T-TEL
Transforming Teacher Education and Learning

Transforming Teacher Education and Learning in Ghana

College of Education Quality Assurance and Accreditation Assessment Frame

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The Government of Ghana
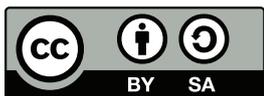
College of Education Quality Assurance and Accreditation Assessment Frame

Quality Assurance Indicator	Quality Assurance Focus	Minimum Evidence Expected	Available Yes	Available No
Students Engagement	Policy	• 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	• Minimum expected entry requirement is clearly defined • Effectively communicate entry requirement to all stakeholders		
	Selection of students	• Clear admission procedure is in place • Adherence to the admission procedure by all stakeholders		
	Guidelines for students	• 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	• 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	• 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	• There is a clear Teaching and Learning Policy with the aim to provide quality training and learning		
	Teaching and Professional Development	• 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	• 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	• As a result of good and quality teaching:
		  • 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	• 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	• 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	• There is a robust performance appraisal system in place • There is a well-documented staff audit		
	Improvement Planning	• 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	• Set of management policies are in place. Policies to include: • 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)	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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 • Fire fighting equipment available and updated • Fire safety measures developed and publicised within the college community.		
	Strategy	• 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	• 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	• 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		