

Leadership and Quality Assurance of Teaching and Learning

Systems Leadership

RESOURCES FOR COLLEGE LEADERS





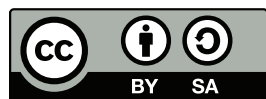
Transforming Teacher Education and Learning in Ghana

LEADERSHIP AND QUALITY ASSURANCE OF TEACHING AND LEARNING

MAY 2016



The Government of Ghana



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Abbreviations

AIDS	Acquired Immune Deficiency Syndrome
CPD	Continuous Professional Development
GES	Ghana Education Service
GETFund	Ghana Education Trust Fund
GPA	Grade Point Average
HIV	Human Immunodeficiency Virus
ICT	Information Communication Technologies
IHL	Institution of Higher Learning
IQUA	Internal Quality Assurance Unit
MoE	Ministry of Education
MoU	Memorandum of Understanding
NAB	National Accreditation Board
NCTE	National Council for Tertiary Education
NTC	National Teaching Council
PTA	Parent Teacher Association
QA	Quality Assurance
SMC	School Management Committee
SRC	Students' Representative Council
TEI	Teacher Education Institute
T-TEL	Transforming Teacher Education and Learning
UNESCO	United Nations Educational, Scientific and Cultural Organization

The job of college management is not supervision, but leadership; the shift away from traditional management concerns with outcomes – performance indicators, specifications and appraisals – and a move towards a leadership role which encourages improvements to the processes of producing better (quality) goods and services (Deming, 1982 in Sallis, 2008 p. 35).
This positions leaders' role of assuring quality.

Quality assurance is a planned and systematic review process of an institution or programme to determine whether or not acceptable standards of education, scholarship, and infrastructure are being met, maintained and enhanced. A tertiary institution is only as good as the quality of its teaching staff – they are the heart of the institution that produces the graduates, its research products, and its services to the institution, community, and nation (Materu, 2007 p.3).



Foreword

Transforming Teacher Education and Learning (T-TEL) is a Government of Ghana programme to support the implementation of the new policy framework for Pre-Tertiary Teacher Professional Development and Management. T-TEL seeks to transform the delivery of pre-service teacher education in Ghana by improving the quality of teaching and learning through support to relevant national bodies and institutions and all Colleges of Education (CoE).

Elements of the programme will include:

- professional development for all CoE tutors (including tutors in mathematics, English and science);
- support for the leadership and management of CoEs and training of their leadership and management teams;
- support to reform the Diploma in Basic Education (DBE) curriculum;
- support to develop more effective student practicums;
- work with MoE and regulatory bodies on the implementation of existing policies for teacher education;
- a Challenge Fund to which CoEs and their partner districts and schools will be able to apply to carry out innovative initiatives; and
- a set of incentives for each CoE to improve their management and training delivery.

The role of leaders of educational institutions in securing quality provision and ensuring that all learners achieve their full potential is both a professional responsibility and a moral obligation. Whilst the quality of teaching and learning is considered a major contributory factor to positive learning outcomes, there is growing evidence about the positive relationship between effective leadership and continuous improvement in schools and colleges in many countries. The Leadership component of the T-TEL programme seeks to focus on the improvement of management, leadership and governance of Colleges of Education as they develop their capacity as autonomous tertiary education institutions.

As the primary decision-making authority in the college, it is critical that college principals and their leadership teams take initiative in building classrooms which are student-friendly as well as inspire and motivate tutors to develop their professional capacities. In transforming these colleges, it is also imperative that management and administration and most importantly leadership are effectively strengthened to ensure changes are embedded in everyday practice.

The Leadership Programme for college leaders is organised into 6 units around four domains of institutional leadership with a clear focus on professional development and quality assurance. The four domains are Leading Institutional Strengthening (Systems and Operations Leadership), Curriculum, Training and Learning Leadership, Change Leadership and Strategic Leadership and the six units are Setting New Directions, Systems Leadership, Operations Leadership, Leading Curriculum, Training and Learning, Leading and Managing Change and Strategic Leadership - Leading Development Planning. The six units were carefully selected to ensure that college leaders are equipped with the necessary skills to lead their colleges to strengthened tertiary institutional status. Imbedded in each unit is the self-assessment of seven quality assurance indicators of Leadership and Management, Training and Learning, Assessment, Student Engagement, Monitoring and Evaluation, Environment and Infrastructure and Partnership and Cooperation.



Leadership and Quality Assurance of Teaching and Learning

The Leadership Programme resources provide a step-by-step guide on assessing the indicators against specific themes and evidence. This handbook therefore provides additional information on the quality assurance that leadership of colleges are to institutionalise as part of their journey to autonomy. It also provides the National Accreditation Board (NAB) and National Council for Tertiary Education (NCTE) with a framework for evaluating the quality of education and training provision in the Colleges of Education in Ghana.

All the resources in the programme are self-contained and could be used for self-study. However, since college and school improvement is mostly accelerated through a collegiate approach, the Leadership Programme resources are developed to encourage and ensure collaborative working between senior leaders, middle leaders and college community. The aim is to build a culture of distributed and transformative leadership practices within each college.

The leadership materials are presented and printed in the respective units, but are also available online at www.t-tel.org in various formats such as HTML, ePub and PDF. All T-TEL resources are Open Educational Resources (OER), available under a Creative Commons Attribution ShareAlike licence. This means that you are free to adapt the resource, as long as you attribute T-TEL and retain the same licence.

CHAPTER 1 - INTRODUCTION

The material is intended to provide the National Accreditation Board (NAB) and National Council for Tertiary Education (NCTE) with a framework for evaluating the quality of education and training provision in the Colleges of Education in Ghana. This manual is a reference document written to assist the various stakeholders understand the quality assurance framework for Colleges of Education. For the Colleges, this handbook therefore provides additional information on the quality assurance that leadership of colleges are to institutionalise as part of their journey to autonomy. Underpinning this manual are resources for College of Education Leaders as part of the T-TEL Leadership Programme component interventions. The Units are aimed at better leadership, management and governance of Colleges of Education through the combination of Professional Development and Quality Assurance approaches. This manual is divided into four chapters as illustrated below:



Components of the Leadership and Quality Assurance of Teaching and Learning Manual

1.1 THE CONCEPT OF QUALITY IN TERTIARY EDUCATION

Quality assurance may not be properly understood without showing its link with the concept of quality, especially in tertiary education. The literature is replete with various descriptions of the concept of quality. However, a common conclusion is that the concept is hard to define because it has multiple perspectives. There are many stakeholders in tertiary education such as funding bodies, policy-makers, professional bodies, employers, and the academic community (staff and students) who have different perspectives on what constitutes quality tertiary education. For example, whilst academic staff may measure the quality of tertiary education institutions based on research output and international ranking position, students measure the quality of tertiary education institutions based on the learning experiences that guarantee them jobs after graduation. The challenge is how to define quality to align with the different perspectives of the various stakeholders.

We will, therefore in the context of this handbook, define 'quality' as per the National Teachers' Standard as student teachers with professional knowledge, values, and attitudes to engage in professional practice that adequately prepares basic education students for life-long learning. This can be described as a fit for purpose definition of quality because meaning depends on the agreement of the stakeholders of a particular tertiary education subsector. It stands to reason that the definition of quality in Colleges of Education may be different from quality in Polytechnics. It also implies that within the same subsector, what is quality today may not be considered as quality in a year's time because stakeholders' expectations may change over time.

This is why quality assurance has become such an important concept in tertiary education; it guarantees or safeguards stakeholders' expectations. In addition, quality is becoming more and more important for higher education institutions because the question is whether it is possible to deliver the expected quality within the given boundary conditions or existing 'restrictions'. A 'quality gap' arises: on the one hand, governments are striving to increase the number of students enrolled into higher education; on the other hand, we see a continuous decrease in investment and funding of higher education. The result is that higher education institutions have to do more with less money. But at the same time quality is expected to be maintained or to be improved.

The relationship between quality and quality assurance is depicted in figure below.



The meaning of quality is arrived at through the alignment of both external and internal stakeholders' perspectives and expectations. The meaning is then safeguarded with mechanisms external to the tertiary education institutions thereby producing external quality assurance to represent external stakeholders' expectations. This means that external quality assurance narrows the circle containing the meaning of quality for tertiary education institutions, which implies that tertiary education institutions must define their quality within the established meaning of quality which is subject to change based on changing trends in tertiary education. This helps to direct the resources available to tertiary education institutions to focus on societal priorities. Any change to the priorities must be done through negotiation and settlement among stakeholders by providing a logical proof of practical impact on society.

In order to ensure effective enactment of the meaning of quality, tertiary education institutions must also establish internal mechanisms to narrow the circle containing the meaning of quality for the various internal actors of the institutions thereby producing internal quality assurance. This also means that all internal actors within the institutions must also focus on institutional priorities, and changes are made only after consultation and agreement.

1.2 KEY CONCEPTS

Quality Assurance

In this unit, quality assurance refers to a continuous process of guaranteeing, maintaining and improving the quality of tertiary education through regular evaluation (self-assessment), and monitoring the operations of tertiary education institutions. It focuses on both improvement and accountability of tertiary education institutions, and consists of two dimensions, namely, internal and external quality assurance, as has been explained in figure 1. This implies that in this unit, quality assurance encompasses all the key concepts such as quality control, quality audit, quality assessment, quality management, quality improvement and academic standards.

Quality Control

It is the process of checking whether a tertiary education institution is meeting a minimum standard. This is necessary but not sufficient condition for any College to be successful. It can be employed as a means of monitoring quality. It is a monitoring device to ensure threshold standards are obtained. It is about detection and elimination of products or components that are not up to standard.

Quality Audit

Quality audit is concerned with processes and procedures put in place for safeguarding and enacting stakeholders' expectations of quality. It is a systematic and independent review to determine whether tertiary education institutions have the required processes and procedures to guarantee quality education delivery, and also improve quality continuously.

Quality Assessment

Unlike quality audit, quality assessment is the actual process of judging the quality of tertiary education institutions and their programmes. It is one of the strategies of quality assurance in tertiary education. However, it can be considered as sensitive when used by an external quality assurance body because it makes direct judgements that heighten the contested nature of quality in tertiary education.

Quality Improvement

Quality improvement is one of the purposes of quality assurance which is focused on continuous processes of self-assessment and monitoring, and using the results of self-assessment to enhance the quality of tertiary education.

Academic Standards

Academic standards have received varied meanings in the quality assurance literature. However, in this unit, the operational definition is "translating quality into achievement levels for teacher trainees". It represents formally documented requirements and specifications against which performance can be assessed and measured, for example, the acceptable level of performance to pass a particular course or to be able to graduate with a Diploma in Basic Education (DBE).

1.3 OPERATIONAL DEFINITION OF QUALITY ASSURANCE

UNESCO defines Quality Assurance as:

a systematic review of educational programmes to ensure that acceptable standards of education, scholarship and infrastructure are being maintained.

Quality assurance has become a legitimate tertiary education policy requirement to safeguard and enact stakeholders' expectations of quality in tertiary education. The quality assurance concept originated from industry where it was used to refer to statistical methods of monitoring and controlling processes to ensure that firms operate at full potential to produce conforming products. The focus was on prevention of waste, an external accreditation system, an audit system, and cause and effect analysis, in order to minimise cost.

Quality Assurance in contemporary tertiary education is a much broader perspective. Quality assurance has come to represent all mechanisms put in place to guarantee and enact stakeholders' expectation of quality in tertiary education. The mechanisms involve systems that focus on not only processes but inputs, outputs and outcomes. In this unit, therefore, quality assurance is used broadly to cover all key concepts such as quality inspection, quality control, total quality management, quality audit, quality assessment, and accreditation which are used in relation to quality improvement and accountability in tertiary education. For example, accreditation is considered as one of the mechanisms to ensure legitimacy of tertiary education institutions in the eyes of the public. It is considered broadly as the accountability component of quality assurance even though it has an element of improvement in stakeholder expectations. The mechanisms used may vary from across countries. However, the focus is on achieving stakeholder expectations of quality tertiary education.

External and internal quality assurance

The guarantee and enactment of stakeholders' expectation have produced two key dimensions of quality assurance in tertiary education. These dimensions are referred to as external and internal quality assurance. External quality assurance focuses on making explicit external stakeholder expectations of quality to tertiary education institutions, internal quality assurance specifies measures individual actors with a particular tertiary institution adopt to meet stakeholder expectations.

External quality assurance is the responsibility of bodies outside tertiary education institutions, which could be governmental bodies and/or independent professional bodies. In Ghana, we have the National Accreditation Board (NAB) as a governmental external quality assurance body, and independent professional bodies such as the Dental and Medical Council, the Nursing and Midwifery Council, the National Teaching Council, and many more that define stakeholders' expectations of quality in relation to tertiary education institutions. These bodies usually carry out their functions through standard setting and enforcement. These are sometimes the mandates of state bodies established by Acts of Parliament.

Internal quality assurance, on the other hand, is the responsibility of tertiary education institutions themselves.

The stakeholder expectations of quality as defined by external quality assurance are usually expressed in generic terms. They are broad frameworks to guide the operations of tertiary education institutions. This is to maintain the academic and professional autonomy of tertiary education institutions and their internal actors in order to encourage creativity and innovation. The institutions are therefore required to put in place mechanisms to focus the broad framework or standards to their specific operations within their institutions. For example, one of the stakeholder expectations of quality tertiary education is that research is conducted in an ethical manner. It is up to tertiary education institutions to establish guidelines for conducting research ethically by the internal actors of the institutions.

Drivers and international standards of quality assurance in tertiary education

Until the 1990s, tertiary education in Ghana was characterised by fewer student numbers with sufficient support from the state. Students enjoyed free tuition, feeding and accommodation. This has changed as a result of increasing demand for tertiary education. The state is now unable to sufficiently support the large number of individuals accessing tertiary education. Private participation in provision has now been encouraged which has introduced market mechanisms into tertiary education where demand and supply determine how much is paid by students. The curriculum is market-driven, and it encompasses practical courses and options from which students as customers can choose. The emerging dynamics have altered the governance systems and the role of the state in tertiary education. The state is unable to leave too much autonomy to the tertiary education institutions for self-regulation due to fear of exploitation by market mechanisms with the result that the quality may be compromised and the objectives of the institutions diluted. At the same time, the state is unable to strictly regulate tertiary institutions because the private tertiary institutions do not receive state funding, while resourcing the public institutions has increasingly become a challenge.

In addition, the phenomena of globalisation and internationalisation which have been facilitated by advances in technology are eroding country-specific standards requiring the tertiary education institutions in Ghana to benchmark their operations internationally.

Therefore, it can be concluded that contemporary focus of quality assurance in tertiary education has been linked to several drivers. Key among these drivers are mass participation and diversification; marketisation and privatisation; the changing role of the state and the decline of state funding; globalisation and internationalisation; and the development and advancement of new technologies.

The literature on contemporary quality assurance in tertiary education suggests that the factors influencing the increasing concern for quality assurance in tertiary education are more or less global in nature and have received responses that are also international in nature. International standards in the quality assurance of tertiary education include ensuring that:

- i. Institutions have policies and procedures for the assurance of quality.
- ii. Institutions have formal mechanisms for the approval, periodic review and monitoring of their programmes and awards.
- iii. Institutions have mechanisms of satisfying themselves that staff members involved in the teaching of students are qualified and competent to do so. The mechanisms should be available to those undertaking external reviews, and commented upon in reports.

- iv. Institutions ensure that the resources available for the support of student learning are adequate and appropriate for each programme offered.
- v. Institutions ensure that they collect, analyse and use relevant information for the effective management of their programmes of study and other activities.
- vi. Students are assessed using published criteria, regulations and procedures which are applied consistently.
- vii. Institutions regularly publish up to date, impartial and objective information, both quantitative and qualitative, about the programmes and awards they are offering.
- viii. Institutions provide support services for students.

1.4 THE QUALITY ASSURANCE PROCESS FOR CoEs IN GHANA

Tertiary education institutions apply defined processes for the assurance of quality in their operations. The defined process provides guidelines for the actors within the institution to maintain and enhance standards in their activities in order to ensure the achievement of stakeholder expectations. The Colleges of Education are therefore required to have a quality assurance process to guide their operations. Table 1 is a quality assurance process for Colleges of Education in Ghana to adopt.

The process has six components. The first component articulates the purpose of quality assurance to all stakeholders and places a strong emphasis on the culture of continuous improvement even though accountability to external stakeholders is considered as well.

The second component states the method of quality assurance in the Colleges of Education by choosing regular evaluation and periodic reviews of key responsibility areas (People, Programmes, and Place – facilities). The Colleges of Education should conduct regular self-assessment of their key responsibility areas to inform improvement. Periodic reviews are also required to check the effective functioning of systems, policies and procedures.

The third component is the domain of quality assurance and outlines the specific quality indicators under the key responsibility areas where the performance of the Colleges of Education is measured. The fourth component is the data collection method used to generate evidence to inform improvement and accountability. Quality assurance is an evidence-based activity and relies heavily on data obtained from feed-forward and feedback loops. The process suggests that the Colleges of Education use surveys, interviews, document analysis and workshops to obtain data to inform continuous improvement and accountability.

The fifth component is about the Colleges of Education producing reports on quality assurance activities. These reports are used for decision-making, and therefore, should contain both quantitative and qualitative information.

The sixth and the final component outlines the audiences for the quality assurance activity reports. There should be separate quality assurance activity reports for internal audiences and external audiences given that different audiences may use the reports for different purposes. For instance, internal audiences are usually required to use the report for improvement activities, whereas external audiences often use the reports for accountability purposes.

Table 1: Quality Assurance Process for Colleges of Education in Ghana

Purposes	Improvement – There should be strong culture of continuous improvement where every internal stakeholder is committed to ensuring positive change in their practices. Both staff and students should have commitment to innovation and doing things better at all times.
	Accountability - Both staff and students must acknowledge their responsibility to external stakeholders, such as the funding bodies (government and the larger community), users of the products/programmes (current and prospective students), users of outputs (employers of graduates) and other professional bodies.
Methods	Evaluation - Continuous improvement requires diagnostic information on strengths and weaknesses. This means judging quality based on valid and reliable information on the quality of student teachers through evaluation. A component of evaluation is self-assessment. The Colleges should conduct regular self-assessment to establish the strengths and weaknesses of the teachers they produce through feedback loops. It is important to note that evaluation is about judging the quality of the graduates, and not the practices of the College.
	Review - The Colleges should have systems for periodic reviews. Unlike evaluation, review focuses on the systems, procedures and practices of the College. The Colleges may invite external reviewers to run checks on their systems, processes, procedures and practices to verify their robustness to improve the quality of student teachers. There must be a review system in place for staff and student performance, programmes, and the facilities of the College.
Domains	People – The Colleges of Education are responsible for staff and students who must be covered by quality assurance activities. The quality assurance mechanisms should ensure that the right calibre of staff is obtained, maintained, developed, and retained. They should also ensure that they have mechanisms in place to admit, retain, and graduate the right calibre of students.
	Programmes – The quality assurance mechanisms should ensure continuous improvement and accountability in curriculum, teaching and learning, student assessment, student engagement, research, cooperation and partnership.
	Place (facilities) – Quality assurance mechanisms should ensure continuous improvement and accountability in College infrastructure and environment.
Data Collection Methods	Surveys - surveys are considered relevant for the Colleges to capture large scale stakeholder inputs through feedback loops in order to establish the general level of stakeholders satisfaction with practices and the outputs of the College. Colleges should conduct periodic student and other stakeholder satisfaction surveys, and use the information to inform continuous improvement.
	Interviews - In certain circumstances, it might be appropriate to interview key representatives of the stakeholder groups for inputs. For example, student leaders could be interviewed to understand the root causes of student complaints uncovered in a survey.
	Workshops - Workshops are also suitable platforms for consensus-building among stakeholders with different positions on any particular issue. Colleges could use workshops to discuss policies and practices that require explanations, discussions, and consensus building.

Data Collection Methods	Document analysis – Colleges could gather vital information through document analysis. From time to time, Colleges may need to examine statutory documents to check their compliance. For benchmarking and best practice sharing purposes, Colleges may need to carefully examine documents from other tertiary institutions for information to enhance their practices.
Output Reports	Formative - The formative reports could provide feed-forward information to stakeholders for clarification and confirmation. Formative reports on quality assurance activities could be issued to stakeholders for study and comments.
	Summative – The Colleges should regularly commission summative reports focusing on final conclusions and recommendations on quality assurance exercises.
	Quantitative – where possible output reports of quality assurance activities should contain some quantitative data for stakeholders.
Audiences of output reports	Internal – Staff, students, and the College Council should implement improvement and accountability actions based on output reports of quality assurance activities.
	External – External stakeholders such as the National Accreditation Board (NAB), National Council for Tertiary Education (NCTE), National Teachers' Council (NTC), employers, and alumni are to be given output reports to enable them make policy decisions.



Leadership and Quality Assurance of Teaching and Learning

CHAPTER 2 - MEASURES FOR QUALITY ASSURANCE AT COLLEGES OF EDUCATION

Improving quality is the responsibility of all those who are involved in the life of the College, but the Principal and the Governing Council are ultimately accountable for its success.

Improving the quality of provision in the Colleges of Education starts with a robust college self-assessment embedded in quality assurance system, underlies all improvement initiatives. It:

- serves as a check point for reflection and feedback on institutional performance
- builds capacity within the College of Education by involving not only the management team but also students and other significant stakeholders in pursuing quality improvements
- gives the college confidence that its services are of the highest standard

2.1 INSTITUTIONAL AUDITS AND KEY PERFORMANCE INDICATORS

Quality Assurance involves a systematic process to check performance against expected standards. These standards may relate to the quality of training and learning, governance, the effectiveness of management or to the resources available for improvement.

Purpose of Quality Assurance in Colleges of Education

- To enable colleges to demonstrate compliance of their practices to statutory and legal framework for Colleges of Education.
- To ensure that the graduates of the Colleges of Education are adequately prepared to contribute to the improvement of pre-tertiary education in Ghana.
- To ensure continuous improvement in the quality of education provided by the Colleges of Education.

Standards and Guidelines for Quality Assurance in Colleges of Education

Colleges of Education should develop standards and guidelines for internal quality assurance.

The Colleges, among other things should:

- have clear policies and procedures to secure quality;
- ensure that assessment regulations, procedures and criteria are publicly available and are consistently applied;
- have approval for the curriculum;
- have a monitoring and evaluation schedule to maintain the quality of training and learning;
- ensure that there are adequate resources available to support learning;
- have a recruitment and professional development policy that ensures that staff are of high calibre and can effectively deliver the curriculum to the student teachers; and
- have an established monitoring and evaluation structure that ensures the systematic collection, analysis and use of relevant information (both qualitative and quantitative) to support effective management.

Challenges of Quality Assurance

- Many characteristics of quality are not directly measurable and need to be assessed through different criteria.
- The self-assessment component of the accreditation process is liable to bias and any findings would need to be verified by an external reviewer.
- The amount of time and perhaps research and IT skills that need to be taken into account in order to make regular, valid and reliable assessments.

Institutional audits criteria

What is institutional audit?

It is an institution-wide process that involves a review of the whole institution to determine whether all established measures and mechanisms are sufficient and properly managed to ensure quality delivery and improvement in the institution. The process is aimed at ensuring that institutions are engaged in periodic introspection, reviewing their internal structures and mechanisms to assure themselves that they are delivering on their set goals and objectives, in line with the vision and mission of the institution.

In the field of higher education, there should be a continuous and conscious process aimed at excellence. This is often related to four key areas:

- excellence in reputation
- excellence in outcomes
- excellence in content
- excellence in resources

These are reflected in the seven quality indicators identified for review in this section.

1. Leadership and Management
2. The Quality of Training and Learning
3. Assessment
4. Student Engagement
5. Monitoring and Evaluation
6. College Environment and Infrastructure
7. Partnerships and Cooperation

All Colleges of Education in Ghana, by virtue of the fact that they are tertiary education institutions, are required to prepare for institutional reviews by the NAB. Quality assurance is a key requirement for institutional strengthening and effective management. It is therefore a key priority for strengthening the leadership and management of the Colleges of Education.

2.2 THE QUALITY ASSURANCE FRAMEWORK FOR CoEs IN GHANA

In an educational institution, two overriding premises inform Quality Assurance:

- Institution wide thinking
- The involvement of everyone, (the management, teaching and non-teaching staff, students, and key stakeholders)

Regular and periodic reviews should include:

- careful attention to curriculum and programme design and content
- development and publication of explicit intended learning outcomes
- specific needs of different modes of delivery (e.g. full time, part-time, distance learning, e-learning)
- availability of appropriate learning resources
- monitoring of the progress and achievement of students
- participation of students in quality assurance activities

The Quality Assurance framework and process within an institution are essential elements of accreditation requirements. The accreditation of teacher education institutions, and programmes within those institutions, therefore, need to be informed by the development of a robust system that is embedded in institution-wide thinking and should become a leadership priority.

The confidence of the general public, students and other stakeholders in higher education is more likely to be established and maintained where there are effective quality assurance activities which ensure that programmes are well-designed, regularly monitored and periodically reviewed, thereby securing their continuing relevance and currency. This requires that college leaders make a conscious effort to involve everyone in the process.

In every College there should be a policy document specifying ‘Standards and Guidelines for Quality Assurance’ as an internal process, against which the quality of provision by that College can be measured. Self-assessment leading to development planning is an essential part of this process. To facilitate this, every College of Education must have a separate department devoted to quality assurance with a suitably qualified Quality Assurance Officer to provide leadership and ensure that the college is fulfilling its quality obligations. The Quality Assurance Officer, in the Colleges of Education setting, must be a senior manager who is held in high regard and so can drive the framework and process.

External quality assurance mechanisms should be included in the evaluation process as this will ensure validity, reliability and usefulness of the internal process. Appendices A and B provide the framework for the College Quality Assurance process and are captured in sections 2.3 and 2.4 below.

2.3 LEADERSHIP AND MANAGEMENT

The quality indicators addressed in this component relate to the Leadership and Management practices and systems of the College.

Focus of the quality indicators used in this theme:

- Alignment of motto, mission and vision to drive excellence
- Good governance
- Robust and rigorous QA Systems
- Visible Leadership
- Prudent Financial Management Systems
- Efficient Resource Management Systems
- Gender Responsiveness and Inclusion

Colleges must demonstrate fairness, equity and equality which reflect current legislative requirements. Evidence should include:

- equality and diversity policy;
- sexual harassment policy;
- gender policy;
- recruitment, selection policy based on requirements as outlined in the Harmonised Scheme of Service document;
- provision of student-support services that promote equality and diversity, for example, disability services and learning support services;
- admissions policy;
- anti-fraud policy and processes; and
- disciplinary procedures.

Colleges must demonstrate that they have effective governance and quality assurance structures. This will validate a College's commitment and accountability to monitoring and reporting on all other key performance indicators. Evidence should include:

- compliance with NCTE QA regulations;
- compliance with NAB QA regulations;
- complaints policy and processes for both staff and students; and
- staff grievance policy.

2.3.1 Leadership and Management for Quality Assurance

Quality in tertiary education institutions, such as the Colleges of Education, must be led at all levels within the institutions through effective leadership and management structures in order to maintain and enhance stakeholders' expectations of quality. This indicates that even though quality assurance is a shared responsibility of all stakeholders in the institution, it is predominantly a leadership and management function. Quality assurance in tertiary education institutions is about effective use of people, programmes and facilities to maintain and enhance stakeholders' expectations of quality.

