

Christian Quality Assurance



Tuition Centre Evaluation

Blue Book

Registration Forms

For: CQA Accreditation & Calvary Registration

BBR

Application for Higher Education Accreditation

Tuition Centre Blue Book

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TC Application

What you should know about this application

Understanding the Process

Application is very simple. Only five documents are needed, one of which you have completed already. Also included is a short Self-Evaluation study with 122 short questions.

The purpose of these documents is as follows:

1. Applicant Data

You have already completed this form, having given us about 30 data items. This will allow us (when applicable), together with your self-evaluation study, to be aware of how best to help you to succeed.

When you sign this form or any other forms mentioned, do remember that the one signing it must be authorised to do so. The applicant also declares the organisation to be in compliance with the **12 Standards of Accreditation** as described in the CQA documents – especially the Buff book.

2. Tuition Centre Contract

Calvary Academics provides many of the CQA requirements on your behalf. For example, we already have on staff programme developers, quality managers and other resources necessary for higher education. Tuition Centre accreditation therefore depends on the fact that each tuition Centre has a ‘franchise agreement’ in place with Calvary, and that prescribed method and lecture guides are used.

3. List of Faculty

Staff who lecture are usually called Faculty. Calvary has to submit the names and qualifications of your faculty on a properly completed and signed document. This is perhaps your most important document and attention must be given to detail.

4. List of Facility

A separate form is included for you to list facilities.

5. Membership Agreement

The signing of this document is mandatory and comprises acceptance of a stated 'code of ethics'. Three key areas are included, and you need to be aware of the implications –

■ International Code of Ethics – Implications

Ten points summarise the standards. Each applicant agrees to hold to this code, which contains great benefits for the T.C. But should the code be violated, or the validation not be corrected within one year of a connection request, agreement to the code includes the possibility of being dropped from the list of accredited institutions.

■ Licence Agreement: Use of Logo – implications

This clause states that accredited institutions and organisations adhering to the CQA standards may freely use the name of CQA (for lawful purposes) to advertise their educational programmes. This right is lost in the event of accreditation being withdrawn. In turn, under signature, the institution gives CQA the right to publish their name on a list of accredited institutions.

■ Hold Harmless: Indemnity – Implications

Signatories agree that CQA has indemnity for its members and staff; and CQA itself in the event of withdrawal of accreditation at any time.

Note: The self-evaluation study

At first sight the idea of responding to 122 questions sounds horrendous, but it isn't. Each question is simple and only requires your grading in a block. This is the best way for you to evaluate your position at this crucial launch phase.

Understanding How CQA Facilitates Accreditation

It is important for you to understand this important aspect. CQA provides a comprehensive, yet easy to follow, system for valuable accreditation. Here are some key points:

CQA provides clear information about accreditation

By striving to provide necessary information, in simple format, to institutions seeking to improve their quality. See the 12 Standards in the **buff book**.

CQA assists new institutions to work toward acceptance

By offering support/education through examples and templates for necessary documentation, such as policies and procedures, published information such as catalogues and prospectuses. This service is provided both to new and up-coming institutions wishing to attain accreditation.

CQA provides the public with assurance about institutes

By providing a list of Christian colleges and universities that have received (by selection), obtained (by application) OR wish to gain membership (through improvement) of educational operations. (Your TC could be listed soon).

Accreditation

CQA accreditation is given to those educational institutions who:

- operate to a **Christian value system**
- hold to accepted **standards** of higher education
- offer programmes that meet a **level of acceptability**

CQA is therefore different from other accreditation bodies in that it also evaluates the **value system** to be Christian.

PLEASE TURN NOW TO YOUR APPLICATION INSTRUCTIONS SHEET and follow the directions given.

Application Instructions

APPLICATION FORMS

Please complete the following five documents & **Self Study** and return to us:

- Applicant Data
- Tuition Centre Contract
- Faculty List (lecturers and their qualifications, very important)
- List of Facilities and Infrastructure
- **CQA Accreditation Agreement:** (Combined accreditation forms)
 - Acceptance: Code of Ethics
 - Licence Agreement
 - Hold Harmless Agreement
- Self-assessment Study (122 questions)

All documents requiring a signature must be signed by the appointed officers with their signatures and qualifications:

<i>S.I Gnature</i> Dip.Th.

Also attach the following **documents** to your application:

- Your prospectus with course offerings, institutional information, rules and list of Faculty (unless you only use the CLT prospectus)
- Photos of your campus (max 2 photos, one of lecture room, one of Library)

If you have a web-site we have your URL web-address in the applicant data form. Please send nothing that is available on your web-site. The above items may be available on your website and need therefore not be attached to your MS Word attachments.

