

INSTITUT D'ENSEIGNEMENT SUPÉRIEUR DE RUHENGERI

Accredited by Ministerial Order N° 005/2010/Mineduc of 16 June 2010



Scientia et Lux

STAFF WORKLOAD POLICY

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CHAPTER 1: INTRODUCTION

1.1 Philosophical backbone of INES-Ruhengeri

Institut d'Enseignement Supérieur de Ruhengeri (INES-Ruhengeri) is a private higher learning institution in Rwanda that opened its doors on 17th November, 2003 and was accredited by Ministerial Order N° 005/2010/Mineduc of 16th June, 2010. Three complementary pillars motivated the idea of establishing INES-Ruhengeri:

- to build signs of hope in Rwanda that was rising from genocide,
- to contribute to unity and reconciliation and,
- to contribute to sustainable development.

Quality of service delivery along with Christian ethical values are key determinants of the current performance of INES-Ruhengeri in teaching, research and community engagement.

1.2 Moto of INES-Ruhengeri

Besides its general motto, *Scientia et Lux* (Knowledge and light), from the Academic year 2013/2014 until now, INES-Ruhengeri has chosen a secondary motto, serving not only as a galvanizer but also as a marketing and communication tool to the external public: “*Shifting from Paper to people*”. This additional precept denotes INES-Ruhengeri's renewed commitment to bridge the gap between theories generally taught in the classroom and the reality on the field of practice. In other words, in its educational activities, the emphasis has shifted from the degrees to the competences to be learnt to students in order for them to become true professionals. It mostly has its roots in the findings of a research organized in 2008 about the way higher learning institutions respond to the labour market's needs. The result was the existence of a big mismatch between academic graduates and the labour market's needs. From then, the founders of INES-Ruhengeri decided to look for the best university concept that could match with their ambitions. It is in that context that, from 2010, INES-Ruhengeri was embarked on the new orientation of university of applied sciences with the aim of fostering a practical university.

1.3 Vision statement of INES-Ruhengeri

The vision of INES is reflected in the following statement:

“Universality in every individual;
Knowing in order to better serve the world”



INES as a private Institute for Higher Education orients its academic services towards applied sciences. In the vision of INES this means that all taught sciences are applied to the population daily problems, seeking to propose and answer to them.

1.4 Mission statement of INES-Ruhengeri

According to the statutes of INES, the mission is expressed as follows: "To contribute through the interactive junction between civil society, private sector, and public sector to the national and regional development, by providing specialized university education enhanced by research, in order to create competitive enterprises and well-paid employment."

INES 'mission focuses on the relevancy and quality of education and the employability of graduates through collaboration with stakeholders in the whole spectrum of academic services.

1.5 INES-Ruhengeri 'Core qualities

The following core qualities lie at the basis of the current performance of INES

<ul style="list-style-type: none">• Quality• Scientific excellence• Professional consciousness• Flexibility• Innovation• Entrepreneurship• Team spirit• Determination and perseverance• Courage and responsibility	<ul style="list-style-type: none">• Collaboration (among staff and with students)• Architectural concept• Accessibility (geographical and financial)• Receptivity to local need• Relation with the Catholic Church• Culture of Transparency• Integration of Social Sciences and Communication
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By highlighting the core values of a Catholic School and the values of INES-Ruhengeri Students as listed below, all partners must profit to them

1.6 Concept of Applied Sciences

The orientation of Applied Sciences was chosen by INES-Ruhengeri after a deep analysis of the situation of the labor market and discovering that there was a serious problem of mismatch between university products (graduates) and labor market needs in the region.





The underlying question was then on whether Higher Learning Institutions (HLIS) are teaching wrong things or if they are teaching right things in a wrong way. And the answer was found to be that HLIs teach right things but in a wrong way. Thus INES-Ruhengeri adopted the approach of being an Institute of Applied Sciences.

Being an Institute of Applied Sciences implies that INES-Ruhengeri's academic system and community engagement activities are characterized by:

- (1) Academic programs that are not only tailored to student's professional requirements but are also developed based on real community development needs,
- (2) A more competence-based educational methodology with a focus on integrating theories and practicals done at school with professional context generic competences,
- (3) Research activities focusing on applied research in collaboration with the world



CHAPTER 2: RATIONALE FOR WORKLOAD POLICY

Workload is a combination of tasks determined and assigned through collegial interaction and self-direction. Units vary in their contributions to the University's vision and mission and thus it is understood that what constitutes a normal workload will vary from one unit to another. At the same time, unit members will experience different demands from time to time in the balancing of domains of workload. This flexibility is important for recognizing the unique aspirations of units and the differences in agreed upon activities of individuals within units.

