



AHSU

AFRICA HEALTH
SCIENCES UNIVERSITY

UNIVERSITY MONITORING AND EVALUATION (M&E) FRAMEWORK

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LISTS OF ABBREVIATIONS AND ACRONYMS

AHSU-Africa Health Sciences University

HR-Human Resources

ICT-Information Communication Technology

IRF-Institutional Results Framework

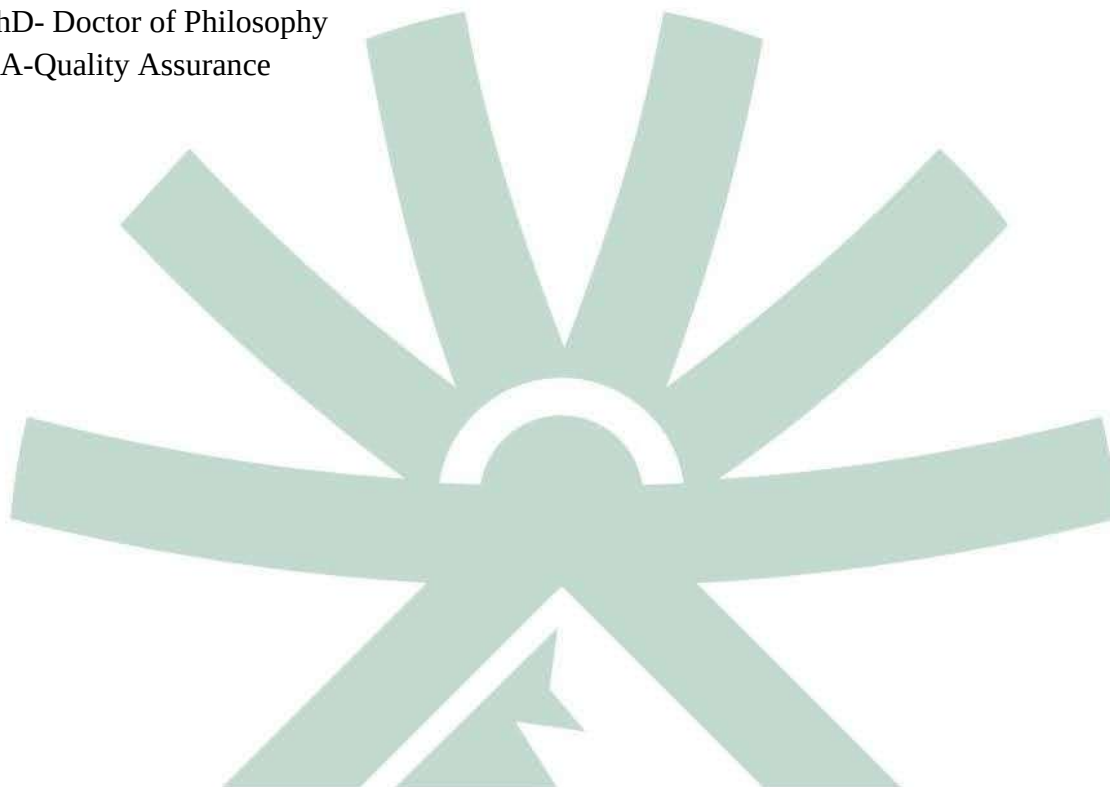
KPI-Key Performance Indicators

MD-Doctor of Medicine

M&E- Monitoring and Evaluation

PhD- Doctor of Philosophy

QA-Quality Assurance



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I. INTRODUCTION

I.1. General Overview

A Monitoring and Evaluation (M&E) Framework is a structured system that supports systematic tracking, assessment, reporting, and learning around the performance of AHSU's strategic plan, academic programs, institutional goals, and operational processes. M&E enables evidence-based decisions, continuous quality improvement, accountability to stakeholders, and compliance with accreditation requirements.

Purpose of the M&E Framework

I.2. Purpose of the M&E Framework

The primary purpose of the M&E Framework is its relevance to Accreditation and Governance.

For the Board of Governors and senior leadership, the framework shall serve as a strategic oversight instrument, enabling informed decision-making and sustained institutional excellence.