An on-site inspection tour and evaluation will usually not be made if adequate evidence can be provided by other means.

Request:

- Please use the **Guide to Self-assessment** (Buff Book) as a record of how you answered the 122 questions, as a text book towards Institutional improvement and new staff induction, especially the Dean, Quality Officer, and CEO.
- Please do not make duplicate applications. We will process the application and answer you within 30 days.

Applicant Data

To apply for information to become a Calvary Tuition Centre

To the **Calvary/CQA** Application Board:

Allocated Centre No:

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Tuition Centre Account No.

Please submit **information** for Calvary registration and CQA accreditation.

Documents at: <http://www.clt.org.za/starting.html>

Please complete: (and fax back to 012 567 5550 to receive Tuition Centre information)

Name of Institution:
Intended name of Tuition Centre

Church group affiliation:
If any affiliation exists - optional

Contact Person:
CEO/Dean of the Tuition Centre

Address - Postal:

Town (post office): Code:

As well as:

Street address:

Town/Suburb: Code:

State/Province: Country:

Telephone: Office Cell:

e-mail: Fax:
Since we communicate by e-mail it is required Website is not required

Web-site address: <http://www>.....

Highest level to be mentored: Certificate Diploma Degree
Dean must have degree to offer Diploma

Operating since:(year) or Now starting
Till now used own curriculum

Type of offering: Contact Dist.Mentored International
Required as basis Only for graduate levels

Credit system used: Semester Hours Notional Hours
As used in the USA As used in the rest of the world

Academic Field: Management Sociology Communication
Education Counselling Skills Matric Ministry

Number of Lecturers: (Full time) (Part-time)

Number of Students: (currently) or envisaged:

Quality Officer (Having HDE or B.Ed):
Required to appoint, not spouse Person co-signing to verify marks

Signature: I declare this data to be true and correct. We are able to run the Admin software.

Name: Signed:
CEO/Dean having DipTh/DipMin Usually the intended CEO/Dean

Qualification: Date:

Tuition Centre Contract

Contract entered into between the **church board** or **the board** of:

..... and **Calvary Academics**.

A **Calvary Tuition Centre** (also designated as a **TC**) will be allowed to operate as a Tuition Centre under the following conditions:

1. Student fees and payments for purchases of study material will be made to Calvary **not later than 30 days** after date of purchase. Furthermore the account will be **cleared regularly** in order to bring the balance down to zero at least three times per year or at the most within four months of the previous clearing. It is understood and accepted that no certificates for short courses or qualifications will be made out by Calvary or other contracted organisation if the account is not cleared at the end of the academic year.
2. Student **fees may vary** to incorporate a bursary component. Therefore, a TC may advertise their own fees structure but will not sell Calvary books to students at cost, thereby reducing the ability of the TC to satisfactorily service the Calvary account.
3. The TC undertakes **not to copy** the Calvary material unless certain pages were left out from the regular printing or a small number of tests were delivered short or ordered short.
4. The **prescribed syllabus** with the amount of lectures in each subject will strictly be adhered to in order that the students/learners may achieve the credits for each short course to build towards a registered qualification. Tests, academic reports and practical tasks will be **marked by the TC** in order to arrive at a composite pass-mark in the prescribed way.
5. The TC will operate under the academic control and constant direction of a person (the Dean) who is **qualified in Ministry** at one qualification level higher than the learning offering at the TC. He/she will ensure that the assisting lecturers have **an adequate grasp** of the particular subject(s) they are responsible for. A CEO may be appointed who will be responsible for the administration of the TC. The Test Moderator holding a Degree in Education or a post-graduate Diploma in Education will be responsible for the **quality control** of the **educational processes** such as assessments and moderation, even though other personnel may perform or mark and moderate the assessments.
6. The TC will do its own **promotion** in order to attract students. In advertising a course, it will be presented in **substantially the same way** as indicated by Calvary in order to promote conformity and avoid confusion about the nature of the course. Interested students will be able to understand and **identify the offered courses** as the **standard CLT course** also offered by other TC's. Rivalry and competition between TC's will be avoided in this way. CLT will also do some **collective advertising/promotion**.
7. If the TC wishes to offer **other courses** besides the Calvary courses, the TC will notify Calvary if it is an informal course of duration less than 6 months. If it is a **formal course**

leading to a **qualification**, the course first has to be **accredited** by CQA through mediation of Calvary . The **name Calvary** may only be associated with those courses offered and registered by Calvary at CQA. **Short courses** which are portions of subjects that are part of registered Calvary programmes may be offered as portable credit programmes. In this case the TC must **first confirm the amount of credits** allocated to any such short course before it is advertised or presented.

