In other words, on what do you base your marks? Do you follow an educationally accepted method or do you go by feeling in the allocation of marks.

[38] Do you use projects/mission trips to build **skills/abilities**? *For practical and professional tasks.*

Each student should be involved in a major practical project such as an outreach or mission trip or offering a relevant seminar in a community. This takes group skills, organisation and planning, communication and application of learned facts, principles and models. Do you encourage students to use initiative and do you contribute to such an opportunity?

This is the beginning of professional tasks. A real missionary may have decided to become a missionary after going on a mission trip as student.

[40] Do you record **experience** or **transfer/update credits** for students?
On application or from new information.

Recording credits (giving a pass mark for courses or modules) is of the utmost administrative importance. This is proof of what the learner has achieved. Until the TC has issued the certificate from Calvary to the learner, the TC is the only one having proof of the earned credit.

Both RPL credit (giving a mark for an oral exam or writing "RPL" in the column, stating the origin of the credit) and assessed modules (recording three marks and the average with an initial) must be administered on an on-going basis.

[40] On admission, have you a means for measuring and recording how effectively a **student handles knowledge and skills**? *Before starting the Calvary programme.*

It is important to develop a procedure for determining the RPL credit of learners who qualify for RPL. It is not done for every student. Screening should be done beforehand so as to not waste too much time on this procedure. The most important rule is "relevancy". Investigate prior courses against the prospectus and mark off item for item, whether the learner has reached the intended or indicated outcomes of the specific Calvary material. In some cases practical experience also counts as prior learning. This applies specifically to older applicants who have had the passing of time on their ministry to give sufficient opportunities to reach the outcomes.

[40] Can you **assess** (test) these outcomes and do you feel qualified to **report** on them? *ie. Levels of knowledge and skills.*

This question deals not so much with the observing but with assessing or testing. To draw up a test would be a further sophistication. A learner should be able to pass all the same assessments he/she claims to have achieved. A shortened format is allowed. Very few students will claim to be able to pass all the tests without doing the course first.

Assessment may also be done orally as long as the test moderator and the dean or a senior lecturer is present. This is called a "colloquim doctum" or learned discussion. Do this for older applicants who have been in the ministry for quite some time. Nobody needs to do courses twice.

- [40] When you **award credit** on the basis of **RPL** alone, is that award of sufficient value? *When measured in breadth (appropriate fields), depth (detailed study), and quality (standard).*

Do you make these assessments not just based on whether a course was completed with a specific content but also to the same degree of thoroughness e.g. were all the related topics of a certain field covered (breadth) or did the prior course go into sufficient detail (depth) and was the offering as a whole presented with the same careful quality.

- [41] Do you have on record a **signed student agreement** for each student? *As a response to published information.*

Admission is a contract between prospective student and TC. To be fair, all the necessary information must be published in order to make known the conditions of this kind of contract. The student must then sign that he/she understands all the given information and knowingly accepts them.

5. Faculty:

- [1] Are your lecturers **qualified/competent** to do their work *Including tasks assigned to them.*

Do they have one qualification higher than the level of the course? Are they also competent to lecture in an academic way rather than preaching the material? Are they able to mark assignments and have you assessed their ability to give learners academic counsel?

- [1] Do you consistently apply a **procedure** for appointing lecturers in each academic year? *Application, interview, CV.*

Know your Human Resource Management. You may not have a CHRO but you still have to perform these functions. Have you got application forms, and QMS forms to do continuous staff evaluation?

- [3] Do lecturers also carry out **other duties**? *Such as student advising, academic planning, policy making, project/mission development, governance (management).*

The lecturers must also carry some of the administrative burden and other duties. Do they fulfil they fulfil these other duties?

- [3] Do you have a good **administrator**? *Appointed through a clear job specification. Who qualifies to be and administrator? Is the administration handled well?*

No further explanation for this question is needed.

- [3] Have you appointed people OR do you use outside contractors to do **technical repairs**? *To electronic and computer equipment.*

When electronic equipment is used and relied upon, you should be organised to be able to have them repaired. The more technical the equipment becomes, the more you have to rely on outside contractors.

- [5] Do you have **qualified markers**? *Well enough established to foster respect amongst the students.*

The question says it all. Lecturers do not always mark. Whoever marks must be qualified. The learners will be able to verify the answers and will eventually be able to spot unfair marks. Your lecturers may have to receive training about grading academic reports. It is an acquired art.

