

NATIONAL ACCREDITATION BOARD

**INSTITUTIONAL REVIEW OF PUBLIC AND PRIVATE CHARTERED UNIVERSITIES IN GHANA
STANDARDS FOR ASSESSMENT**

	STANDARD	ASSESSMENT CRITERIA	EVIDENCE
1	GOVERNANCE AND MANAGEMENT		
	<ul style="list-style-type: none"> ❖ The University operates on the basis of an adequate vision and mission. ❖ The University works towards achieving its mission through a comprehensive strategy, which is derived from the mission. ❖ The University has an effective governance system in place, which supports its operations. ❖ The University’s governance ensures an appropriate division and distribution of responsibilities and accountabilities. ❖ The University manages its activities in a technology-enabled way in addition to using technology as a teaching/learning resource. ❖ The University encourages students’ participation in governance and decision-making. 	<p>The University has put in place the organization structure, the governance and management system in compliance with what is prescribed in the University’s Act/Establishment code</p> <p>The University has a clear vision encapsulated in its Corporate Plan/Strategic Management Plan which enables it to meet the challenges of the 21st century and to acquire a competitive edge.</p> <p>The mission and goals of the University are compatible with its vision and supported by a well-defined strategic plan for systematic future development within a specific time frame</p> <p>Formal representation of students in decision making bodies and their participation in discussions on educational changes are facilitated by the institution and attention paid to their view points.</p>	<p>Establishment Act/Code/Statutes</p> <p>Organogram List of Governing Council Members and other Boards and Committee</p> <p>Corporate Strategic Plan</p> <p>List of Boards and Committees represented by students</p>

	STANDARD	ASSESSMENT CRITERIA	EVIDENCE
2	FINANCIAL GOVERNANCE AND SUSTAINABILITY		
	<ul style="list-style-type: none"> ❖ The University operations are in sync with the financial regulatory policies and standing orders. ❖ The University has an effective financial governance system in place, which supports its operations. ❖ The University operates a sound financial system and accountability 	<p>Adherence to Financial Regulatory Policy</p> <p>Adherence to Standing orders</p> <p>Processes for identifying funding priorities</p> <p>Processes for allocating resources (e.g. uses NCTE norms)</p> <p>Name and address of external auditor</p> <p>Currency of External Auditors reports</p>	<p>Availability of Financial Regulatory Policy and Standing Orders</p> <p>Current financial statement</p> <p>External Auditors Report</p>
3	INFORMATION RESOURCES AND DEPLOYMENT		
	<p>The University ensures availability of adequate and well maintained library facilities including E-library for the support of student learning and effective execution of programmes.</p>	<p>A well laid out and networked library with increasing holdings and newer titles, digital collections.</p> <p>Open access to the library and computerization of library services makes the library an information dissemination centre.</p> <p>The University library and its branches use ICT-led tools to facilitate the students to access and use information effectively for academic success, research and lifelong learning.</p> <p>Management of the library is in the hands of a Competent and qualified librarian.</p>	<p>Internet Connectivity</p> <p>E-Library</p> <p>Seating space</p> <p>Currency of books and journals</p> <p>Credentials of the Librarian</p>

