

Royal Roads University Quality Assurance Policy

Royal Roads University is for people who wish to advance in the workplace. Our students share a passion for learning, a curiosity about the world, and a desire to contribute meaningfully to their organizations and communities. RRU was created to meet these needs by delivering applied and professional programs, primarily at the graduate level, that anticipate and respond to the changing world and global economy.

We are a recognized leader in providing accessible and relevant education, targeted to labour market needs, and delivered through innovative, pioneering technology. We are committed to the highest level of quality, teaching excellence, and applied research that pursues solutions to real-world problems.

(Vision, RRU Strategic Plan, 2006-10)

Quality Statement and Policy

To effectively meet this mandate the University:

- Operates with governance and policy structure that allows programs to be developed quickly in response to labour market needs;
- Uses external advisory boards to define and monitor what knowledge, skills and attitudes employees are looking for in graduates;
- Uses innovative educational technologies to support adult learning principles and to provide flexible learning options to Canadian and global learners;
- Requires learners to not only acquire relevant knowledge, but also to demonstrate the ability to perform well in workplace environments.

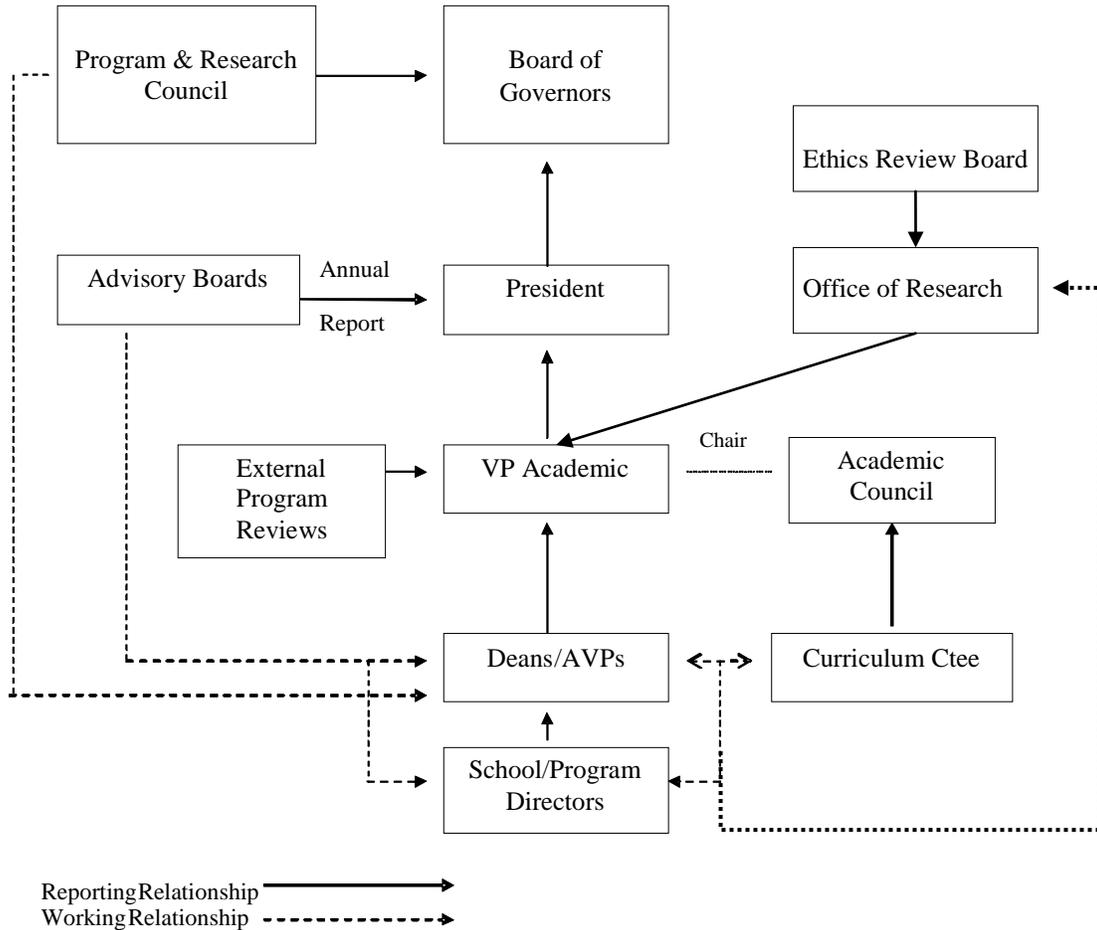
This policy ensures that:

1. Royal Roads' curriculum is of an appropriately high academic quality, consistent with standards at other accredited Canadian universities and designed and delivered in a manner consistent with program outcomes and the RRU Educational model;
2. Adequate resources are in place to support the design and delivery of courses, consistent with the academic standards; and,
3. Curriculum is designed to meet the learning outcomes and criteria for awarding certificates, diploma and degrees.