- [6] Are your **personal tutors developed**? *ie. carefully selected, trained, supervised and evaluated.*

Personal Tutors are different from lecturers. Their work is often one-on-one and they do academic counselling since they deal with bachelor students. Four functions are expected: select, train, supervise and evaluate.

- [8] Are academic staff able to do their community work **without being overloaded**? *To lecture, counsel, study and serve in their ministry.*

Do they have the time to do all five these aspects of their work? This means they cannot lecture too often or they will neglect their other duties.

- [9] Do you have **succession planning** to cover possible loss of staff. *Are you preparing qualified staff for the future?*

Some of your learners will one day make good lecturers or tutors. Do you use some of the better candidates for these jobs in order to see who would do well for the future. This is a good preparation for later and you may then have someone to fall back on in a time of crisis.

- [11] Do you have a way of evaluating **how well** your **academic staff** are performing? *ie. Particular lecturers with their students.*

Your QMS system includes tests to evaluate the lecturing staff. This is for the development of the lecturers themselves and they should be eager to discuss their goals for the year with the dean or CEO. At a QMS interview strengths and weaknesses are pointed out. Possible ways of improvement are discussed and the previous year's progress is reviewed.

[11] Do you have a way of evaluating the performance of your **Administrator**? *Is this evaluation fed back to that person?*

Even your administration staff should have this interview as per the previous question. After all, the administrative staff do very important work.

[12] Do you have **annual performance reviews**. *With each member of your staff.*

[12] Do you provide (encourage) **further training for all staff** to develop their careers? *As lecturers, scholars, practitioners, administrators.*

There are many opportunities for further training besides Calvary. Any other available course or seminar is already a step in the development direction. The lecturers should know that this is expected from them and encouragement and support should come from your side.

[14] Do you have ways of ensuring that lecturers act **responsibly** and **ethically**. *Observing the conditions of their ministry.*

The mechanisms could take the form of policies and procedures. If students complain about something, (apart from acting against the offender) guidance should be given to the lecturers as a group to remind them what the consequences of their actions on the well being of the students could be. Sometimes misunderstandings are created through bad communication.

6. Student Services:

[4] Do you have an (optional) **bursary programme**? *One which is fairly administered.*

This is not compulsory but certainly advisable. Great caution should be taken that not too many learners get too much advantage. The word programme refers to the fact that it is planned, budgeted and administered according to set procedures. This will keep you from allowing every second learner to study the entire programme for free. Bursaries usually form only part of the fees structure, and a limited number of learners can go onto the programme. A sifting system also depends on previous performance. Candidates are often in their second or third year/semester.

[5] Are students informed about **available help**? *About career orientation, academic advisement, care development, and placement counselling.*

These are services offered to students and you should inform them of these services in a local addendum to the prospectus or on the notice board. Placement counselling deals with what they will be able to do with the ministry qualification and where they will personally fit in best. Career development will deal with **which endorsement subjects** they could take for a specific career they wish to follow.

[5] Are **sufficient counsellors available** to help when needed?

You not only advertise a service, but you have arranged with lecturers or other staff to fulfil that promised service.

[6] Does your TC promote opportunities for **student leadership** with participation in projects, mission or governance.

There may be a position of class-captain or leadership in the outreaches and mission projects the Bible School undertakes on a regular basis. Although limited to a few students, it is part of normal college life and an opportunity to develop leadership skills.

[8] Are those responsible for **co-curricular activities** aptly qualified? By training, experience and personal qualities.

These extra activities also form part of the total learner experience. The organiser of a mission project should be trained and experienced so that this experience can be transferred to the learners.

[10] Do you have a good **system** for handling the results of **assessments** (tests etc). *For responding easily to queries from students, Calvary or CQA.*

This refers to your data base on which you store the marks in a student record. This should be secure, on at least two places, on hard copy locked away and a back-up must be made on CD on a regular basis.

[10] Do you have a workable system for **administering** each student's **personal data**. *Including data, payments, attendance, assignments and credits.*

This may be part of the same data base but some extra issues are those attended to by the administration, especially payment of fees. This record is opened at admission. Personal data must be complete and accurate. Qualifications are based on credits of RPL and completed short courses and issued qualifications by local and other institutions.

[10] Does your system respect the rights of **individual privacy – confidentiality** of records in the best interests of the students and the institution.