2.1 Policy Statement

INES-Ruhengeri is fully committed to ensuring that all staff have reasonable and safe workloads so as to perform their duties to the expected standards. The University recognizes that when a workload policy is in place, there shall be work equity and staff will achieve their full potentials in line with the University Charter, Statutes, and Strategic Plan.

2.2 Purpose of the Policy

The purpose of this policy is to provide guidelines on work distribution amongst staff so as to ensure equity, a reasonable and safe workload for academic, administrative, technical, and support staff of the University. This aims to enable the staff to manage their workload in a way that is most efficient and effective for the benefit of the University.

2.3 Monitoring

Monitoring of the workload policy shall be carried out regularly by INES-Ruhengeri executive organ to review its effectiveness. This shall be done through regular surveys that will provide an opportunity to adjust the workload and ensure proper usage of resources.

2.4 Scope of the Policy

This is an Institution-wide policy covering academic, administrative, technical and support staff.

2.5 Citation

This policy will be known as the INES-Ruhengeri Staff Workload Policy.



2.6 Responsibilities

2.6.1 Head of Department / unit

The Head of Department is responsible for:

1. Workload allocation within the Department, setting work priorities in accordance with the institution Statutes
2. Ensuring that the workload is equitable, reasonable and safe
3. Ensuring that the allocation of work takes into account the specific skills and expertise of the staff
4. Discussing with staff the most efficient ways of achieving departmental goals
5. Ensuring that the staff are facilitated with relevant resources to accomplish their tasks
6. Monitoring and evaluation of the impact of the workload and ensuring compliance

2.6.2 Staff

Staff are responsible for:

1. Working efficiently and towards achieving departmental/faculty and individual goals
2. Participating in discussions and consultations in the department to reach a common understanding of the expectations related to the workload
3. Reporting any workload difficulties and variations to the Head of Department.
4. Acquiring the relevant training, knowledge, skills and experience needed for the job.



CHAPTER 3: WORKLOAD RESPONSIBILITY GUIDELINES

3.1 Academic Staff

Each academic staff member is expected to pursue professional duties and responsibilities in each of the three primary domains of intellectual activity: imparting knowledge (teaching and managing students' learning activities), creating new knowledge (research and innovation), and transferring knowledge and skills to the community (extension and outreach). The following overarching principles shall be used as guidelines for allocating teaching:

- Staff should teach within areas in which they have recognized expertise and ongoing research interests.
- Staff should be conversant with pedagogical processes and application of modern and appropriate technologies.
- A staff member's workload allocation should be discussed and negotiated with the Head of Department in line with the Performance Contract.
- Academic staff at various levels shall be expected to take leadership roles in the delivery of quality high-quality learning and teaching experiences and therefore, Heads of Departments should take into account the workloads associated with these roles throughout the academic year.
- Teaching in Postgraduate should be considered in the workload where the calculations are made based on the level of the modules/units
- To promote transparency and accountability, a department should develop a method of recording workload that can be audited regularly to ensure that staff are neither overworked nor underworked.

The workload for academic staff shall constitute the following:

- Preparation for teaching /preparation/reviewing of course outlines, daily preparation for the course, teaching (lectures/practical), documenting and analysis of attendance and course coverage, seminars, and tutorials)
- Setting and marking of assessments and examinations
- Processing and uploading of examination results
- Student academic advising and counselling
- Personal administration and networking
- Attending departmental and faculty meetings



- Reading beyond the scope of one's areas of specialization
- Membership of the department and Faculty council

3.1.1 Academic Staff Workload Calculation Guidelines

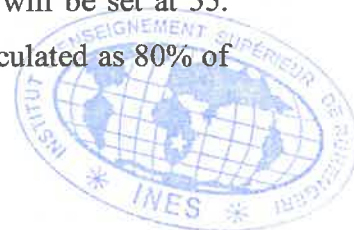
The calculation of workload begins with the calculation of the total number of hours in a working year. A '**Statutory working week**' refers to a maximum period of **40 hours** that is taken up by the activities or responsibilities that constitute the workload of an academic member of staff.