8. The TC undertakes to progressively and constantly improve the **library facility** for learners by increasing the number of books, tapes, CD ROM etc. suitable for Ministry training.
9. The TC will **record marks** and keep these records in a safe place with back-up facility in both electronic and printed-out versions. The TC will request certificates by submitting credits and marks or grades to Calvary and the CQA data-base in order to issue **certificates** and **transcripts** and cause **qualifications** to be issued by other institutions.
10. The TC will also give a **yearly report** in the requested format as part of the CQA **Quality Management System**. The TC will administer its own **QMS** in the prescribed way.
11. The TC hereby accepts the **12 Standards for Accreditation of Christian Quality Assurance (CQA)** and will endeavour to make progress in the CQA requirements based on the 12 adopted Standards in order to maintain their CQA **accreditation**. These requirements are embodied and indicated in the 122 **Self Assessment** questions.
12. Since this agreement is made with a TC being situated in **a specific geographic area**, having certain physical resources due to this position, a TC will operate from this indicated lecture venue. When **a further venue for lectures** is considered, a plan must be submitted to Calvary in order to ensure that this new venue will have sufficient resources and qualified staff in order to run the Calvary short courses.

Termination of this contract:

This contract will be terminated if any of the above conditions are not adhered to or if the Tuition Centre ceases its regular teaching of the basic Calvary programme for more than 6 months.

We, the leadership of the Tuition Centre, agree to the above conditions.

Signed at on the day of 200...

Pastor Academic Dean

CEO Quality Officer

We, on behalf of Calvary , accept the above organization to operate as a Calvary Tuition Centre.

For Calvary Date: Witness:

Faculty List

To the CQA Application Board:

Reference No:

Please complete:

Name of Institution:

Data provided by: CEO / Dean / Pastor: (name)

We hereby submit our list of Faculty, indicating position, function and qualification. We will confirm this list on a yearly basis to indicate current position.

ACADEMIC STAFF

What is your staff position for this year? Fill in only your most active staff. It is important to show to which level of learner each lecturer tutors for. The number of lectures per year may be estimated to show how involved the particular lecturer is. A 60 credit short course has about 105 lectures: Please indicate qualification. A lecturer should have a qualification one level higher than the level on which he/she lectures. Exceptions can be made. If the Quality Officer does not lecture (usually the case) then indicate "0" under lectures/year.

Position	Name	Surname	Tutors at which level	Lectures/year	Has qualification
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Example:	<i>Pastor John Smith</i>		<i>Cert. Min.</i>	<i>24</i>	<i>B.Min. (1997)</i>
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Pastor:
---------	-------	-------	-------	-------	-------

Dean:
-------	-------	-------	-------	-------	-------

Lect:
-------	-------	-------	-------	-------	-------

Lect:
-------	-------	-------	-------	-------	-------

Lect:
-------	-------	-------	-------	-------	-------

Lect:
-------	-------	-------	-------	-------	-------

Quality Officer:
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If the list is too short, make a copy.

Signature: On behalf of the Institution, I declare this data to be true and correct.

Signed: Dean Date:

Quality Officer: Witness:

List of Facilities

To the **CQA** Application Board:

Reference No:

Name of Institution:

We hereby submit our List of Facilities and Infrastructure, which is available for the learning programmes offered to the students. Number of Library Books:

Type of Facility	Description & size	Number	Seat Capacity	Used hours/week
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Example:	<i>Leisure Room 7 x 8m</i>	<i>1</i>	<i>55</i>	<i>16 - 20</i>
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Church Hall:

Lecture Rooms:

Group Rooms:

Library & Reading:

Computer Room:

Admin Offices:

Book Shop:

Cafeteria:

Other:

Type of Equipment	Description & size	Number	Purpose	Used hours/week
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Computer Admin.:
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Computer for Students:
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Internet Connections:
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Video Camera:
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Video Projector:
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Sound Recording:
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Signature: On behalf of the Institution, I declare this data to be true and correct.

Signed: Date:

Quality Officer: Witness:

Membership Agreement

To the CQA Accreditation Board:

Please accept our application for membership and accreditation.