The data must be handled in total confidentiality. The learner may not decide that his/her details are open to all to see. Some students may perhaps be sensitive about the marks and group pressure should not be allowed to operate regarding privacy. You never know beforehand for what reason you should have kept records confidential.

7. Library:

- [1] Have you established a **library and information resource**? *Including a media-centre, computer centre, language laboratory and possibly a museum.*

A library is one of the crucial facilities you must have and you should have plans and a budget in place to expand it on a regular basis.

- [1] Do you have a well understood **resource centre policy**? *Resulting in a regularly used library.*

Is the policy clear to students. Do they know the rules. Have you spelled out whether books can be taken out or which ones are part of the "research library" i.e. cannot be taken out. Do they know how to get access to the CD-ROM discs? How may these be used?

- [2] Is your resource facility **adequate to house** all necessary resources and equipment? *To foster an an atmosphere conducive to inquiry, study and learning.*

Is the library in a room which has enough space for the books on bookshelves? Does it provide a pleasant atmosphere? Is there enough light to see the titles and is a place provided to read the research books which cannot be taken out?

- [2] Does the library have a **sufficient number of books**? – *shelved in selected categories.*

A library may range from 200 to 3000 books. We do not prescribe a specific number of books since more is always better. More important than numbers is the question of categories: the right ones and various categories. If you only have a few books, then amongst them should be a good Bible Handbook, a good dictionary, a complete Bible commentary, a Strong's, Vine's and so on. The Calvary prospectus provides a category list.

- [2] Are the **books frequently used** because someone is available to help students *with availability and selection.*

Students need advice from someone that has a good knowledge of the course content and the required assignments as well as a familiarity with the available books. Students should also be able to search for books on their own. Have you got a list of all the books on a data base which is searchable?

- [3] Do you provide on-going **financial support** (budget) for maintenance of the **library, information resources** and **services**?

Your yearly budget should include finances for buying more books in desired categories. Do not forget the possibility of donations to the library. Regular readers may want to donate books they have read to the library. They may even buy a good book they see to donate. To initiate this takes leadership – the right motivation and suggestions with some incentives.

- [4] Do you provide **orientation** and **training** for the use of these resources?
Together with instruction in basic information literacy.

A brochure may be provided in order to train students in library skills. Advice can be given by the person attending to the library while learners browse for books. A part of a session may be dedicated to information literacy. This could include a session on using the Internet, search engines and boolean logic.

- [4] Do you have a Library record showing **book usage**?
ie. Popularity of books for stock control purposes.

One of the reasons why you have a book register is to note who has which book but an important second reason is knowing which kind of books are popular and should therefore be budgeted for and bought. This will help with year-end review to see what can be improved or whether the library is under-utilised.

- [5] Do all learners have **access to computers**?
Both at home and at the TC.

Since at least one student may not have access elsewhere and you may not want the CD-ROM's to be taken out, the TC should have a computer as part of their resource centre facility. Internet access may be expensive, but with good management and strict rules about which type of activity is permitted, access is really a distinct advantage these days.

- [5] Has provision been made for access to suitable **virtual libraries**?
Including web-site addresses and relevant off-campus library resources.

A virtual library is a library on Internet with books or articles in electronic format (html or pdf).

The Calvary web-site provides scores of relevant Internet addresses. A search engine aimed at theological resources will come up with similar sites.

The TC should try to make an arrangement with other libraries nearby where learners may find more suitable books. For a fee you may join a distant library that is well equipped with suitable books.

- [5] In their studies, to what level are students able to **operate computers** including understanding of how programmes work?
ie. Handling software, the Internet and CD ROM.

Apart from the availability and the access, learners should also have the required skills as listed in the question. Do a survey to find out how well they can handle these aspects of modern academic life.

8. Physical Resources:

- [1] You have made provision for various resources. How well do you think these are being used?:

- **Office space** for administration, marking of tests, tasks and assignments?

The TC may have dedicated offices or share facilities with the church.

- **Computers** to enable you to keep records (data base), produce notes and transparencies (Word and Power Point)?

Whether dedicated to the TC or shared or someone's personal belonging, the computer must be available when needed and capable of doing the work, being in good working order with the right software on it.

- **Lecture facilities:** A hall for larger gatherings, rooms for smaller groups, and advice sessions for individual students?

Various sizes of rooms are needed and a church usually has several available. In the long term it may be desirable to set apart a few dedicated rooms by either building on, renting or whatever permanent solution.

