T-TEL
Transforming Teacher Education and Learning

Transforming Teacher Education and Learning in Ghana

Colleges of Education Evaluation Form

UKaid
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The Government of Ghana

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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 quality	
	3. Good quality with Outstanding features	
	2. Satisfactory quality with Good features	
	1. Unsatisfactory quality	

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: • 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		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)

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.

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?

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.

Quality Statements	Evidence and justification of self-evaluation	
A.2 (i) College vision, mission and value statement are clearly aligned.		4 Outstanding 3 Good 2 Satisfactory 1 Unsatisfactory
(ii) there is effective staff participation in decision making process of the college		4 Outstanding 3 Good 2 Satisfactory 1 Unsatisfactory
(iii) there is effective student participation in decision making process of the college		4 Outstanding 3 Good 2 Satisfactory 1 Unsatisfactory
(iv) there are clear and appropriate job descriptions for staff		4 Outstanding 3 Good 2 Satisfactory 1 Unsatisfactory
(v) there is a robust system for performance appraisal of staff		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		
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.		
Quality Statements	**Evidence and justification of self-evaluation**	
A.4 (i) there is a 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		
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?		
Quality Statements	**Evidence and justification of self-evaluation**	
A.6 (i) it has a clear statement of the vision and mission of the Institution		4 Outstanding 3 Good 2 Satisfactory 1 Unsatisfactory
(ii) it has a clear statement of objectives		4 Outstanding 3 Good 2 Satisfactory 1 Unsatisfactory
(iii) it has sufficient statistical data to support the plan		4 Outstanding 3 Good 2 Satisfactory 1 Unsatisfactory
(iv) it has clear and appropriate allocation of responsibilities for implementation		4 Outstanding 3 Good 2 Satisfactory 1 Unsatisfactory
(v) there is a clear progress monitoring plan		4 Outstanding 3 Good 2 Satisfactory 1 Unsatisfactory
(vi) there isa clear plan for evaluation of College Improvement Plan implementation.		4 Outstanding 3 Good 2 Satisfactory 1 Unsatisfactory

A.7 Quality of staff		
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?		
Quality Statements	**Evidence and justification of self-evaluation**	
A.7(i) the College operates an open and transparent recruitment process.		4 Outstanding 3 Good 2 Satisfactory 1 Unsatisfactory
(ii) the College staff have appropriate qualifications, experience and rank		4 Outstanding 3 Good 2 Satisfactory 1 Unsatisfactory
(iii) there are appropriate procedures for assessing and identifying the Institution's staffing needs		4 Outstanding 3 Good 2 Satisfactory 1 Unsatisfactory

A.8 Effective Staff Professional Development		
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?		
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		4 Outstanding 3 Good 2 Satisfactory 1 Unsatisfactory
(ii) there are opportunities for on-the-job training		4 Outstanding 3 Good 2 Satisfactory 1 Unsatisfactory
(iii) there are opportunities to attend as appropriate, conferences, seminars, workshops etc.		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)	
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?	
	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)		
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?		
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		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		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		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		4 Outstanding 3 Good 2 Satisfactory 1 Unsatisfactory
(v) there is documentary evidence of staff participation in professional development programmes		4 Outstanding 3 Good 2 Satisfactory 1 Unsatisfactory
(vi) ICT is appropriately used for teaching and learning		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)		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		4 Outstanding 3 Good 2 Satisfactory 1 Unsatisfactory
(ii) the demands of the curriculum ensure high standards of academic provision		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 Qualitymicro-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 =

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?	
	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.		4 Outstanding 3 Good 2 Satisfactory 1 Unsatisfactory
(ii) internet connectivity is available and reliable.		4 Outstanding 3 Good 2 Satisfactory 1 Unsatisfactory
(iii) there are qualified staff to provide ICT technical support		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		4 Outstanding 3 Good 2 Satisfactory 1 Unsatisfactory
(v) there is a periodic maintenance and upgrade of ICT facilities.		4 Outstanding 3 Good 2 Satisfactory 1 Unsatisfactory
(vi) there are adequate resources to support quality teaching and learning.		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		4 Outstanding 3 Good 2 Satisfactory 1 Unsatisfactory
(ii) there are adequate health and safety measures including an all-inclusive policy and risk register		4 Outstanding 3 Good 2 Satisfactory 1 Unsatisfactory
(iii) there is an inclusive college policy for HIV and AIDS education and awareness creation.		4 Outstanding 3 Good 2 Satisfactory 1 Unsatisfactory
(iv) there are adequate furniture for lecture rooms, offices and laboratories		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		4 Outstanding 3 Good 2 Satisfactory 1 Unsatisfactory
(vi) there are safety equipment e.g. firefighting equipment in all buildings		4 Outstanding 3 Good 2 Satisfactory 1 Unsatisfactory
(vii) there are fire safety measures which are well publicised within the college community.		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		4 Outstanding 3 Good 2 Satisfactory 1 Unsatisfactory
(ii) there is an infrastructure development plan		4 Outstanding 3 Good 2 Satisfactory 1 Unsatisfactory
(iii) there is a functioning works and physical development committee		4 Outstanding 3 Good 2 Satisfactory 1 Unsatisfactory
(iv) there is an established maintenance Unit with qualified staff		4 Outstanding 3 Good 2 Satisfactory 1 Unsatisfactory