Please complete:

Reference No:

Name of Institution:

International Code of Ethics for Education Providers

- Provide an excellent education
- Require excellence from faculty
- Expect excellence from students
- Clearly state all course requirements
- Endeavour to keep the cost of tuition affordable
- Publish a refund policy
- Establish non-discriminatory admission standards
- Allow equal access to all resources to every student
- Require teaching and grading be done by qualified faculty
- Provide an environment of Academic Freedom

Use of Name Licence Agreement

Accredited institutions may freely use the name of CQA for lawful purposes to advertise their educational programmes to be adhering to the CQA standards. Accreditation is limited to the information that is given to and gathered by CQA and for the purpose of quality assurance to the public at large. No other claims will be made. This right to use the CQA name and/or logo is lost in the event that accreditation is withdrawn.

We, the applicant, hereby give the right to Christian Quality Assurance (CQA) to use the name of our Institution when we are accredited, on a list of Accredited Institutions if and when such a list is published.

Hold Harmless Agreement

Accredited institutions agree to indemnify against suit and damages the Christian Quality Assurance (CQA) for any unlawful acts or crimes committed by the institutions, organizations or their affiliates, subordinates and employees.

Accredited institutions agree to hold Christian Quality Assurance (CQA) harmless and without liability if Accreditation is withdrawn at any time for whim or for cause or at the discretion of the Director of Accreditation or by direction from the Board of CQA.

Declaration:

On behalf of the Institution, I declare that this educational organisation has accepted the 12 **Standards for Accreditation** adopted by CQA and the above CQA **membership agreements** for Education Providers.

Signed: Witness:

Position: Position:

Date: Date:

Self-Assessment Study

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 following 122 questions cover your **rules** for good education, the **things** you have and the **way** in which you apply them.

The number in [] is a cross reference to the CQA Standard.

Not Applicable Do not comply Need to improve Good progress Fully comply

1. Mission:

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

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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2. Planning:

[1] Do you publish an **academic Calendar?**
Listing classes, speakers, events, trips, projects.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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[4] Has a **Year-end Report** been published and reviewed? *Dealing with previous plans and their outcomes.*

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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3. Governance:

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

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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[2] Did the TC **Board** play an active role in designing your **Mission Statement?**
ie. Your purposes.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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[3] Has the Board **approved** your **Resources?**
Methodology, books, space and equipment.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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0 1 2 3 4

	Not Applicable	Do not comply	Need to improve	Good progress	Fully comply
[4] Has delegation taken place assigning responsibility, with commensurate authority and accountability? <i>Given to the CEO and TC Officers.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
[4] Has a concerned administration been established? <i>That responds to the needs of students and staff.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
[7] Has responsibility been assigned for guarding integrity ? <i>Of your educational programme and activities.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
[8] Are student preferences and views expressed and included in a quality management document ? <i>For review and feedback.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Programmes and Instruction – General:

[1] Do you offer a standard Calvary programme in the prescribed way including all required components? <i>Leading to a Certificate or Diploma.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
[1] Does the Board ensure that your programme satisfactorily meets the needs of students so that the qualification will be accepted ? <i>Internationally through CQA.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
[7] Are programmes offered in a way that ensures sufficient time for reflection and analysis? <i>Of the subject matter.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
[8] Do all students experience similar levels of support ? <i>ie. For instructional needs and access to learning resources.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
[9] Are reading, use of software and resources an effective part of your programme? <i>Regular use your Resource Centre.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
[10] Does your TC manage the suitability / effectiveness of its functions? <i>ie. Conferences, speakers, workshops, instructional or enrichment activities for students.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

0 1 2 3 4

Not Applicable
Do not comply
Need to improve
Good progress
Fully comply

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

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

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

(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.*

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

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

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

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

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

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

0 1 2 3 4

	Not Applicable	Do not comply	Need to improve	Good progress	Fully comply
[19] <i>Following training</i> , do your students demonstrate competence in –					
▪ Oral and written communication in English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Ability to reason , do critical analysis and think logically ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
[19] Using assessment (by lecturers) and moderation , is your TC able to measure whether targeted skills or abilities have been achieved?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
[19] Are your students able to demonstrate a grasp of interrelatedness between specialised areas of knowledge and other areas? <i>ie. The links.?</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
[19] To what extent is your praxis of training (practice) the same, or in line, with accepted educational methods ? <i>Used by other colleges you know.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(4) Graduate: [20 - 25]					
(4) Scholarship:					
[26] Do your lecturers practice ministry in at least one of its forms outside of the classroom? <i>Keeping in touch with reality.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
[27] Do you promote research which involves generation, revision or application of knowledge? <i>By lecturers and students.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
[27] Do your students understand that research involves searching for facts in books other than their standard texts? <i>Gaining additional knowledge this way.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
[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?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	0	1	2	3	4

Not Applicable

Do not comply

Need to improve

Good progress

Fully comply

(4) Instruction:

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

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

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

(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**.