- **Other space or facilities** to do practicals, make videos, and student facilities to work on computers, hold crusades, or have an evangelistic meeting?

To practise preaching and performing practical tasks, the church hall needs to be used only for a small part of the year and there is no need for a special dedicated hall. The library is at the other end of the spectrum of dedicated need.

- [3] Have you **planned for improvement – growth** of your TC's physical resources? *Future expansion needs, maintenance and upgrade.*

This question is about planning. Expansion takes financial planning as well as growth planning. Quality improvement can take place gradually over time and is less costly than building new facilities. Maintenance must be regular (planned), according to instruction, must not interfere, etc.

9. Financial:

- [1] Are your financial resources sufficient to **sustain** and **improve** the goals of your educational objectives?

The objectives should at least include the element of improvement. Do not over estimate the influx of capital from the student fees. Keep the objectives realistic and do not go on an expensive building spree without security and experience about regular fees income.

- [2] Is the TC competent to **control and allocate** its **finances** assuring continuity? *ie. To graduate its entering classes.*

Autonomy means that the fees income to the TC can also be spent on the TC and does not need to be given to a church building programme. A new TC is a development programme in itself and should not be drained for other purposes, thereby stinting needed development such as the library.

- [3] Does your **budget provide for integration** of operations? *Including academic resources, student services, fiscal development and physical resource needs.*

Integration: are all these mentioned aspects given the relative proportionate attention they deserve? Is one aspect neglected while another thrives?

Academic resources: Library, trained staff, mission projects. etc.

Fiscal resources: i.e. financial funds or a bank balance or other financial assets which can be accessed at short notice if needed.

- [4] Are there clear **policies and procedures** for **financial transactions** including receipt and management of money, making purchases, and payments such as salaries and bills?

Initially everything runs without rules and then a rule is made the first time something goes wrong. Experienced staff will be able to set these rules as policies and procedures in order to pre-empt such problems. If you have the necessary rules to make sure you collect the student fees successfully (which at times can be very difficult), you will be able to pay all your bills promptly.

- [6] Do you have appropriate internal **mechanisms** to **audit** your TC's financial control, and to **verify** your records? *Apart from any mandatory external audit requirements.*

Every payment should be made against an invoice for goods that were ordered and can be passed for payment. Transactions should be agreed upon beforehand. Someone must be responsible at every level of expenditure. The CEO oversees all these financial aspects of the

business side of the TC. How do you evaluate all this? Do you have a simple way of doing this, a mechanism or programme u use to do it? Can you afterwards go to clear understandable records to see what happened?

10. Disclosure:

- [2] Does your TC have a brochure/**publication** in which it describes itself, setting out **obligations** and **responsibilities**? *For students and the TC.*

The description must be accurate in order not to mislead the public as to exactly what you offer. It is important not to make statements using half-truths or leaving out crucial facts that would be interpreted in such a way that students would more willingly enrol for the courses. There should be no hidden costs in the fees structure.

- [3] Do you publish a catalogue showing **learning** and **physical resources** available to students?

An accurate description will assure students what they **can** expect to benefit from and also what they therefore **cannot** expect to be available.

- [3] Do you make information available about your range of **co-curricular projects/missions**, and **non-academic opportunities** *fellowship, sport, etc.* for students?

State these accurately for the same reason as above. If a mission trip is not finalised, unsure or depends on donations, state this clearly. A student is often referred to a school with a testimony of what happened on such a trip, a camp or during a project. It provides invaluable experience.

- [4] Does your TC disclose details of your staffing structure? Such as:
- **Lecturers** *their names, qualifications and programme affiliation.*
 - **Administrative Officers** *their names and positions.*
 - **Management** *names of CEO and Dean.*
-

A prospectus shows the capabilities of the TC. The applicant has the right to know whether the lecturers are qualified and who will be teaching which subjects or which classes. The kind of leadership the TC has may also influence the decision of the prospective student.

- [6] Are students **aware** of all the **resources, equipment** and **facilities** they can use?

Not only do brochures, a prospectus or a student guide inform the learners about the **resources, equipment** and **facilities**, but they should also be instructed verbally as to what is available. This induction is done at the start.

- [9] Are details of your TC's **accredited status** clearly communicated?
- Is the **wording** accurate and explicit?
 - Is the **current certificate** displayed?

Both Calvary and CQA provide accreditation to the TC. A TC derives this status due to the use of prepared curriculum and following the Calvary method. The yearly Accreditation Certificate is dated on the 1st of January till the 31st of December each year. It is issued to a TC providing that a March-April report from the previous year is on file.