Leadership is responsible for harnessing people, programmes and facilities to achieve institutional goals. Quality assurance processes, procedures and practices make the most impact with an effective system of leadership and management in tertiary education institutions. This system of leadership and management should include good governance, quality academic staff, self-assessment and continuous improvement, staff development plans, performance management systems, alignment of motto, mission, and vision to drive excellence, robust and rigorous quality assurance systems, visible leadership, prudent financial management systems, efficient resource management systems, and gender and inclusion sensitivity. These dimensions of effective leadership and management system are briefly discussed in this section.

Good governance

In the context of quality assurance in tertiary education institutions, and particularly, Colleges of Education in Ghana, good governance requires two key elements. First, an internal focus on ensuring that institutional policies and plans are effective in meeting stakeholders' expectations and maximizing efficiency, as well as a system of continuous assessment and improvement. Second, there is an external focus of accountability to customers (students and employers of graduates), and funders (government, international donor organisations, and the larger society).

The quality of academic staff

The quality of staff from a quality assurance perspective is about capacities, knowledge-base (usually qualifications), adaptability, creativity and performance. Arguably, tertiary education institutions are legitimised by the quality of academic staff more than structures. This is usually measured by indicators of qualifications, ability to adapt to changing trends in the tertiary education environment, bringing out innovations, and performance in terms of teaching, research publications, and community engagement. The quality of academic staffing of a tertiary institution is a function of effective leadership and management of the institution.

Staff development plans

The quality of academic staff of tertiary education institutions is closely linked with the staff development plans of the institutions. The National Accreditation Board (NAB) does not grant institutional accreditation or programme accreditation without evidence of staff development plans of the applicant institution. Further, NAB will not process any application from a public tertiary education institution for programme accreditation, for instance, if approval has not first been obtained from the NCTE which assesses the programme based on relevance, alignment with mission of the institution, target market, staffing, proof of funding, etc.

Tertiary education institutions cannot continue to have knowledgeable, adaptable, creative, and highly performing academic staff without functional staff development plans designed to improve the quality of academic staff of the institutions.

Self-assessment and continuous improvement process

Continuous improvement in tertiary education institutions is based on a culture of regular self-assessment of institutional operation, and leadership behaviour which influence and develop a culture of self-assessment and continuous improvement. Leadership of Colleges of Education must influence and develop a culture of continuous improvement through self-assessment of all aspects of institutional operations.

Performance management systems

The bottom line of leadership in a tertiary education institution is about performance. The main objective of leadership and management of Colleges of Education is to empower staff and students to perform optimally in the institutions through effective systems of performance management. A performance management system ensures performance specification, task support, consequences, feedback, and performer's skills/knowledge and capacity. Performance specification means that there are standards of desired output, and performers are aware of the standards and consider them attainable. Task support includes: adequate resources to support performance, job procedures and workflow are logical, and tasks are done without interference from other tasks. 'Consequences' implies that performers clearly understand what gets rewarded and what gets sanctioned, and that these clear divisions are meaningful from the performers' point of view. Feedback means that performers receive information on their performance, and the information received is specific, relevant, accurate, timely and easy to understand. Finally, the performers have the skill and knowledge, and mental and emotional capacity to perform optimally.

Alignment of motto, mission and vision or core values to drive excellence

The concept of quality adopted in this unit is "fitness for purpose and of purpose" where quality represents agreement on what stakeholders expect and what works for them.

This means a focus on institutional values and mission as well as a vision to drive excellence in order to enhance stakeholders' expectation of quality tertiary education. From a quality assurance perspective, this requires an alignment of the institutional motto, mission and vision statements through effective leadership and management policies, procedures and practices.

Robust and rigorous QA systems

There is probably no doubt about the fact that achieving an institutional mandate in the 21st-Century tertiary education system requires robust and rigorous quality assurance systems. Robust and rigorous quality assurance is one of the surest ways of enhancing institutional autonomy while representing a culture of quality which focuses on continuous improvement and accountability to stakeholders. It implies that all staff and students are committed to improving individual and institutional operations through individual and institutional self-reflection, self-assessment, review and approval systems, and compliance with provisions in the regulatory frameworks.

Robust and vigorous quality assurance systems capture every responsibility area of tertiary education institutions, and more importantly, support and encourage all stakeholders to participate in self-reflection, self-assessment, review and approval systems, and compliance with regulatory framework for safeguarding and enhancing quality. For example, robust and rigorous quality assurance systems ensure that institutions have evidence of staff reflections on the courses they teach; institutional self-assessment to guide improvement planning; students' assessment of courses and staff; internal and external review of programmes and facilities, and compliance with regulatory requirements for staff, students, programmes and facilities.

Visible leadership

Visible leadership in tertiary education refers to the leader's levels of engagement with staff and students to provide a strategic narrative of the institution. Leaders need to constantly share compelling and authentic stories about the institution, focusing on the big picture in terms of mission and vision. Where the institution has come from, and where it is going must be told in a compelling and authentic manner that speaks to the hearts of staff and students in order to generate passion for collective action. This must be a shared vision. Staff and students need to own the story. This means using language that resonates with them; using their words, and echoing their concerns at every opportunity.

Approaches to demonstrate visible leadership within the institution include:

- An open door hour, once a week/ fortnight/ month where the leader makes him or herself available so that any member of staff or student can book a 5 or 10-minute slot to talk to leadership about any issue.
- A weekly brief/ team conversation to share key institutional messages
- A quarterly face-to-face meeting with staff and students at all levels to discuss institutional objectives, change, performance and values.
- "Adult to adult conversations" – meeting with up to 15 members of staff and students, sharing stories, ambitions about work and study, asking them to share theirs, discussing how to improve performance, followed by an informal social gathering.
- "Back to the floor", where the management spend time teaching their favourite subject once in a while in the classroom.

Prudent financial management systems

Prudent financial management in tertiary education is about systems that enable institutions to engage in effective utilisation of funds to deliver on their core mandate. This is to ensure that tertiary education institutions are financially sustainable. Quality improvement activities are directly linked to financial sustainability. Prudent financial management systems in tertiary education institutions require that Institutions have a clear strategy to focus on the core. This could include prioritising expenditure on a well-defined niche within the institution's mandate and where it has a comparative advantage.

- a) **Reducing administrative and support costs** – administrative and support costs should not be growing faster than the cost of instruction. If leaders of Colleges of Education are looking for areas to cut costs, teaching and research should be last to consider. Certain administrative services can be reorganised to minimise cost, and an appropriate organogram put in place.
- b) **Freeing up capital in non-core assets** – The financial management policies of the College of Education could allow private investments in non-core physical assets such as accommodation and catering services to free up capital for the core functions.
- c) **Investing in innovative models** – Innovative tools for teaching, research and administrative functions, have a high potential for efficiency. However, they require sufficient investment to make them available and impactful. Prudent financial management systems should focus on investing in innovative technology to bring about efficiency and reduced costs.

In addition, prudent financial management systems should focus on effective accounting and auditing practices through the use of highly skilled personnel in accounting and auditing. The system should ensure that all expenditure is accounted for and audited. Therefore, there should be financial controls, financial management systems, and programme evaluations.

This should all be done taking into consideration Ghana's financial laws.

Efficient resource management systems

Any tertiary institution must have, among other things, well-qualified staff in adequate numbers, a well-equipped and well-stocked library, adequate number of classrooms, lecture theatres, laboratories, workshops, with the requisite equipment, and adequate and reliable sources of funding to be able to perform its core functions. In Ghana, tertiary education institutions do not receive accreditation if they fail to demonstrate the availability of these resources to NAB. These resources are usually measured in proportion to the number of students enrolled in the institution.

The increasing demand on tertiary education institutions has increased the momentum for efficiency in the utilisation of resources by the institutions. Systems' auditing is now a key component of tertiary education operations. Auditing is not limited to books of accounts but also applies to all other resources in order to ensure value for money, value for money being one of the key aspects of quality tertiary education.

Therefore, Colleges of Education must have efficient resource management systems that have built-in reporting and auditing sub-systems to promote transparency, accountability, and compliance with regulations in order to ensure:

- a) Cost-effective delivery and provision of high-quality services
- b) Achievement of desirable end results
- c) High levels of trust among stakeholders in each college

Gender responsiveness and inclusion

Defining quality in line with the expectations of the National Teachers' Standards as equipping student teachers with professional knowledge, values, and attitudes to engage in professional practice that adequately prepares basic education students for life-long learning brings into the quality assurance lens the issue of gender and inclusion. One of the greatest expectations from 21st-century tertiary education is to lead the effort to eliminate all forms of discrimination and barriers to the physically challenged, women and other minority groups in order to maximise all available potential. A quality tertiary education institution in the 21st century must have a reputation for gender sensitivity and inclusion policies and practices. Quality assurance systems, procedures and practices should promote gender responsiveness in the Colleges of Education if they are to meet the expectations of all key stakeholders.

In addition, structures must support easy access such as provision of ramps and lifts and should be a requirement in all buildings as it is now a legal requirement.

2.3.2 INDICATORS FOR QUALITY ASSURANCE IN COLLEGES OF EDUCATION IN GHANA

From regulatory perspective, the focus of quality assurance in the Colleges of Education has been narrow down to seven key areas, namely: leadership and management, teaching and learning, assessment, student engagement, monitoring and evaluation, partnership and cooperation, and infrastructure of college environment.

Leadership and management

Building quality culture begins with leadership and management structures in the colleges. This domain of quality assurance requires that the right leadership and management structures are in place to support quality culture and continuous improvement.

The focus of the quality indicators in this theme which has been discussed earlier on are:

- Alignment of motto, mission and vision to drive excellence
- Good Governance
- Robust and rigorous QA Systems
- Visible Leadership
- Prudent Financial Management Systems
- Efficient Resource Management Systems
- Gender Responsiveness and inclusion

Evidence of this should be:

- appropriately qualified tutors, practicum supervisors and mentors, student information systems that accurately record learning achievement and hours completed for award;
- have policies in place that promote innovation, research and scholarship in programme delivery;
- observation of teaching and learning policy on lesson observation records;

- student feedback records;
- staff development plans;
- well-developed course outlines; and
- gender responsive pedagogy

Teaching and learning

The core business of the College of Education as a Tertiary Education Institution is to train quality teachers (teachers who have acquired the necessary professional and academic competencies) for teaching in pre-tertiary institutions and non-formal education institutions in Ghana.

The quality indicators addressed in this component relate to the Teaching and Learning achievements of a College of Education. Focus of the quality indicators used in this theme:

- standards of attainment over the course
- overall quality of learners' achievement
- qualifications of staff
- the provision of opportunities for professional development
- student feedback

Colleges must have curriculum development and approval policies and processes in place to meet NAB requirements.

Evidence of this should include:

- appropriately qualified and updated tutors, practicum supervisors and mentors;
- student information systems that accurately record learning achievement and hours completed for award; and
- policies in place that promote innovation, research and scholarship in programme delivery.

Colleges must have policies and processes in place to assure high standards of teaching and learning.

Evidence should include:

- Student induction / orientation
- Observation of teaching and learning process and procedures
- Lesson observation records and how they inform professional development
- Student feedback records
- Standards of attainment of students over the course
- Overall quality of learners' achievement
- Qualifications of staff
- Provision of opportunities for professional development
- Staff development plan
- School feedback records

Students engagement

Student engagement manifests itself in different aspects of the educational process such as student learning, institutional environments, learning resources, and teachers, and an overall focus on the student and how s/he applies him/herself to studies. It is important to observe that there is a rich potential of out-of-class experiences that engender student learning. Provisions should therefore be made for student teachers to learn and develop in an all-rounded way to increase their chances of success at College and enhance their relevance in the school setting.

Colleges of Education must have all the necessary facilities and resources both in the College and in practice settings to support students and ensure their involvement in the activities in and out of the college.

The quality indicators addressed in this component relate to the support given to student teachers by the college and the opportunities for student teachers to contribute to the management and improvement of their educational experience.

Focus of the quality indicators used in this theme:

- advisory and support provision
- academic support during their course
- 'Student Voice': opportunities for student teachers to contribute to the management and improvement of the college.
- skills development
- representation at college committee level
- Community engagement

Evidence should include:

- analysis and using of student feedback on key aspects of the teaching and learning process;
- action plans to resolve issues raised by the Students' Representative Council (SRC) and key issues drawn from student surveys;
- library facilities with access to resources on pre-service teacher education, universal basic education and teacher pedagogy;
- ICT facilities with appropriate software for specialist teaching; and
- evidence of student discussion and participation in improvement initiatives.

Monitoring and Evaluation

This component focuses on the involvement of the management, staff, and student teachers of the College in using a range of Monitoring and Evaluation tools to help them reflect on the quality of overall provision. Monitoring and Evaluation is an integral part of the teaching/learning process and is an essential requirement for identifying areas of strength and areas that need to be improved.

Focus of the quality indicators used in this theme:

- the quality of leadership and management
- the quality of teaching and learning both in College and in the partner schools
- appeals and mitigation processes
- inclusion, equality, diversity and access
- student engagement and involvement
- peer review mechanisms

Evidence should include policies and processes within academic regulations for monitoring and evaluating:

- Policies and processes for programme approval, re-approval and periodic review
- Policies and processes within academic regulations for assessing theory and practice, for example, fair assessment of practicum component
- Outcome of appeals and mitigation processes
- Research and publication
- Student information systems that accurately record learning achievement and hours completed for award
- Quality and range of monitoring and evaluation tools
- Systematic process of students' involvement
- Systematic process for evaluating data
- Systematic process of monitoring academic programme.

Assessment

This component focuses on the involvement of the management, staff, and student teachers of the college in using a range of assessment tools to help them reflect on the quality of learning. Assessment is an integral part of the teaching/learning process and an essential requirement for planning for future improvement.

Focus of the quality indicators used in this theme:

- The diversity of tools used to assess learning
- Effective use of assessment to enhance learning
- Internal controls for assessment to ensure conformity, integrity and quality

Evidence should include:

- policies and processes within academic regulations for assessing theory and practice, for example, fair assessment of practicum component;
- appeals and mitigation processes;
- equality, for example, learning needs assessment and reasonable adjustments for assessment of theory and practice;
- the diversity of tools used to assess learning;
- effective use of assessment to enhance learning;
- internal controls for assessment to ensure conformity, integrity and quality; and
- Risk assessment and risk register (See Appendix G).

See Appendices D and E for Lesson Observation Proforma and Teaching Practice Assessment Template respectively.

Partnership and cooperation

The quality indicators addressed in this component relate to the extent to which the College has an established strategy for strengthening and improving the institution through a wide range of partnerships and collaborative initiatives.

Evidence should show that the College focuses on the promotion of:

- partnerships at local, national and international levels
- partnerships and cooperation among other Colleges of Education
- partnerships and cooperation within a College of Education
- external stakeholders' involvement
- signed Memorandum of Understanding with partners
- the College in the community

Environment and infrastructure

The quality indicators addressed in this component relate to the quality of the environment and infrastructure needed for quality provision of the Colleges' core business. Evidence should show that your College has clearly documented Environment and Infrastructure management policies and processes that guide the activities of the College and ensure high standards of provision in:

- quality and adequacy of facilities
- health and safety
- occupational health and hygiene
- equality and diversity
- Sufficiency of education facilities (e.g. ICT facilities with appropriate software for teaching specialist subjects).
- Community of learning
- User friendly infrastructure to admit all users / visitors

See Appendix A and B for the framework and supporting guide for assessing these quality indicators and the minimum evidence expected from the Colleges. Also see Appendix H and I for 'Colleges of Education Evaluation Form' and accompanying 'College Evaluation and Quality Assurance Frame Overview.

CHAPTER 3: THE REGULATORY FRAMEWORK FOR COLLEGES OF EDUCATION

The National Accreditation Board (NAB) and the National Council for Tertiary Education (NCTE) are the key agencies responsible for quality assurance in the Colleges of Education. While NAB is responsible for the accreditation and quality assurance of institutions and their programmes, NCTE's remit relates to the development of the institutions, setting of standards and norms, and making recommendations on financial matters of institutions to the Minister of Education, among others. The regulatory framework guiding the colleges in the context of college leadership and quality assurance is classified in:

- Institutional accreditation
- The quality of academic staff
- Minimum standards for courses and programmes
- Examination regulations and awards standards
- Student assessment
- Gender and equality
- NCTE quality assurance guidelines

3.1 INSTITUTIONAL ACCREDITATION

The grant of institutional accreditation to an institution means that the institution has met the minimum standards, assembled the requisite resources and is deemed ready to run accredited programmes. Resources include material, financial, physical and above all, human resources available for the operation of the institution and the delivery of programmes.

The need for institutional accreditation is underscored by the fact that it provides testimony that an institution has undergone a review process, necessary for recognition. This elicits the confidence of students, parents, employers and financiers in the viability of the institution and its capacity to achieve its stated goals. It is important to note that institutional accreditation is not a one-time event. There are quality checks, comprising academic audits, monitoring visits, and on-the-spot checks. The Internal Quality Assurance Unit (IQAU) should ensure that internal quality measures are strictly observed to maintain and improve standards.

For the Colleges of Education, Section 2 (2) of the Colleges of Education Act, 2012 (Act 847), requires that: "A College of Education shall be affiliated to an institution of higher learning established by law or charter for teacher education in the country". With the current status of the Colleges of Education undergoing transition, this is a necessary condition for fulfilling institutional accreditation requirement.

3.2 THE QUALITY OF ACADEMIC STAFF

The following are the areas colleges seeking accreditation should observe and demonstrate evidence of compliance:

- Academic staff of Tertiary Educational Institutions are expected to be high calibre academics of high morals, capable of teaching, conducting research and engaging in community extension activities.

- Teaching staff must therefore possess qualifications (at least a masters' degree) relevant to their specialised areas of teaching as required by the NCTE and NAB, and must be able to demonstrate ability in imparting knowledge and pedagogical skills to the student teachers.
- The policy on staff recruitment, deployment, and development should be explained to ensure staff retention and progression. The Harmonised Scheme of Service document and the Harmonised statutes of the Colleges of Education should be adhered to at all times.
- Upgrading of the teaching and learning skills of staff is a key aspect of quality assurance. Apart from policy, the College should institute support mechanisms that will promote upgrading of staff, aside the support available from the Ghana Education Trust Fund (GETFund) through the NCTE. Professional development is linked to staff quality. Colleges should engage staff in in-house discussions and create platforms for dissemination of ideas and research findings. Participation in local and international seminars and conferences should be considered as a necessary requirement for staff development and staff who attend such seminars and conferences should be required to present reports for discussion on their return.
- Staff contribution to knowledge and current trends in teacher education through research and publication of articles enhances the training process and promotes the development of problem-solving skills in the classroom.

3.3 MEETING THE MINIMUM STANDARDS FOR COURSES AND PROGRAMMES

The minimum standards expected of colleges to comply with for accreditation of courses and programmes to ensure that courses and programmes that they run meet accreditation requirements are set out below:

- The Colleges of Education Act, 2012 (Act 847), Section 4 (b) requires Colleges of Education to “decide on the subjects to be taught based on their special relevance to the needs of the educational system of the country and for national development”.
- It is therefore imperative that:
 - all programmes should meet the minimum standards as set out by NCTE and NAB. Colleges should show proof of relevance of any new programmes.
 - Programme / course structure must conform to minimum standards as prescribed by NCTE and NAB and their mentoring institution.
 - the programme objectives and learning outcomes / competences should be clearly stated and the internal approvals obtained before seeking accreditation or re-accreditation. There should be policies outlining the processes and procedures for curriculum development.
- For all programmes, Colleges are to ensure that they have
 - the number of staff with qualifications to meet the required Student-Staff Ratios (SSR).
 - facility (physical in terms of buildings and materials) to run the programmes.
 - Mechanisms for internal and external reviews of the courses/programmes to ensure continuous developments in quality and delivery.
- Facilities for particular courses/programmes should be provided and maintained to ensure quality delivery of courses/programmes.

See Appendix F for NCTE guidelines for making request to introduce new courses in tertiary institutions.

3.4 EXAMINATION REGULATIONS AND AWARDS STANDARDISATION

The standards regarding examination are set out below:

- The integrity of the examination system is key to giving value to teacher education and according respect to the Diploma in Basic Education qualification.
- In consultation with Mentoring Institutions, Colleges should develop appropriate regulations to guide examinations. These should include general examination regulations (e.g. responsibility for dates and time table, admittance to the examination, provisions for the disabled), appointment of examiners and board of examiners, conduct of the examinations (instructions to candidates/students and instructions to invigilators, etc.), release of results and review of examination results, malpractices and sanctions, etc.
- Awards should be guided by such provisions as qualification for the award, minimum credit hours to be earned, Grade Point Average (GPA) – defined by grades, classification of the Diploma (First Class, Second Class Upper, Second Class Lower, Third Class, Pass), passed/ failed course, etc.

3.5 STUDENT ASSESSMENT

Quality of assessment is critical to drive quality in the colleges. The minimum expected guidelines are:

- Assessment during training is key to the overall development of the student teacher. It is an important component of the teaching and learning process that ensures that students have an adequate grasp of the outcomes/ competences as contained in the curriculum.
- Determination of the variety of assessment methods to be adopted – both academic and non-academic.
- Documentation of all student assessment processes and procedures into policy. These should include clearly stated marking procedures. Such documents should be made available to staff and students.

See Appendix E for Student Teaching Practice Assessment Template.

3.6 GENDER AND EQUALITY

It is expected that all colleges take deliberate steps to be gender responsive so as to ensure equality within all aspects of the institutions' practice. The diagram below shows the principal areas of college practice for gender and equality.



Gender and equality - Principal areas of focus

A. Gender Policies and Strategies

The college shall take the following key actions:

- Develop policies to ensure gender and equality in the Colleges of Education. It is expected that such policies will provide for equal representation on the various committees / bodies of the College.
- Establish gender sensitive student admission and Examination policies that provide dedicated spaces/admission for female students and students from disadvantaged backgrounds, and those with physical disabilities.
- Develop strategies towards gender equality and inclusion including support and promotion of females to senior management positions.
- Strategies are developed to seek, support and promote females to the Academic Board.
- Develop and implement pregnancy related policies for female students and staff.
- Adopt the National Council for Tertiary Education's Sexual Harassment Policy Guidelines.
- Enforce appropriate sexual harassment policies to ensure female students are protected from abuse.

B. Gender Sensitive Facilities / Health and Safety

The college shall take the following key actions:

- Develop an inclusion and gender policy that supports and makes accommodation for female staff/students who have to balance family responsibilities (e.g. pregnancy, child-care) and their work/studies.
- Develop a health and safety policy that specifies resources (i.e. toilets and female hygiene bins) for female / male students/tutors.
- Provide facilities that take into account the different needs of males and females with special needs including the physically challenged, visually and hearing impaired students and staff.
- Design some 'care jobs' such as counselling services, hostel wardens, recreation services, student health services, patrons to social clubs, catering committees and outreach services according to who is in charge by gender.

C. Gender Responsive Academic Programming and Pedagogy

The college shall take the following key actions:

- Ensure that academic programmes reflect gender sensitivity in the writing and packaging of training materials and in their delivery to ensure all student teachers can perform at their optimum level.
- Mainstream gender into the curricula of the various subject or knowledge areas and design class activities that deal with gender equality and inclusion.
- Address gender disparities in student performance in core subjects: Mathematics, English, Science, and ICT.

D. Gender Sensitive Monitoring and evaluation of the college system

The college shall take the following key actions:

- Establish systems for measuring and reporting on the implications and impact of academic programmes and projects for different groups (women & men, persons with disabilities).
- Undertake gender disaggregation and analysis of the representation of male and female students and their academic subject areas. For example:
 - Number of male and female students
 - Number of male and female in the subject areas
 - Number of male and female student teachers on committees and
 - Number of male and female student teachers by academic performance
- Conduct gender disaggregation and analysis of staff in administration and management, in posts of responsibility, and in important boards and committees of the institution. For example:
 - Number of male and female teaching staff
 - Number of male and female teaching staff by qualification
 - Number of male and female staff holding key administrative positions.

3.7 COMPLIANCE WITH NCTE AND NAB QA GUIDELINES

All tertiary education institutions in Ghana are required to abide by the norms, policies and directives of the NCTE and NAB.

3.7.1 Requirement of Government

As part of the philosophy of education in Ghana, the government sets out targets or makes demands for certain goals to be achieved. The NCTE, established by an Act of Parliament, has, amongst its functions, the responsibility to advise government through the Minister on issues affecting tertiary education in Ghana.

3.7.2 Mission, Vision, Aims and Objectives

All tertiary education institutions, including Colleges of Education, once established, are expected to have a clearly formulated mission statement which is publicly known. The mission statement should be in line with the academic and social context. The institution should also have a clear vision on its role in society. As part of seeking NCTE's support to run new programmes an assessment is done. This involves reviewing the mission and vision, the goals and aims, and expected outcomes etc. To ensure that the programme is of relevance and meets national requirements.

3.7.3 Governance

The governance structure required for all Colleges of Education is clearly spelt out in Act 847, which also defines the required management structure. The Act further defines the decision-making process, competencies and responsibilities of the management and governance structures. However, the exact nature of the management structure and the role and functions of the central management, faculty management and staff need to be clearly described in each College.

The NCTE has developed three documents: The Harmonised Statutes for the Colleges of Education, the Harmonised Scheme of Service for the Colleges of Education and the Harmonised Conditions of Service for the Colleges of Education for use by Colleges to ensure uniformity and also to ensure that the internal organisation is fit for purpose.

3.7.4 Human Resources

The Scheme of Service for the Colleges of Education clearly defines the responsibilities of staff in the various categories and also describes the process for career progression.

A guideline for the placement of staff document has also been developed to assist the various College Councils make the right appointments based on the minimum requirements.

3.7.5 Funding and Financial Management

A key function of the NCTE is to enquire into the financial needs of institutions of tertiary education and advise the Minister accordingly and to recommend actions to the Minister, which can then be written into the annual national education budget.

It is for this reason that the NCTE demands of public institutions a breakdown of how their institutions are funded and whether the funding is adequate to enable the institutions to achieve their goals and aims.

3.7.6 Programmes

The NCTE has developed guidelines for the introduction of new programmes in Tertiary Education Institutions. The purpose of these guidelines is to prevent duplication of effort at both the system and institutional levels.

Specifically, the purpose of the NCTE guidelines are to:

- ensure that the objectives of new academic programmes align with national development objectives;
- determine whether or not public funds should be expended on the programme; and
- ensure that the programme aligns with the mission of the institution.

See Appendix E for additional NCTE guidelines on the introduction of new programmes in tertiary institutions of Ghana.

3.7.7 Quality of Staff

The quality of the academic staff is key to the quality of each College of Education. Quality will be compromised if the College lacks qualified and competent staff who meet the minimum requirement to teach a particular course / subject.

A minimum of a masters' degree in the relevant area is required. The masters' degree must be consistent with the subject they teach to guarantee that the tutor has in depth knowledge of the area he / she intends to teach.

3.7.8 Student Admission

The NCTE and NAB have jointly issued clearly formulated admission criteria for undergraduate and graduate programmes. The criteria for admission of students allow for inclusive approach and make room for intake of students from all backgrounds ranging from the formal to the not so formal sector, regular and mature student entry.

There is a minimum entry requirement which is regularly reviewed and must be complied with by all institutions of higher learning in Ghana without fail.