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4	INFRASTRUCTURAL DEVELOPMENT AND FACILITIES		
	<p>The University ensures availability of adequate and well maintained infrastructural facilities and laborites/workshops.</p> <p>The University environment and landscaping provide conducive academic environment for teaching and learning.</p> <p>The University provides appropriate facilities to meet the needs of differently-abled students.</p> <p>Provision of utilities, Fire and safety and facilities for differently-abled students.</p>	<p>Infrastructural facilities including classrooms, office space are adequate for students' and staff numbers.</p> <p>Infrastructural audit and maintenance are periodical carried out.</p> <p>Students are provided with adequate, spacious and modern laboratories/workshops/language studios for research and skills acquisition training.</p> <p>Policy documents on facilities for differently-abled students and evidence of identified needs of differently-abled students and provision of support and services.</p> <p>Adequate and reliable supply of utilities (water, electricity etc.) and a well-functioning fire and safety gadgets such smoke detectors and fire extinguishers.</p>	<p>Availability of modern and adequate classrooms, labs/workshops and staff offices</p> <p>Maintenance Plan</p> <p>Policy documents on facilities for differently-abled students</p> <p>Availability of reliability supply of utilities and functioning fire and safety devices</p>
5	ICT ARCHECTURE AND SYSTEMS		
	<p>The University ensures that the teachers adopt innovative pedagogy and ICT-based learning tools including LMS into teaching learning practices.</p> <p>The University ensures availability of adequate and well maintained computer labs with strong internet facilities for the support of student learning and effective execution of programmes.</p>	<p>The University has an effective, efficient and securely maintained MIS with accessibility only to authorized persons to ensure confidentiality</p> <p>LMS are in place to encourage technology enabled teaching and learning</p> <p>The Computer lab has a functioning internet facilities and is adequate in terms of student numbers</p> <p>Management of the computer lab is in the hands of a Competent and qualified personnel.</p>	<p>Well established MIS</p> <p>LMS are in place to encourage technology enabled teaching and learning</p> <p>Internet facilities CV of the Head of the Computer Lab</p>

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6	INTERNATIONALIZATION, PARTNERSHIP/COLLABORATION	
<p>Quality is enhanced through collaboration with other recognized national/international institutions for jointly awarded degree programmes, student exchanges and placements for internships.</p>	<p>The University must satisfy itself that the partner organization has effective measures to assure that staff engaged in delivering a collaborative programme are appropriately qualified and competent.</p> <p>The University ensures that the quality of learning opportunities offered through a collaborative arrangement enable students to achieve the academic standard required.</p> <p>The University has signed legal document/MOU with the partner or collaborating institutions.</p>	<p>Number of foreign students enrolled</p> <p>Completion rate</p> <p>Profile of Lectures</p> <p>MOU</p>
7	STUDENTS EXPERIENCE	
<p>Best practices related to this criterion embrace all activities that take place from the pre-entry contact with the institution to the point of exit and beyond.</p> <p>The University has in place a mechanism for annual tracer studies on graduate employment.</p> <p>Student engagement and interaction with teachers and peers is used as a powerful driver for quality teaching.</p> <p>The University has arrangements that increase awareness and understanding of students to promote mutual respect and confidence amongst students and teachers.</p> <p>The University strives to improve the employability of its graduates by maintaining a dialogue with a wide range of stakeholders and ensures that its products meet societal/labour market expectations.</p>	<p>Student support includes academic and personal counselling, financial support, progression of studies, acquisition of skills for employability and career guidance, inculcation of values and overall development of personality</p> <p>The University adopts measures to protect the academic interest of students registered for/ accepted for admission to a programme when a programme is discontinued or suspended.</p> <p>The University collaborates well with Alumnae and conduct annual tracer studies.</p> <p>Students are well represented in Boards and Committees.</p> <p>The University provides attractive induction programmes for all new students, psychological support such as mentoring, personal tutoring and counselling, publication of calendar of events for each semester/academic year, and use of student handbooks and study programme prospectuses.</p>	<p>Evidence of how students' welfare, wellbeing and wellness are catered for.</p> <p>Hand book</p> <p>Evidence of Alumni support</p> <p>Student engagement policy</p> <p>Tracer studies report</p>

