

**INSTITUT D'ENSEIGNEMENT SUPÉRIEUR
DE RUHENGERI**



Scientia et Lux

INES-RUHENGERI STUDENTS ADMISSION POLICY

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**B.P. 155
Ruhengeri
Rwanda**

T : +250 788 90 30 30

: +250 788 90 30 32

W : www.ines.ac.rw

E : inesruhengeri@yahoo.fr

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Scientia et Lux**



STUDENT ADMISSION POLICY

1. INTRODUCTION

Qualifications in Higher education represent significant learning achievements, but all qualifications are not alike. They make different intellectual demands and reflect different intellectual achievements on an increasing scale of difficulty. As such, measures of recruitment or admission requirements are used as a way to regulate irregularities that might arise. Generally, the rationale of the admissions and selection process refers to its outcomes. Furthermore, the admission requirements must as far as possible predict student success in the programmes for which they are enrolled. In this regard this admission policy contains aspiring aspects that equip students with meeting the demands of degree studies, mobility and possibilities of the market. Any way the admission activity as the assessment of suitability at the point of admission is not an activity undertaken in isolation from other elements of INES programmes. The purpose of this policy is then to provide the statutory minimum admission requirements and admissions process of a first eligibility check.

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 16 June 2010. Three complementary pillars motivated the idea of establishing INES-Ruhengeri: to build signs of hope in a 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

Scientia et lux / shifting from paper to people

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 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. The mission statement refers to the above mentioned ambitions of INES and guides the Quality Management System (QMS)

1.5. INES' 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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1.6. Strategic objectives

- Provide excellent, competitive and practical knowledge
- Educate for creation of employment
- Promote scientific and technological research as well as research for integrated development
- Participate in the opening of the employment market and productive sectors
- Contribute to the complementarities of science and culture
- Contribute to Rwanda's social and economic development through the transfer of appropriate, relevant skills and knowledge according to (inter)national standards.

1.7. Quality principles derived from the vision, mission, strategic objectives and INES qualities

To enhance INES capacity to grow and to achieve Degree Awarding Powers some quality principles/ strategic objectives are defined (strategic plan 2009 – 2013):



- INES has qualified, competent and sufficient academic and administrative staff that are permanently employed;
- INES has sufficient, good quality and well equipped infrastructures;
- The quality of the administrative, financial and academic management of INES corresponds to standards and norms of HEI in the region;

1.8. Concept of Applied Sciences

The orientation of Applied Sciences was chosen by INES after deep analysis of the situation of labor market and discovering that there was a serious problem of mismatch between University products (graduates) and labour 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.

It is in trying to find the right way to procure its educational services and especially after consultation with experts from countries already implementing the approach, such as the Kingdom of the Netherlands, Germany and Switzerland, that the new orientation of Applied Sciences was adopted.

This approach was indeed, identified as the right tool to overcome the mismatch between the academia services and the labour market expectations. Before adopting the approach INES organized several workshops, seminars and consultations. This exercise involved academic and administrative staff, students, professionals, and representatives of professional institutions.

Being an Institute of Applied Sciences implies that INES' academic system and community engagement activities are characterized by (1) academic programs that are not only tailored to students 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 practical done at school with professional context generic competences, (3) research activities focusing on applied research in collaboration with the world of work and (4) close ties with business and industry in contributing to regional development.

1.9. The purposes of the policy

The Institut Supérieur de Ruhengeri operates its admissions policy in line with the Institute General Academic Regulations. This admissions policy applies to all programmes validated by the Institute wherever they are delivered. No applicant will be unreasonably refused admission other than on academic grounds or fitness for the programme.

This policy sets out the academic, medical (physical and mental) and moral criteria for admission to the Institute and the specific requirements for different diploma and degree programmes.



INES admits the Government sponsored and self-sponsored students.

To gain admittance to INES-Ruhengeri students have to meet any specific requirements laid down by the programmes they are intending to study including medical and moral ones. Such additional criteria were included in the documentation submitted for the validation of the programme.