The framework shall help the Governing Body and the Executive to;

- Track progress in achieving strategic goals and objectives.
- Provide evidence for accreditation bodies and external reviewers.
- Facilitate data-informed decision-making at all levels of the University.
- Support continuous quality improvement across academic, clinical, research, and administrative areas.
- Promote learning loops that improve future strategies and institutional performance.

I.3. Scope of the Framework

This M&E Framework covers all institutional functions and outputs linked to AHSU's Strategic Plan, including:

- Academic quality and outcomes
- Student recruitment, retention, and success
- Faculty performance and development
- Research output and impact
- Clinical and community engagement
- Governance, leadership, and resource management

The framework applies to all faculties, departments, administrative units, and affiliated clinical training sites.



I.4. M&E Guiding Principles

The framework is guided by the following principles:

1. **Relevance:** indicators and processes directly reflect strategic objectives.
2. **Objectivity and accuracy:** data are rigorously collected, verified, and analyzed.
3. **Transparency and accountability:** results are reported clearly to stakeholders, including governance and accreditation bodies.
4. **Inclusiveness:** stakeholders (students, faculty, staff, alumni, and employers) contribute to the evaluation and feedback process.
5. **Timeliness:** monitoring is continuous, and evaluations are periodic.
6. **Learning and adaptation:** findings are used to adjust strategies and processes for improvement.
7. **Management:** Providing a guide to track progress in programs' implementation against program plans, performance indicators and targets.

II. INSTITUTIONAL RESULTS FRAMEWORK (IRF)

As the academic arm of King Faisal Hospital Rwanda, AHSU operates at the intersection of education, research, and clinical service delivery. The Results Framework ensures that institutional performance is systematically aligned with national health priorities, international medical education standards, and accreditation requirements.

The IRF articulates a clear results chain that links inputs and resources to activities, outputs, outcomes, and long-term impact. This approach enables the University to demonstrate accountability, performance effectiveness, and continuous improvement through evidence-based monitoring and evaluation.

II.1. Strategic Alignment

The Results Framework is fully aligned with:

- The AHSU Strategic Plan
- King Faisal Hospital, Rwanda's mandate as a quaternary referral and teaching hospital
- National higher education and health workforce development priorities
- International accreditation and quality assurance standards for medical education

This alignment ensures that all institutional efforts contribute directly to achieving strategic objectives and measurable improvements in health education and service delivery.

II.2. Results Chain Logic

The Institutional Results Framework is structured around five interrelated levels:



1. Inputs

Inputs represent the foundational resources required to deliver AHSU's mandate. These include:

- Qualified faculty, clinical instructors, and researchers
- Academic and clinical infrastructure, including laboratories, libraries, simulation centers, and teaching hospitals
- Financial resources, scholarships, and research funding
- Information systems, policies, curricula, and governance structures

These inputs are mobilized to support high-quality teaching, research, and clinical training.

2. Activities

Activities encompass the core functions through which inputs are utilized, including:

- Delivery of undergraduate and postgraduate medical education
- Clinical training and supervised practice within King Faisal Hospital, Rwanda, and affiliated sites
- Research, innovation, and scholarly activities
- Student support services, mentorship, and professional development
- Governance, quality assurance, and administrative operations

These activities are planned and implemented in accordance with approved policies, curricula, and strategic priorities.

3. Outputs

Outputs are the immediate, tangible products resulting from institutional activities. Key outputs include:

- Graduates with defined competencies in medical and health sciences disciplines
- Completed courses, clinical rotations, and academic assessments
- Peer-reviewed publications, research projects, and innovations
- Accreditation self-assessment reports and quality audit findings
- Functional academic programs and student support systems

Outputs are directly measurable and form the primary focus of routine monitoring activities.

4. Outcomes

Outcomes reflect the medium-term changes resulting from the effective delivery of outputs. At AHSU, these include:



- Improved student learning outcomes and professional competence
- Enhanced employability and performance of graduates within the health system
- Strengthened research capacity, productivity, and collaboration
- Improved quality of clinical training and patient-centered care
- Increased institutional effectiveness, governance performance, and stakeholder confidence

Outcome-level indicators are central to accreditation reviews and strategic performance assessments.