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8	GENDER/DIVERSITY		
	The University strives to promote gender equity and equality (GEE) and deter any form of sexual and gender-based violence (SGBV) amongst all categories of staff and students.	Availability of policy documents on: <ol style="list-style-type: none"> 1. Gender Policy 2. Policy on social inclusion (e.g. differently abled persons) 3. Guidance and counselling policy 4. Sexual Harassment Policy 5. Separate facility for Counselling 	Reports on the implementation status of the policies
9	CURRICULUM DESIGN AND DEVELOPMENT		
	<ul style="list-style-type: none"> ❖ Academic Programmes reflect University's mission, goals and objectives. ❖ Programmes are designed and developed according to needs analysis based on an audit of existing courses and programmes, market research, liaison with industry, national and regional priorities and according to approved procedures. ❖ Adequate emphasis is given in the course design for the development of self-directed learning and lifelong learning. ❖ Courses clearly indicate the learning outcomes, content, teaching and learning strategies, assessment strategies, student support approaches and recommended readings. 	<p>The University systematically and consistently maintains conformity of academic programmes with its mandate; approval of course design and development by the academic authority; regular monitoring and review of programmes.</p> <p>The University communicates to all concerned the policies and principles on which programmes are designed and developed, and the regulations by which programmes are assessed by the academic authority.</p> <p>The programmes are periodically reviewed (5-year cycle) for continuing validity, synchronizing with EQA and relevance of programmes offered.</p>	<p>Policy on programme design and approval</p> <p>Policy on introduction of new programmes and reviews</p> <p>Inputs from professional bodies, Industry and Commerce Accreditation review reports</p> <p>Tracer Studies Report</p> <p>Students engagement in the design and development of programmes</p>

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10	<p>TEACHING AND LEARNING</p> <ul style="list-style-type: none"> ❖ The University promotes the adoption of student-centred teaching techniques and tools such as: student presentations, self-learning assignments, project work, role plays, field visits, case studies, debates, seminars, focus group discussions, brain storming sessions, games, problem-based/inquiry based learning, group work, quizzes, practical classes & industrial training as a supplement to classroom teaching. ❖ Teaching and learning process is student-centred, where students learn by actively engaging in and interacting with the study material with the role of the teacher being more as a guide and facilitator. ❖ Teachers are encouraged to promote innovative pedagogy and introduce ICT into teaching learning practices and to link innovations in their practice to the institutional teaching and learning goals ❖ Student and peer assessment of teachers are used for self-improvement in teaching skills, teaching methods, interest in teaching, and responsiveness to student problems and participation in co-curricular and extra-curricular activities. 	<p>The University/HEI adopts the policy of student-centred teaching and learning process to ensure that students actively engage in and interact with all prescribed study material, peers and teachers.</p> <p>The University ensures that the teachers adopt innovative pedagogy and ICT-based learning tools including LMS into teaching learning practices.</p> <p>The University provides opportunities for students to form peer study groups to promote development of necessary skills.</p> <p>Learning Management Systems (LMS) are in place to encourage technology enabled teaching and learning</p> <p>The University facilitates the practice among students in the formation of peer study groups consisting of strong and weak students in which the better performers help slow learners in their studies</p> <p>The University has regular peer and student review of teaching, providing feedback to the teacher for self-improvement</p>	<p>Samples of teaching and Learning materials</p> <p>Samples of training materials and methods developed/adopted</p> <p>Course Outline /Structure</p> <p>Evidence of presence of peer study groups; student achievement surveys data; student satisfaction data</p> <p>Students logbooks and reports</p> <p>Notebooks for practical</p>

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11	STUDENT ASSESSMENT AND PROGRESSION		
	<p>The University has effective assessment systems, both in-course and end of course, that reflect academic standards and measure the accomplishment of the learning outcomes for individual programmes/courses through the use of diagnostic, formative and summative types of assessments.</p> <p>The University ensures that principles, procedures, and processes of all assessments are explicit, fair, transparent, valid and consistent while ensuring confidentiality and integrity</p> <p>The University monitors retention, progression, completion/graduation rates, employment rates and per student cost and remedial measures taken where necessary.</p>	<p>Students are provided with appropriate and timely feedback on examination results to enable them to monitor their progress.</p> <p>The University has explicit policies and regulations governing the nomination and appointment of both internal and external examiners.</p> <p>The University involves external examiners or an independent second examiner or conference marking in examinations as part of quality control and assurance of academic standards.</p> <p>Disciplinary procedures for handling malpractices such as copying and plagiarism are in place, and strictly enforced.</p>	<p>Student admission, progression, drop outs and graduation data</p> <p>Student satisfaction surveys</p> <p>Policy on appointment of external examiners</p> <p>By-laws on examination offences</p> <p>Admission and examination policies</p>