3.8 COMPLIANCE WITH NAB QA REGULATIONS

- Setting up an Internal Quality Assurance Unit (IQAU) is a requirement for every TEI. NAB has developed guidelines for this purpose and Colleges may adopt these as they deem fit depending upon the circumstances of each College.
- Establish and maintain quality assurance across all levels of the College. Departmental quality assurance mechanisms are necessary to ensure quality in all operations of a college.
- Provide the necessary infrastructure and staff for the IQAU. The quality of staff and leadership should be guaranteed.
- Develop policy on quality assurance. The process for the policy development requires the involvement of the entire College community so that ownership will not be in doubt. It is important that all members of the College community consider themselves an integral part of the process of development and implementation.
- Work towards establishing a quality culture in the College. Effective conduct of internal checks and audits of the system should enhance the quality culture within the College. This will assist the College to determine how it is applying its systems and mechanisms to ensure the achievement of its vision and mission in meeting the expectations of all stakeholders.
- Renewal of accreditation and maintenance of standards. The IQAU should ensure the validity of accreditation and adherence to NAB directives towards maintaining standards.

3.9 COMPLAINTS POLICY AND PROCESSES FOR BOTH STAFF AND STUDENTS

- There should be opportunity for both staff and students to channel complaints. Such opportunity should be documented into policy and made available to both staff and students.
- The policy document should include the aim of policy, scope of the policy, procedures for dealing with complaints including mode of making a complaint, roles and responsibilities of officers, confidentiality. With complaints the most important aspect is that of confidentiality, assured action by authorities and lack of room for revenge on a whistle blower or complainant.

3.10 STAFF GRIEVANCE AND RESOLUTION

- Provision should be made (for staff grievance) to afford staff opportunity for the resolution of a complaint or dispute in an amiable and professional manner. It is understandable that grievances may arise in the College for which management may have to take prompt action to deal with the situation.
- Grievance procedure therefore should be well defined and documented, and approved by the Governing Council.
- The policy should provide for a step-by-step procedure for dealing with staff grievances and include a provision for appeal.

An additional regularity framework under development is the National Teacher Standards. The standard to be adopted by the National Teaching Council (NTC) as framework for teacher education and licensing in Ghana is undergoing various stakeholder consultations. Key elements of the standards are produced in Chapter 4 below with an exemplar in Appendix C from the National Teachers' Standards Guideline.

CHAPTER 4 - NATIONAL TEACHERS' STANDARDS

4.1 WHAT ARE THE STANDARDS FOR?

Teachers play such a critical role in inspiring and challenging students to achieve their potential that their preparation and subsequent development require the highest possible standards in knowledge, conduct and practice in their workplace. These standards are concise, written statements of what teachers are expected to know, and be able to do.

- The new National Teachers' Standards set out the minimum levels of practice that all trained teachers must reach by the end of their pre-service teacher education course in order to play such a critical role.
- These Standards also inform teachers' development from their first year as a Beginning Teacher on their induction course in schools to fully licensed teachers and provide the framework for future professional and career development for all teachers.
- The Standards should be seen as one common core set of standards that apply to all teachers at all levels. The exemplar that accompanies the Standards at the end of these Guidelines gives specific examples of the Standards in action at the Kindergarten, Primary, Junior High and Senior High School levels. The indicators provide evidence of attainment of the standards.

4.2 WHO ARE THE STANDARDS FOR?

The Standards apply to:

- Student teachers on pre-service teacher training courses working towards meeting the Standards by the end of their course.
- All Beginning Teachers on their Induction Year in schools.
- All practising teachers in schools, who are covered by the 2016 NTC frameworks for career progression and promotion. The Standards serve as a point of reference for all standards and competences.
- All those institutions involved in the training and development of teachers including universities and colleges – both public and private - vocational/technical and academic.
- Teacher educators who will use it as a guide in the preparation of curricula and courses for teacher training.
- District Education Directors, Circuit Supervisors, Teacher Unions, Head Teachers and Mentors in schools who will also need to use the Teachers' Standards as a guide to inform their work.
- The National Teaching Council will use the Teachers' Standards in assessing cases of misconduct by any member of the teaching profession.

4.3 THE LEGAL STATUS OF THE STANDARDS

The Education Act, Act 2008 established the National Teaching Council (NTC), responsible for establishing frameworks around teachers' employment, continuous professional development (CPD) and periodic review of professional practice and ethical standards. The NTC has overall responsibility to license teachers by law. These Standards define the minimum levels of practice expected of student teachers and teachers in order to be licensed. It must be noted that during the training and the period of induction, the Standards continue to define the level of practice at which all qualified teachers are expected to perform.

Universities and Colleges of Education must ensure that the design and content of their pre-service programmes and their delivery allow student teachers to be successfully assessed against the Standards by the end of their period of training. This will be particularly relevant for the school practicum components that must provide extended and guided periods of teaching in classrooms.

Opportunities must be given to those teachers already teaching in schools to apply Teachers' Standards to their practice over a given period of time.

Student teachers must be realistically and fairly assessed against the Standards in accordance with what can be reasonably expected of teachers still learning to teach. Student teachers' creative and innovative skills will need to be assessed as appropriate to the specific context and circumstances they are in and for the level of learners they are to teach. For example, the Standards will be applied in a somewhat different way for teacher's of very young children in pre-school, compared to those teaching in Senior High School.

4.4 THE TEACHERS' STANDARDS

The Standards are divided into three main domains each with its own sub-divisions:

Professional Values and Attitudes

- Professional Development
- Community of Practice

Professional Knowledge

- Knowledge of Educational Frameworks and Curriculum
- Knowledge of Learners

Professional Practice

- Managing the Learning Environment
- Teaching and Learning
- Assessment

These three domains and aspects encompass what teachers should value, know and do, and intersect with one another to develop a teacher competent enough to teach at the end of their three-year initial teacher training. This is illustrated in the following Venn diagram where the synthesis of the three domains represents this competence.



1. Professional Values and Attitudes

Professional Development

The teacher(s):

- Critically and collectively reflects to improve teaching and learning.
- Improves their personal and professional development through lifelong learning and Continuous Professional Development.
- Demonstrates effective growing leadership qualities in the classroom and the wider school.

Community of Practice

The teacher:

- Is guided by legal and ethical teacher codes of conduct in their development as a professional teacher.
- Engages positively with colleagues, learners, parents, School Management Committees, Parent-Teacher Associations and wider public as part of a community of practice.
- Develops a positive teacher identity and acts as a good role model for students.
- Sees their role as potential agent of change in the school, community and country.

2. Professional Knowledge

Knowledge of educational frameworks and curriculum

The teacher:

- Demonstrates familiarity with the education system and key policies guiding it.
- Has comprehensive knowledge of the official school curriculum including learning outcomes.
- Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in.
- Demonstrates knowledge of the curriculum (at pre-primary and lower primary) for the years appropriate to multi-grade classes.
- Has good knowledge of how to teach beginning reading and numeracy and speaking, listening, reading and writing, and to use at least one Ghanaian language as a medium of instruction.

Knowledge of students

The teacher:

- Understands how children develop and learn in diverse contexts and applies this in their teaching.
- Takes accounts of and respects learners' cultural, linguistic, socio-economic and educational backgrounds in their planning and teaching.

3. Professional Practice

Managing the learning environment

The teacher:

- Plans and delivers varied and challenging lessons, showing a clear grasp of the intended outcomes of their teaching.
- Carries out small scale action research to improve practice.
- Creates a safe, encouraging learning environment.
- Manages behaviour and learning with small and large classes.

Teaching and Learning

The teacher:

- Employs a variety of instructional strategies that encourages student participation and critical thinking. Pays attention to all learners, especially girls and students with Special Educational Needs, ensuring their progress.
- Employs instructional strategies appropriate for multi-grade, multilingual and multi-age classes.
- Sets meaningful tasks that encourages learner collaboration and leads to purposeful learning.
- Explains concepts clearly using examples familiar to students.
- Produces and uses a variety of teaching and learning resources including ICT that enhances learning.

Assessment

The teacher:

- Integrates a variety of assessment modes into teaching to support learning.
- Listens to learners and gives constructive feedback.
- Identifies and remediates learners' difficulties or misconceptions, referring learners whose needs lie outside the competency of the teacher.
- Keeps meaningful records of every learner and communicates progress clearly to parents and learners.
- Demonstrates awareness of national and school learning outcomes of learners.
- Uses objective criterion referencing to assess learners.

4.5 THE ROLES OF COLLEGES OF EDUCATION

It will be important for Teacher Education Institutions (lecturers and tutors) to come to a shared understanding of what each Standard means as a community of education professionals, but also in partnership with head teachers, mentors and experienced teachers in local schools.

Heads of teacher education institutions must ensure that the design and delivery of their pre-service curriculum supports student teachers in developing and reaching the Standards. Links with early-learning centres and schools on the university/ college campus and in surrounding areas (or in partnership schools) may need to be further developed to give student teachers sufficient school and teaching experience to meet the new Standards.

Lecturers/Tutors may need recent and relevant school experience, particularly if they have not been teachers themselves at the level at which they are training student teachers to work in. Lecturers/Tutors will also need professional development to understand the Standards and to redesign their teaching content and the pedagogy they use. In particular, they will need to support student teachers to reflect back on their various school experiences and to make sense of what they have learnt. Universities/ colleges with schools on campus provide ideal opportunities for lecturers/tutors to observe classes with their student teachers, to model exemplary teaching themselves and to work alongside teachers in guiding and assessing student teachers. Tutors will also need training and opportunities to work more closely with mentors and supervisors in schools.

Schools/ head teachers will need to work in partnership with universities/colleges in accepting and mentoring student teachers so that they can fully experience what it means to be a teacher, particularly for Professional Values and Attitudes.

Mentors and supervisors will need to work with their student teachers, carrying out joint planning sessions with them, allowing student teachers to work with a particular child or group of children, to accompany their mentors to staff and parent-teacher meetings, to team-teach, and then, in the final practicum, to take on the responsibility of several classes. Mentors will also have to undertake regular meetings with their student teachers to discuss progress against meeting the Standards, taking action where there are gaps in what the student teachers know and can do, or have not yet had an opportunity to experience.

See Appendices D and E for the Lesson Observation Proforma and Teaching Assessment Template.



APPENDICES

Appendix A - Quality Assurance Framework

Quality Assurance Indicator	Quality Assurance Focus	Minimum Evidence Expected
<p>Quality of Leadership and Management</p>	<ul style="list-style-type: none"> • Alignment of motto, mission and vision to drive excellence • Good Governance • Robust and rigorous QA Systems • Visible Leadership • Prudent Financial Management Systems • Efficient Resource Management Systems • Gender Responsiveness and inclusion 	<ul style="list-style-type: none"> • equality and diversity policy • sexual harassment policy • gender planning/policy • financial management plan • clear institutional ICT use policy • recruitment, selection and admissions policy (NCTE to advise) • provision of student-support services that promote equality and diversity, for example, disability services and learning support services • admissions policy • anti-fraud policy and processes • compliance with NCTE QA regulations • compliance with NAB QA regulations • complaints policy and processes for both staff and students • staff grievance and resolution policy • staff appraisal policy • staff promotion procedures • professional development plan and policy • Gender Responsive guidelines
<p>Quality of Training and Learning</p>	<ul style="list-style-type: none"> • standards of attainment over the course • overall quality of learners' achievement • qualification of staff • the provision of opportunities for professional development • student feedback 	<ul style="list-style-type: none"> • appropriately qualified and updated tutors, practicum supervisors and mentors • student information systems that accurately record learning achievement and hours completed for award • have policies in place that promote innovation, research and scholarship in programme delivery • observation of teaching and learning policy • lesson observation records • student feedback records • staff development plans • well-developed course outlines • gender responsive pedagogy

	Link to Leadership and Management Professional Development Outcomes
	<ul style="list-style-type: none"> • Using templates to conduct self-assessments at the various levels in the College • Developing a quality improvement plan by using templates provided • Defining the main systems of an effective College planning process • Ensure the structures and systems are in place for effective implementation of the Diploma of Basic Education (DBE) curriculum • Manage College budget effectively • Engender awareness of the strategic leaders' role and responsibility for gender equality and efficient gender responsive management • Work with staff, students and stakeholders to develop a vision for their College • Work with staff to translate the college vision into agreed objectives and operational plans which will promote and sustain College improvement • Carry out a teaching and learning observation and provide constructive feedback • Plan approaches to improving the performance of individual teachers and conduct constructive performance meetings • Develop a CoE level gender responsive matrix, conduct sex disaggregation and gender analysis and use a Gender Scorecard • Implement a College vision within the framework of NCTE • Understand the challenges that come of implementing a change initiative • Ensure compliance with legal, regulatory, ethical and social requirements • Planning interventions to address risk using a SWOT analysis • Review College Improvement Plan to track progress against milestone and Key Performance Indicators • Develop strategies to lead and support improvement in female student teachers' performance with tutors equipped to lead and promote gender equality • Improve gender equality of student teacher enrolment • Assess factors that impact on institutional performance using Political, Economic, Social, Technological, Legal and Environment (PESTLE) • Demonstrate excellent communication with a consultative approach • Foster a culture of appreciation, recognition and improvement • Integrate gender planning into College Development Plan and identify gender issues in staff development
	<ul style="list-style-type: none"> • Implement strategies to change and transform teaching, learning, pedagogy and assessment practices. • Design assessment processes for their CoEs and compare them to the DBE requirements to ensure they are fit for purpose • Assess tutor / staff performance and support staff to improve performance • Identify techniques for mentoring and coaching and use them to support professional and personal development of the tutors • Carry out a teaching and learning observation and provide constructive feedback • Review College Improvement Plan to track progress against milestone and Key Performance Indicators. • Ensure the structures and systems are in place for effective implementation of the Diploma of Basic Education (DBE) curriculum • Identify stakeholders and their expectations and facilitate stakeholder partnerships that enhance the learning experience students • Lead by example, motivating others to accept change • Plan approaches to improving the performance of individual teachers and conduct constructive performance meetings • Motivate and work with others to create a shared culture and positive climate that is focussed on learning

Quality Assurance Indicator	Quality Assurance Focus	Minimum Evidence Expected	
Quality of Student Engagement	<ul style="list-style-type: none"> • advisory and support provision • academic support during their course • 'Student Voice': opportunities for student teachers to contribute to the management and improvement of the college. • skill development • equity gender representation at college committee level 	<ul style="list-style-type: none"> • analysis of student feedback on key aspects of the teaching and learning process • action plans to resolve issues raised by SRC and key issues drawn from student surveys • library facilities with access to resources on pre-service teacher education, universal basic education; and teacher pedagogy • ICT facilities with appropriate software for specialist teaching • evidence of student discussion and participation in improvement initiatives 	
Quality of Monitoring and Evaluation	<ul style="list-style-type: none"> • quality and range of monitoring and evaluation tools • systematic process of students' involvement • systematic process for evaluating data • systematic process of monitoring academic programme 	<ul style="list-style-type: none"> • the quality of leadership and management • the quality of teaching and learning both in college and in the partner schools • appeals and mitigation processes • inclusion, equality diversity and access • student engagement and involvement • monitoring and evaluation plan • clear policy on monitoring and evaluation • gender sensitive monitoring indicators / guidelines • guidelines for progress clearly spelt out in students' handbook 	
Quality of Assessment	<ul style="list-style-type: none"> • The diversity of tools used to assess learning • Effective use of assessment to enhance learning • Internal controls for assessment to ensure conformity and quality 	<ul style="list-style-type: none"> • policies and processes within academic regulations for assessing theory and practice, for example, fair assessment of practicum component, grading system • appeals and mitigation processes • equality and equity for example, learning needs assessment and reasonable adjustments for assessment of theory and practice • mechanism for monitoring student progress and feedback • mechanism for assessing teacher performance in place 	

	<p style="text-align: center;">Link to Leadership and Management Professional Development Outcomes</p>
	<ul style="list-style-type: none"> • Engaging all the college stakeholders to develop improvement plans • Work with staff, students and stakeholders to develop a vision for their College • Acquire the skills needed to engage stakeholders in the change process • Identify stakeholders and their expectations and facilitate stakeholder partnerships that enhance the learning experience students • Improve gender equality of student teacher enrolment • Develop strategies to lead and support improvement in female student teachers' performance with tutors equipped to lead and promote gender equality
	<ul style="list-style-type: none"> • Monitoring progress of implementation of improvement plan activities. • Review College Improvement Plan to track progress against milestone and Key Performance Indicators. • Ensure CoE practices comply with legal, regulatory, ethical and social requirements • Carry out a teaching and learning observation and provide constructive feedback • Improve gender equality of student teacher enrolment • Develop an accountability framework • Assess factors that impact on institutional performance using PESTLE • Integrate gender planning into College Development Plan and identify gender issues in staff development
	<ul style="list-style-type: none"> • Design assessment processes for their CoEs and compare them to the DBE requirements to ensure they are fit for purpose • Develop strategies to lead and support improvement in female student teachers' performance with tutors equipped to lead and promote gender equality • Assess tutor / staff performance and support staff to improve performance <ul style="list-style-type: none"> • Ensure the structures and systems are in place for effective implementation of the Diploma of Basic Education (DBE) curriculum • Assess factors that impact on institutional performance using PESTLE

Quality Assurance Indicator	Quality Assurance Focus	Minimum Evidence Expected
<p>Quality of Partnership and Cooperation</p>	<ul style="list-style-type: none"> • partnership at local, national and international levels • partnership and cooperation within the college • external stakeholders involvement 	<ul style="list-style-type: none"> • documented policies and processes for public engagement • closer working relation with NCTE and NAB to support transition • collaboration with local commercial and business enterprises • partnership and cooperation strategy to include fundraising and women involvement • strategy to actively involvement alumni in college improvement • dedicated Partnership and Cooperation (Public Engagement) Unit • signed Memorandum of Understanding with partners • college newsletter • Stakeholders involvement in matriculation and graduation ceremonies
<p>Quality of College Environment and Infrastructure</p>	<ul style="list-style-type: none"> • quality and adequacy of facility • health and safety • equality and diversity • community of learning • Girl Friendly / Sensitive infrastructure 	<ul style="list-style-type: none"> • the quality and adequacy of facilities to support quality provision including library • documented environment and infrastructure management policies and procedures • health and safety policy • equality and diversity policy • infrastructure development plan • functioning works and physical development committee • guidance and counselling unit with a qualified counselling staff • availability of space for planned recreational activities • availability of adequate and accessible classrooms and laboratories • availability of well-equipped computer laboratories • established maintenance unit with qualified staff

	<p style="text-align: center;">Link to Leadership and Management Professional Development Outcomes</p>
	<ul style="list-style-type: none"> • Engaging all the college stakeholders to develop improvement plans • Planning interventions to address risk using a SWOT analysis • Work with staff, students and stakeholders to develop a vision for their College • Acquire the skills needed to engage stakeholders in the change process • Explore issues in planning for change • Identify stakeholders and their expectations and facilitate stakeholder partnerships that enhance the learning experience students • Ensure that the College is at the heart of the community and harness the support of the community in the activities of the CoE
	<ul style="list-style-type: none"> • Review College Improvement Plan to track progress against milestone and Key Performance Indicators. • Identify the range of resources available, use them effectively to achieve the College’s educational goals and priorities • Manage College budget effectively • Improve gender equality of student teacher enrolment • Develop strategies to lead and support improvement in female student teachers’ performance with tutors equipped to lead and promote gender equality



Appendix B - College of Education Quality Assurance and Accreditation Assessment Frame

Quality Assurance Indicator	Quality Assurance Focus	Minimum Evidence Expected	Available Yes	Available No
Students Engagement	Policy	<ul style="list-style-type: none"> There is a clear Students Engagement Policy that: provides the framework for the involvement of students in the running of the college; ensures that their needs are met; and they receive quality education including leadership skills. 		
	Qualification at entry	<ul style="list-style-type: none"> Minimum expected entry requirement is clearly defined Effectively communicate entry requirement to all stakeholders 		
	Selection of students	<ul style="list-style-type: none"> Clear admission procedure is in place Adherence to the admission procedure by all stakeholders 		
	Guidelines for students	<ul style="list-style-type: none"> Students handbook that provides all procedures, guidelines and relevant information All students are provided with a handbook Students' Handbook is regularly revised 		
	Students support services	<ul style="list-style-type: none"> Guidance and counselling unit Qualified guidance and counselling coordinator Academic advising system in place There are adequate and well trained advisors Library facilities with access to up-to-date resources Robust induction programme for students Provision of ICT support 		
	Students Leadership	<ul style="list-style-type: none"> There is a clear gender responsive guideline for election of student leaders There is a functioning Students' Representative Council (SRC) As per the Statute, students are represented on designated committees Gender equity in students' representation on committees System to develop the leadership skills of students Clear guidelines and modalities for the formation and running of student-led clubs and associations The Office of Dean of Students established to coordinate student governance. 		

Quality Assurance Indicator	Quality Assurance Focus	Minimum Evidence Expected	Available Yes	Available No
Training and Learning	Policy	<ul style="list-style-type: none"> • There is a clear Teaching and Learning Policy with the aim to provide quality training and learning 		
	Teaching and Professional Development	<ul style="list-style-type: none"> • All staff have minimum expected qualifications and experience to teach at the College • Opportunities for further training and in-service programmes clearly defined and made available to all staff • Documentary evidence of staff participation in professional development programmes • Systems for identifying staff development needs in place • Observation of teaching and learning process and procedures in place • Lesson observation records and how they inform professional development are well kept • Students' feedback records are well kept and used to improve staff development and performance 		
	Curriculum	<ul style="list-style-type: none"> • There are well-defined course outlines that provide clear: course descriptions, course objectives, learning outcomes, mode of assessment and suggested reading lists • Demands of the curriculum ensures high standards of academic provision subject to internal approval processes and accreditation by NAB • Curriculum implementation is supported by requisite resources. 		
	Learning	<ul style="list-style-type: none"> • As a result of good and quality teaching: <ul style="list-style-type: none"> • there are high standards of attainment of students over the course • the overall quality of learners' achievement is good • students' feedback indicate that they are receiving quality training and education • There is a tutorial system with adequate staff • Tutorial staff are well qualified • Availability of relevant books and teaching and learning materials 		

Quality Assurance Indicator	Quality Assurance Focus	Minimum Evidence Expected	Available Yes	Available No
Leadership and Management	Good governance	<ul style="list-style-type: none"> • Visible leadership • College vision, mission and value statements clearly aligned and displayed. • All committees of the governing council are in place and functional • College improvement plan is approved by the council and submitted to NCTE • College development plan is approved by the Council and submitted to NCTE • College submits an annual report to NCTE and NAB on time • Council minutes and action logs are well documented. 		
	Academic Staff	<ul style="list-style-type: none"> • There is a robust performance management system in place • Quality of academic staff – minimum qualifications clearly defined • There is a well-documented staff audit • Qualified ICT tutors are employed 		
	Support Staff	<ul style="list-style-type: none"> • There is a robust performance appraisal system in place • There is a well-documented staff audit 		
	Improvement Planning	<ul style="list-style-type: none"> • Annual institutional self-assessment procedures in place • Evidence of annual institutional self-assessment - reports • College improvement plans • College development plans • College department/unit improvement plans 		
	Policies	<ul style="list-style-type: none"> • Set of management policies are in place. Policies to include: <ul style="list-style-type: none"> • Gender and Inclusion Policy • Sexual Harassment Policy • Financial Management Policy • Health and Safety Policy • Staff Professional Development Policy • Staff Code Conduct • Staff Appraisal Policy • Student Admission and Exam Policy • Teaching and Learning Policy • Quality Assurance Policy • Public Engagement Policy • Assessment Policy • Staff Recruitment Policy • Acceptable use Policy (ICT, Library, Laboratory & Vehicle) • Students' Engagement Policy • In addition to: Colleges of Education Act 847 (2012), Harmonised Statutes for Colleges of Education, Harmonised Conditions of Service for Colleges of Education, Harmonised Scheme of Service for Staff of Colleges of Education 		

Quality Assurance Indicator	Quality Assurance Focus	Minimum Evidence Expected	Available Yes	Available No
Leadership and Quality Management	Quality Assurance (QA)	<ul style="list-style-type: none"> Established Quality Assurance Unit Robust and rigorous QA systems QA Unit is staffed with qualified individuals There is a documented evidence of adherence to QA guidelines and policy 		
	Prudent Financial Management	<ul style="list-style-type: none"> A functional Finance Committee is in place College budget has been prepared and approved by the governing council There are robust internal financial systems and controls Effective internal audit systems in place College budget is linked to College improvement plans College plans to enhance internally generated funds available In addition to: Public Procurement Act 663 (2003), Financial Administration Act 654 (2003) and Financial Administration Regulations 2004 		
	Resource Management	<ul style="list-style-type: none"> Organisational chart/organogram is available Roles and functional relationship among staff are clearly defined and documented Calendar of activities of the Colleges are timely prepared and communicated to all stakeholders including students and staff There is an Asset Register to keep inventory of all college resources (Asset Register) There is a collection of reports of the Entity Tender Committee There is a functioning procurement committee in place 		
	Gender Responsive Management and Inclusion	<ul style="list-style-type: none"> Clear communication of institutional policy on gender and inclusion to all stakeholders College improvement plans and development plans are gender responsive 		

Quality Assurance Indicator	Quality Assurance Focus	Minimum Evidence Expected	Available Yes	Available No
Monitoring and Evaluation	Programme of study	<ul style="list-style-type: none"> • Policy for programme approval is in place • Processes for programme approval and preapproval are in place • Programme of study approved by relevant committee • Processes for programme review are in place. There is evidence of programme submitted to and accredited by NAB • Policies for assessing and evaluating aspects of college practice e.g. fair assessment of practicum component are in place • There is a systematic process of monitoring academic programme delivery and accreditation validity. • ICT programme for students established 		
	Management Information Systems	<ul style="list-style-type: none"> • There are quality and range of monitoring and evaluation tools • There is a functioning Management Information System in place • Relevant data collection protocols are well documented and clearly communicated with all stakeholders • There are mechanisms to ensure data safety and system security. 		
	Practices	<ul style="list-style-type: none"> • Research and publication – evidence of culture available • There is a systematic process of monitoring students' involvement • There is a systematic process of evaluating data • Evidence of tutors' application of research findings seen in practice • Procedure for monitoring and evaluation of implementation of college practices are well defined and communicated to all stakeholders 		

Quality Assurance Indicator	Quality Assurance Focus	Minimum Evidence Expected	Available Yes	Available No
Assessment	Tools	<ul style="list-style-type: none"> • Appropriate marking schemes are prepared for every assessment item • Assessment/examination timetables are timely published • Grading systems are well defined • Examination rules are shared with students • There is diversity of tools used to assess learning 		
	Assessment and learning	<ul style="list-style-type: none"> • Mechanisms for setting and moderation of questions are established • Procedure for invigilating examination is in place and is being adhered to • Mechanism for assessing students' progress and monitoring available • Mechanism for assessing teachers' performance • Mechanism for supporting underperforming students is available • There are documentary evidences of assessment being used to enhance learning 		
	Internal controls	<ul style="list-style-type: none"> • There are internal controls for assessment to ensure conformity and quality • Guidelines for progression between levels are clearly defined and included in students' handbook • Requirement for progression are well-defined • Requirement for graduation are well defined and shared with students • Clear policy on assessment available to both staff and students • Systems for vetting marked scripts in place • Procedure for publishing students' results is in place • Grading system is included in the students' handbook 		