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 =

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?	
	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		4 Outstanding 3 Good 2 Satisfactory 1 Unsatisfactory
(ii) assessment and examination timetables are timely published		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		4 Outstanding 3 Good 2 Satisfactory 1 Unsatisfactory
(iv) there is a well-defined grading system that has been clearly communicated to all students		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		4 Outstanding 3 Good 2 Satisfactory 1 Unsatisfactory
(vi) there are effective arrangements for examination processes with rules and procedures clearly shared with students		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		4 Outstanding 3 Good 2 Satisfactory 1 Unsatisfactory
(ii) there are examination invigilation procedures and are operational		4 Outstanding 3 Good 2 Satisfactory 1 Unsatisfactory
(iii) there are mechanisms for continuous assessment of student teachers		4 Outstanding 3 Good 2 Satisfactory 1 Unsatisfactory
(iv) there are systems to adequately redress cases of alleged examination irregularities		4 Outstanding 3 Good 2 Satisfactory 1 Unsatisfactory
(v) there are procedures for assessing the quality of tutors' performance		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

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?	
	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		4 Outstanding 3 Good 2 Satisfactory 1 Unsatisfactory
(ii) there is a well-equipped and well-staffed clinic		4 Outstanding 3 Good 2 Satisfactory 1 Unsatisfactory
(iii) there is adequate accommodation for student teachers		4 Outstanding 3 Good 2 Satisfactory 1 Unsatisfactory
(iv) there is a well-equipped resource centre which is accessible by student teachers		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		4 Outstanding 3 Good 2 Satisfactory 1 Unsatisfactory
(ii) there is a clear admissions policy and it is operational		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		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		4 Outstanding 3 Good 2 Satisfactory 1 Unsatisfactory
(ii) there is a functioning SRC		4 Outstanding 3 Good 2 Satisfactory 1 Unsatisfactory
(iii) there is full representation of students on designated committees in line with the Statutes		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 3 Good 2 Satisfactory 1 Unsatisfactory

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		4 Outstanding 3 Good 2 Satisfactory 1 Unsatisfactory
(ii) there are processes for programme approval and re-approval		4 Outstanding 3 Good 2 Satisfactory 1 Unsatisfactory
(iii) there are relevant committees for approving programmes of study		4 Outstanding 3 Good 2 Satisfactory 1 Unsatisfactory
(iv) there is a comprehensive and systematic process of monitoring academic programmes		4 Outstanding 3 Good 2 Satisfactory 1 Unsatisfactory

Quality Statements	Evidence and justification of self-evaluation	
(v) there is an established ICT programme of study for ICT		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		4 Outstanding 3 Good 2 Satisfactory 1 Unsatisfactory
(ii) there is a clear evidence of research and publication culture		4 Outstanding 3 Good 2 Satisfactory 1 Unsatisfactory
(iii) there are tools for monitoring data evaluation		4 Outstanding 3 Good 2 Satisfactory 1 Unsatisfactory
(iv) there is evidence of tutors' application of research has comprehensive feedback systems in place		4 Outstanding 3 Good 2 Satisfactory 1 Unsatisfactory
(v) there are well-defined procedures for monitoring and evaluating college practices		4 Outstanding 3 Good 2 Satisfactory 1 Unsatisfactory
(vi) there are mechanisms to ensure data safety and system security		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		4 Outstanding 3 Good 2 Satisfactory 1 Unsatisfactory
(ii) there are well-defined processes of engaging students		4 Outstanding 3 Good 2 Satisfactory 1 Unsatisfactory
(iii) there are tools for monitoring students' engagement.		4 Outstanding 3 Good 2 Satisfactory 1 Unsatisfactory
(iv) there is evidence that tutors' use of feedback systems to engage students during teaching practicum		4 Outstanding 3 Good 2 Satisfactory 1 Unsatisfactory
(v) there are well-defined procedures for monitoring and evaluating the overall level of students' engagement.		4 Outstanding 3 Good 2 Satisfactory 1 Unsatisfactory

Total Evaluation Value =

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

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	
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	
	4 Outstanding 3 Good 2 Satisfactory 1 Unsatisfactory

G.2 Partnership at local, national and international levels		
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?		
Quality Statements	**Evidence and justification of self-evaluation**	
G.2 (i) there is a well-defined public engagement policy		4 Outstanding 3 Good 2 Satisfactory 1 Unsatisfactory
(ii) there is a public engagement unit		4 Outstanding 3 Good 2 Satisfactory 1 Unsatisfactory
(iii) there are a well-qualified public engagement staff with a clear job description		4 Outstanding 3 Good 2 Satisfactory 1 Unsatisfactory
(iv) there are signed Memorandum of Understanding (MoU) with local partner institutions		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.		4 Outstanding 3 Good 2 Satisfactory 1 Unsatisfactory
(vi) there are signed MoU with international partner institutions		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		4 Outstanding 3 Good 2 Satisfactory 1 Unsatisfactory
(ii) there is evidence of Management's engagement of students and other staff in decision making		4 Outstanding 3 Good 2 Satisfactory 1 Unsatisfactory
(iii) there are functioning committees or working groups for partnership and cooperation		4 Outstanding 3 Good 2 Satisfactory 1 Unsatisfactory
(iv) there are records of stakeholders' representation on relevant committees.		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		4 Outstanding 3 Good 2 Satisfactory 1 Unsatisfactory
(ii) there is a functioning Alumni Association		4 Outstanding 3 Good 2 Satisfactory 1 Unsatisfactory
(iii) there is an Alumni Relations Officer who serves on relevant committees		4 Outstanding 3 Good 2 Satisfactory 1 Unsatisfactory
(iv) there are records of regular engagement with NCTE, NAB and NTC		4 Outstanding 3 Good 2 Satisfactory 1 Unsatisfactory
(v) there is an Affiliation Agreement with relevant institutions of Higher Learning		4 Outstanding 3 Good 2 Satisfactory 1 Unsatisfactory
(vi) there is MoU with industry/commercial sector		4 Outstanding 3 Good 2 Satisfactory 1 Unsatisfactory

Total Evaluation Value =

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

Name of Reviewing Officer:	
Designation:	
Signature:	
Date:	