11. Integrity:

- [2] Has your TC made specific provision to ensure **academic honesty, privacy rights and fairness** *in dealing with students, faculty and staff*?

Cheating in tests, plagiarism in assignments, prejudice on the basis of any group or disability are just some of the issues.

- [2] Are you able to keep the **results of tests** confidential? *Thus avoiding comparison amongst students and staff*

Tests are handed out to students after marking but should be taken back in order to protect the content from being widely distributed to other TC's who may be on a slightly different time-table.

- [2] Do truthfulness, clarity and fairness characterise your **admission practices**?

If a prospective student is turned down for a particular reason, another student with the same qualification level as that student should also be turned down. Applicants tend to compare themselves to other candidates. This could be a very sensitive issue and cause problems if fairness is not applied to all admission practises.

- [6] Does the institution manage its **administration** with **honesty** and **integrity**?

High ethical standards will give the learners security, trust and pride in their Tuition Centre. They put their academic lives in the TC's hands.

- [8] Concerning its **relationship** with **CQA** (Christian Quality Assurance), does your TC:
 - Demonstrate honesty and integrity?
 - Comply with CQA standards, policies and requests?

When a site visit is conducted by either Calvary's area monitor or from head office or directly from CQA, this same questionnaire will be compared to the evidence in the TC These presented facts should then compare well with reality. Rather show that you need to improve than to be overconfident.

12. Christian Value System:

- [1] *In the way in which you have stated your objectives, does the **Christian nature** of your organisation **show** in your Mission Statement?*

Many TC's have or will still develop a Mission statement which includes objectives which highlight as to how you foresee to fulfil the purpose of your organisation as stated in your mission statement.

- [2] *Do you have a published **Statement of Faith** to indicate your *Doctrinal position*?*

Students should be able to find out what your position is. If the TC belongs to a denomination, it is quite clear what the Statement of Faith should be. If you want to draw one up you can look at the one of Calvary in the back of the CEO handbook as guideline.

- [3] *Are **Christian Principles** followed in the way you apply your system of **governance**?*

When drawing up a policy or determining procedures you sometimes look for underlying principles. The Biblical principles and the Christian frame within which those principles are interpreted should be followed.

- [4] *Is the fact that your TC is based on **Christian values** and **principles** evident in its particular **way** of teaching?*

Being a Bible School teaching Ministry courses it should be quite evident.

- [5] *Do you include **Christian values** in the **learning content** where applicable?*

If you offer another short course, for instance in accounting, this would be an opportunity to select examples where Christian values can be built into the class presentation. This should be balanced and not overdone so as to appear professional. Lecturers should never preach.

- [6] *Do **Christian values** play a role in your **selection** of faculty and other staff?*

Is your administrator a Christian in name or does he or she really live the life to give a good example to the students. The values of friendliness, patience and goodness in just about any staff member's case will go a long way towards building the good name of the Tuition Centre.

- [7] *Is **student counselling** characterised by the fact that Christian principles should form the basis of the **world view** of each counsellor?*

Counselling in the TC will be mostly academic counsel. It will help that your lecturer can also help with spiritual problems, or at least recognise that

there is a specific problem in order to provide complete support, and not just care for the academic side. It is however expected from students that they are active members in a church where personal problems can be take care of.

- [8] Are your **library books** selected to be **compatible** with views taught in your programmes? *Also in line with your doctrinal stance.*

With the field of ministry as your main subject you will usually select Christian books. You will want to scrutinise the content of your library for sectarian views which may not be good basic research material for beginners.

- [9] Is your **doctrinal position** clearly **disclosed** in your brochure or prospectus? *So that prospective students can make an informed decision.*

For most of the students from the general Charismatic/Pentecostal churches your teaching will be quite acceptable. Calvary admits all kinds of learners to the courses but they have a right to know where you stand before enrolling — incase they have some doctrinally sensitive areas in their lives that will perhaps influence their decision to study with you.

- [10] Do **Christian values** and **principles** guide the **integrity** of your decisions and operations?

This should be a simple question. At least it should be!

- [11] When **reviewing** all of your standards, resulting policies and procedures; do you regard **Christian principles as a guide**?

Review is an important part of your yearly QMS exercise. Christian Principles should be your guide since from year to year you seek to maintain your accreditation with CQA.