5. Impact

Impact represents the long-term, sustainable changes that AHSU contributes to. These include:

- Strengthening of Rwanda's and the region's health workforce
- Improved health service quality and patient outcomes
- Advancement of medical research and innovation
- Enhanced the national and international reputation of AHSU and King Faisal Hospital, Rwanda
- Contribution to national development goals and global health priorities

Impact indicators are typically assessed through periodic evaluations, tracer studies, and external reviews.

III. DATA COLLECTION AND REPORTING

3.1. Overview

Effective monitoring and evaluation depend on the availability of accurate, timely, and reliable data. African Health Sciences University has established structured data collection and reporting mechanisms to ensure that performance information is consistently generated, validated, and utilized across the institution.

These systems support both routine monitoring and formal evaluation, including accreditation reviews and strategic assessments.

3.2. Data Sources

Data for the M&E Framework are drawn from multiple institutional systems and stakeholders, including:

- Academic and student information management systems
- Human resources and faculty performance records
- Research and grants management databases
- Clinical training logs and hospital information systems



- Financial and procurement systems
- Surveys of students and patients
- Quality assurance audits, accreditation self-assessment reports , etc.

The use of multiple data sources enhances data triangulation and strengthens the credibility of performance findings.

3.3. Data Collection Processes

Standardized tools, templates, and guidelines are used to collect data at unit, faculty, and institutional levels. Data collection responsibilities are clearly assigned, and timelines are aligned with academic and administrative cycles. Quality control measures—including data verification, validation checks, and supervisory review—are embedded to ensure integrity and consistency.

3.4. Reporting Mechanisms

Performance data are compiled into structured reports and dashboards at intervals defined in KPI Matrix:

Reports emphasize analysis, trends, and actionable insights rather than raw data alone.

3.5. Use of Reports

M&E reports inform planning, resource allocation, policy adjustments, and corrective actions. They also serve as formal accountability instruments for governance bodies and external stakeholders.

IV. PERFORMANCE MANAGEMENT AND ACCOUNTABILITY

IV.1. Use of Results for Strategic Management

Findings generated through the Results Framework are systematically used to:

- Inform annual planning and budgeting processes
- Identify performance gaps and areas for improvement
- Support curriculum enhancement and faculty development
- Strengthen institutional policies and governance practices
- Guide corrective actions and strategic adjustments

IV.2. Roles and Responsibilities

IV.2.1. University Council / Board of Directors

- Provide strategic oversight and approve the M&E Framework and KPIs



- Review annual M&E and evaluation reports
- Ensure management accountability and institutional performance improvement
- Use M&E evidence to guide strategic and policy decisions

IV.2.2. AHSU Executive Committee

- Oversee operational implementation of the M&E Framework
- Ensure integration of performance findings into management decisions
- Monitor corrective actions and risk mitigation measures

IV.2.3. Chancellor

- Provide strategic leadership and institutional representation
- Endorse quality assurance and performance outcomes
- Advocate for institutional excellence and accountability

IV.2.4. Rector / Vice Chancellor

- Serve as the chief executive sponsor of the M&E system
- Ensure alignment between strategy, performance monitoring, and resources
- Report institutional performance to governance bodies/Board of Directors and stakeholders

IV.2.5. Vice Rectors / Deputy Vice Chancellors

- Lead performance monitoring within their functional portfolios
- Ensure timely submission and quality of performance data
- Implement improvement actions based on M&E findings
- Prepare institutional performance dashboards and evaluation reports

IV.2.6. Deans, Directors, and Heads of Departments/Units

- Design M&E tools and reporting templates
- Build institutional capacity for data collection and analysis
- Collect, validate, and submit unit-level performance data
- Lead performance reviews and improvement planning within units
- Ensure compliance with institutional and accreditation standards

V. KEY PERFORMANCE INDICATORS (KPIs)

Key Performance Indicators (KPIs) constitute the core measurement instruments of the Monitoring and Evaluation Framework for African Health Sciences University (AHSU). KPIs translate strategic objectives into measurable variables that enable the University to assess progress, performance, and impact across its academic, clinical, research, and administrative functions.