Quality Assurance of Academic Programs

Quality programs and research are the most important factors in sustaining and building enrolment for the University. This commitment is achieved by a variety of processes. Quality starts at the program development/market research stage, ensuring the suitability and relevance of our programs and continues to the first interaction of a prospect, to the classroom and graduation. There are many processes in support of academic quality; the principal bodies assigned are:

1. A Program and Research Council with reporting to the Board on Academic Approvals and Reviews as well as program and research priorities.
2. An Ethical Review Board and Ethics Office.
3. Office of the VP Academic and Provost cyclical external review of all programs.
4. Academic Council responsible for academic standards on a variety of quality issues.
5. Sub committees of Academic Council responsible for standards relating to curriculum quality, awards and admissions.
6. Advisory Boards comprised of practitioners and academics advising the university on the relevance and direction of programs at the individual school or faculty level.
7. A faculty organized with specific assigned responsibility and accountability for quality.



Ongoing evaluation of curriculum quality

Quality is monitored on an on-going basis by the Advisory Boards and by the individual Faculties and programs. This includes reviewing curricula, teaching performance, and the quality of the learners admitted to the program. In addition, extensive use of senior and experienced faculty from other post-secondary institutions as well as qualified personnel from industry serves to ensure that not only are our standards equivalent to other post-secondary institutions, but that the curriculum is relevant to real world needs. Advisory Boards are required to submit an annual report to the University.

Annual evaluation of curriculum quality

At the end of each fiscal year the programs complete an annual curriculum review that is reported out to the Program and Research Council. The programs are asked to report out on key criteria including: enrolment, learner success, congruency between course and program outcomes, rationale for major course changes, and learner feedback etc.

Five year external evaluation of program quality

Every five years the academic programs engage in a review process that is undertaken for the purpose of program validation and improvement. The process is formative and constructive,

rather than summative and judgmental. The process is part of a cycle of continual quality improvement that involves each department undertaking a self-study, which forms the basis for review by external academics and professional practitioners. The selection of academicians and practitioners, to serve as reviewers, is carried out at 'arms length' from the University to assure independence of judgment.

The external reviews identify strengths and weaknesses of programs, encourage and recognize quality, suggest possible solutions to existing or anticipated problems, and promote constructive change. Reviews assume that every program can be improved, and that regular program evaluation directed toward improvement is a major responsibility of departments, programs and advisory boards.

Principles of Quality Assurance at Royal Roads University

Royal Roads University is committed to ensuring that appropriate standards are achieved and maintained in its educational programs and that it is offering a high quality education consistent with national standards. To this end:

- The institution has in place a formal, approved, transparent policy committing it to ensuring the quality and continuous improvement of its academic programs. The Program and Council, in consultation with the VP Academic, is responsible for designing and approving quality assurance (QA) policy and procedures.
- The institution is in compliance with the requirements of the provincial authority Degree Quality Assessment Board <http://www.aved.gov.bc.ca/degree-authorization/> for approval of new programs.
- The policy applies to current and planned programs and applied research.
- The policy is comprehensive and covers all academic programs (undergraduate, graduate, and certificate).
- The policy applies to all academic programs, including those delivered on campus, by distance, in Canada and globally.
- All academic programs are subject to internal and external review on a regular cycle, according to pre-set criteria.
- The policy, related processes and the calendar for assessments are known within the institution and among external stakeholders including government and the public.
- The quality assessment process is based on self-evaluation and independent external review.
- The quality assessment process involves relevant internal and external stakeholders.
- For professional and other programs the institution participates in the appropriate accreditation and certification processes and these standards are integrated into the institution's own quality review processes for these programs.
- There is documentation to guide the quality assurance process, and this documentation is available on the corporate website www.royalroads.ca
- There is a procedure for the regular review of the institution's quality assurance policy and related processes.