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

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

[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.*

[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

0 1 2 3 4

Not Applicable
Do not comply
Need to improve
Good progress
Fully comply

- [38] Do you base your award of credit on **criteria** that reflect **learning objectives**? *Cognitive retention, integration of facts, principles, models, skills and abilities.*
- [38] Are your **evaluative tools** used **effectively**? *ie. Tests task schedules, academic reports, marking guides.*
- [38] Do you use projects/mission trips to build **skills/abilities**? *For practical and professional tasks.*
- [40] Do you record **experience** or **transfer/update credits** for students? *On application or from new information.*
- [40] On admission, have you a means for measuring and recording how effectively a **student handles knowledge and skills**? *Before starting the Calvary programme.*
- [40] Can you **assess** (test) these outcomes and do you feel qualified to **report** on them? *ie. Levels of knowledge and skills.*
- [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).*
- [41] Do you have on record a **signed student agreement** for each student? *As a response to published information.*

5. Faculty:

- [1] Are your lecturers **qualified/competent** to do their work *Including tasks assigned to them.*
- [1] Do you consistently apply a **procedure** for appointing lecturers in each academic year? *Application, interview, CV.*

0 1 2 3 4

	Not Applicable	Do not comply	Need to improve	Good progress	Fully comply
[3] Do lecturers also carry out other duties ? <i>Such as student advising, academic planning, policy making, project/mission development, governance (management).</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
[3] Do you have a good administrator ? <i>Appointed through a clear job specification.</i> Who qualifies to be and administrator? Is the administration handled well?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
[3] Have you appointed people OR do you use outside contractors to do technical repairs ? <i>To electronic and computer equipment.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
[5] Do you have qualified markers ? <i>Well enough established to foster respect amongst the students.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
[6] Are your personal tutors developed . <i>ie. carefully selected, trained, supervised and evaluated.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
[8] Are academic staff able to do their community work without being overloaded ? <i>To lecture, counsel, study and serve in their ministry.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
[9] Do you have succession planning to cover possible loss of staff. <i>Are you preparing qualified staff for the future?</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
[11] Do you have a way of evaluating how well your academic staff are performing? <i>ie. Particular lecturers with their students.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
[11] Do you have a way of evaluating the performance of your Administrator ? <i>Is this evaluation fed back to that person?</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
[11] Do you have annual performance reviews . <i>With each member of your staff.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
[12] Do you provide (encourage) further training for all staff to develop their careers? <i>As lecturers, scholars, practitioners, administrators.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	0	1	2	3	4

Not Applicable
Do not comply
Need to improve
Good progress
Fully comply

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

6. Student Services:

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

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

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

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

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

[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.*

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

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

7. Library:

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

0 1 2 3 4

	Not Applicable	Do not comply	Need to improve	Good progress	Fully comply
[1] Do you have a well understood resource centre policy ? <i>Resulting in a regularly used library.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
[2] Is your resource facility adequate to house all necessary resources and equipment? <i>To foster an an atmosphere conducive to inquiry, study and learning.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
[2] Does the library have a sufficient number of books ? – <i>shelved in selected categories.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
[2] Are the books frequently used because someone is available to help students <i>with availability and selection.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
[3] Do you provide on-going financial support (budget) for maintenance of the library, information resources and services ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
[4] Do you provide orientation and training for the use of these resources? <i>Together with instruction in basic information literacy.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
[4] Do you have a Library record showing book usage ? <i>ie. Popularity of books for stock control purposes.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
[5] Do all learners have access to computers ? <i>Both at home and at the TC.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
[5] Has provision been made for access to suitable virtual libraries ? <i>Including web-site addresses and relevant off-campus library resources.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
[5] In their studies, to what level are students able to operate computers including understanding of how programmes work? <i>ie. Handling software, the Internet and CD ROM.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

0 1 2 3 4

Not Applicable
 Do not comply
 Need to improve
 Good progress
 Fully comply

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?

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

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

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

● **Recreational space** for games, sports?

