

College Evaluation and Quality Assurance Frame Overview



The Government of Ghana



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 of **3.0 but less than 3.79 – Good** quality with **Outstanding** features

Rating Score of **3.8 to 4.0 – 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		
(xii) 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		
(v) there are well-defined procedures for monitoring and evaluating College practices		
(vi) there are mechanisms to ensure data safety and system security.		
F.4 Systematic process of monitoring student engagement and other		
(i) there is regular monitoring of students' engagement.		
(ii) there are well-defined processes of engaging students.		
(iii) there are tools for monitoring students' engagement.		

Quality Statement	Evidence	Note
(iv) there is evidence that tutors' use of feedback systems to engage students during teaching practicum.		
(v) there are well-defined procedures for monitoring and evaluating the overall level of students' engagement.		
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		