Quality Assurance Indicator	Quality Assurance Focus	Minimum Evidence Expected	Available Yes	Available No
Environment and Infrastructure	Facilities	<ul style="list-style-type: none"> • There are adequate, equipped and accessible lecture rooms • There are adequate, equipped and accessible science laboratories • There are adequate, equipped and accessible workshops (technical-biased colleges) • Availability of computer laboratory • Adequacy of toilets and washrooms • Adequacy of students' accommodation • Reliable water and power available • Effective transport arrangement for fieldtrips/ practicum in place • Facilities provided are disability friendly • Adequate recreational facilities available for use by college community 		
	Resources	<ul style="list-style-type: none"> • All laboratories are well equipped • Internet connectivity available • Provision of safety equipment to include fire extinguishers in all buildings • Adequacy of security services • Qualified staff available to manage the computer laboratories • Records of periodic maintenance and upgrade of ICT facilities available • Well-equipped resource centre to support teaching and learning and material preparation available • Adequate resources to support teaching and learning in place 		
	Health and Safety	<ul style="list-style-type: none"> • Public health and sanitation arrangement to include support services in place • College policy for HIV and AIDS in place • Appropriate and adequate furniture for lecture rooms, offices and laboratories in place • A clinic/infirmary is available with qualified staffed • Firefighting equipment available and updated • Fire safety measures developed and publicised within the college community. 		
	Strategy	<ul style="list-style-type: none"> • Availability of infrastructure needs audit • There is an infrastructure development plan • There is a functioning works and physical development committee • Established maintenance unit with qualified staff • ICT User Policy in place • Library User Policy in place • Strategy for ICT integration into teaching, research and assessment in place • College land title document available • Architectural design of college facilities available • Mechanism to ensure security of College land in place 		

Quality Assurance Indicator	Quality Assurance Focus	Minimum Evidence Expected	Available Yes	Available No
Partnership and Cooperation	Partnership and cooperation within the college	<ul style="list-style-type: none"> • The process of engaging staff and students in decision making in place • Evidence of engaging staff and students in decision making available • Evidence of functioning committees in place • Internal stakeholders are adequately represented on relevant committees • Regular college-wide engagement programmes planned. 		
	Engaging external stakeholders	<ul style="list-style-type: none"> • Procedure for external stakeholders' engagement in place • Functioning Alumni Association in place • Evidence of regular engagement with Ministry of Education, National Council for Tertiary Education (NCTE), National Accreditation Board (NAB), National Teaching Council (NTC), Ghana Education Service (GES), Local Authorities (Government and Traditional), Partnership Schools and Professional Associations. • Evidence of Affiliation with appropriate and relevant Institution of Higher Learning (IHL) available • Evidence of partnership with industry and commercial sector seen 		

Appendix C: National Teachers' Standards for Ghana

EXEMPLARS FOR USE BY STUDENT TEACHERS, TEACHERS, TUTORS, HEAD TEACHERS AND MENTORS

Standard	Examples of the Standards in action	Examples of some indicators of teacher's performance
	These apply to all teachers across kindergarten, primary, Junior High School and Senior High School <i>Specific examples that are more appropriate for Junior and Senior High School are put into italics.</i>	

1. PROFESSIONAL VALUES AND ATTITUDES

Professional development:		
a. Critically and collectively reflects to improve teaching and learning	Critiques own practice (keeping in mind gender responsive practice) and shows agency in improving learning, sometimes with a peer, mentor, or with a group of student teachers at college or colleagues at school	Lesson notes and evaluations, Reflective logs, journals or portfolios written while in training or on practicum (Gender Responsive Scorecard can be used to do a self-assessment and prompt reflection on gender responsive practice)
b. Improves their personal and professional development through lifelong learning and continuous professional development	Identifies gaps in knowledge, goes beyond the textbook, carries out self-directed study through accessing libraries, the internet, experienced colleagues; applies new learning from CPD in their practice	Study notes, lesson notes, portfolios Certificate of attendance on CPD courses Improved learning outcomes of learners, Gender Responsive Scorecard for Teachers, National Gender Handbook
c. Demonstrates effective growing leadership qualities in the classroom and wider school.	Delegates roles to females and males equally, such as classroom, book or board monitor in their classroom; volunteers to work on student leadership, running the library; speaks up in school meetings; supports peers and colleagues in school. Does not delegate roles based on gender roles and stereotypes	Tutors' report, journal of activities, mentor or head teacher reports

Community of Practice:		
d. Is guided by legal and ethical teacher codes of conduct in their development as a professional teacher	Shows high levels of attendance and punctuality Has a high regard for policies of MoE/GES and those of the school in which they teach; acts within policies that defines their professional duties and responsibilities; has high respect for female and males' dignity, well-being and rights; avoids exploiting the vulnerability of learners (especially with regard to females). Demonstrates knowledge of MoE/GES ethical codes, (Gender and Sexual Harassment policy) and lives according to their remit.	Teacher attendance records, Head teacher or mentor reference letter Head, teachers' and mentors' reports, Teacher's study and lesson notes. Has copies of GES/MoEs policies on Teacher Ethics, Gender, and Sexual harassment
e. Engages positively with colleagues, students, parents, SMC, PTA and wider public as part of a community of practice.	Attends and contributes to school meetings, parent-teacher consultations, SMC and PTA meetings as appropriate (keeping in mind the need to sensitise students about the importance of educating girls); knows about the local area where they are practicing, is aware of their learners' backgrounds, and are seen to engage in school and local events, festivals, faith activities. Encourages parents to support their children in their education.	Head teacher records Minutes of meetings Teacher's notes and journals
f. Develops a positive teacher identity and acts as a good role model for learners	Expresses their own philosophy of what it means to be a teacher; shows pride in their profession; learners like and respect their teacher; learners see their teacher as a role model for females and males regardless of the teachers' gender.	Teacher's notes and reflections Mentor reference; Teacher portfolio, Gender Responsive Scorecard for Teachers

Community of Practice:		
<p>g. Sees their role as potential agent of change in the school, community and country.</p>	<p>Understands the role that education plays in the lives of the local community: promotes inclusion and tolerance of all learners, actively preventing intolerance, challenges traditional gender roles and promoting gender equity issues. Engages in initiatives that bring about changes or improvements in the school such as innovative use of local materials or facilitating access and social inclusion by learners with disabilities or improving access to water or clean latrines; supports parents to help with their children's homework; follows up learners who are absent from school.</p> <p><i>At Junior and Secondary High School, the teacher actively encourages and facilitates girls and learners from more vulnerable groups to study, and to remain in education. Teachers can/should do a gender analysis of their students to determine vulnerability and provide support.</i></p>	<p>Student teacher notes or portfolio, Photographs of local materials made or improvements carried out in classroom or school Gender/vulnerability analysis of students</p>

2. PROFESSIONAL KNOWLEDGE

Knowledge of educational frameworks and curriculum:		
a. Demonstrates familiarity with the education system and key policies guiding it.	Articulates knowledge in discussions: articulates knowledge in portfolio write up.	Copies of key policies in folder (including gender and sexual harassment policies) Portfolio citing policies
b. Has comprehensive knowledge of the official school curriculum including learning outcomes.	<p>References curriculum in planning; knows what learners should have learnt in the previous year and the next, and across the curriculum; discusses issues in implementing and covering the curriculum, particularly for more vulnerable groups and considers how to support learners to attain expected curricular outcomes. Understands how gender inequality can affect learner outcomes.</p> <p>At Junior and Senior High School level the teacher draws on the primary curriculum for learners who need to catch up on the basics; they refer to examination frameworks and specifications in their planning and teaching; they know what learners need to work at to achieve the highest examination grades but does not 'teach strictly to the test'.</p>	<p>Has a copy of the curriculum and benchmarks in folder? Long and short term plans including scheme of work reference curriculum or examination frameworks; assessments of learners indicate recognition of how near or far they are from curriculum benchmarks or examination grades. Mentor's evaluation report National Gender Handbook</p>

Knowledge of educational frameworks and curriculum:		
<p>c. Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge.</p>	<p>The teacher's subject knowledge goes beyond what is contained within the curriculum & textbook; identifies and addresses gaps in their subject knowledge through self-study; articulates high standards of literacy and correct use of oral and written language.</p> <p>At primary school teacher has good grasp of knowledge of primary curriculum and understanding of JHS content and is able to relate to both.</p> <p><i>At Junior and Senior High School level the teacher demonstrates intellectual curiosity: they have a good understanding of developments in their subject through self-study and wider reading: they attend CPD courses that update them on subject skills; they draw on rich and varied sources well beyond the textbook. They have a developed understanding of how to use ICT in their practice.</i></p> <p>The teacher knows a wide variety of ways of organizing learning, and recognizes the advantages and disadvantages of teacher and learner-centred and gender responsive pedagogies: the teacher is creative in their pedagogy, using environments other than the classroom as appropriate, drawing on other adults, nature, the local community. All teachers have good technological pedagogical knowledge, knowing how to incorporate ICT into their practice to support learning.</p> <p>Teacher's explanations, strategies and resources demonstrate they know how to apply content knowledge imaginatively; learners are cognitively challenged and stimulated; teacher asks probing questions to both females and males, and responds knowledgeably to learners' own questions and difficulties around specific topics. Teachers know learners' common misconceptions in a subject.</p>	<p>Study and lesson notes Evaluations of lessons by peers, tutors and mentors Learners' verbal and written responses Teacher portfolio National Gender Handbook, Gender Responsive Scorecard for Teachers</p>

Knowledge of educational frameworks and curriculum:		
<p>d. At pre-primary and primary the teacher knows the curriculum for the years appropriate to multi-grade classes; has good knowledge of how to teach beginning reading and numeracy, and speaking, listening, reading and writing of at least one Ghanaian Language for instruction</p>	<p>Planning and teaching are well differentiated and targeted to different age and ability groups; teacher displays good knowledge of phonology, letter names and sounds, syllables, whole words, teaching of extended text (stories, poems, songs) in local language and English and the differences between the two orthographies: learners confidently add, subtract, multiply and divide using manipulatives.</p> <p>knowing how to incorporate ICT into their practice to support learning.</p> <p>Teacher’s explanations, strategies and resources demonstrate they know how to apply content knowledge imaginatively; learners are cognitively challenged and stimulated; teacher asks probing questions to both females and males, and responds knowledgeably to learners’ own questions and difficulties around specific topics. Teachers know learners’ common misconceptions in a subject.</p>	<p>Lesson notes, evaluations, portfolio evaluation of lessons by peers, tutors and mentors Learners’ responses and exercise books.</p>

Knowledge of learners:		
e. Understands how children develop and learn in diverse contexts and applies this in their teaching.	Lesson notes and plans show a variety of teaching and learning strategies appropriate to learners at their different developmental stages and ensure the equal participation of females and males.	Study notes, Lesson notes and plans, Mentor evaluation Gender Responsive Scorecard for Teachers
f. Takes account of and respects learners' cultural, linguistic socio-economic and educational backgrounds in their planning and teaching.	Teacher investigates and takes notes on each learner's background, acknowledging where they may have gaps in their education, extra domestic work (especially for females), be vulnerable to early drop out and act on this to overcome disadvantage; they know why some learners may have irregular attendance and seek to improve this; they code-switch as appropriate to ensure all can understand lesson content; seat learners carefully to support one another; talks with respect about all learners; draws sensitively on learners' backgrounds in their teaching.	Lesson plans indicate use of examples familiar to learners in class, Lesson notes and evaluation, Seating plans Evaluations of lessons by peers, tutors and mentors

3. PROFESSIONAL PRACTICE

Managing the learning environment:		
<p>a. Plans and delivers varied and challenging lessons, showing a clear grasp of the intended outcomes of their teaching.</p>	<p>The teacher has long term (weekly, termly) objectives of what and how learners should learn; lesson objectives are clear to learners at beginning of lessons and their progress towards these is monitored; lesson structures and tasks vary, target females and males equally and are pitched just beyond what learners already know to stretch and inspire, using whole class, group, pair, individual work and ICT to expand or consolidate learning; the teacher recognizes when some, most or all learners do not understand a concept or do not achieve the intended learning outcomes, and addresses this as soon as possible through individual teaching, re-teaching content or setting homework. The teacher makes learning relevant to their learners.</p>	<p>Longer term and short term (termly, weekly, daily) plans show clear understanding of how learners are to progress, with reference to the curriculum and learning outcomes expected. Lesson evaluations. Reflections in portfolio Lesson evaluations by learners</p>
<p>b. Carries out small scale action research to improve practice</p>	<p>The teacher identifies one area to improve on each term (e.g. use of open questions, how to include a visually impaired child, how to improve gender responsive pedagogy, how to encourage purposeful group talk, how to make better use of limited numbers of textbooks); takes part in critical reflection and discussions with peers and mentors;</p>	<p>Coursework/assignment on action research Lesson evaluations by teacher Lesson evaluations of learners by learners Reflections in portfolio Completed class assignments, National Gender Handbook Gender Responsive Scorecard for Teachers</p>

Managing the learning environment:		
<p>c. Creates a safe, encouraging learning environment.</p>	<p>The teacher is warm, friendly, and fair, offers praise and encouragement (particularly for females in maths and science subjects), and withholds any form of corporal punishment or threatening behaviour. Learners laugh, smile, and learn. Learners are not afraid to answer or ask questions and are not publically or privately reprimanded for wrong answers. The teacher pre-empts any bullying or teasing. The teacher encourages good hygiene e.g. handwashing, ensure their learners get access to water, food and latrines in order to learn. Their classroom is neatly organized, clean, with displays to encourage learning.</p>	<p>Evaluation of lessons by mentors, head teachers, peers Video clips of practice, Learners' evaluation of teacher Gender Responsive Scorecard for Teachers</p>
<p>d. Manages behaviour and learning with small and large classes</p>	<p>The teacher maintains friendly but firm discipline; uses group and pair work to overcome challenges of large classrooms; alters seating so that females and males are mixed and that all learners get to the front; manages resources so all learners (especially girls) get access to resources including one book or set of manipulatives per child; involves learners as monitors, uses peer teaching to support learning</p>	<p>Photographs of classrooms Evaluation of lessons by mentors, head teachers and peers, Student voice Gender Responsive Scorecard for Teachers</p>

Teaching and Learning:		
<p>e. Employs a variety of instructional strategies that encourage learner participation and critical thinking</p>	<p>The teacher uses whole-class dialogue, questioning, group/peer work (collaborative learning), demonstrations, explanations, experimentation, project/enquiry-based learning, different learner groupings, peer teaching/support, manipulatives/modelling, field trips, games, role play, songs, story-telling and ICT in their lessons. Learners are active, challenged to think hard, share, talk and feel able to ask questions of the teacher and one another. The teacher also ensures that females and males participate equally in lesson activities and that activities do not reinforce traditional gender roles. learners.</p>	<p>Lesson plans and notes, evaluations of lessons by teacher, mentor, learners Mentor evaluation; portfolio Gender Responsive Scorecard for Teachers</p>
<p>f. Pays attention to all learners, especially girls and learners with Special Educational Needs, ensuring their progress.</p>	<p>The teacher ensures that quiet or nonparticipating learners contribute and learn, differentiating questions or work accordingly; ensures full participation by girls; seats learners with disabilities near to front to see or hear better; provides resources appropriate to their needs such as plates to teach geometry to visually impaired learners, or Braille, or adapts ICT accordingly; notices when learners are absent, not engaged or paying attention and alters strategies accordingly.</p>	<p>Evaluations of lessons by mentor, tutors Physical layout of room and teaching and learning materials used in learning, Advice sought from experienced teachers and SEN specialists Gender Responsive Scorecard for Teachers</p>

Teaching and Learning:		
<p>g. Employs instructional strategies appropriate for multi-grade, multilingual and multi-age classes</p>	<p>Instructional strategies are differentiated to target different grades learning within the one classroom, organizing the classroom to support multi-grade learning through seating, same or mixed grade groups, individual self-directed work, and equally displays and assigns females and males as monitors. The teacher draws on and integrates the curriculum appropriately to tailor learning for different grades using concept grids, for example, in their planning. Overage learners are acknowledged and instructional strategies and tasks differentiated to take into account widely differing levels of maturation. The teacher acknowledges the different languages that learners know and use, code mixing and switching as appropriate to ensure understanding of lesson content, using bilingual texts, diagrams or displays to support this.</p>	<p>Termly, and weekly lesson plans, Learner records of progress, Resources Lesson evaluations by mentors and peers</p>
<p>h. Sets meaningful tasks that encourage learner collaboration and leads to purposeful learning</p>	<p>Learners work together purposefully on carefully designed tasks that require them to share, talk and debate; teacher observes groups/ pairs, assigns leadership roles to females and males equally, intervenes skilfully to push or expand learning. The teacher alters grouping according to what is to be learned: mixed/ same ability; genders; interest; language.</p>	<p>Lesson plans focus on learners learning with imaginative tasks set. Learner's progress is monitored through record keeping, exercise books. Gender Responsive Scorecard for Teachers</p>

Teaching and Learning:		
<p>i. Explains concepts clearly using examples familiar to learners.</p>	<p>The teacher imaginatively uses drawings, diagrams, demonstrations, teaching and learning resources, ICT, analogy, metaphor and representation to get new concepts across in a variety of ways so that learners understand. They use examples familiar to learners from their backgrounds and experiences without reinforcing traditional gender roles. Teacher also recognises how to re-present a concept if some learners do not grasp it immediately.</p>	<p>Lesson notes Evaluations Learners' verbal responses or exercise books Photos of board or materials used</p>
<p>j. Produces and uses a variety of teaching and learning resources that enhance learning, including ICT.</p>	<p>Resources are made from local materials where possible and in sufficient numbers for all learners to handle such as charts, simple story books, flash cards; bottle tops, stones, sticks, pens. Resources are integral to the teaching of new concepts or their consolidation, supplement and go beyond the textbook; learners also make resources as part of their learning such as clay letters and numbers, story books, displays. Secure storage ensures sustainable use of resources. ICT is used to support learning in a multitude of ways a hands-on approach for learners. Commercially produced resources such as science equipment, ICT, charts, maps, images and anthologies of stories, are carefully selected and used well.</p>	<p>Physical resources produced by teacher Photographs of their use, and of classroom Lesson notes Evaluations.</p>

Assessment:		
k. Integrates a variety of assessment modes into teaching to support learning	Assessment modes are integrated into daily practice and include learners' verbal responses and written responses such as drawings, maps, diagrams, stories, descriptions, accounts, experiments, local research, handicrafts. Learners are also set small tests, quizzes and homework that are regularly assessed and also sets higher stakes examinations as needed. The teacher takes note of gaps in learning (paying attention to gaps between females and males) and uses this in their planning and delivery of the next lesson or even within the same lesson. At KG/Primary, teacher uses more qualitative techniques in assessing learners..	Learners' exercise books, Chalk Board work, Teacher notes, Teacher's records of learners' progress, Gender Responsive Scorecard for Teachers
l. Listens to learners and gives constructive feedback	The teacher gives formative feedback to individual female and male learners. Learners are encouraged to talk or respond without interruption, in extended speech modes in whole class or group scenarios; the teacher listens hard, assesses their understanding, asks for expansion, alternative interpretations or clarification from the same learner or others, and gives constructive feedback to ensure or enhance understanding.	Evaluations of lessons by mentors. Teacher's reflective notes, Gender Responsive Scorecard for Teachers

Assessment:		
<p>m. Identifies and remediates learners' difficulties or misconceptions, referring learners whose needs lie outside the competency of the teacher.</p>	<p>Learners' misconceptions about e.g. mathematics (such as fractions), or spelling of difficult words, or scientific concepts or use of literary terminology are identified by the teacher and different strategies used to re-teach the learning (keeping in mind strategies to support females in maths and science). Learners' exercise books have careful explanations to support learning. Where particular learners are unable to learn, the teacher turns to specialist advice to support them.</p>	<p>Learners' exercise books Lesson evaluations by teacher and mentor Lesson notes</p>
<p>n. Keeps meaningful records and communicates student progress regularly to learners and parents</p>	<p>The teacher keeps regular, detailed and legible records of learners' assessment, both ongoing, formative and summative assessment, analyses any disparities between females and males, and uses these to inform planning and teaching on a daily basis. Learners are aware of the progress they are making, and how to improve, as are their parents, through written and verbal means of communication.</p>	<p>Records of learners' work, Head teacher's records of teacher attendance at parent-teacher consultations Written records of learners' progress for parents, Learners' exercise books, Report of School-based assessment, project work, problem based assessment, Gender Responsive Scorecard for Teachers</p>

Assessment:		
o. Demonstrates awareness of national and school levels of attainment of learners	The teacher maintains high expectations for all learners, acknowledging gaps between, expectations of learners from the curriculum and the reality of low levels of learning outcomes for many learners. Notes school performance over the years and works with colleagues to improve levels of attainment.	Printouts of national levels of performance from GES and NEA data; study of school performance over the years. Lesson notes, portfolio.
p. Uses objective criterion referencing to assess learners.	Teachers assess fairly, using pre-determined criteria and do not compare learner with learner. At Junior and Senior High School teachers use published mark schemes for 'BECE' and 'WASSCE' Level.	Learners' attainment records and exercise books. Marking schemes, Sample questions



Appendix D: Lesson Observation Proforma

This lesson observation format may be used by you, as a Student Teacher

Student Teacher Name:		
TP School:		
Class:		
Subject:		
Topic:		
	Topic	Observable evidence
		Remarks
	Lesson Sequence - Start of the lesson	
	Lesson Sequence - development of the lesson	
	Lesson Sequence - end of the lesson	
	Learner participation – pupils' activities	
	Learning activities for different pupil abilities	
	Use of teaching and learning resources	
	Teacher's use of praise and encouragement	
	Teacher communication – teacher talk	
	Teacher communication – pupil talk	
	Classroom Management – use of instructional time	
	Management of pupil behaviour	
	Individual, group and class activities	
	Subject knowledge – appropriate for pupils' level	
	Informal assessment of pupils' understanding	
	Formal assessment of pupils' understanding	
	Feedback to pupils on learning achievement	



Appendix E: Assessment Procedures

The assessment of DBE student teaching practice will be based on the following scoring profile:

Year 1 Observation TP 15%

Year 2 On-Campus TP 25%

Year 3 Off Campus TP 60%

Teaching Practice Assessment Form A has been developed by University of Cape Coast and approved for all CoEs to be used as the standard Assessment Tool by CoE Tutors.

**UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATION STUDIES
TEACHING PRACTICE UNIT
TEACHING PRACTICE ASSESSMENT FORM A**

Item and Score	5 Outstanding	4 Very Good	3 Good	2 Satisfactory	1 Poor
Objectives And Core Points In Lesson Plan					
1. Objectives	Teacher states specific, relevant, measurable and achievable objectives which are linked to classroom activities.	Teacher states specific relevant, measurable and achievable objectives.	Teacher states specific relevant and measurable objectives but they are not achievable within the duration of the lesson.	Teacher states objectives that are relevant but not measurable.	Teacher states lesson objectives that are relevant but not specific.
2. Summarises Core Points	Teacher states summaries/core points for all activities which relate to and clarify main skills/concepts and are also related to lesson objectives.	Teacher states summaries/core points for all activities which relate to and clarify main skills/concepts	Teacher states summaries/core points for all activities which relate to main skills/concepts	Teacher states some summaries/core points teaching/learning activities relate to main skills/concepts	Teacher states summaries/core points but are not related to main skills/concepts

Item and Score	5 Outstanding	4 Very Good	3 Good	2 Satisfactory	1 Poor
3. Teaching and Learning Activities	Teacher provides varied teaching learning activities that are logical, timely and direct student learning.	Teaching/ learning activities are sequenced, logical and appropriate time indicated.	Teaching/ learning activities are stated in lesson plan sequentially but not logical.	Teaching/ learning activities are stated in lesson plan are adequate but are not sequenced.	Teaching/ learning activities stated in lesson plan but are inadequate.
4. TLMs	Teacher states appropriate and varied TLMs and indicates when in suitable stages of the lesson to use them.	Teacher states appropriate and varied TLMs and indicates when and how they will be used in the lesson.	Teacher states appropriate TLMs and when and how they will be used in the lesson.	Teacher states TLMs and when and how they will be used in the lesson.	Teacher states TLMs to be used in advanced preparation but does not indicate when they will be used in the lesson.
5. Subject and Pedagogical knowledge	Teacher's subject knowledge is logical; is linked to objectives(s); provides answers to sample questions; provides activities to engage students; uses vocabulary /technical terms.	Teacher shows logical subject knowledge linked to objectives, provide answers to sample questions & activities to engage students.	Teacher demonstrates subject knowledge, indicates a variety of techniques to ensure active student participation.	Teacher demonstrates subject knowledge, and indicates a variety of techniques to ensure active student participation.	Teacher demonstrates subject knowledge, but does not indicate techniques to ensure active student participation.
6. Introduction to the Lesson	Teacher introduces the lesson, reviews students' RPK, links it up with topic and stimulates student interest. Teacher shares lesson objectives with students.	Teacher introduces the lesson, reviews students' RPK, links it up with topic and stimulates student interest.	Teacher introduces the lesson, reviews students' RPK, and links it up with topic.	Teacher introduces the lesson, reviews students' Relevant Previous Knowledge RPK,	Teacher merely introduces the lesson.

Item and Score	5 Outstanding	4 Very Good	3 Good	2 Satisfactory	1 Poor
7. Presentation - Teaching and Learning activities	Teacher organizes teaching and learning activities sequentially, logically, uses varied pedagogical skill, maintain balance between teacher and student activities.	Teaching and learning activities are organized, sequentially and logical. Teacher uses varied pedagogical skills.	Teaching and learning activities are organized, sequentially and logical.	Teaching and learning activities are organized, sequential.	Teaching and learning activities are organized.
8. Pace of lesson and audibility of voice	Pace is appropriate for the entire lesson and all students can hear the teacher clearly. Teacher does not shout.	Pace is appropriate some of the time and voice is audible from the back of the class throughout the lesson. Teacher does not shout.	Pace is appropriate some of the time and voice is audible from the back of the class throughout the lesson	Pace is appropriate some of the time but voice is audible from the back of the class throughout the lesson.	Pace of lesson is not appropriate. Teacher speaks too fast/too slow/too loud/too low
9. Questioning and feedback	Teacher asks well-balanced mixture of factual, probing, high order & divergent questions: distributes questions fairly, facilitates independent & cooperative learning. Stimulates critical thinking in students.	Teacher asks a mixture of factual and high order questions: distributes questions fairly, facilitates independent & cooperative learning. Encourage students' questions and answers.	Teacher asks a mixture of factual and high order questions: distributes questions fairly, facilitates independent learning. Accomodates students' questions and answers.	Teacher asks mostly factual questions, he/she is receptive to student questions and answers and acknowledges students' answers.	Teacher asks only factual questions, he/she is not receptive to student questions and answers.