2. REQUIREMENTS FOR ADMISSION

2.1. ACADEMIC REQUIREMENTS

The general academic requirements for admission to INES are set out in the General Academic Regulations approved (and from time to time amended) by the Senate and adopted by the Board of Directors. To be admitted to the first year of an undergraduate programme, it is necessary to have an Advanced General Certificate of Secondary education with at least two principal passes permitting entry to Higher education or a qualification or other evidence of ability to study on the programme which is considered equivalent. Applicants must also demonstrate sufficient competence in English to study at Higher Education level 1.

However for some specific programs such as Civil Engineering and Computer Science, candidates must possess an Advanced General Certificate of Secondary Education (or its equivalent) with at least a B level in Mathematics and Physics. Students who do not have B in Mathematics or physics will pass an entry test in these subjects set by the Department which will be followed by a bridging program in the both subjects. To be eligible for admission in Civil Engineering and Computer Science, candidates must pass the bridging program examinations.

To be admitted to a master's programme, it is necessary to have a recognized Bachelor degree with Honors' (Level 5 in the Rwandan qualifications framework) or a qualification deemed equivalent. Applicants must also demonstrate sufficient ability in English. Also, each master's programme may set additional admission requirements.

The followings shall be produced at admission services:

- Motivation letter/Application letter;
- Application form available on INES registration office or INES website



- A certified copy of the secondary studies' certificate/Bachelor degree, secondary studies' last two years' reports/academic transcripts;
- Photocopy of the identification card or passport;
- A paying-in-slip of non-refundable admission fee;
- Academic proof in case the candidate is coming from another Higher Learning Institutions (HLI).
- Two passport photos
- Medical fitness proof
- A student gets admission letter after fulfilling all these above conditions and get registered after paying the inscription fees.

2.2. MORAL REQUIREMENTS

Cancellation of the student's application may occur at any time during the admission process after acknowledgement of a false declaration at admission application, a serious omission and student's serious misconduct or else.

2.3. MEDICAL REQUIREMENTS

Before admission/registration for any programme of study, proof of medical fitness to study from a registered medical practitioner is required. The medical examination will determine the applicants' physical and mental suitability for learning. They will, additionally, have to meet any requirements laid down by the Ministry of Education with respect to the medical requirements for serving in respect with the target career. Any student on a programme of study who after registration is found to be medically unfit to pursue that programme of study will be required to withdraw. The institute, will where appropriate, make every effort possible to find for the student a place on an alternative programme whose medical fitness requirements they meet.

3. CREDIT TRANSFER

Where programmes are available, in both full-time and part-time modes, students may be permitted to transfer from full-time to part-time or from part-time to full-time according to modalities set by the Faculty.



The shift from one programme to another or from full-time to part-time shall be permitted after having received a written authorization by the Academic Vice-Rector considering observations from the Dean of the concerned Faculties, and after providing the proof to have paid all areas of the academic year underway. The above shifts have to be done at least in the first two weeks of academic year and after verification of student's progression report.

A part-time student who becomes full-time is exempted from all modules for which she/he holds proof of success.

Students who have accumulated credits at one or more approved institutions within Rwanda or outside may apply to have these credits taken into account when joining a programme at INES Ruhengeri, for as long as the total credits do not exceed ½ of the total required for the final exit award. However, under special circumstances, the determination of the amount of credits to be awarded, the point of the programme which the student should join and/or the modules to be taken or excused will lie with the Faculty council in consultation with the Vice-Rector Academics. In case a student exceeds the ½ of the total credit required for the final exit award, INES may negotiate with the Higher Learning Institution (HLI) where student is coming from about the ownership of degree to be awarded.

Some bridging programmes will be organized for candidates coming from any recognized institution but whose level of instruction in some subjects appear insufficient for the next levels of study following recommendation of the concerned Faculty Council in consultation with the Vice rector Academics.

Done at Musanze, on 2nd August 2016

For the academic Senate



Fr Dr HAGENIMANA Fabien

Rector and Chair of Academic senate