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12	STRENGTH AND QUALITY OF STAFF		
	<ul style="list-style-type: none"> ❖ The University has qualified and adequate teaching and non-teaching staff needed for effective high quality programmes and student services. ❖ Professional development of human resource is regularly organized for faculty and staff to assist in efficient and effective management of the design, development and delivery of programmes and courses ❖ University facilitates faculty and staff to be innovative and creative and recognizes excellence in teaching and learning, research and community engagement 	<p>The University has sufficient number of teaching staff for all faculties and departments who are suitably qualified, adequately trained in pedagogy, and experienced for their particular teaching responsibilities, research and outreach activities</p> <p>University academic and administrative units are headed by competent and qualified staff.</p> <p>Newly recruited academic staff are guided in their career development by the professors/senior academics and supported by the department/faculty and the University.</p> <p>The University ensures that allocation of workload to staff is transparent and fair.</p> <p>Performance of staff is appraised regularly against work norms, and due recognition, incentives and rewards are given for outstanding performance in teaching, research and community engagement</p> <p>Underperformance revealed by performance appraisal is adequately addressed and remedial action taken.</p> <p>University encourages staff to research and publish in reputable referee journals</p>	<p>Qualification profile of academic staff</p> <p>Adherence to QA standards (SSR, Pyramidal structure, % of terminal degree teaching staff and proportion of full teaching staff against part-time teaching staff</p> <p>Professional and career development</p> <p>conference and workshop attended</p> <p>Policy on career development of newly recruited staff and mentorship</p> <p>Mentorship policy</p> <p>Staff turn over</p> <p>Evidence of staff publications</p> <p>List of acceptable journals and publishers</p>

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13	RESEARCH, INNOVATION AND PUBLICATION		
	<ul style="list-style-type: none"> ❖ The University facilitates and encourages research by providing support to its academic staff through a research committee or an equivalent body that monitors and evaluates the research funded by the institution. 	<p>Provision of seed money for research, especially for the younger teachers, puts them on the research path early in their career.</p> <p>Participation and organization of national and international seminars/conferences and workshops on research to rejuvenate the faculty with fresh inputs of global knowledge.</p> <p>Major research breakthrough, grants attracted and patency</p>	<p>Existence of a research committee</p> <p>Research output of staff for the past three years</p> <p>List of acceptable journals and publishers</p>
14	POSTGRADUATE STUDIES		
	<ul style="list-style-type: none"> ❖ Effective arrangements are in place to maintain appropriate academic standards and enhance the quality of both postgraduate taught courses and research programmes that are regularly monitored against appropriate internal and external indicators and targets. ❖ The quality of supervision is not put at risk as a result of excessive volume and range of responsibilities assigned to individual supervisors. 	<p>Supervisors appointed for postgraduate student supervision have the appropriate skills and subject knowledge to support, encourage and monitor students effectively.</p> <p>The role of a supervisor is defined and there are clearly defined mechanisms communicated to students and staff for conducting formal reviews of student progress</p> <p>Assessment procedures and progress reports are clear, operated rigorously, fairly and consistently and are communicated to students, supervisors, and examiners</p> <p>Student progress and completion are regularly monitored and reviewed.</p>	<p>Admission conditions</p> <p>Student satisfaction survey report</p> <p>Completion and drop-out rates</p> <p>Policy on long essay/dissertation and thesis</p> <p>Assessment policy</p>