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

9. Financial:

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

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

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

0 1 2 3 4

	Not Applicable	Do not comply	Need to improve	Good progress	Fully comply
[4] Are there clear policies and procedures for financial transactions <i>including receipt and management of money, making purchases, and payments such as salaries and bills</i> ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
[6] Do you have appropriate internal mechanisms to audit your TC's financial control, and to verify your records? <i>Apart from any mandatory external audit requirements.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. Disclosure:

[2] Does your TC have a brochure/ publication in which it describes itself, setting out obligations and responsibilities ? <i>For students and the TC.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
[3] Do you publish a catalogue showing learning and physical resources <i>available to students</i> ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
[3] Do you make information available about your range of co-curricular projects/mis- sions , and non-academic opportunities <i>fellowship, sport, etc.</i> for students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
[4] Does your TC disclose details of your staffing structure? Such as –					
▪ Lecturers <i>their names, qualifications and programme affiliation.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Administrative Officers <i>their names and positions.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Management <i>names of CEO and Dean.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
[6] Are students aware of all the resources , equipment and facilities they can use?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
[9] Are details of your TC's accredited status clearly communicated?					
▪ Is the wording accurate and explicit?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Is the current certificate displayed?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	0	1	2	3	4

11. Integrity:

	Not Applicable	Do not comply	Need to improve	Good progress	Fully comply
[2] Has your TC made specific provision to ensure academic honesty, privacy rights and fairness <i>in dealing with students, faculty and staff?</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
[2] Are you able to keep the results of tests confidential? <i>Thus avoiding comparison amongst students and staff</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
[2] Do truthfulness, clarity and fairness characterise your admission practices ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
[6] Does the institution manage its administration with honesty and integrity ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
[8] Concerning its relationship with CQA (Christian Quality Assurance), does your TC:					
▪ Demonstrate honesty and integrity?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Comply with CQA standards, policies and requests?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. Christian Value System:

[1] <i>In the way in which you have stated your objectives</i> , does the Christian nature of your organisation show in your Mission Statement?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
[2] Do you have a published Statement of Faith <i>to indicate your Doctrinal position</i> ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
[3] Are Christian Principles followed in the way you apply your system of governance ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
[4] Is the fact that your TC is based on Christian values and principles evident in its particular way of teaching?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
[5] Do you include Christian values in the learning content where applicable?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
[6] Do Christian values play a role in your selection of faculty and other staff?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	0	1	2	3	4

Not Applicable
Do not comply
Need to improve
Good progress
Fully comply

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

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

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

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

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

0 1 2 3 4

Tuition Centre – Yearly April Report

Name of Centre: _____

Centre Number:

Name of Dean: _____

Date of Report:

We hereby report on the student numbers, staff, facilities and activities at the TC:

A. Student Numbers: (We are not so much interested in your initial intake, rather those left over in March-April, the numbers having been stabilised to a large measure.)

First Semester Second Semester Third Semester Fourth Semester

Total Number of Students in the Tuition Centre:

B. Lecturer Numbers: (Please indicate the number of lecturers primarily lecturing at the following levels. If someone lectures at two different levels, add his or her number to the highest level)

First Semester Second Semester Third Semester Fourth Semester

Total Number of Lecturers in the Tuition Centre:

C. Certificates Issued: (Please indicate the number of certificates present at the last Graduation Celebration Gathering or **Diploma Celebration Gathering**)

First Semester Second Semester Third Semester Fourth Semester

All credit documents are here termed as "certificate".

Total Number of Certificates earned last year:

D. Resources: (Please indicate the number of items in each category you have to offer to students to enable them to do research on different levels. **Remember:** We sell library sets to help you.)

Library Books Video/Adio Tapes CD Rom (Data) Internet Connection

Budget and donations to improve the above: R

E. Lecturer Training: (Please indicate the number in each category through which your staff received or sought further training in any field to become better lecturers or gain more knowledge.)

Seminars Courses Self-study Qualification

F. Positive & Negative: (Please indicate reasons of delight and concerns, rated 0 to 9.)

praise:

Word based Practical Inspiring Low fees

challenges:

Non-accredited Bad translation Muddled material Can't attend

Needs more Theology Not up-to-date Not accepted Too Easy

Values 0 to 9: 0 item never heard of; 9: often heard as complaint or praise

G. Declaration: We hereby confirm that the above is a fair evaluation to the Tuition Centre's standing. Numbers may fluctuate but we understand that this is an estimated report of the performance, health and challenges of the Tuition centre as it is on this date.

Quality Officer: **CEO or Dean Signature:**