In line with international best practices for medical education institutions and accreditation requirements, AHSU's KPIs are designed to be strategically aligned, outcome-oriented, and evidence-based.

The following Key Performance Indicators shall be monitored at defined intervals (Monthly, Quarterly, Semesterly, or Annually to ensure performance tracking and timely informed decision making.

Academic Performance
1. Student Enrollment Growth (%)
2. Student Retention Rate (%)
3. Graduation Rate (%)
4. Time to Graduation (average)
5. Pass Rates in Professional Exams (%)
6. Percentage of Courses Revised per Academic Year
Teaching Quality
7. Student-Faculty Ratio
8. Average Faculty Teaching Evaluation Score
9. Percentage of Faculty with Advanced Degrees
10. Faculty Professional Development Hours per Year
Research and Scholarship
11. Number of Peer-Reviewed Publications
12. Research Grants Awarded (count & total funding)
13. Citation Index per Faculty
14. Interdisciplinary Research Projects Count
Clinical and Community Impact
15. Clinical Training Hours Completed per Student
16. Patient Satisfaction Score in Clinical Attachments



17. Community Outreach Programs Delivered (count)
18. Health Improvement Metrics in Served Communities
Graduate Outcomes
19. Graduate Employment Rate within 12 Months (%)
20. Employer Satisfaction with Graduates (%)
21. Alumni Engagement Index
Quality Assurance and Accreditation
22. Internal Audit Completion Rate (%)
23. Accreditation Standards Compliance Score
24. External Review Recommendations Implemented (%)
Governance and Administration
25. Strategic Plan Implementation Status (%)
26. Budget Execution against Plan (%)
27. ICT System Uptime (%)
28. Student Services Satisfaction Rate (%)
29. Library Resource Utilization Index
30. Percentage of Units with Functional M&E System



Key Performance Indicators (KPIs) Matrix-African Health Sciences University

Strategic Area	Objective	Indicator	Definition	Target	Data Source	Reporting Frequency
Academic Performance						
	Improve graduation rates	Graduation Rate	Percentage of students completing programs within the prescribed duration	$\geq 80\%$	Academic Records	Annual
	Improve student retention	Student Retention Rate	Percentage of students progressing to the next academic year	$\geq 85\%$	Academic Records	Annual
	Improve academic success	Course Pass Rate	Percentage of students passing core courses	$\geq 85\%$	Examination Results	Semester
	Reduce time to completion	Average Time to Graduation	Average years taken to complete a program	$\leq \text{Program Duration} + 1 \text{ year}$	Academic Records	Annual
	Improve professional readiness	National/Professional Exam Pass Rate	Percentage of graduates passing licensing exams	$\geq 90\%$	Exam Boards	Annual
Teaching & Learning Quality						
	Improve teaching effectiveness	Student Evaluation of Teaching Score	Average teaching score from student evaluations	$\geq 4.0/5$	Student Surveys	Semester
	Strengthen faculty capacity	Faculty with Advanced Degrees	Percentage of faculty with PhD/MD or equivalent	$\geq 70\%$	HR Records	Annual

	Improve instructional quality	Curriculum Review Coverage	Percentage of programs reviewed/updated	100% every 5 years	Academic Affairs	Annual
	Optimize the learning environment	Student–Faculty Ratio	Average number of students per faculty member	≤ 10:1	HR & Academic Records	Annual
Research Output						
	Increase publications	Publications per Faculty	Average peer-reviewed publications per faculty per year	≥ 2/year	Research Office	Annual
	Increase research funding	Research Grants Secured	Number/value of competitive research grants awarded	≥ 5 major grants/year	Research Office	Annual
	Improve research quality	Citation Index	Average citations per faculty publication	≥ Field Benchmark	Research Databases	Annual
	Promote innovation	Active Research Projects	Number of ongoing approved research projects	≥ 20	Research Office	Semi-Annual
Clinical Training & Practice						
	Strengthen clinical exposure	Clinical Training Hours	Average supervised clinical hours per student	≥ Accreditation Standard	Clinical Logs	Semester
	Ensure training quality	Clinical Supervisor Evaluation Score	Average evaluation score of clinical supervisors	≥ 4.0/5	Student Evaluations	Annual
	Improve patient-centered care	Patient Satisfaction Score	Satisfaction level of patients seen by students	≥ 85%	Hospital Surveys	Annual
Student Services						