The total Workload should be calculated based on the modules with their respective credits where:

- A module of 10 credits has 100 hours as the total hours of the course
- A module of 15 credits has 150 hours as the total hours of the course
- A module of 20 credits has 200 hours as the total hours of the course

Face-to-face hours are calculated as follows:

For a 10-credit module, contact hours will be allocated based on the number of students enrolled. For groups consisting of 20 or more students, the contact hours will be set at 55. However, for groups with fewer than 20 students, contact hours will be calculated as 80% of the total hours designated for a 10-credit module.



3.1.2 Academic Workload framework for Academic staff without Administration duties

Distribution of the Workload	Hours/Week	Weeks	Annual Total	Percentage
Teaching Contact hours (Face to face)	19	43	800	46.5%
Course preparation and Assessment	5	43	240	14%
Research and Innovation	14	43	600	34.8%
Mentorship/ Administration duties / Community	2	43	80	4.7%
TOTAL	40	43	1720	100%

3.1.3 Academic Workload framework for Academic staff for Deans, Heads of departments and Directors

Distribution of the Workload	Hours/Week	Weeks	Annual Total	Percentage
Teaching Contact hours (Face to face)	14	43	600	38%
Course preparation and Assessment	4	43	180	10%
Research and Innovation	12	43	500	34%
Mentorship/ Administration duties / Community	10	43	440	18%
TOTAL	40	43	1720	100%

3.1.4 Contact/Face to face hours for INES-Ruhengeri Academic programmes

Undergraduate Programmes			
Classes where Students are less than 20 students		Classes where students are greater than 20 students	
Credits	Contact hours	Credits	Contact hours
10	44	10	55
15	66	15	82.5
20	88	20	110

Masters programmes			
Classes where Students are less than 10 students		Classes where students are greater than 10 students	
Credits	Contact hours	Credits	Contact hours
10	32	10	40
15	48	15	60
20	64	20	80

NOTE: Contact/Face to face hours include: Lectures, Seminars/Workshops, Practical classes /Laboratory and Structured exercises.

3.1.5 Key Steps of workload determination and identification

- **Program Identification and Categorization:** Identify and categorize all active programs across undergraduate and Masters programs



- **Estimation of Total Taught Hours:** Estimate the total number of hours required to deliver lectures, tutorials, practical, and clinical rotations for each program, based on Rwanda Qualifications Framework credit-hour requirements.
- **Bachelor's programs:** 480 credits (4,800 hours, including dissertation).
- **Master's programs:** 180 credits (1,800 hours, including dissertation).

3.2 Administrative and Supporting Staff

The workload policy shall be managed as follows:



- a) The INES-Ruhengeri Executive organ shall ensure that staff workloads are properly managed to create opportunities for the development of these cadres. The relevant documentation pertaining to workloads for these cadres shall be contained in the staff member's job description as prescribed by the Schemes of Service. The workload in any unit will be determined by the volume of work as assessed by INES-Ruhengeri Management with the principle that there will be a minimum of forty (40) hours per week (five days).
- b) The workload for these cadres shall be managed in accordance with the following principles:
 - i. Allocation and management of workload takes into account work requirements and contributes to the efficient and effective application of resources and productivity;
 - ii. The workload should be equitable, reasonable, and not hazardous to the staff's health or well-being; and
 - iii. The workload shall take into consideration the staff members' level of skills, expertise, and experience.
- c) The allocation of work to people living with disabilities, shall consider the specific skills and expertise which these staff members bring to their units of work.
- d) The management of administrative and support staff's workload shall consider the full range of duties that the staff member undertakes. These shall include:
 - i. Duties specified in the job description;
 - ii. Duties taken to cover the workload of absent colleagues;
 - iii. Duties taken to aid colleagues during periods of high workload within their Unit.
- e) The management of the workload shall take the following into account:



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- i. Variation in workload caused by seasonal fluctuations of work within their Unit;
- ii. Requirements or requests to work overtime.

Done at INES-Ruhengeri, on 20th March 2025



Dr. MAZARATI Jean Baptiste

Chairperson of INES-Ruhengeri Governing Body