Item and Score	5 Outstanding	4 Very Good	3 Good	2 Satisfactory	1 Poor
10. Use of chalkboard	Teacher manages chalkboard effectively, date, subject and topic are written on the board: all core points are on the board; writing is legible; gives students time to write down core points into their books: cleans board at the end of lesson.	Teacher manages chalkboard effectively, date, subject and topic are written on the board: all core points are on the board; writing is legible; gives students time to write down core points into their books	Teacher manages chalkboard effectively, date, subject and topic are written on the board: all core points are on the board; writing is legible.	Teacher manages chalkboard effectively, date, subject and topic are written on the board: all core points are on the board; writing not is legible	Teacher writes haphazardly on the board or hardly writes on the board.
11. Use of teaching Learning resources. TLR/TLMs	Teacher uses appropriate TLRs, links them to students' previous knowledge and lesson objectives at key stage/s of the lesson.	Teacher uses appropriate TLRs, links them to students' previous knowledge and lesson objectives.	Teacher uses appropriate TLRs, links them to students' previous knowledge.	Teacher uses appropriate TLRs, but does not links them to students' previous knowledge	Teacher does not have TLRs or does not use TLRs brought to class.
12. Communication / Use of language	Teacher uses correct grammatical expressions; correct students' language errors; encourages students to pay attention to their use of language; uses effective verbal and nonverbal communication; avoids language mannerism.	Teacher uses correct grammatical expressions; correct students' language errors; uses effective verbal and nonverbal communication; avoids language mannerism.	Teacher uses correct grammatical expressions; correct students' language errors; uses effective verbal and nonverbal communication; avoids language mannerism.	Teacher uses correct grammatical expressions; but does not correct students' grammatically incorrect expressions; exhibits some language mannerism.	Teacher uses incorrect grammatical expressions and often exhibits some language mannerism.

Item and Score	5 Outstanding	4 Very Good	3 Good	2 Satisfactory	1 Poor
13. Student Participation	Teacher engages all students in lesson; facilitates problem-solving among students; encourages cooperative learning and peer-tutoring; monitors progress and provides feedback.	Teacher engages all students in lesson; facilitates problem-solving among students; encourages cooperative learning; monitors progress and provides feedback.	Teacher engages all students in lesson; facilitates problem-solving among students; monitors progress and provides feedback.	Teacher engages some students in lesson; does not monitor progress effectively. Feedback to students is minimal.	Students participation in the lesson is low; there is virtually no monitoring and feedbacks.
14. Assessment of student learning	Teacher uses variety of assessment techniques to determine understanding; assessments are appropriate and timely; he/she encourages students' self-assessment and application of learning.	Teacher uses variety of assessment techniques to check understanding; encourages students' self-assessment and application of learning.	Teacher uses a variety of assessment techniques to check understanding; encourages students' self-assessment of understanding along lesson plan.	Teacher uses only one assessment method or tool (e.g. oral questioning, written exercise, one-minutes test, etc.) to check understanding. They are linked to objectives.	Teacher uses only one assessment method or tool (e.g. oral questioning, written exercise, one-minutes test, etc.) to check understanding. They are not linked to objectives.
15. Mastery of Subject matter	Teacher exhibits command over subject matter, gives precise information; exhibits confidence, cites lots of examples; relate content to students' experience, fosters critical thinking.	Teacher has command over subject matter; exudes confidence gives accurate information, cites lots of examples; relate content to students' experience.	Teacher has command over subject matter; exudes confidence gives accurate information, cites lots of examples; gives/elicits correct answers to/from students.	Teacher has command of subject matter, gives relevant information, cites some examples.	Some aspects of lesson are not relevant; teacher exhibits lack of confidence.

Item and Score	5 Outstanding	4 Very Good	3 Good	2 Satisfactory	1 Poor
16. Classroom Management	Teacher establishes a purposeful learning environment, interacts with students, uses student's ideas, encourages cooperative learning and monitors student learning activities.	Teacher establishes a purposeful learning environment, interacts with students, uses students' ideas, and monitors student learning activities.	Teacher establishes a purposeful learning environment, and monitors student learning activities.	Teacher establishes a learning environment and interactions with students are purposeful.	Teacher establishes a learning environment but interactions with students are not directed towards learning.
17. Class Control	Teacher establishes clear parameters for student conduct, develops appropriate strategies for preventing problems, deals with misbehaviour promptly. He/she is fair, firm but friendly.	Teacher establishes clear parameters for student conduct, develops appropriate strategies for preventing problems, deals with misbehaviour promptly.	Teacher establishes clear parameters for student conduct, develops appropriate strategies for preventing problems, deals with misbehaviour.	Teacher establishes clear parameters for student conduct, develops appropriate strategies for preventing problems.	Teacher establishes clear parameters for student conduct.
18. Closure	Teacher draws attention to end of the lesson; uses questions & answers, summary, practice to clarify main points along lesson objectives; gives & marks written exercise to evaluate learning; assigns activity for next lesson.	Teacher uses questions & answer, summary, practice to clarify main points along lesson objectives, gives & marks written exercise to evaluate learning.	Teacher uses questions & answer, summary, practice to clarify main points along lesson objectives.	Teacher uses questions & answer, summary and practice to end lesson.	The bell announces end of the lesson; teacher finishes lesson abruptly/ teacher finishes lesson well ahead of time.

Item and Score	5 Outstanding	4 Very Good	3 Good	2 Satisfactory	1 Poor
19. Teacher Behaviour	Teacher shows enthusiasm in teaching, maintains students' attention throughout the lesson, is creative and innovative, exhibits decorum in speech and behaviour and is smartly dressed.	Teacher shows enthusiasm in teaching, maintains students' attention in the lesson, model polite classroom behaviour and is creative and innovative.	Teacher shows enthusiasm in teaching, focuses student attention on the lesson and models polite classroom behaviour.	Teacher shows evidence of enthusiasm in teaching and focuses student attention on the lesson.	Teacher shows evidence of enthusiasm in teaching but exhibits distractive mannerism.
20. Record keeping and attitude to teaching	Teacher keeps records of lessons in a bound notebook for reference; accepts constructive feedback to improve teaching; reflects on teaching; shows positive attitude towards teaching.	Teacher keeps records of lessons in a bound notebook for reference; accepts constructive feedback to improve teaching; reflects on teaching remarks.	Teacher keeps records of lessons in a bound notebook for reference; accepts constructive feedback to improve teaching.	Teacher keeps records of lessons on sheets of paper.	Teacher has no record of previous lessons; current lesson plan is on some sheets of paper.

TOTAL SCORE GRADE:

Name of Supervisor: _____

Signature: _____

OVERALL COMMENTS:



Appendix F: National Council for Tertiary Education

GUIDELINES FOR REQUESTING NCTE`S SUPPORT FOR INTRODUCING NEW PROGRAMMES IN PUBLIC TERTIARY EDUCATION INSTITUTIONS

INTRODUCTION

The Act establishing the National Council for Tertiary Education (NCTE) enjoins the Council to advise the Minister on the development of institutions of tertiary education in Ghana. The Council is also required to enquire into the financial needs of institutions of tertiary education, and advise the Minister accordingly.

Currently both the National Council for Tertiary Education and the National Accreditation Board (NAB) have roles to play in the introduction and accreditation of new programmes in tertiary education institutions. It has therefore become necessary to develop guidelines to clarify the respective roles of these two supervisory bodies.

For the avoidance of doubt, a programme is defined as a specialized field of study in a tertiary education institution. A programme consists of a number of courses including both required and elective courses, each having its own individual credit weighting.

Purpose of Guidelines

The purpose of these guidelines for mounting of new programmes in tertiary education institutions is to prevent duplication of effort at both the system and institutional levels. NCTE`S support for new programmes should precede the processes leading to programme accreditation, an exercise which is within the remit of the National Accreditation Board. NCTE`S support for commencement of new programmes is not accreditation.

Specifically, the purpose of the guidelines is to:

- Ensure that the objectives of new academic programmes align with national development objectives;
- Determine whether or not public funds should be expended on the programme; and
- Ensure that the programme aligns with the mission of the institution.

National Relevance

Public institutions requiring government support for new programmes should:

- i. State the objectives and the intended outcomes of the new programme
The institution should describe what the programme is intended to achieve, as well as the knowledge, skills and competencies that would be acquired by students after graduation.
- ii. Demonstrate the relevance of the programme to national development by linking the programme to national development objectives.

The institution should link the programme to development programmes enunciated by the government, and where applicable, the institution should link the programme to the skill needs of the institution`s “catchment area”.

- iii. Describe the inadequacies in skills in a particular sector which necessitates the mounting of the new programme.
- iv. Demonstrate how the new programme will assist in overcoming the challenges in that sector.

Alignment with the Mission of the Institution

The institution should demonstrate how the new programme aligns with the mission of the institution as stated in the legislation establishing the institution.

The Target Market

Where applicable, the institution should identify the market for the programme. The institution should identify the sections of the population who will access the programme; and the sectors of the economy which will potentially employ the graduates produced by the programme.

Similar Programmes Run By Other Institutions

The institutions should justify the need for the new programme and demonstrate how unique the new programme is from existing programmes in other institutions.

Enrolments

The institution should make projections of enrolments for the new programme for the first five years.

Staffing

The institution should assess the current staffing position; projections on teaching and support staff; and projections of student/staff ratios for the first five years.

- i. The institution should attach the list of staff who would participate in the new programme. And if part-time teachers would be employed, the institution should provide evidence that the part-time teachers have obtained permission from their “mother institutions”. The degree(s), duration of study, year of graduation and institutions awarding the degrees should be indicated for each staff listed.

Funding of the New Programme

The institution should analyse the cost implications of the new programme for the first five years and demonstrate how it intends to finance the new programme.

- i. The institution should analyse the recurrent and capital costs associated with the new programme. These should include the cost of equipment, library, consumables and teaching and non-teaching staff.
- ii. The institution should assess the various streams of income that will be applied to finance the programme.
- iii. The institutions should also indicate how the funding for the programme can be sustained.

Evidence of Practical Training (Competency Based Programmes)

For competency based programmes (CBT) and other programmes that require practical training such as HND and Bachelor of Technology programmes, among others, the institution should indicate how it intends to collaborate with industry to offer practical training. In so doing, the institution should

- i. Show evidence that industry is willing to admit students for practical training
- ii. Indicate the duration of practical training
- iii. Indicate the competencies students are expected to acquire from the training

Collaboration with Professional Bodies

For programmes that require collaboration with professional bodies in Ghana (e.g. medicine, nursing, law, etc.) the institution should show evidence that the identified professional body is willing to collaborate and license graduates on completion of the programme.

Evidence of Approval by NAPBTEX (for HND programmes only)

Institutions must show evidence of approval by NAPBTEX for all HND programmes.

Appendix G: Risk Assessment Register

Risk Area	Needing Immediate Assessment	Needing Assessment Over The Mid-Term (Three Years)	Needing Assessment Over The Long-Term (Beyond Three Years)
1. Facilities accessibility			
2. Safety of facilities			
3. Facilities maintenance			
4. Condition of facilities			
5. Transportation			
6. Outsourcing of facilities			
7. Academic freedom			
8. Academic quality			
9. Accreditation			
10. Graduation rates			
11. Student learning outcomes			
12. Faculty conflict of interest			
13. Grievance procedures			
14. Promotion and tenure			
15. Recruitment			
16. Alumni relations			
17. Community relations			



Risk Area	Needing Immediate Assessment	Needing Assessment Over The Mid-Term (Three Years)	Needing Assessment Over The Long-Term (Beyond Three Years)
18. Compliance with donor intent			
19. Crisis communications plan			
20. Staff background checks			
21. Staff benefits			
22. Code of conduct			
23. Employee handbook			
24. Employee retention			
25. Workplace harassment			
26. Performance evaluation			
27. Termination procedures			
28. Workplace safety			
29. Data back-up procedures			
30. Communications systems			
31. Cyber liability			
32. Data protection			
33. Student Admissions			
34. Student retention			
35. Crime on campus			

Risk Area	Needing Immediate Assessment	Needing Assessment Over The Mid-Term (Three Years)	Needing Assessment Over The Long-Term (Beyond Three Years)
36. Experiential programmes			
37. Financial aid			
38. Promotion and tenure			
39. Auditor independence			
40. Budgeting			
41. Cash management			
42. Cost management			
43. Enrolment trends			
44. Fundraising			



Appendix H: Colleges of Education Evaluation Form

This College Evaluation Form (CEF) gives clear guidance to college leaders, the college governing council, the National Council for Tertiary Education, the National Accreditation Board and other stakeholders on what a good College of Education should look like. It provides useful prompts for assessing the quality of provision within the Colleges of Education in Ghana. For the college leader, the CEF is a self-evaluation tool and improvement planning data collection instrument.

A standardised format of self-evaluation provides clear and concise guidance as a basis for the accreditation of Colleges of Education. It will also help to encourage consistency in internal quality assessment. It is necessary to continually revise this self-evaluation document, so that it aligns with current trends and developments in the Tertiary Education sector.

How to use this form

This toolkit establishes criteria for College evaluation, based on the following Quality Indicators:

- Leadership and Quality of Management
- Training and Learning
- Infrastructure and Environment
- Assessment
- Student Engagement
- Monitoring and Evaluation
- Partnership and Cooperation

For each Quality Indicator there are several sub – headings (focus). The Quality Indicators and sub – headings can be explored in greater detail by using the additional prompts, which suggest where supporting evidence may be found to justify internal assessment. Once the analysis of each sub – heading has been completed, tick the appropriate box indicating the internal assessment for that sub – heading.

It is possible to achieve the grade of ‘Outstanding’ in the two key areas of ‘Leadership and Quality of Management’ and ‘Training and Learning’ but this grade shall only be awarded in exceptional circumstances. In order to achieve it, the grade ‘good’ must have been awarded to all sub – headings in that Quality Indicator. In addition, there will be sustained performance over a minimum period of three years showing evidence of:

- Innovation in Teaching and Learning
- Gender, inclusion and disability
- Transformation in Teaching Practicum
- Setting and meeting strategic challenges
- Financial sustainability
- Student Engagement

If the college assesses itself as outstanding in either or both of the key areas, additional information and evidence must be provided.

The college should finalise the evaluation of the Quality Indicators before completing the sections on, ‘capacity to improve’, ‘strengths’ and ‘development priorities’.

On second and subsequent accreditations it will be necessary to complete the section referring to changes to ‘key staff and significant improvements since last accreditation’



Overall, evaluate and justify the capacity of the institution to improve

	4. Outstanding	
	3 - 3.99 Good with Outstanding features	
	2 - 2.99 Satisfactory with Good features	
	1. Unsatisfactory	

Significant changes to staff and key improvements since last accreditation

--

The institution identifies the following areas as strengths:

1.
2.
3.

The institution identifies the following priorities for development in the next 12 months:

1.
2.
3.

LEADERSHIP AND MANAGEMENT

The Leadership and Management quality statements addressed in this evaluation relate the Leadership and Management practices and systems of the college.

The focus for the statements:

- Alignment of motto, mission and vision to drive excellence
- Good Governance
- Robust and rigorous QA Systems
- Visible Leadership
- Prudent Financial Management Systems
- Efficient Resource Management Systems

A.1 Policies and procedures to ensure compliance to enabling law(it is compulsory to gain at least satisfactory in this area in order to achieve accreditation)										
Are copies available and to when they are referred? Are all practices in line with the Act and the Harmonised documents? Are all practices in line with the college policies and procedures?										
Quality Statements	Evidence and justification of self-evaluation									
A.1 (i) Colleges of Education Act 847 (2012) A.1 (ii) Harmonised Statutes for Colleges of Education A.1 (iii) Harmonised Conditions of Service for Colleges of Education A.1 (iv) Harmonised Scheme of Service for Staff of Colleges of Education A. 1(v) Public Procurement Act 663 (2003) A. 1(vi) Financial Administration Act 654 (2003) A. 1(vii) Financial Administration Regulations 2004 A.1 (viii) Polices: <ul style="list-style-type: none"> • Gender and Inclusion Policy • Sexual Harassment Policy • Financial Management Policy • Health and Safety Policy • Staff Professional Development Policy • Staff Code Conduct • Staff Appraisal Policy • Student Admission and Exam Policy • Teaching and Learning Policy • Quality Assurance Policy • Public Engagement Policy • Assessment Policy • Staff Recruitment Policy • Acceptable use Policy • Students' Engagement Policy 		<table border="1"> <tr> <td>4 Outstanding</td> <td></td> </tr> <tr> <td>3 Good</td> <td></td> </tr> <tr> <td>2 Satisfactory</td> <td></td> </tr> <tr> <td>1 Unsatisfactory</td> <td></td> </tr> </table>	4 Outstanding		3 Good		2 Satisfactory		1 Unsatisfactory	
4 Outstanding										
3 Good										
2 Satisfactory										
1 Unsatisfactory										

A.2 Effective leadership & quality management (it is compulsory to gain at least satisfactory in this area in order to achieve accreditation)										
<p>Leadership and Management is effective because: The college Motto, Mission and Vision statements are aligned and are complementary in setting the strategic direction of the college. The organogram of the college shows clearly defined functional and hierarchical relationships that support effective management. The college is implementing a fully documented and transparent appraisal system, which underpins the professional development of staff. There is a well-established information management system that accurately records every aspect of the college's core activities e.g. meetings & minutes, reports of leadership team to the governing council. There is clear evidence of how resolutions are implemented.</p> <p>College leadership effectively engages both student teachers and staff in key decision making process. What is the ratio of male / female in leadership posts? There is clear evidence of initiatives to address gender sensitivity issues. What criteria are applied to appointments and committee membership? How well are the criteria applied? How often are job descriptions reviewed and how relevant are they?</p> <p>How well does the composition of management reflect the needs of the institution's community? How appropriate are the qualifications & experience of management? How effective and transparent are disciplinary mechanisms? Give examples of how committee outcomes are binding, fair and effective.</p>										
Quality Statements	Evidence and justification of self-evaluation									
A.2 (i) College vision, mission and value statement are clearly aligned.		<table border="1"> <tr><td>4 Outstanding</td><td></td></tr> <tr><td>3 Good</td><td></td></tr> <tr><td>2 Satisfactory</td><td></td></tr> <tr><td>1 Unsatisfactory</td><td></td></tr> </table>	4 Outstanding		3 Good		2 Satisfactory		1 Unsatisfactory	
4 Outstanding										
3 Good										
2 Satisfactory										
1 Unsatisfactory										
(ii) there is effective staff participation in decision making process of the college		<table border="1"> <tr><td>4 Outstanding</td><td></td></tr> <tr><td>3 Good</td><td></td></tr> <tr><td>2 Satisfactory</td><td></td></tr> <tr><td>1 Unsatisfactory</td><td></td></tr> </table>	4 Outstanding		3 Good		2 Satisfactory		1 Unsatisfactory	
4 Outstanding										
3 Good										
2 Satisfactory										
1 Unsatisfactory										
(iii) there is effective student participation in decision making process of the college		<table border="1"> <tr><td>4 Outstanding</td><td></td></tr> <tr><td>3 Good</td><td></td></tr> <tr><td>2 Satisfactory</td><td></td></tr> <tr><td>1 Unsatisfactory</td><td></td></tr> </table>	4 Outstanding		3 Good		2 Satisfactory		1 Unsatisfactory	
4 Outstanding										
3 Good										
2 Satisfactory										
1 Unsatisfactory										
(iv) there are clear and appropriate job descriptions for staff		<table border="1"> <tr><td>4 Outstanding</td><td></td></tr> <tr><td>3 Good</td><td></td></tr> <tr><td>2 Satisfactory</td><td></td></tr> <tr><td>1 Unsatisfactory</td><td></td></tr> </table>	4 Outstanding		3 Good		2 Satisfactory		1 Unsatisfactory	
4 Outstanding										
3 Good										
2 Satisfactory										
1 Unsatisfactory										
(v) there is a robust system for performance appraisal of staff		<table border="1"> <tr><td>4 Outstanding</td><td></td></tr> <tr><td>3 Good</td><td></td></tr> <tr><td>2 Satisfactory</td><td></td></tr> <tr><td>1 Unsatisfactory</td><td></td></tr> </table>	4 Outstanding		3 Good		2 Satisfactory		1 Unsatisfactory	
4 Outstanding										
3 Good										
2 Satisfactory										
1 Unsatisfactory										

Quality Statements	Evidence and justification of self-evaluation		
(vi) there are strategies that encourage progress towards implementing policies and good practice relating to gender sensitivity and responsiveness		4 Outstanding	
		3 Good	
		2 Satisfactory	
		1 Unsatisfactory	
(vii) there are procurement policies and procedures that secure value for money		4 Outstanding	
		3 Good	
		2 Satisfactory	
		1 Unsatisfactory	
(viii) there is an annual calendar that captures all key activities and meetings: e.g. matriculation, regular leadership meetings, departmental meetings, council meetings, committee meetings and SRC meetings		4 Outstanding	
		3 Good	
		2 Satisfactory	
		1 Unsatisfactory	
(ix) there is an effective disciplinary procedure for students and staff.		4 Outstanding	
		3 Good	
		2 Satisfactory	
		1 Unsatisfactory	

A.3 Functional internal quality assurance system (it is compulsory to gain at least satisfactory in this area in order to achieve accreditation)

Give examples of how the QA has a positive impact upon standards
 When and how do we gather student evaluations about the quality of teaching, examinations, course materials etc?
 How rigorous is the self-evaluation procedure for the institution?
 Is regular time allocated to updating our self-evaluation?

Quality Statements	Evidence and justification of self-evaluation		
A.3 (i) there is a functioning Quality Assurance (QA) Unit		4 Outstanding	
		3 Good	
		2 Satisfactory	
		1 Unsatisfactory	
(ii) there is a system of appraising its work regularly through self-evaluation		4 Outstanding	
		3 Good	
		2 Satisfactory	
		1 Unsatisfactory	
(iii) all academic staff possess at least the required minimum qualification		4 Outstanding	
		3 Good	
		2 Satisfactory	
		1 Unsatisfactory	

Quality Statements	Evidence and justification of self-evaluation		
(iv) there is a well-documented staff audit		4 Outstanding	
		3 Good	
		2 Satisfactory	
		1 Unsatisfactory	
(v) there is an annual institutional self-assessment report		4 Outstanding	
		3 Good	
		2 Satisfactory	
		1 Unsatisfactory	

A.4 Effective Governing Council			
<p>The governing council is effective because: Roles are clearly defined and understood by members. The council provides appropriate challenge to the leadership team. The council holds the required number of meetings and actions adequately documented There is conflict of interest register and is adhered to. It undertakes regular self-evaluation of effectiveness and produces reports.</p>			
Quality Statements	Evidence and justification of self-evaluation		
A.4 (i) there is properly constituted Governing Council		4 Outstanding	
		3 Good	
		2 Satisfactory	
		1 Unsatisfactory	
(ii) there are functioning committees of the governing council		4 Outstanding	
		3 Good	
		2 Satisfactory	
		1 Unsatisfactory	
(iii) governing council meetings are regularly held and minutes taken with actions clearly documented		4 Outstanding	
		3 Good	
		2 Satisfactory	
		1 Unsatisfactory	
(iv) College Improvement Plan (CIP) is approved by the Council and submitted to NCTE.		4 Outstanding	
		3 Good	
		2 Satisfactory	
		1 Unsatisfactory	
(v) College Development Plan has been approved by the Council and submitted to NCTE.		4 Outstanding	
		3 Good	
		2 Satisfactory	
		1 Unsatisfactory	

Quality Statements	Evidence and justification of self-evaluation		
(vi) College regularly submits annual report to NCTE and NAB		4 Outstanding	
		3 Good	
		2 Satisfactory	
		1 Unsatisfactory	

A.5 Effective Resource Management

How efficient are the regulations and standing orders?
 What are the funding priorities for the institution? How are they identified? How are funds allocated to priorities? How are funds allocated to each Unit and Department? Give examples to support transparency of the financial management. Who monitors spending and how effective are the procedures? How effective are internal and external audits? Give examples.
 Give examples to show the effectiveness of committees. Is membership reflective of the necessary expertise? How effective are committees? Give examples of positive action.
 What is the quality of communication between committees, and how is this achieved?
 Can we demonstrate that the academic calendar is comprehensive and flexible enough to cope with emergencies?
 Can we demonstrate that there are reliable sources of funding to the College?
 Can we demonstrate that the College operates a balanced budget?