	Enhance student satisfaction	Student Satisfaction Index	Average satisfaction score from student surveys	≥ 85%	Student Surveys	Annual
	Improve access to support	Student Support Utilization Rate	Percentage of students accessing counseling/academic support	≥ 50%	Student Affairs Records	Annual
	Improve student wellbeing	Student Attrition due to Non-Academic Causes	Percentage of dropouts for non-academic reasons	≤ 5%	Student Records	Annual
Graduate Outcomes						
	Improve employability	Graduate Employment Rate	Percentage of graduates employed within 12 months	≥ 85%	Alumni Tracer Studies	Annual
	Improve employer confidence	Employer Satisfaction Rate	Percentage of employers satisfied with graduates	≥ 85%	Employer Surveys	Biennial
	Strengthen alumni engagement	Alumni Engagement Index	Composite score of alumni participation	≥ 70%	Alumni Office	Annual
Governance & Management						
	Strengthen strategic execution	Strategic Plan Implementation Rate	Percentage of strategic actions implemented	≥ 80%	M&E Reports	Annual
	Improve decision-making	Timeliness of Management Reports	Percentage of reports submitted on time	≥ 95%	Secretariat Records	Quarterly
	Ensure financial discipline	Budget Execution Rate	Percentage of budget utilized as planned	95–105%	Finance Reports	Annual
Quality Assurance & Accreditation						

	Ensure compliance	Accreditation Compliance Score	Percentage of standards met	≥ 90%	QA & Accreditation Reports	Annual
	Strengthen internal QA	Internal Audit Completion Rate	Percentage of planned audits completed	100%	QA Unit	Annual
Equity & Institutional Development						
	Promote gender equity	Gender Balance Index	Ratio of female to male students/faculty	≥ 40% female	HR & Academic Records	Annual
	Strengthen systems	Units with Functional M&E	Percentage of units submitting complete M&E reports	100%	M&E Unit	Annual

VI. LEARNING AND PERFORMANCE IMPROVEMENT

African Health Sciences University is committed to fostering a culture of learning, reflection, and continuous improvement. Monitoring and evaluation are positioned not merely as compliance mechanisms, but as strategic tools for organizational learning and institutional transformation.

VI.1. Performance Feedback

Structured feedback mechanisms will ensure that performance data and monitoring and evaluation findings are communicated to decision-makers and implementers at all levels. Regular performance review meetings, management retreats, and academic forums provide platforms for reflection and learning.

VI.2. Performance Improvement Actions

Based on M&E findings, corrective and improvement actions shall be developed, implemented, and tracked. These may include curriculum revisions, faculty development initiatives, process reengineering, resource reallocation, or policy reforms.

VI.3. Knowledge Management and Dissemination

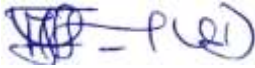
Lessons learned and best practices shall be documented at the end of each reporting period and shared across the University. Selected findings could be disseminated to external stakeholders, partners, and accrediting bodies to demonstrate transparency, accountability, and institutional maturity.

VI.4. Contribution to Strategic Excellence

Through systematic learning and performance improvement, AHSU shall strengthen its academic quality, research impact, clinical relevance, and governance effectiveness, ensuring sustained excellence as a leading medical college aligned with King Faisal Hospital Rwanda.



Approval and signatures

Names	Role	Signature	Date
Dr. Edgar Kalimba	Dean of the School of Medicine		2 September 2024
Dr. Kara L Neil	Ag. Deputy Vice Chancellor for Academic and Research Affairs		2 September 2024
Dr. Zerihun Abebe	Ag. Vice Chancellor	 	10 September 2024