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15	COMMUNITY ENGAGEMENT, CONSULTANCY AND OUTREACH		
	<ul style="list-style-type: none"> ❖ The University as reflected in its mission, has a community service policy with a clear link to the goals and objectives of the strategic plan, and procedures for their implementation, monitoring and improvement. ❖ The University has policies and procedures for securing, monitoring, administering, and reviewing work-based and placement learning. ❖ Appropriate mechanisms and procedures are in place to encourage and facilitate academia to take on consultancies for the wider community. 	<p>The University has a policy and strategy to foster and promote consultancy and extension services to build linkages with industry and community.</p> <p>The University collaborates with external partners such as industry/business/state sector institutions for work-based or industry-placement learning as part of the programme</p> <p>The University has business centres/incubators to link with industry and assist in commercialization.</p> <p>Continuous offering of consultancies builds up the reputation of the faculty and helps in augmenting institutional image, quest for new areas for research and social acceptance.</p>	<p>Brochures on consultancy and extension services.</p> <p>Monitoring and evaluation records of consultancies undertaken.</p> <p>Written agreement (MOU) with industries</p> <p>Community service policy</p>
16	DISTANCE EDUCATION		
	<p>Infrastructure facilities and academic support are adequate and appropriate for distance learners.</p> <p>Course materials developed by the faculty are interactive, accessible and comprehensive to enable the learner to achieve the desired outcomes</p> <p>Learning resources (library, computer and internet facilities, English language laboratories etc.) and instructional materials are adequate and appropriate for ODL.</p> <p>Programmes/courses of study offered through distance learning methods are comparable to programmes/courses with similar subject matter offered through the face to face mode.</p>	<p>Adequate tutor: student ratio for each programme is maintained.</p> <p>ICT is used to mediate learning (e.g. video tapes, audio tapes, CDs, online sources) and must be fit for purpose.</p> <p>Learner support is provided through a variety of communication channels which could be synchronous or asynchronous via phone, fax, email, video conferencing etc.</p> <p>The programmes and courses of study provide for timely and effective interaction between students and the study materials, as well as students-faculty and student- student interaction.</p> <p>Clear policies and ownership of instructional materials and protection of copyrights are established.</p>	<p>Corporate plan with mission statement reflecting ODL as an alternative delivery system.</p> <p>Establishment of an IQAC/U with a clear TOR specifying objectives, functions and composition s</p> <p>Policy and procedures for production of learning materials both in house and by external experts</p>

	<p>Background of facilitators(lecturers) are similar with lecturers on the regular programme</p> <p>The Centre for Distance Education operates an IQA system as a part of the University - IQA system and takes responsibility of internalizing good practices.</p>	<p>The University provides orientation and training of faculty in ODL pedagogy to those who will teach using distance learning methods and evaluate faculty effectiveness for teaching learning.</p> <p>The University ensures that students enrolled satisfy the requirements for admission as stipulated by the University.</p>	<p>ODL Admission criteria documents</p> <p>Policy on further training on Distance learning delivery</p>
	STANDARDS	ASSESSMENT CRITERIA	EVIDENCE
17	QUALITY ASSURANCE		
	<ul style="list-style-type: none"> ❖ The University recognizes that the primary responsibility for quality lies with the institution itself, and this provides the basis for accountability and continuous improvement. ❖ The University has a QA policy and associated procedures for the assurance of the quality and standards of its programmes and awards ❖ Quality assurance processes involve all sections of the University effectively integrated into the normal planning and administrative processes. 	<p>The QA policy statement includes the institution’s strategy for quality and standards, organization of the quality assurance system, and the ways in which the QA policy is implemented, monitored and revised.</p> <p>QA policy and strategy incorporated in the Institutional Strategic Plan and Action plans of all institutes/ faculties/centres/units.</p> <p>The University/HEI has an established and effective internal quality assurance system with internal quality assurance unit (IQAU) at the centre and internal quality assurance cells (IQAC) at the faculty level and Department level</p> <p>The University programmes/ courses/awards are reviewed regularly against identified performance targets by the IQAU and IQAC and reported at the Academic Board and Councils, and improvement plans are implemented by the faculties/ departments.</p> <p>Recommendations/comments made by previous external quality assurance (EQA) reports are adequately addressed by IQAU and IQAC, Faculty Boards, Senate and Council and monitored by the IQAU. Council</p>	<p>Availability of University QA policy</p> <p>Corporate/Strategic Plan and Action Plan.</p> <p>Target QA training for Departments and staff</p>

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18	ANNUAL REPORTING FRAMEWORK		
	The University has policies and procedures for preparing and submitting annual reports on its operations to stakeholders	Regular and timely submission of annual reports on the University's operations to stakeholders	<p>Annual Reports</p> <p>Corporate Plan implementation and review reports</p> <p>Affiliation barometer report on mentoring institutions</p> <p>Annual statistical report</p>