Quality Statements	Evidence and justification of self-evaluation		
A.5 (i) there are clear financial management regulations and standing orders in place and operational		4 Outstanding	
		3 Good	
		2 Satisfactory	
		1 Unsatisfactory	
(ii) there is a functional finance committee		4 Outstanding	
		3 Good	
		2 Satisfactory	
		1 Unsatisfactory	
(iii) there are clear terms of reference for relevant committees and are operationally effective.		4 Outstanding	
		3 Good	
		2 Satisfactory	
		1 Unsatisfactory	
(iv) College budget has been prepared, approved by the governing council		4 Outstanding	
		3 Good	
		2 Satisfactory	
		1 Unsatisfactory	
(v) approved budget has been submitted to NCTE.		4 Outstanding	
		3 Good	
		2 Satisfactory	
		1 Unsatisfactory	

Quality Statements	Evidence and justification of self-evaluation		
(vi) College budget is linked to College Improvement Plan		4 Outstanding	
		3 Good	
		2 Satisfactory	
		1 Unsatisfactory	
(vii) there is an inventory of all College resources		4 Outstanding	
		3 Good	
		2 Satisfactory	
		1 Unsatisfactory	
(viii) there is a robust internal financial management system and control.		4 Outstanding	
		3 Good	
		2 Satisfactory	
		1 Unsatisfactory	
(ix) there is a functioning procurement committee (Entity Tender Committee)		4 Outstanding	
		3 Good	
		2 Satisfactory	
		1 Unsatisfactory	
(x) there are sufficient funds to support programmes		4 Outstanding	
		3 Good	
		2 Satisfactory	
		1 Unsatisfactory	
(xii) there is a transparent system of financial management including regular internal and external auditing		4 Outstanding	
		3 Good	
		2 Satisfactory	
		1 Unsatisfactory	
(xii) all sources of income are legitimate and known		4 Outstanding	
		3 Good	
		2 Satisfactory	
		1 Unsatisfactory	
(xiii) there is an effective resource allocation system and procedures		4 Outstanding	
		3 Good	
		2 Satisfactory	
		1 Unsatisfactory	

A.6 Implementation of College Improvement Plan										
<p>How is the mission / vision statement achieved? How often is the plan reviewed and by whom? How are we implementing the plan? Do we have a team approach? Who monitors progress of the plan and how? Do staff with specific responsibilities have appropriate knowledge and experience?</p>										
Quality Statements	Evidence and justification of self-evaluation									
A.6 (i) it has a clear statement of the vision and mission of the Institution		<table border="1"> <tr><td>4 Outstanding</td><td></td></tr> <tr><td>3 Good</td><td></td></tr> <tr><td>2 Satisfactory</td><td></td></tr> <tr><td>1 Unsatisfactory</td><td></td></tr> </table>	4 Outstanding		3 Good		2 Satisfactory		1 Unsatisfactory	
4 Outstanding										
3 Good										
2 Satisfactory										
1 Unsatisfactory										
(ii) it has a clear statement of objectives		<table border="1"> <tr><td>4 Outstanding</td><td></td></tr> <tr><td>3 Good</td><td></td></tr> <tr><td>2 Satisfactory</td><td></td></tr> <tr><td>1 Unsatisfactory</td><td></td></tr> </table>	4 Outstanding		3 Good		2 Satisfactory		1 Unsatisfactory	
4 Outstanding										
3 Good										
2 Satisfactory										
1 Unsatisfactory										
(iii) it has sufficient statistical data to support the plan		<table border="1"> <tr><td>4 Outstanding</td><td></td></tr> <tr><td>3 Good</td><td></td></tr> <tr><td>2 Satisfactory</td><td></td></tr> <tr><td>1 Unsatisfactory</td><td></td></tr> </table>	4 Outstanding		3 Good		2 Satisfactory		1 Unsatisfactory	
4 Outstanding										
3 Good										
2 Satisfactory										
1 Unsatisfactory										
(iv) it has clear and appropriate allocation of responsibilities for implementation		<table border="1"> <tr><td>4 Outstanding</td><td></td></tr> <tr><td>3 Good</td><td></td></tr> <tr><td>2 Satisfactory</td><td></td></tr> <tr><td>1 Unsatisfactory</td><td></td></tr> </table>	4 Outstanding		3 Good		2 Satisfactory		1 Unsatisfactory	
4 Outstanding										
3 Good										
2 Satisfactory										
1 Unsatisfactory										
(v) there is a clear progress monitoring plan		<table border="1"> <tr><td>4 Outstanding</td><td></td></tr> <tr><td>3 Good</td><td></td></tr> <tr><td>2 Satisfactory</td><td></td></tr> <tr><td>1 Unsatisfactory</td><td></td></tr> </table>	4 Outstanding		3 Good		2 Satisfactory		1 Unsatisfactory	
4 Outstanding										
3 Good										
2 Satisfactory										
1 Unsatisfactory										
(vi) there is a clear plan for evaluation of College Improvement Plan implementation.		<table border="1"> <tr><td>4 Outstanding</td><td></td></tr> <tr><td>3 Good</td><td></td></tr> <tr><td>2 Satisfactory</td><td></td></tr> <tr><td>1 Unsatisfactory</td><td></td></tr> </table>	4 Outstanding		3 Good		2 Satisfactory		1 Unsatisfactory	
4 Outstanding										
3 Good										
2 Satisfactory										
1 Unsatisfactory										

A.7 Quality of staff										
<p>How effective is our recruitment process? Are interview questions searching enough? How are candidates graded? How professional are interviews? What is the quality of induction for new staff?</p>										
Quality Statements	Evidence and justification of self-evaluation									
A.7(i) the College operates an open and transparent recruitment process.		<table border="1"> <tr><td>4 Outstanding</td><td></td></tr> <tr><td>3 Good</td><td></td></tr> <tr><td>2 Satisfactory</td><td></td></tr> <tr><td>1 Unsatisfactory</td><td></td></tr> </table>	4 Outstanding		3 Good		2 Satisfactory		1 Unsatisfactory	
4 Outstanding										
3 Good										
2 Satisfactory										
1 Unsatisfactory										
(ii) the College staff have appropriate qualifications, experience and rank		<table border="1"> <tr><td>4 Outstanding</td><td></td></tr> <tr><td>3 Good</td><td></td></tr> <tr><td>2 Satisfactory</td><td></td></tr> <tr><td>1 Unsatisfactory</td><td></td></tr> </table>	4 Outstanding		3 Good		2 Satisfactory		1 Unsatisfactory	
4 Outstanding										
3 Good										
2 Satisfactory										
1 Unsatisfactory										
(iii) there are appropriate procedures for assessing and identifying the Institution's staffing needs		<table border="1"> <tr><td>4 Outstanding</td><td></td></tr> <tr><td>3 Good</td><td></td></tr> <tr><td>2 Satisfactory</td><td></td></tr> <tr><td>1 Unsatisfactory</td><td></td></tr> </table>	4 Outstanding		3 Good		2 Satisfactory		1 Unsatisfactory	
4 Outstanding										
3 Good										
2 Satisfactory										
1 Unsatisfactory										

A.8 Effective Staff Professional Development										
<p>Give examples of training opportunities for staff. How have they disseminated information or skills? What research opportunities are there? How does research benefit the institution? How many staff have attended conferences, seminars, workshops etc. and show evidence of how the institution is developed through such activity?</p>										
Quality Statements	Evidence and justification of self-evaluation									
A.8 (i) it has a staff development policy in place and is being implemented for academic and non-academic staff		<table border="1"> <tr><td>4 Outstanding</td><td></td></tr> <tr><td>3 Good</td><td></td></tr> <tr><td>2 Satisfactory</td><td></td></tr> <tr><td>1 Unsatisfactory</td><td></td></tr> </table>	4 Outstanding		3 Good		2 Satisfactory		1 Unsatisfactory	
4 Outstanding										
3 Good										
2 Satisfactory										
1 Unsatisfactory										
(ii) there are opportunities for on-the-job training		<table border="1"> <tr><td>4 Outstanding</td><td></td></tr> <tr><td>3 Good</td><td></td></tr> <tr><td>2 Satisfactory</td><td></td></tr> <tr><td>1 Unsatisfactory</td><td></td></tr> </table>	4 Outstanding		3 Good		2 Satisfactory		1 Unsatisfactory	
4 Outstanding										
3 Good										
2 Satisfactory										
1 Unsatisfactory										
(iii) there are opportunities to attend as appropriate, conferences, seminars, workshops etc.		<table border="1"> <tr><td>4 Outstanding</td><td></td></tr> <tr><td>3 Good</td><td></td></tr> <tr><td>2 Satisfactory</td><td></td></tr> <tr><td>1 Unsatisfactory</td><td></td></tr> </table>	4 Outstanding		3 Good		2 Satisfactory		1 Unsatisfactory	
4 Outstanding										
3 Good										
2 Satisfactory										
1 Unsatisfactory										

Quality Statements	Evidence and justification of self-evaluation		
(iv) there is feedback from staff development activities		4 Outstanding	
		3 Good	
		2 Satisfactory	
		1 Unsatisfactory	
(v) research opportunities are made available as appropriate		4 Outstanding	
		3 Good	
		2 Satisfactory	
		1 Unsatisfactory	

A.9 Gender Responsive Management and Inclusion			
How does the College ensure that there is gender equity and equality? There are gender responsiveness and inclusion policies.			
Quality Statements	Evidence and justification of self-evaluation		
A.9 (i) there are strategies that encourage a fair gender balance in both leadership and management		4 Outstanding	
		3 Good	
		2 Satisfactory	
		1 Unsatisfactory	
(ii) there are policies that ensure gender responsiveness and inclusion		4 Outstanding	
		3 Good	
		2 Satisfactory	
		1 Unsatisfactory	

Total Evaluation Value =

$$\text{Aggregated Value (AV)} = \frac{\text{Total Evaluation Value}}{\text{Number of Quality Statements}} = \frac{\text{Total Evaluation Value}}{50}$$

TRAINING AND LEARNING

The Teaching and Learning quality statements focus on:

- Standards of attainment of student teachers over the course
- Overall quality of learners' achievement
- Quality of staff and the provision of opportunities for professional development
- Quality of student feedback

B.1 National Standards of Teaching and Learning (it is compulsory to gain at least satisfactory in this area in order to achieve reaccreditation)										
<p>Is a current edition of National Teachers' Standards readily available? How is it used? What are the priorities set out in the standards and how is the institution working towards achieving them? Are there challenges confronting the staff in implementing the standards?</p>										
		<table border="1"> <tr><td>4 Outstanding</td><td></td></tr> <tr><td>3 Good</td><td></td></tr> <tr><td>2 Satisfactory</td><td></td></tr> <tr><td>1 Unsatisfactory</td><td></td></tr> </table>	4 Outstanding		3 Good		2 Satisfactory		1 Unsatisfactory	
4 Outstanding										
3 Good										
2 Satisfactory										
1 Unsatisfactory										
B.2 Policy, Teaching and Professional Development (It is compulsory to gain at least satisfactory in this area in order to achieve reaccreditation)										
<p>How are courses planned to enable effective teaching of accredited programmes? How often and by who is the planning of lecturers evaluated? How are new staff supported in being able to produce quality, effective planning for all classes taught? What are our curriculum priorities? Do staff have the necessary knowledge and understanding of the curriculum to teach effectively? How is the quality of teaching monitored, evaluated, improved upon? Are classes observed? By whom, how often? How is good practice shared? What is the quality of course materials offered to students? How relevant is the course content to basic education needs? What quality learning experiences are provided by teachers? Give examples When do students and teacher trainers use ICT? What impact does it have on raising standards?</p>										
Quality Statements	Evidence and justification of self-evaluation									
B.2 (i) there is a clear teaching and learning policy with the aim to provide quality training and learning		<table border="1"> <tr><td>4 Outstanding</td><td></td></tr> <tr><td>3 Good</td><td></td></tr> <tr><td>2 Satisfactory</td><td></td></tr> <tr><td>1 Unsatisfactory</td><td></td></tr> </table>	4 Outstanding		3 Good		2 Satisfactory		1 Unsatisfactory	
4 Outstanding										
3 Good										
2 Satisfactory										
1 Unsatisfactory										
(ii) all academic staff have minimum qualifications expected, subject knowledge and experience to teach at the college		<table border="1"> <tr><td>4 Outstanding</td><td></td></tr> <tr><td>3 Good</td><td></td></tr> <tr><td>2 Satisfactory</td><td></td></tr> <tr><td>1 Unsatisfactory</td><td></td></tr> </table>	4 Outstanding		3 Good		2 Satisfactory		1 Unsatisfactory	
4 Outstanding										
3 Good										
2 Satisfactory										
1 Unsatisfactory										

Quality Statements	Evidence and justification of self-evaluation									
(iii) opportunities for further training and in-service programmes are clearly defined		<table border="1"> <tr><td>4 Outstanding</td><td></td></tr> <tr><td>3 Good</td><td></td></tr> <tr><td>2 Satisfactory</td><td></td></tr> <tr><td>1 Unsatisfactory</td><td></td></tr> </table>	4 Outstanding		3 Good		2 Satisfactory		1 Unsatisfactory	
4 Outstanding										
3 Good										
2 Satisfactory										
1 Unsatisfactory										
(iv) it has a curriculum that is flexibly structured to meet the needs and challenges of the basic education teacher		<table border="1"> <tr><td>4 Outstanding</td><td></td></tr> <tr><td>3 Good</td><td></td></tr> <tr><td>2 Satisfactory</td><td></td></tr> <tr><td>1 Unsatisfactory</td><td></td></tr> </table>	4 Outstanding		3 Good		2 Satisfactory		1 Unsatisfactory	
4 Outstanding										
3 Good										
2 Satisfactory										
1 Unsatisfactory										
(v) there is documentary evidence of staff participation in professional development programmes		<table border="1"> <tr><td>4 Outstanding</td><td></td></tr> <tr><td>3 Good</td><td></td></tr> <tr><td>2 Satisfactory</td><td></td></tr> <tr><td>1 Unsatisfactory</td><td></td></tr> </table>	4 Outstanding		3 Good		2 Satisfactory		1 Unsatisfactory	
4 Outstanding										
3 Good										
2 Satisfactory										
1 Unsatisfactory										
(vi) ICT is appropriately used for teaching and learning		<table border="1"> <tr><td>4 Outstanding</td><td></td></tr> <tr><td>3 Good</td><td></td></tr> <tr><td>2 Satisfactory</td><td></td></tr> <tr><td>1 Unsatisfactory</td><td></td></tr> </table>	4 Outstanding		3 Good		2 Satisfactory		1 Unsatisfactory	
4 Outstanding										
3 Good										
2 Satisfactory										
1 Unsatisfactory										
(vii) tutors and trainee teachers have access to a variety of resources: a library, videos, the internet, and realia (concrete teaching aids)		<table border="1"> <tr><td>4 Outstanding</td><td></td></tr> <tr><td>3 Good</td><td></td></tr> <tr><td>2 Satisfactory</td><td></td></tr> <tr><td>1 Unsatisfactory</td><td></td></tr> </table>	4 Outstanding		3 Good		2 Satisfactory		1 Unsatisfactory	
4 Outstanding										
3 Good										
2 Satisfactory										
1 Unsatisfactory										

B.3 Curriculum and Learning in accordance with the NCTE and NAB Minimum Standards(it is compulsory to gain at least satisfactory in this area in order to achieve accreditation)

Are all courses allocated time appropriately? How is a balance achieved between teaching theory and practice? Does course planning demonstrate the balance between theory and practice? Do assignments show a balance?

Quality Statements	Evidence and justification of self-evaluation									
B.3 (i) there is a well-defined course outline that provides a clear course description, course objective, mode of assessment and suggested reading list		<table border="1"> <tr><td>4 Outstanding</td><td></td></tr> <tr><td>3 Good</td><td></td></tr> <tr><td>2 Satisfactory</td><td></td></tr> <tr><td>1 Unsatisfactory</td><td></td></tr> </table>	4 Outstanding		3 Good		2 Satisfactory		1 Unsatisfactory	
4 Outstanding										
3 Good										
2 Satisfactory										
1 Unsatisfactory										
(ii) the demands of the curriculum ensure high standards of academic provision		<table border="1"> <tr><td>4 Outstanding</td><td></td></tr> <tr><td>3 Good</td><td></td></tr> <tr><td>2 Satisfactory</td><td></td></tr> <tr><td>1 Unsatisfactory</td><td></td></tr> </table>	4 Outstanding		3 Good		2 Satisfactory		1 Unsatisfactory	
4 Outstanding										
3 Good										
2 Satisfactory										
1 Unsatisfactory										



Quality Statements	Evidence and justification of self-evaluation		
(iii) there are appropriate resources to support the implementation of the curriculum		4 Outstanding	
		3 Good	
		2 Satisfactory	
		1 Unsatisfactory	

B.4 Quality micro-teaching, practicum and teaching practice - (it is compulsory to gain at least satisfactory in this area in order to achieve reaccreditation)

How does the teaching practice assessment reflect the importance of a learner centred approach (i.e. activity-based teaching; learner participation; etc.)? How frequently are students required to participate in micro teaching and practicum? How effective are the micro-teaching tasks in raising the standards of teaching practice? Is there adequate supervision of students on teaching practice? What is the quality of the schools used for the purposes of teaching practice and practicum?
 How useful for students are the teaching practice supervision feedback by mentors and lead mentors?

Quality Statements	Evidence and justification of self-evaluation		
B.4 (i) there are clear guidelines and mentoring procedures for student teachers on teaching practice		4 Outstanding	
		3 Good	
		2 Satisfactory	
		1 Unsatisfactory	
(ii) there are records of student teachers on teaching practice receiving detailed and quality feedback from mentors and lead mentors		4 Outstanding	
		3 Good	
		2 Satisfactory	
		1 Unsatisfactory	
(iii) there are schedules for student teachers' micro-teaching on the college academic calendar		4 Outstanding	
		3 Good	
		2 Satisfactory	
		1 Unsatisfactory	
(iv) there are records of tutors' regular meetings to reflect on their practice		4 Outstanding	
		3 Good	
		2 Satisfactory	
		1 Unsatisfactory	

Total Evaluation Value =

$$\text{Aggregated Value (AV)} = \frac{\text{Total Evaluation Value}}{\text{Number of Quality Statements}} = \frac{\text{Total Evaluation Value}}{15}$$

ENVIRONMENT AND INFRASTRUCTURE

The Environment and Infrastructure quality statements focus on:

- Quality and adequacy of facilities
- Quality of health and safety provisions
- Provision for equality and diversity
- Community of learning

C.1 Provision of quality physical infrastructure for effective programmes delivery										
Are there adequate and accessible lecture rooms? Are there adequate and accessible science laboratories? Are there clean and adequate toilets and washrooms? Are there reliable source of water and electricity? Is the transport arrangement for fieldtrips and teaching practice functional? Are facilities provided disability friendly? How well does the infrastructure support all programmes? Is there an estates strategy? Does it link directly to the priorities identified in the College Improvement Plan? How and when is the estates strategy reviewed? Are there recreational facilities provided? Are the recreational facilities provided adequate?										
		<table border="1"> <tr><td>4 Outstanding</td><td></td></tr> <tr><td>3 Good</td><td></td></tr> <tr><td>2 Satisfactory</td><td></td></tr> <tr><td>1 Unsatisfactory</td><td></td></tr> </table>	4 Outstanding		3 Good		2 Satisfactory		1 Unsatisfactory	
4 Outstanding										
3 Good										
2 Satisfactory										
1 Unsatisfactory										
C.2 Provision of resources that effectively support teaching and learning										
How accessible is the library to staff and students? Is it well used? How modern and relevant are the texts/journals etc.? Are there sufficient materials? What is the quality of support services for staff & students?										
Quality Statements	Evidence and justification of self-evaluation									
C.2 (i) there is a computer laboratory which is well equipped.		<table border="1"> <tr><td>4 Outstanding</td><td></td></tr> <tr><td>3 Good</td><td></td></tr> <tr><td>2 Satisfactory</td><td></td></tr> <tr><td>1 Unsatisfactory</td><td></td></tr> </table>	4 Outstanding		3 Good		2 Satisfactory		1 Unsatisfactory	
4 Outstanding										
3 Good										
2 Satisfactory										
1 Unsatisfactory										
(ii) internet connectivity is available and reliable.		<table border="1"> <tr><td>4 Outstanding</td><td></td></tr> <tr><td>3 Good</td><td></td></tr> <tr><td>2 Satisfactory</td><td></td></tr> <tr><td>1 Unsatisfactory</td><td></td></tr> </table>	4 Outstanding		3 Good		2 Satisfactory		1 Unsatisfactory	
4 Outstanding										
3 Good										
2 Satisfactory										
1 Unsatisfactory										
(iii) there are qualified staff to provide ICT technical support		<table border="1"> <tr><td>4 Outstanding</td><td></td></tr> <tr><td>3 Good</td><td></td></tr> <tr><td>2 Satisfactory</td><td></td></tr> <tr><td>1 Unsatisfactory</td><td></td></tr> </table>	4 Outstanding		3 Good		2 Satisfactory		1 Unsatisfactory	
4 Outstanding										
3 Good										
2 Satisfactory										
1 Unsatisfactory										

Quality Statements	Evidence and justification of self-evaluation									
(iv) there is a well-equipped resource centre to support the preparation of teaching and learning materials		<table border="1"> <tr><td>4 Outstanding</td><td></td></tr> <tr><td>3 Good</td><td></td></tr> <tr><td>2 Satisfactory</td><td></td></tr> <tr><td>1 Unsatisfactory</td><td></td></tr> </table>	4 Outstanding		3 Good		2 Satisfactory		1 Unsatisfactory	
4 Outstanding										
3 Good										
2 Satisfactory										
1 Unsatisfactory										
(v) there is a periodic maintenance and upgrade of ICT facilities.		<table border="1"> <tr><td>4 Outstanding</td><td></td></tr> <tr><td>3 Good</td><td></td></tr> <tr><td>2 Satisfactory</td><td></td></tr> <tr><td>1 Unsatisfactory</td><td></td></tr> </table>	4 Outstanding		3 Good		2 Satisfactory		1 Unsatisfactory	
4 Outstanding										
3 Good										
2 Satisfactory										
1 Unsatisfactory										
(vi) there are adequate resources to support quality teaching and learning.		<table border="1"> <tr><td>4 Outstanding</td><td></td></tr> <tr><td>3 Good</td><td></td></tr> <tr><td>2 Satisfactory</td><td></td></tr> <tr><td>1 Unsatisfactory</td><td></td></tr> </table>	4 Outstanding		3 Good		2 Satisfactory		1 Unsatisfactory	
4 Outstanding										
3 Good										
2 Satisfactory										
1 Unsatisfactory										

C.3 Quality health and safety provisions										
What public health and sanitation arrangements are in place? Is there a health and safety policy? How inclusive is the health and safety policy? What is the overall appropriateness of furniture for various spaces and rooms? Are the facilities and resources well maintained?										
Quality Statements	Evidence and justification of self-evaluation									
C.3 (i) there are public health and sanitation arrangements for both staff and student teachers		<table border="1"> <tr><td>4 Outstanding</td><td></td></tr> <tr><td>3 Good</td><td></td></tr> <tr><td>2 Satisfactory</td><td></td></tr> <tr><td>1 Unsatisfactory</td><td></td></tr> </table>	4 Outstanding		3 Good		2 Satisfactory		1 Unsatisfactory	
4 Outstanding										
3 Good										
2 Satisfactory										
1 Unsatisfactory										
(ii) there are adequate health and safety measures including an all-inclusive policy and risk register		<table border="1"> <tr><td>4 Outstanding</td><td></td></tr> <tr><td>3 Good</td><td></td></tr> <tr><td>2 Satisfactory</td><td></td></tr> <tr><td>1 Unsatisfactory</td><td></td></tr> </table>	4 Outstanding		3 Good		2 Satisfactory		1 Unsatisfactory	
4 Outstanding										
3 Good										
2 Satisfactory										
1 Unsatisfactory										
(iii) there is an inclusive college policy for HIV and AIDS education and awareness creation.		<table border="1"> <tr><td>4 Outstanding</td><td></td></tr> <tr><td>3 Good</td><td></td></tr> <tr><td>2 Satisfactory</td><td></td></tr> <tr><td>1 Unsatisfactory</td><td></td></tr> </table>	4 Outstanding		3 Good		2 Satisfactory		1 Unsatisfactory	
4 Outstanding										
3 Good										
2 Satisfactory										
1 Unsatisfactory										
(iv) there are adequate furniture for lecture rooms, offices and laboratories		<table border="1"> <tr><td>4 Outstanding</td><td></td></tr> <tr><td>3 Good</td><td></td></tr> <tr><td>2 Satisfactory</td><td></td></tr> <tr><td>1 Unsatisfactory</td><td></td></tr> </table>	4 Outstanding		3 Good		2 Satisfactory		1 Unsatisfactory	
4 Outstanding										
3 Good										
2 Satisfactory										
1 Unsatisfactory										

Quality Statements	Evidence and justification of self-evaluation									
(v) there are appropriate furniture for lecture rooms, offices and laboratories		<table border="1"> <tr><td>4 Outstanding</td><td></td></tr> <tr><td>3 Good</td><td></td></tr> <tr><td>2 Satisfactory</td><td></td></tr> <tr><td>1 Unsatisfactory</td><td></td></tr> </table>	4 Outstanding		3 Good		2 Satisfactory		1 Unsatisfactory	
4 Outstanding										
3 Good										
2 Satisfactory										
1 Unsatisfactory										
(vi) there are safety equipment e.g. firefighting equipment in all buildings		<table border="1"> <tr><td>4 Outstanding</td><td></td></tr> <tr><td>3 Good</td><td></td></tr> <tr><td>2 Satisfactory</td><td></td></tr> <tr><td>1 Unsatisfactory</td><td></td></tr> </table>	4 Outstanding		3 Good		2 Satisfactory		1 Unsatisfactory	
4 Outstanding										
3 Good										
2 Satisfactory										
1 Unsatisfactory										
(vii) there are fire safety measures which are well publicised within the college community.		<table border="1"> <tr><td>4 Outstanding</td><td></td></tr> <tr><td>3 Good</td><td></td></tr> <tr><td>2 Satisfactory</td><td></td></tr> <tr><td>1 Unsatisfactory</td><td></td></tr> </table>	4 Outstanding		3 Good		2 Satisfactory		1 Unsatisfactory	
4 Outstanding										
3 Good										
2 Satisfactory										
1 Unsatisfactory										

C.4 Strategies for quality learning environment and infrastructure

How well is infrastructure funded? Are there sufficient staff to manage infrastructure?
 What are the views held by students and staff about the quality of the environment, supply of electricity and water and sporting facilities? How is this evidence gathered?
 What first impressions would be made by visitors to the institution?
 What is the quality of hostel accommodation?

Quality Statements	Evidence and justification of self-evaluation									
C.4 (i) there is an environment and infrastructure audit		<table border="1"> <tr><td>4 Outstanding</td><td></td></tr> <tr><td>3 Good</td><td></td></tr> <tr><td>2 Satisfactory</td><td></td></tr> <tr><td>1 Unsatisfactory</td><td></td></tr> </table>	4 Outstanding		3 Good		2 Satisfactory		1 Unsatisfactory	
4 Outstanding										
3 Good										
2 Satisfactory										
1 Unsatisfactory										
(ii) there is an infrastructure development plan		<table border="1"> <tr><td>4 Outstanding</td><td></td></tr> <tr><td>3 Good</td><td></td></tr> <tr><td>2 Satisfactory</td><td></td></tr> <tr><td>1 Unsatisfactory</td><td></td></tr> </table>	4 Outstanding		3 Good		2 Satisfactory		1 Unsatisfactory	
4 Outstanding										
3 Good										
2 Satisfactory										
1 Unsatisfactory										
(iii) there is a functioning works and physical development committee		<table border="1"> <tr><td>4 Outstanding</td><td></td></tr> <tr><td>3 Good</td><td></td></tr> <tr><td>2 Satisfactory</td><td></td></tr> <tr><td>1 Unsatisfactory</td><td></td></tr> </table>	4 Outstanding		3 Good		2 Satisfactory		1 Unsatisfactory	
4 Outstanding										
3 Good										
2 Satisfactory										
1 Unsatisfactory										
(iv) there is an established maintenance Unit with qualified staff		<table border="1"> <tr><td>4 Outstanding</td><td></td></tr> <tr><td>3 Good</td><td></td></tr> <tr><td>2 Satisfactory</td><td></td></tr> <tr><td>1 Unsatisfactory</td><td></td></tr> </table>	4 Outstanding		3 Good		2 Satisfactory		1 Unsatisfactory	
4 Outstanding										
3 Good										
2 Satisfactory										
1 Unsatisfactory										



Leadership and Quality Assurance of Teaching and Learning

Quality Statements	Evidence and justification of self-evaluation		
(v) there are Acceptable Use Policies for and the following that are operational: ICT, Workshop and Science Laboratory		4 Outstanding	
		3 Good	
		2 Satisfactory	
		1 Unsatisfactory	
(vi) there is Library Acceptable Use Policy and it is operational		4 Outstanding	
		3 Good	
		2 Satisfactory	
		1 Unsatisfactory	
(vii) there is a strategy document for integrating ICT into teaching, research and assessment		4 Outstanding	
		3 Good	
		2 Satisfactory	
		1 Unsatisfactory	
(viii) there is a title document to the College land and the College is secured.		4 Outstanding	
		3 Good	
		2 Satisfactory	
		1 Unsatisfactory	
(ix) there is an architectural design of college facility		4 Outstanding	
		3 Good	
		2 Satisfactory	
		1 Unsatisfactory	

Total Evaluation Value =

$$\text{Aggregated Value (AV)} = \frac{\text{Total Evaluation Value}}{\text{Number of Quality Statements}} = \frac{\text{Total Evaluation Value}}{23}$$

ASSESSMENT

The Assessment quality statements focus on:

The diversity of tools used to assess learning

Effective use of assessment to enhance learning

Internal controls for assessment to ensure conformity, quality and integrity

D.1 Diversity of Assessment tools										
What range of assessment tools are in use? How were the assessment tools developed? (expectation is to use an inclusive and collaborative approach) Are staff familiar with and using effectively the assessment tools?										
		<table border="1"> <tr><td>4 Outstanding</td><td></td></tr> <tr><td>3 Good</td><td></td></tr> <tr><td>2 Satisfactory</td><td></td></tr> <tr><td>1 Unsatisfactory</td><td></td></tr> </table>	4 Outstanding		3 Good		2 Satisfactory		1 Unsatisfactory	
4 Outstanding										
3 Good										
2 Satisfactory										
1 Unsatisfactory										
D.2 Quality of Assessment tools and examination procedures										
Are the institution's external examiners made up of qualified and experienced experts? What are the criteria for appointment of external examiners? How detailed and effective are the reports of external examiners? How are examination questions designed and evaluated? Consider how well examination questions reflect the needs of the primary school curriculum. How efficient are administrative processes and is ICT used? How is marking of student teachers' scripts monitored?										
Quality Statements	Evidence and justification of self-evaluation									
D.2 (i) there are appropriate marking schemes for every assessment item		<table border="1"> <tr><td>4 Outstanding</td><td></td></tr> <tr><td>3 Good</td><td></td></tr> <tr><td>2 Satisfactory</td><td></td></tr> <tr><td>1 Unsatisfactory</td><td></td></tr> </table>	4 Outstanding		3 Good		2 Satisfactory		1 Unsatisfactory	
4 Outstanding										
3 Good										
2 Satisfactory										
1 Unsatisfactory										
(ii) assessment and examination timetables are timely published		<table border="1"> <tr><td>4 Outstanding</td><td></td></tr> <tr><td>3 Good</td><td></td></tr> <tr><td>2 Satisfactory</td><td></td></tr> <tr><td>1 Unsatisfactory</td><td></td></tr> </table>	4 Outstanding		3 Good		2 Satisfactory		1 Unsatisfactory	
4 Outstanding										
3 Good										
2 Satisfactory										
1 Unsatisfactory										
(iii) there is evidence of compliance with the standard of coverage of content when setting examination questions		<table border="1"> <tr><td>4 Outstanding</td><td></td></tr> <tr><td>3 Good</td><td></td></tr> <tr><td>2 Satisfactory</td><td></td></tr> <tr><td>1 Unsatisfactory</td><td></td></tr> </table>	4 Outstanding		3 Good		2 Satisfactory		1 Unsatisfactory	
4 Outstanding										
3 Good										
2 Satisfactory										
1 Unsatisfactory										
(iv) there is a well-defined grading system that has been clearly communicated to all students		<table border="1"> <tr><td>4 Outstanding</td><td></td></tr> <tr><td>3 Good</td><td></td></tr> <tr><td>2 Satisfactory</td><td></td></tr> <tr><td>1 Unsatisfactory</td><td></td></tr> </table>	4 Outstanding		3 Good		2 Satisfactory		1 Unsatisfactory	
4 Outstanding										
3 Good										
2 Satisfactory										
1 Unsatisfactory										

Quality Statements	Evidence and justification of self-evaluation									
(v) there are high quality and diverse assessment tools		<table border="1"> <tr><td>4 Outstanding</td><td></td></tr> <tr><td>3 Good</td><td></td></tr> <tr><td>2 Satisfactory</td><td></td></tr> <tr><td>1 Unsatisfactory</td><td></td></tr> </table>	4 Outstanding		3 Good		2 Satisfactory		1 Unsatisfactory	
4 Outstanding										
3 Good										
2 Satisfactory										
1 Unsatisfactory										
(vi) there are effective arrangements for examination processes with rules and procedures clearly shared with students		<table border="1"> <tr><td>4 Outstanding</td><td></td></tr> <tr><td>3 Good</td><td></td></tr> <tr><td>2 Satisfactory</td><td></td></tr> <tr><td>1 Unsatisfactory</td><td></td></tr> </table>	4 Outstanding		3 Good		2 Satisfactory		1 Unsatisfactory	
4 Outstanding										
3 Good										
2 Satisfactory										
1 Unsatisfactory										

D.3 Quality of Assessment and Learning

Are Continuous Assessment procedures in line with NCTE minimum standards?
 Are there mechanisms for setting and moderating examination?
 How robust are the procedures for assessing tutor performance?
 How are assessment outcomes used to improve the quality of teaching and learning?

Quality Statements	Evidence and justification of self-evaluation									
D.3 (i) there are mechanisms for setting and moderating examination items		<table border="1"> <tr><td>4 Outstanding</td><td></td></tr> <tr><td>3 Good</td><td></td></tr> <tr><td>2 Satisfactory</td><td></td></tr> <tr><td>1 Unsatisfactory</td><td></td></tr> </table>	4 Outstanding		3 Good		2 Satisfactory		1 Unsatisfactory	
4 Outstanding										
3 Good										
2 Satisfactory										
1 Unsatisfactory										
(ii) there are examination invigilation procedures and are operational		<table border="1"> <tr><td>4 Outstanding</td><td></td></tr> <tr><td>3 Good</td><td></td></tr> <tr><td>2 Satisfactory</td><td></td></tr> <tr><td>1 Unsatisfactory</td><td></td></tr> </table>	4 Outstanding		3 Good		2 Satisfactory		1 Unsatisfactory	
4 Outstanding										
3 Good										
2 Satisfactory										
1 Unsatisfactory										
(iii) there are mechanisms for continuous assessment of student teachers		<table border="1"> <tr><td>4 Outstanding</td><td></td></tr> <tr><td>3 Good</td><td></td></tr> <tr><td>2 Satisfactory</td><td></td></tr> <tr><td>1 Unsatisfactory</td><td></td></tr> </table>	4 Outstanding		3 Good		2 Satisfactory		1 Unsatisfactory	
4 Outstanding										
3 Good										
2 Satisfactory										
1 Unsatisfactory										
(iv) there are systems to adequately redress cases of alleged examination irregularities		<table border="1"> <tr><td>4 Outstanding</td><td></td></tr> <tr><td>3 Good</td><td></td></tr> <tr><td>2 Satisfactory</td><td></td></tr> <tr><td>1 Unsatisfactory</td><td></td></tr> </table>	4 Outstanding		3 Good		2 Satisfactory		1 Unsatisfactory	
4 Outstanding										
3 Good										
2 Satisfactory										
1 Unsatisfactory										
(v) there are procedures for assessing the quality of tutors' performance		<table border="1"> <tr><td>4 Outstanding</td><td></td></tr> <tr><td>3 Good</td><td></td></tr> <tr><td>2 Satisfactory</td><td></td></tr> <tr><td>1 Unsatisfactory</td><td></td></tr> </table>	4 Outstanding		3 Good		2 Satisfactory		1 Unsatisfactory	
4 Outstanding										
3 Good										
2 Satisfactory										
1 Unsatisfactory										

Quality Statements	Evidence and justification of self-evaluation		
(vi) there is documentary evidence of assessment outcomes being used to enhance student teachers' learning experience		4 Outstanding	
		3 Good	
		2 Satisfactory	
		1 Unsatisfactory	

D.4 Quality of Assessment internal controls

Are there systems to vet and moderate marked scripts
 Are the Assessment practices compliant with NCTE minimum expected standards?
 Assessment procedures and grading system published in the student teachers' handbook?
 Are student teachers aware of the graduation requirements? How is this communicated to them?
 What are the procedures for publishing student teachers results?
 Are there examination results appeal procedure and policy?

Quality Statements	Evidence and justification of self-evaluation		
D.4 (i) there are internal controls for assessment to ensure conformity with NCTE minimum standards and quality expectation		4 Outstanding	
		3 Good	
		2 Satisfactory	
		1 Unsatisfactory	
(ii) there are well-defined requirements and standards for progression between levels		4 Outstanding	
		3 Good	
		2 Satisfactory	
		1 Unsatisfactory	
(iii) there are in the student teachers' handbook well-defined requirements and standards for progression among levels		4 Outstanding	
		3 Good	
		2 Satisfactory	
		1 Unsatisfactory	
(iv) there are well-defined graduation requirements that are shared with student teachers		4 Outstanding	
		3 Good	
		2 Satisfactory	
		1 Unsatisfactory	
(v) there is a clear policy on assessment which is shared with stakeholders including student teachers		4 Outstanding	
		3 Good	
		2 Satisfactory	
		1 Unsatisfactory	



Leadership and Quality Assurance of Teaching and Learning

Quality Statements	Evidence and justification of self-evaluation		
(vi) there are well-defined systems for vetting marked scripts		4 Outstanding	
		3 Good	
		2 Satisfactory	
		1 Unsatisfactory	
(vii) there are clear procedures for publishing students' results		4 Outstanding	
		3 Good	
		2 Satisfactory	
		1 Unsatisfactory	
(viii) there is a well-defined grading system which is included in student teachers' handbook.		4 Outstanding	
		3 Good	
		2 Satisfactory	
		1 Unsatisfactory	

Total Evaluation Value =

$$\text{Aggregated Value (AV)} = \frac{\text{Total Evaluation Value}}{\text{Number of Quality Statements}} = \frac{\text{Total Evaluation Value}}{21}$$

STUDENT ENGAGEMENT

The Student Engagement quality statements relate the support given to student teachers by the College and the opportunities for student teachers to contribute to the management and improvement in their educational experience. The statements focus on:

Advisory and support provision

Academic support during the course

Students voice – involvement of student teachers in management decision making

Skills development

E.1 Quality Academic Advisory System										
Are there functioning academic advisory systems? Are the academic advisors adequate and qualified? How effective is the induction programme for student teachers? Is there a student teacher handbook?										
		<table border="1"> <tr> <td>4 Outstanding</td> <td></td> </tr> <tr> <td>3 Good</td> <td></td> </tr> <tr> <td>2 Satisfactory</td> <td></td> </tr> <tr> <td>1 Unsatisfactory</td> <td></td> </tr> </table>	4 Outstanding		3 Good		2 Satisfactory		1 Unsatisfactory	
4 Outstanding										
3 Good										
2 Satisfactory										
1 Unsatisfactory										
E.2 Quality of Student Support Services										
How effective and confidential is the operation of the counselling unit? How many students make use of the counselling service? What is the quality of student accommodation? Refer to opinions collected from students. How well equipped is the clinic? How are the support services funded? Are the staff qualified to offer the necessary support?										
Quality Statements	Evidence and justification of self-evaluation									
E.2 (i) there is an effective, well-structured Guidance and Counselling Unit		<table border="1"> <tr> <td>4 Outstanding</td> <td></td> </tr> <tr> <td>3 Good</td> <td></td> </tr> <tr> <td>2 Satisfactory</td> <td></td> </tr> <tr> <td>1 Unsatisfactory</td> <td></td> </tr> </table>	4 Outstanding		3 Good		2 Satisfactory		1 Unsatisfactory	
4 Outstanding										
3 Good										
2 Satisfactory										
1 Unsatisfactory										
(ii) there is a well-equipped and well-staffed clinic		<table border="1"> <tr> <td>4 Outstanding</td> <td></td> </tr> <tr> <td>3 Good</td> <td></td> </tr> <tr> <td>2 Satisfactory</td> <td></td> </tr> <tr> <td>1 Unsatisfactory</td> <td></td> </tr> </table>	4 Outstanding		3 Good		2 Satisfactory		1 Unsatisfactory	
4 Outstanding										
3 Good										
2 Satisfactory										
1 Unsatisfactory										
(iii) there is adequate accommodation for student teachers		<table border="1"> <tr> <td>4 Outstanding</td> <td></td> </tr> <tr> <td>3 Good</td> <td></td> </tr> <tr> <td>2 Satisfactory</td> <td></td> </tr> <tr> <td>1 Unsatisfactory</td> <td></td> </tr> </table>	4 Outstanding		3 Good		2 Satisfactory		1 Unsatisfactory	
4 Outstanding										
3 Good										
2 Satisfactory										
1 Unsatisfactory										
(iv) there is a well-equipped resource centre which is accessible by student teachers		<table border="1"> <tr> <td>4 Outstanding</td> <td></td> </tr> <tr> <td>3 Good</td> <td></td> </tr> <tr> <td>2 Satisfactory</td> <td></td> </tr> <tr> <td>1 Unsatisfactory</td> <td></td> </tr> </table>	4 Outstanding		3 Good		2 Satisfactory		1 Unsatisfactory	
4 Outstanding										
3 Good										
2 Satisfactory										
1 Unsatisfactory										

E.3 Quality of procedures for admitting student teachers										
Is the admission policy in line with NCTE and NAB minimum standards? Has the College an admission policy?										
Quality Statements	Evidence and justification of self-evaluation									
E.3 (i) there are well-defined minimum entry requirements		<table border="1"> <tr><td>4 Outstanding</td><td></td></tr> <tr><td>3 Good</td><td></td></tr> <tr><td>2 Satisfactory</td><td></td></tr> <tr><td>1 Unsatisfactory</td><td></td></tr> </table>	4 Outstanding		3 Good		2 Satisfactory		1 Unsatisfactory	
4 Outstanding										
3 Good										
2 Satisfactory										
1 Unsatisfactory										
(ii) there is a clear admissions policy and it is operational		<table border="1"> <tr><td>4 Outstanding</td><td></td></tr> <tr><td>3 Good</td><td></td></tr> <tr><td>2 Satisfactory</td><td></td></tr> <tr><td>1 Unsatisfactory</td><td></td></tr> </table>	4 Outstanding		3 Good		2 Satisfactory		1 Unsatisfactory	
4 Outstanding										
3 Good										
2 Satisfactory										
1 Unsatisfactory										
(iii) there is evidence of adherence to the admissions policy, including compliance with NAB's and NCTE's expected minimum entry qualification		<table border="1"> <tr><td>4 Outstanding</td><td></td></tr> <tr><td>3 Good</td><td></td></tr> <tr><td>2 Satisfactory</td><td></td></tr> <tr><td>1 Unsatisfactory</td><td></td></tr> </table>	4 Outstanding		3 Good		2 Satisfactory		1 Unsatisfactory	
4 Outstanding										
3 Good										
2 Satisfactory										
1 Unsatisfactory										

E.4 Effectiveness of Student Leadership										
How are student teachers involved in leadership decision making? Are student teachers represented on college committees? Are the student teachers given the opportunity to express their opinion? How gender responsive is the Student Representative Council (SRC)? How gender responsive is the student representation on committees?										
Quality Statements	Evidence and justification of self-evaluation									
E.4 (i) there are clear gender responsive guidelines for election of student leaders		<table border="1"> <tr><td>4 Outstanding</td><td></td></tr> <tr><td>3 Good</td><td></td></tr> <tr><td>2 Satisfactory</td><td></td></tr> <tr><td>1 Unsatisfactory</td><td></td></tr> </table>	4 Outstanding		3 Good		2 Satisfactory		1 Unsatisfactory	
4 Outstanding										
3 Good										
2 Satisfactory										
1 Unsatisfactory										
(ii) there is a functioning SRC		<table border="1"> <tr><td>4 Outstanding</td><td></td></tr> <tr><td>3 Good</td><td></td></tr> <tr><td>2 Satisfactory</td><td></td></tr> <tr><td>1 Unsatisfactory</td><td></td></tr> </table>	4 Outstanding		3 Good		2 Satisfactory		1 Unsatisfactory	
4 Outstanding										
3 Good										
2 Satisfactory										
1 Unsatisfactory										
(iii) there is full representation of students on designated committees in line with the Statutes		<table border="1"> <tr><td>4 Outstanding</td><td></td></tr> <tr><td>3 Good</td><td></td></tr> <tr><td>2 Satisfactory</td><td></td></tr> <tr><td>1 Unsatisfactory</td><td></td></tr> </table>	4 Outstanding		3 Good		2 Satisfactory		1 Unsatisfactory	
4 Outstanding										
3 Good										
2 Satisfactory										
1 Unsatisfactory										

Quality Statements	Evidence and justification of self-evaluation		
(iv) there is gender equity in students' representation on committees		4 Outstanding	
		3 Good	
		2 Satisfactory	
		1 Unsatisfactory	
(v) there are systems to develop the leadership skills of students		4 Outstanding	
		3 Good	
		2 Satisfactory	
		1 Unsatisfactory	
(vi) there are clear guidelines and procedures for the formation and running of Students' led clubs and associations		4 Outstanding	
		3 Good	
		2 Satisfactory	
		1 Unsatisfactory	
(vii) there is an established Dean of students' office to coordinate students' governance		4 Outstanding	
		3 Good	
		2 Satisfactory	
		1 Unsatisfactory	

Total Evaluation Value =

$$\text{Aggregated Value (AV)} = \frac{\text{Total Evaluation Value}}{\text{Number of Quality Statements}} = \frac{\text{Total Evaluation Value}}{15}$$

MONITORING AND EVALUATION

The Monitoring and Evaluation (M+E) quality statements relate to the involvement of management, other staff, and student teachers of the College of Education in using a range of M+E tools to help them reflect on the quality of overall provision. It is an essential requirement for identifying areas of strength and areas that need to be improved. The focus:

Systematic process of monitoring academic programme

Systematic process of monitoring student engagement and other practices

Systematic process of evaluating data

F.1 Monitoring and Evaluation in the College		
Has the College a systematic process of monitoring delivery of academic programmes? What are the processes of monitoring student engagement practices in the College? Has the College a robust process of evaluating data?		
	4 Outstanding	<input type="checkbox"/>
	3 Good	<input type="checkbox"/>
	2 Satisfactory	<input type="checkbox"/>
	1 Unsatisfactory	<input type="checkbox"/>

F.2 Systematic process of monitoring academic programme										
Has the College a lesson monitoring policy/procedure? What are the internal monitoring procedures for examinations? What tools are in use for monitoring equal opportunity practices? Are there tools for monitoring the performance of difference groups of students?										
Quality Statements	Evidence and justification of self-evaluation									
F.2 (i) there is a clear policy for programme approval		<table border="1"> <tr><td>4 Outstanding</td><td><input type="checkbox"/></td></tr> <tr><td>3 Good</td><td><input type="checkbox"/></td></tr> <tr><td>2 Satisfactory</td><td><input type="checkbox"/></td></tr> <tr><td>1 Unsatisfactory</td><td><input type="checkbox"/></td></tr> </table>	4 Outstanding	<input type="checkbox"/>	3 Good	<input type="checkbox"/>	2 Satisfactory	<input type="checkbox"/>	1 Unsatisfactory	<input type="checkbox"/>
4 Outstanding	<input type="checkbox"/>									
3 Good	<input type="checkbox"/>									
2 Satisfactory	<input type="checkbox"/>									
1 Unsatisfactory	<input type="checkbox"/>									
(ii) there are processes for programme approval and re-approval		<table border="1"> <tr><td>4 Outstanding</td><td><input type="checkbox"/></td></tr> <tr><td>3 Good</td><td><input type="checkbox"/></td></tr> <tr><td>2 Satisfactory</td><td><input type="checkbox"/></td></tr> <tr><td>1 Unsatisfactory</td><td><input type="checkbox"/></td></tr> </table>	4 Outstanding	<input type="checkbox"/>	3 Good	<input type="checkbox"/>	2 Satisfactory	<input type="checkbox"/>	1 Unsatisfactory	<input type="checkbox"/>
4 Outstanding	<input type="checkbox"/>									
3 Good	<input type="checkbox"/>									
2 Satisfactory	<input type="checkbox"/>									
1 Unsatisfactory	<input type="checkbox"/>									
(iii) there are relevant committees for approving programmes of study		<table border="1"> <tr><td>4 Outstanding</td><td><input type="checkbox"/></td></tr> <tr><td>3 Good</td><td><input type="checkbox"/></td></tr> <tr><td>2 Satisfactory</td><td><input type="checkbox"/></td></tr> <tr><td>1 Unsatisfactory</td><td><input type="checkbox"/></td></tr> </table>	4 Outstanding	<input type="checkbox"/>	3 Good	<input type="checkbox"/>	2 Satisfactory	<input type="checkbox"/>	1 Unsatisfactory	<input type="checkbox"/>
4 Outstanding	<input type="checkbox"/>									
3 Good	<input type="checkbox"/>									
2 Satisfactory	<input type="checkbox"/>									
1 Unsatisfactory	<input type="checkbox"/>									
(iv) there is a comprehensive and systematic process of monitoring academic programmes		<table border="1"> <tr><td>4 Outstanding</td><td><input type="checkbox"/></td></tr> <tr><td>3 Good</td><td><input type="checkbox"/></td></tr> <tr><td>2 Satisfactory</td><td><input type="checkbox"/></td></tr> <tr><td>1 Unsatisfactory</td><td><input type="checkbox"/></td></tr> </table>	4 Outstanding	<input type="checkbox"/>	3 Good	<input type="checkbox"/>	2 Satisfactory	<input type="checkbox"/>	1 Unsatisfactory	<input type="checkbox"/>
4 Outstanding	<input type="checkbox"/>									
3 Good	<input type="checkbox"/>									
2 Satisfactory	<input type="checkbox"/>									
1 Unsatisfactory	<input type="checkbox"/>									

Quality Statements	Evidence and justification of self-evaluation									
(v) there is an established ICT programme of study for ICT		<table border="1"> <tr><td>4 Outstanding</td><td></td></tr> <tr><td>3 Good</td><td></td></tr> <tr><td>2 Satisfactory</td><td></td></tr> <tr><td>1 Unsatisfactory</td><td></td></tr> </table>	4 Outstanding		3 Good		2 Satisfactory		1 Unsatisfactory	
4 Outstanding										
3 Good										
2 Satisfactory										
1 Unsatisfactory										

F.3 Systematic process of evaluating data

How effective is the data collection, processing and analysis?
 What is the frequency of conducting a comprehensive M+E of management effectiveness at all levels?
 What tools are available for comparing management effectiveness at all levels?
 What tools are available for comparing the performance of student teachers' year on year and with other colleges?

Quality Statements	Evidence and justification of self-evaluation									
F.3 (i) there is regular monitoring of teaching and learning		<table border="1"> <tr><td>4 Outstanding</td><td></td></tr> <tr><td>3 Good</td><td></td></tr> <tr><td>2 Satisfactory</td><td></td></tr> <tr><td>1 Unsatisfactory</td><td></td></tr> </table>	4 Outstanding		3 Good		2 Satisfactory		1 Unsatisfactory	
4 Outstanding										
3 Good										
2 Satisfactory										
1 Unsatisfactory										
(ii) there is a clear evidence of research and publication culture		<table border="1"> <tr><td>4 Outstanding</td><td></td></tr> <tr><td>3 Good</td><td></td></tr> <tr><td>2 Satisfactory</td><td></td></tr> <tr><td>1 Unsatisfactory</td><td></td></tr> </table>	4 Outstanding		3 Good		2 Satisfactory		1 Unsatisfactory	
4 Outstanding										
3 Good										
2 Satisfactory										
1 Unsatisfactory										
(iii) there are tools for monitoring data evaluation		<table border="1"> <tr><td>4 Outstanding</td><td></td></tr> <tr><td>3 Good</td><td></td></tr> <tr><td>2 Satisfactory</td><td></td></tr> <tr><td>1 Unsatisfactory</td><td></td></tr> </table>	4 Outstanding		3 Good		2 Satisfactory		1 Unsatisfactory	
4 Outstanding										
3 Good										
2 Satisfactory										
1 Unsatisfactory										
(iv) there is evidence of tutors' application of research has comprehensive feedback systems in place		<table border="1"> <tr><td>4 Outstanding</td><td></td></tr> <tr><td>3 Good</td><td></td></tr> <tr><td>2 Satisfactory</td><td></td></tr> <tr><td>1 Unsatisfactory</td><td></td></tr> </table>	4 Outstanding		3 Good		2 Satisfactory		1 Unsatisfactory	
4 Outstanding										
3 Good										
2 Satisfactory										
1 Unsatisfactory										
(v) there are well-defined procedures for monitoring and evaluating college practices		<table border="1"> <tr><td>4 Outstanding</td><td></td></tr> <tr><td>3 Good</td><td></td></tr> <tr><td>2 Satisfactory</td><td></td></tr> <tr><td>1 Unsatisfactory</td><td></td></tr> </table>	4 Outstanding		3 Good		2 Satisfactory		1 Unsatisfactory	
4 Outstanding										
3 Good										
2 Satisfactory										
1 Unsatisfactory										
(vi) there are mechanisms to ensure data safety and system security		<table border="1"> <tr><td>4 Outstanding</td><td></td></tr> <tr><td>3 Good</td><td></td></tr> <tr><td>2 Satisfactory</td><td></td></tr> <tr><td>1 Unsatisfactory</td><td></td></tr> </table>	4 Outstanding		3 Good		2 Satisfactory		1 Unsatisfactory	
4 Outstanding										
3 Good										
2 Satisfactory										
1 Unsatisfactory										



F.4 Systematic process of monitoring student engagement and other practices										
What tools are being used to monitor students' engagement? What processes are in place for monitoring students' engagement? How regularly is quality of teaching and learning monitored? Has the College a procedure for monitoring the quality of teaching practicum?										
Quality Statements	Evidence and justification of self-evaluation									
F.4 (i) there is regular monitoring of students' engagement		<table border="1"> <tr><td>4 Outstanding</td><td></td></tr> <tr><td>3 Good</td><td></td></tr> <tr><td>2 Satisfactory</td><td></td></tr> <tr><td>1 Unsatisfactory</td><td></td></tr> </table>	4 Outstanding		3 Good		2 Satisfactory		1 Unsatisfactory	
4 Outstanding										
3 Good										
2 Satisfactory										
1 Unsatisfactory										
(ii) there are well-defined processes of engaging students		<table border="1"> <tr><td>4 Outstanding</td><td></td></tr> <tr><td>3 Good</td><td></td></tr> <tr><td>2 Satisfactory</td><td></td></tr> <tr><td>1 Unsatisfactory</td><td></td></tr> </table>	4 Outstanding		3 Good		2 Satisfactory		1 Unsatisfactory	
4 Outstanding										
3 Good										
2 Satisfactory										
1 Unsatisfactory										
(iii) there are tools for monitoring students' engagement.		<table border="1"> <tr><td>4 Outstanding</td><td></td></tr> <tr><td>3 Good</td><td></td></tr> <tr><td>2 Satisfactory</td><td></td></tr> <tr><td>1 Unsatisfactory</td><td></td></tr> </table>	4 Outstanding		3 Good		2 Satisfactory		1 Unsatisfactory	
4 Outstanding										
3 Good										
2 Satisfactory										
1 Unsatisfactory										
(iv) there is evidence that tutors' use of feedback systems to engage students during teaching practicum		<table border="1"> <tr><td>4 Outstanding</td><td></td></tr> <tr><td>3 Good</td><td></td></tr> <tr><td>2 Satisfactory</td><td></td></tr> <tr><td>1 Unsatisfactory</td><td></td></tr> </table>	4 Outstanding		3 Good		2 Satisfactory		1 Unsatisfactory	
4 Outstanding										
3 Good										
2 Satisfactory										
1 Unsatisfactory										
(v) there are well-defined procedures for monitoring and evaluating the overall level of students' engagement.		<table border="1"> <tr><td>4 Outstanding</td><td></td></tr> <tr><td>3 Good</td><td></td></tr> <tr><td>2 Satisfactory</td><td></td></tr> <tr><td>1 Unsatisfactory</td><td></td></tr> </table>	4 Outstanding		3 Good		2 Satisfactory		1 Unsatisfactory	
4 Outstanding										
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Total Evaluation Value =

$$\text{Aggregated Value (AV)} = \frac{\text{Total Evaluation Value}}{\text{Number of Quality Statements}} = \frac{\text{Total Evaluation Value}}{17}$$

PARTNERSHIP AND COOPERATION

The Partnership and Cooperation quality statements relate the extent to which the College has an established strategy for strengthening and improving the institution through a wide range of partnerships and collaborative initiatives. The statements focus on:

Partnerships at local, national and international level

Partnerships and cooperation within the College

External stakeholder involvement

G.1 Partnership and Cooperation in the College										
<p>The College has at least one each of local, national and international partners There is evidence of within College partnership and cooperation, especially between departments and units External stakeholders are involved in the activities of the College, e.g. graduation ceremonies</p>										
		<table border="1"> <tr> <td>4 Outstanding</td> <td></td> </tr> <tr> <td>3 Good</td> <td></td> </tr> <tr> <td>2 Satisfactory</td> <td></td> </tr> <tr> <td>1 Unsatisfactory</td> <td></td> </tr> </table>	4 Outstanding		3 Good		2 Satisfactory		1 Unsatisfactory	
4 Outstanding										
3 Good										
2 Satisfactory										
1 Unsatisfactory										
G.2 Partnership at local, national and international levels										
<p>What do we provide for our local community and stakeholders? How do we communicate with the local community and stakeholders? Has the College a Public Engagement Unit (College Relations Officer)? Has the College a partnership agreement with any other College of Education in Ghana? Has the College a partnership agreement with any other Institute of Higher Learning in Ghana? Has the College a partnership agreement with any international institution of Higher Learning?</p>										
Quality Statements	Evidence and justification of self-evaluation									
G.2 (i) there is a well-defined public engagement policy		<table border="1"> <tr> <td>4 Outstanding</td> <td></td> </tr> <tr> <td>3 Good</td> <td></td> </tr> <tr> <td>2 Satisfactory</td> <td></td> </tr> <tr> <td>1 Unsatisfactory</td> <td></td> </tr> </table>	4 Outstanding		3 Good		2 Satisfactory		1 Unsatisfactory	
4 Outstanding										
3 Good										
2 Satisfactory										
1 Unsatisfactory										
(ii) there is a public engagement unit		<table border="1"> <tr> <td>4 Outstanding</td> <td></td> </tr> <tr> <td>3 Good</td> <td></td> </tr> <tr> <td>2 Satisfactory</td> <td></td> </tr> <tr> <td>1 Unsatisfactory</td> <td></td> </tr> </table>	4 Outstanding		3 Good		2 Satisfactory		1 Unsatisfactory	
4 Outstanding										
3 Good										
2 Satisfactory										
1 Unsatisfactory										
(iii) there are a well-qualified public engagement staff with a clear job description		<table border="1"> <tr> <td>4 Outstanding</td> <td></td> </tr> <tr> <td>3 Good</td> <td></td> </tr> <tr> <td>2 Satisfactory</td> <td></td> </tr> <tr> <td>1 Unsatisfactory</td> <td></td> </tr> </table>	4 Outstanding		3 Good		2 Satisfactory		1 Unsatisfactory	
4 Outstanding										
3 Good										
2 Satisfactory										
1 Unsatisfactory										
(iv) there are signed Memorandum of Understanding (MoU) with local partner institutions		<table border="1"> <tr> <td>4 Outstanding</td> <td></td> </tr> <tr> <td>3 Good</td> <td></td> </tr> <tr> <td>2 Satisfactory</td> <td></td> </tr> <tr> <td>1 Unsatisfactory</td> <td></td> </tr> </table>	4 Outstanding		3 Good		2 Satisfactory		1 Unsatisfactory	
4 Outstanding										
3 Good										
2 Satisfactory										
1 Unsatisfactory										

Quality Statements	Evidence and justification of self-evaluation									
(v) there are signed MoU with national partner institutions.		<table border="1"> <tr><td>4 Outstanding</td><td></td></tr> <tr><td>3 Good</td><td></td></tr> <tr><td>2 Satisfactory</td><td></td></tr> <tr><td>1 Unsatisfactory</td><td></td></tr> </table>	4 Outstanding		3 Good		2 Satisfactory		1 Unsatisfactory	
4 Outstanding										
3 Good										
2 Satisfactory										
1 Unsatisfactory										
(vi) there are signed MoU with international partner institutions		<table border="1"> <tr><td>4 Outstanding</td><td></td></tr> <tr><td>3 Good</td><td></td></tr> <tr><td>2 Satisfactory</td><td></td></tr> <tr><td>1 Unsatisfactory</td><td></td></tr> </table>	4 Outstanding		3 Good		2 Satisfactory		1 Unsatisfactory	
4 Outstanding										
3 Good										
2 Satisfactory										
1 Unsatisfactory										

G.3 Partnership and Cooperation with the College

What processes are in place for engaging staff and student teachers in decision making?
 How effective are the engagements between staff (including management) and student teachers on one hand and on the other hand management and other staff?
 Is there a functioning committee with a mandate for Partnership and Cooperation?

Quality Statements	Evidence and justification of self-evaluation									
G.3 (i) there are processes of engaging staff and students in decision making		<table border="1"> <tr><td>4 Outstanding</td><td></td></tr> <tr><td>3 Good</td><td></td></tr> <tr><td>2 Satisfactory</td><td></td></tr> <tr><td>1 Unsatisfactory</td><td></td></tr> </table>	4 Outstanding		3 Good		2 Satisfactory		1 Unsatisfactory	
4 Outstanding										
3 Good										
2 Satisfactory										
1 Unsatisfactory										
(ii) there is evidence of Management's engagement of students and other staff in decision making		<table border="1"> <tr><td>4 Outstanding</td><td></td></tr> <tr><td>3 Good</td><td></td></tr> <tr><td>2 Satisfactory</td><td></td></tr> <tr><td>1 Unsatisfactory</td><td></td></tr> </table>	4 Outstanding		3 Good		2 Satisfactory		1 Unsatisfactory	
4 Outstanding										
3 Good										
2 Satisfactory										
1 Unsatisfactory										
(iii) there are functioning committees or working groups for partnership and cooperation		<table border="1"> <tr><td>4 Outstanding</td><td></td></tr> <tr><td>3 Good</td><td></td></tr> <tr><td>2 Satisfactory</td><td></td></tr> <tr><td>1 Unsatisfactory</td><td></td></tr> </table>	4 Outstanding		3 Good		2 Satisfactory		1 Unsatisfactory	
4 Outstanding										
3 Good										
2 Satisfactory										
1 Unsatisfactory										
(iv) there are records of stakeholders' representation on relevant committees.		<table border="1"> <tr><td>4 Outstanding</td><td></td></tr> <tr><td>3 Good</td><td></td></tr> <tr><td>2 Satisfactory</td><td></td></tr> <tr><td>1 Unsatisfactory</td><td></td></tr> </table>	4 Outstanding		3 Good		2 Satisfactory		1 Unsatisfactory	
4 Outstanding										
3 Good										
2 Satisfactory										
1 Unsatisfactory										

G.4 Engaging external partners										
Does the College know its external partners or stakeholders? Is there a well-defined procedure for external stakeholders' engagement? Has the college an MoU with the affiliated or mentoring institution? How effective is the alumni association? How engaged is the alumni in supporting the improvement of the College? Does the College work with the private sector? What is the level of involvement of the College Council in developing partnership with external organisations?										
Quality Statements	Evidence and justification of self-evaluation									
G.4 (i) there are well-defined procedures for external stakeholders' engagement		<table border="1"> <tr><td>4 Outstanding</td><td></td></tr> <tr><td>3 Good</td><td></td></tr> <tr><td>2 Satisfactory</td><td></td></tr> <tr><td>1 Unsatisfactory</td><td></td></tr> </table>	4 Outstanding		3 Good		2 Satisfactory		1 Unsatisfactory	
4 Outstanding										
3 Good										
2 Satisfactory										
1 Unsatisfactory										
(ii) there is a functioning Alumni Association		<table border="1"> <tr><td>4 Outstanding</td><td></td></tr> <tr><td>3 Good</td><td></td></tr> <tr><td>2 Satisfactory</td><td></td></tr> <tr><td>1 Unsatisfactory</td><td></td></tr> </table>	4 Outstanding		3 Good		2 Satisfactory		1 Unsatisfactory	
4 Outstanding										
3 Good										
2 Satisfactory										
1 Unsatisfactory										
(iii) there is an Alumni Relations Officer who serves on relevant committees		<table border="1"> <tr><td>4 Outstanding</td><td></td></tr> <tr><td>3 Good</td><td></td></tr> <tr><td>2 Satisfactory</td><td></td></tr> <tr><td>1 Unsatisfactory</td><td></td></tr> </table>	4 Outstanding		3 Good		2 Satisfactory		1 Unsatisfactory	
4 Outstanding										
3 Good										
2 Satisfactory										
1 Unsatisfactory										
(iv) there are records of regular engagement with NCTE, NAB and NTC		<table border="1"> <tr><td>4 Outstanding</td><td></td></tr> <tr><td>3 Good</td><td></td></tr> <tr><td>2 Satisfactory</td><td></td></tr> <tr><td>1 Unsatisfactory</td><td></td></tr> </table>	4 Outstanding		3 Good		2 Satisfactory		1 Unsatisfactory	
4 Outstanding										
3 Good										
2 Satisfactory										
1 Unsatisfactory										
(v) there is an Affiliation Agreement with relevant institutions of Higher Learning		<table border="1"> <tr><td>4 Outstanding</td><td></td></tr> <tr><td>3 Good</td><td></td></tr> <tr><td>2 Satisfactory</td><td></td></tr> <tr><td>1 Unsatisfactory</td><td></td></tr> </table>	4 Outstanding		3 Good		2 Satisfactory		1 Unsatisfactory	
4 Outstanding										
3 Good										
2 Satisfactory										
1 Unsatisfactory										
(vi) there is MoU with industry/commercial sector		<table border="1"> <tr><td>4 Outstanding</td><td></td></tr> <tr><td>3 Good</td><td></td></tr> <tr><td>2 Satisfactory</td><td></td></tr> <tr><td>1 Unsatisfactory</td><td></td></tr> </table>	4 Outstanding		3 Good		2 Satisfactory		1 Unsatisfactory	
4 Outstanding										
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1 Unsatisfactory										

Total Evaluation Value =

$$\text{Aggregated Value (AV)} = \frac{\text{Total Evaluation Value}}{\text{Number of Quality Statements}} = \frac{\text{Total Evaluation Value}}{17}$$



Leadership and Quality Assurance of Teaching and Learning

Name of Reviewing Officer:	
Designation:	
Signature:	
Date:	

Appendix I: College Evaluation and Quality Assurance Frame Overview

For the purpose of evaluating the effectiveness of Colleges of Education practices and provisions, the College Evaluation Form has been designed to cover seven Quality Indicators. Each indicator has a number of themes with associated quality statements. This overview shows the indicators and the themes and where applicable the related evidence that the Officer undertaking the evaluation and quality assurance should look out for. The process of providing an overall rating of a College in terms of quality practices and provision is also covered.

The College Evaluation Form has a four-level rating scale as:

4 – Outstanding - college demonstrates major strengths across all quality statements

3 – Good - college demonstrates strengths that outweigh weaknesses

2 – Satisfactory - college demonstrates some strengths but with significant weaknesses in key areas

1 – Unsatisfactory - college demonstrates significant weaknesses that far outweigh strengths

Aggregated Value for total of evaluation grading values

Under each quality indicator, the values assigned each quality statement are added to get the Total Evaluation Value, which is then used to calculate the aggregated value for each indicator. The aggregated value for each quality indicator, is calculated as:

$$\text{Aggregated Value (AV)} = \frac{\text{Total Evaluation Value}}{\text{Number of Quality Statements}}$$

To get the overall rating score for a College, use:

$$\text{Rating Score (RS)} = \frac{\text{Total Aggregated Value}}{7}$$

Quality Indicators	Aggregated Value
Leadership and Quality of Management	
Training and Learning	
Infrastructure and Environment	
Assessment	
Student Engagement	
Monitoring and Evaluation	
Partnership and Cooperation	
Total Aggregated Value	

Overall Rating Scale

Rating Score between
1.0 and 1.99 - Unsatisfactory quality

Rating Score between **2.0 and 2.99 – Satisfactory**
quality with **Good** features

Rating Score between **3.0 and 3.99 – Good** quality with
Outstanding features

Rating Score of **4 – Outstanding** quality



Quality Indicator	Themes
Leadership and Quality of Management	A.1 Policies and Procedures
	A.2 Effective leadership & quality management
	A.3 Functional internal quality assurance system
	A.4 Effective Governing Council
	A.5 Effective Resource Management
	A.6 Implementation of College Improvement Plan
	A.7 Quality of staff
	A.8 Effective Staff Professional Development
	A.9 Gender Responsive Management and Inclusion
Training and Learning	B.1 NCTE Minimum Standards of Teaching and Learning
	B.2 Policy, Teaching and Professional Development
	B.3 Curriculum and Learning in accordance with the NCTE Minimum Standards
	B.4 Quality micro-teaching, practicum and teaching practice
Infrastructure and Environment	C.1 Provision of quality physical infrastructure for effective programmes delivery
	C.2 Provision of resources that effectively support teaching and learning
	C.3 Quality health and safety provisions
	C.4 Strategies for quality leaning environment and infrastructure
Assessment	D.1 Diversity of Assessment tools
	D.2 Quality of Assessment tools and examination procedures
	D.3 Quality of Assessment and Learning
	D.4 Quality of Assessment internal controls
Student Engagement	E.1 Quality Academic Advisory System
	E.2 Quality of Student Support
	E.3 Quality of procedures for admitting student teachers
	E.4 Effectiveness of Student Leadership
Monitoring and Evaluation	F.1 Monitoring and Evaluation in the College
	F.2 Systematic process of monitoring academic programme
	F.3 Systematic process of evaluating data
	F.4 Systematic process of monitoring student engagement and other practices
Partnership and Cooperation	G.1 Partnership and Cooperation in the College
	G.2 Partnership at local, national and international levels
	G.3 Partnership and Cooperation with other College
	G.4 Engaging external partners.

Overview of Quality Statements

Quality Statement	Evidence	Note
A. Leadership and Quality of Management		
A1. College Policies and Procedures		
(i) Colleges of Education Act 847 (2012)	All these documents should be seen.	
(ii) Harmonised Statutes for Colleges of Education		
(iii) Harmonised Conditions of Service for Colleges of Education		
(iv) Harmonised Scheme of Service for Staff of Colleges of Education		
(v) Public Procurement Act 663 (2003)		
(vi) Financial Administration Act 654 (2003)		
(vii) Financial Administration Regulations(2004)		
(viii) Polices: <ul style="list-style-type: none"> • Gender and Inclusion Policy • Sexual Harassment Policy • Financial Management Policy • Health and Safety Policy • Staff Professional Development Policy • Staff Code Conduct • Staff Appraisal Policy • Student Admission and Exam Policy • Teaching and Learning Policy • Quality Assurance Policy • Public Engagement Policy • Assessment Policy • Staff Recruitment Policy • Acceptable use Policy • Students' Engagement Policy 		
A.2 Effective leadership & quality management		
(i) College vision, mission and value statement are clearly aligned.	Documents showing vision, mission and value statement: students' handbook, Improvement Plan	
(ii) there is effective staff participation in decision making process of the college	Minutes, survey results	
(iii) there is effective student participation in decision making process of the college	Minutes, survey and appraisal	
(iv) there are clear and appropriate job descriptions for staff	Copies of job description	
(v) there is a robust system for performance appraisal of staff	Copies of performance management procedure	
(vi) there are strategies that encourage progress towards implementing policies and good practice relating to gender sensitivity and responsiveness		

Quality Statement	Evidence	Note
(vii) there are procurement policies and procedures that secure value for money	<ul style="list-style-type: none"> • Existence and functioning of an Entity Tender • Committee (in line with the Public Procurement Act) • Minutes/reports of tender sessions • Annual procurements plans • Documentation of procured goods and services, etc 	
(viii) there is an annual calendar that captures all key activities and meetings e.g. matriculation, regular leadership meetings, departmental meetings, council meetings, committee meetings and SRC meetings	Evidence to include: <ul style="list-style-type: none"> • Reports • Minutes with action points • Functionality of these structures, etc 	
(ix) there is an effective disciplinary procedure for students and staff.		
A.3 Functional internal quality assurance system		
(i) there is a functioning Quality Assurance (QA) Unit		
(ii) there is a system of appraising its work regularly through self-evaluation		
(iii) all academic staff possess at least the required minimum qualification		
(iv) there is a well-documented staff audit		
(v) there is an annual institutional self-assessment report		
A.4 Effective Governing Council		
(i) there is a properly constituted Governing Council	Evidence to include: <ul style="list-style-type: none"> • List of members and constituencies/bodies they represent • Minutes of meetings and regularity of meetings as stipulated in Act 847 • Reports on major activities of Council 	
(ii) there are functioning committees of the governing council		
(iii) governing council meetings are regularly held and minutes taken with actions clearly documented	As in (i)	
(iv) College Improvement Plan (CIP) is approved by the Council submitted to NCTE.		
(v) College Development Plan has been approved by the Council and submitted to NCTE.		
(vi) College regularly submits annual report to NCTE and NAB		

Quality Statement	Evidence	Note
A.5 Effective Resource Management		
(i) there are clear financial management regulations and standing orders in place and operational		
(ii) there is a functional finance committee		
(iii) there are clear terms of reference for relevant committees and are operationally effective.		
(iv) College budget has been prepared, approved by the governing council		
(v) approved budget has been submitted to NCTE		
(vi) College budget is linked to College Improvement Plan		
(vii) there is an inventory of all College resources		
(viii) there is a robust internal financial management system and control.		
(ix) there is a functioning procurement committee		
(x) there are sufficient funds to support programmes		
(xi) there is a transparent system of financial management including regular internal and external auditing		
(xii) all sources of income are legitimate and known		
(xiii) there is an effective resource allocation system and procedures		
A.6 Implementation of College Improvement Plan		
(i) it has a clear statement of the vision and mission of the Institution		
(ii) it has a clear statement of objectives		
(iii) it has sufficient statistical data to support the plan		
(iv) it has clear and appropriate allocation of responsibilities for implementation		
(v) there is a clear progress monitoring plan		
(vi) there is a clear plan for evaluation of College Improvement Plan implementation		
A.7 Quality of staff		
(i) the College operates an open and transparent recruitment process.		
(ii) the College staff have appropriate qualifications, experience and rank		
(iii) there are appropriate procedures for assessing and identifying the Institution's staffing needs		

Quality Statement	Evidence	Note
A.8 Effective Staff Professional Development		
(i) it has a staff development policy in place and is being implemented for academic and non-academic staff		
(ii) there are opportunities for on-the-job training		
(iii) there are opportunities to attend as appropriate, conferences, seminars, workshops etc.		
(iv) there is feedback from staff development activities		
(v) research opportunities are made available as appropriate		
A.9 Gender Responsive Management and Inclusion		
(i) there are strategies that encourage a fair gender balance in both leadership and management		
(ii) there are policies that ensure gender responsiveness and inclusion		
TRAINING AND LEARNING		
B.1 NCTE Minimum Standards of Teaching and Learning (it is compulsory to gain at least satisfactory in this area in order to achieve reaccreditation)		
Is a current edition of NCTE Minimum Standards readily available? How is it used? What are the priorities set out in the standards and how is the institution working towards achieving them? Are there challenges confronting the staff in implementing the standards?		
B.2 Policy, Teaching and Professional Development		
(i) there is a clear teaching and learning policy with the aim to provide quality training and learning		
(ii) all academic staff have minimum qualifications expected, subject knowledge and experience to teach at the college		
(iii) opportunities for further training and in-service programmes are clearly defined		
(iv) it has a curriculum that is flexibly structured to meet the needs and challenges of the basic education teacher		
(v) there are documentary evidence of staff participation in professional development programmes		
(vi) ICT is appropriately used for teaching and learning		
(vii) tutors and trainee teachers have access to a variety of resources: a library, videos, the internet, and realia (concrete teaching aids)		

Quality Statement	Evidence	Note
B.3 Curriculum and Learning in accordance with the NCTE and NAB Minimum Standards		
(i) there is a well-defined course outline that provides a clear course description, course objective, mode of assessment and suggested reading list		
(ii) the demands of the curriculum ensure high standards of academic provision		
(iii) there are appropriate resources to support the implementation the curriculum		
B.4 Quality micro-teaching, practicum and teaching practice		
(i) there are clear guidelines and mentoring procedures for student teachers on teaching practice		
(ii) there are records of student teachers on teaching practice receiving detailed and quality feedback from mentors and lead mentors		
(iii) there are schedules for student teachers' micro-teaching on the college academic calendar		
(iv) there are records of tutors' regular meetings to reflect on their practice		
C. ENVIRONMENT AND INFRASTRUCTURE		
C.1 Provision of quality physical infrastructure that supports effective implementation of programmes		
<p>Are there adequate and accessible lecture rooms?</p> <p>Are there adequate and accessible science laboratories?</p> <p>Are there clean and adequate toilets and washrooms?</p> <p>Are there reliable sources of water and electricity?</p> <p>Is the transport arrangement for fieldtrips and teaching practice functional?</p> <p>Are facilities provided disability friendly?</p> <p>How well does the infrastructure support all programmes?</p> <p>Is there an estates strategy? Does it link directly to the priorities identified in the College Improvement Plan?</p> <p>How and when is the estates strategy reviewed?</p> <p>Are there recreational facilities provided?</p> <p>Are the recreational facilities provided adequate?</p>		
C.2 Provision of resources that effectively support teaching and learning		
(i) there is a computer laboratory which is well equipped.		

Quality Statement	Evidence	Note
(ii) internet connectivity is available and reliable.		
(iii) there are qualified staff to provide ICT technical support		
(iv) there is a well-equipped resource centre to support the preparation of teaching and learning materials		
(v) there is a periodic maintenance and upgrade of ICT facilities.		
(vi) there are adequate resources to support quality teaching and learning.		
C.3 Quality health and safety provisions		
(i) there are public health and sanitation arrangements for both staff and student teachers		
(ii) there is an adequate health and safety measures including an all-inclusive policy and risk register		
(iii) there is an inclusive college policy for HIV and AIDS education and awareness creation.		
(iv) there are adequate furniture for lecture rooms, offices and laboratories		
(v) there are appropriate furniture for lecture rooms, offices and laboratories		
(vi) there are safety equipment e.g. fire-fighting equipment in all buildings		
(vii) there are fire safety measures which are well publicised within the college community.		
C.4 Strategies for quality leaning environment and infrastructure		
(i) there is an environment and infrastructure audit		
(ii) there is an infrastructure development plan		
(iii) there is a functioning works and physical development committee		
(iv) there is an established maintenance Unit with qualified staff		
(v) there is an Acceptable Use Policies for and that are operational: ICT, Workshop and Science Laboratory		
(vi) there is Library Acceptable Use Policy and it is operational		
(vii) there is a strategy document for integrating ICT into teaching, research and assessment		
(viii) there is a title document to the College land		
(ix) there is an architectural design of college facility		

Quality Statement	Evidence	Note
ASSESSMENT		
D.1 Diversity of Assessment tools		
What range of assessment tools are in use? How were the assessment tools developed? (expectation is to use an inclusive and collaborative approach) Are staff familiar with and using effectively the assessment tools?		
D.2 Quality of Assessment tools and examination		
(i) there are appropriate marking schemes for every assessment item		
(ii) assessment and examination timetables are timely published		
(iii) there is evidence of compliance with the standard of coverage of content when setting examination questions		
(iv) there is a well-defined grading system that is clearly communicated to all students		
(v) there are high quality and diverse assessment tools		
(vi) there are effective arrangements for examination processes with rules and procedures clearly shared with students		
D.3 Quality of Assessment and Learning		
(i) there are mechanisms for setting and moderating examination items		
(ii) there are examination invigilation procedures and are operational		
(iii) there are mechanisms for continuous assessment of student teachers		
(iv) there are systems to adequately redress cases of alleged examination irregularities		
(v) there are procedures for assessing the quality of tutors' performance		
(vi) there are documentary evidence of assessment outcomes being used to enhance student teachers' learning experience		
D.4 Quality of Assessment internal controls		
(i) there are internal controls for assessment to ensure conformity with NCTE minimum standards and quality expectation		
(ii) there are well-defined requirement and standards for progression between levels		
(iii) there is in the student teachers' handbook well-defined requirements and standards for progression across levels		

Quality Statement	Evidence	Note
(iv) there are well-defined graduation requirements that are shared with student teachers		
(v) there is a clear policy on assessment which is shared with stakeholders including student teachers		
(vi) there are well-defined systems for vetting marked scripts		
(vii) there are clear procedures for publishing students' results		
(viii) there is a well-defined grading system which is included in student teachers' handbook.		
STUDENT ENGAGEMENT		
E.1 Quality Academic Advisory System		
Are there functioning academic advisory systems? Are the academic advisors adequate and qualify? How effective is the induction programme for student teachers? Is there a trainee handbook?		
E.2 Quality of Student Support Services		
(i) there is an effective, well-structured Guidance and Counselling Unit		
(ii) there is a well-equipped and well-staffed clinic		
(iii) there is adequate accommodation for student teachers		
E.3 Quality of procedures for admitting student teachers		
(i) there is a well-define minimum entry requirement		
(ii) there is a clear admissions policy and it is operational		
(iii) there is evidence of adherence to the admissions policy including compliance with NAB's and NCTE's expected minimum entry qualification		
E.4 Effectiveness of Student Leadership		
(i) there is a clear gender responsive guideline for election of student leaders		
(ii) there is a functioning SRC		
(iii) there is full representation of students on designated committees in line with the Statutes		
(iv) there is gender equity in students' representation on committees		

Quality Statement	Evidence	Note
(v) there is a clear gender responsive guideline for election of student leaders		
(vi) there are systems to develop the leadership skills of students.		
(vii) there are clear guidelines and procedures for the formation and running of students' led clubs and associations		
(viii) there is an established Dean of Students' office to coordinate students' governance		
MONITORING AND EVALUATION		
F.1 Monitoring and Evaluation in the College		
Has the College a systematic process of monitoring academic programmes? What are the processes of monitoring student engagement practices in the College? Has the College a robust process of evaluating data?		
F.2 Systematic process of monitoring academic programme		
(i) there is a clear policy for programme approval		
(ii) there are processes for programme approval and re-approval		
(iii) there are relevant committees for approving programmes of study		
(iv) there is a comprehensive and systematic process of monitoring academic programmes		
(v) there is an established ICT programme of study		
F.3 Systematic process of evaluating data		
(i) there is regular monitoring of teaching and learning		
(ii) there is a clear evidence of research and publication culture		
(iii) there are tools for monitoring students' engagement.		
(iv) there is evidence of tutors' application of research has comprehensive feedback systems in place		
F.4 Systematic process of monitoring student engagement and other		
(i) there is regular monitoring of teaching and learning		
(ii) there is a clear evidence of research and publication culture		
(iii) there are tools for monitoring students' engagement.		

Quality Statement	Evidence	Note
(iv) there is evidence of tutors' application of research has comprehensive feedback systems in place		
(v) there are well-defined procedures for monitoring and evaluating college practices		
PARTNERSHIP AND COOPERATION		
G.1 Partnership and Cooperation in the College		
The College has at least one each of local, national and international partners There is evidence of within College partnership and cooperation, especially between departments and units External stakeholders are involved in the activities of the College, e.g. graduation ceremonies		
G.2 Partnership at local, national and international levels		
(i)there is a well-defined public engagement policy		
(ii) there is a public engagement unit		
(iii) there are a well-qualified public engagement staff with a clear job description		
(iv) there are signed Memorandum of Understanding (MoU) with local partner institutions		
(v) there are signed MoU with national partner institutions.		
(vi) there are signed MoU with international partner institutions		
G.3 Partnership and Cooperation with the College		
(i) there are processes of engaging staff and students in decision making		
(ii) there are evidence of management's engagement of students and other staff in decision making		
(iii) there are functioning committees or working groups for partnership and cooperation		
(iv) there are records of stakeholders' representation on relevant committees.		
G.4 Engaging external partners		
(i) there are well-defined procedures for external stakeholders' engagement		
(ii) there is a functioning Alumni Association		
(iii) there is an Alumni Relations Officer who serves on relevant committees		

Quality Statement	Evidence	Note
(iv) there are records of regular engagement with NCTE, NAB and NTC		
(v) there is an Affiliation Agreement with relevant institutions of Higher Learning		
(vi) there is MoU with industry/commercial sector		



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