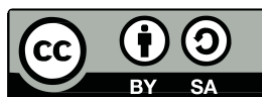**National Accreditation Board**
Ghana

College of Education Quality Assurance and Accreditation Assessment Frame

The Government of Ghana

College of Education Quality Assurance and Accreditation Assessment Frame

Quality Assurance Indicator	Quality Assurance Focus	Minimum Evidence Expected	Available Yes	Available No
Leadership and Quality of Management	**A1/A2 Laws and Policies**	Enabling laws include: • Colleges of Education Act 847 (2012) • Harmonized Statutes for Colleges of Education Harmonized Conditions of Service for Colleges of Education • Harmonized Scheme of Service for Staff of Colleges of Education • Public Procurement Act 663 (2003) • Financial Administration Act 654 (2003) • Financial Administration Regulations 2004 Set of management policies are in place. Policies to include: • Gender and Inclusion Policy • Sexual Harassment Policy • Financial Management Policy • Health and Safety Policy • Staff Professional Development Policy • Staff Code Conduct • Staff Appraisal Policy • Student Admission and Exam Policy • Teaching and Learning Policy • Quality Assurance Policy • Public Engagement Policy • Assessment Policy • Staff Recruitment Policy • Acceptable use Policy (ICT, Library, Laboratory & Vehicle) • Students' Engagement Policy		
	A3 Good Governance	• Effective leadership • College vision, mission and value statements clearly aligned and displayed. • Staff participation in decision making at various levels • Student participation in decision making at relevant levels. • Clear and appropriate job description for all categories of staff. • Robust appraisal systems for staff. • Adherence to procurement policies • Provision of annual calendar of college activities and events		

		A4 Quality Assurance (QA)	• Established Quality Assurance Unit • Robust and rigorous QA systems • QA Unit is staffed with qualified individuals • There is a documented evidence of adherence to QA guidelines and policy • All academic staff possess minimum qualification • Annual institutional self-Assessment.		
		A5 Effective Governing council	• All committees of the governing council are in place and functional • Regular council meeting • College improvement plan is approved by the council and submitted to NCTE • College development plan is approved by the Council and submitted to NCTE • College strategic plan approved by council. • College submits an annual report to NCTE and NAB on time • Council minutes and action logs are well documented.		
		A6 Effective Resource Management	• A functional Finance Committee is in place • Operational financial regulations • College budget has been prepared and approved by the governing council • There are robust internal financial systems and controls • Effective internal and external audit systems in place • College budget is linked to College improvement plans • College plans to enhance internally generated funds available. • There is an Asset Register to keep inventory of all college resources (Asset Register) • There is a collection of reports of the Entity Tender Committee • There is a functioning procurement committee in place • Effective resource allocation system and procedures.		
		A7 Improvement Planning	• College improvement plan. • Allocation of responsibility for implementation of CIP • Monitoring and evaluation of the CIP.		

Quality Assurance Indicator	Quality Assurance Focus	Minimum Evidence Expected	Available Yes	Available No
Leadership and Quality Management	**A8 Quality of Staff and the Recruitment Process**	• College operates an open and transparent recruitment process. • Quality of academic staff – minimum qualifications clearly defined • There is a well-documented staff audit • Qualified ICT tutors are employed. • There is a well-documented staff audit		
	A9 Effective Staff Professional Development	• Opportunities for further training and in-service programmes clearly defined and made available to all staff • Documentary evidence of staff participation in professional development programmes • Systems for identifying staff development needs in place		
	A10 Gender Responsive Management and Inclusion	• Clear communication of institutional policy on gender and inclusion to all stakeholders • College improvement plans and development plans are gender responsive. • Strategies that ensure gender balance in both leadership and		

Quality Assurance Indicator	Quality Assurance Focus	Minimum Evidence Expected	Available Yes	Available No
	B1/B2 Policy Teaching, Research and Professional Development	• Availability of National Teachers' Standards • Clear teaching and learning policy • Staff: Student Ratio • Tutors and students have access to a variety of resources. • Appropriate use of ICT in teaching and learning. • Evidence of research and publication by academic staff. • Evidence of policies and guidelines for research in the colleges.		

	B3 Curriculum and Learning	• There are well-defined course outlines that provide clear: course descriptions, course objectives, learning outcomes, mode of assessment and suggested reading lists. • Balance between theory and practice in the curriculum. • Curriculum implementation is supported by requisite resources.		
	B4 Micro Teaching	• Clear guidelines and mentoring procedures for students on teaching practice. • Schedules for student teachers micro teaching and preparation towards their practicum • Feedback from mentors and lead mentors on students on teaching practice.		

Quality Assurance Indicator	Quality Assurance Focus	Minimum Evidence Expected	Available Yes	Available No
Environment and Infrastructure	**C1 Physical Facilities**	• There are adequate, equipped and accessible lecture rooms. • There are adequate, equipped and accessible science laboratories • There are adequate, equipped and accessible workshops (technical-biased colleges) • Adequacy of toilets and washrooms • Adequacy of students' accommodation • Reliable water and power available • Facilities provided are disability friendly • Adequate recreational facilities available for use by college community		
	C2 Resources	• Availability of computer laboratory • Internet connectivity available • Provision of safety equipment to include fire extinguishers in all buildings • Adequacy of security services • Qualified staff available to manage the computer laboratories • Records of periodic maintenance and upgrade of ICT facilities available • Well-equipped resource centre to support teaching and learning and material preparation available		
	C3 Health and Safety	• Public health and sanitation arrangement to include support services in place • College policy for HIV and AIDS in place • Firefighting equipment available and updated • Fire safety measures developed and publicised within the college community.		
	C4 Strategy	• Availability of infrastructure needs audit • There is an infrastructure development plan • There is a functioning works and physical development committee • Established maintenance unit with qualified Staff. • ICT User Policy in place • Library User Policy in place • Strategy for ICT integration into teaching, research and assessment in place • College land title document available • Architectural design of college facilities available • Measures to ensure security of life and property in the College.		

Quality Assurance Indicator	Quality Assurance Focus	Minimum Evidence Expected	Available Yes	Available No
Assessment	**D1/D2 Assessment Tools**	• Assessment policy and its implementation. • Appropriate marking schemes are prepared for every assessment item • Assessment/examination timetables are timely published • Grading systems are well defined • Examination rules are shared with students • There is diversity of tools used to assess learning		
	D3 Assessment and Learning	• Mechanisms for setting and moderation of questions are established • Procedure for invigilating examination is in place and is being adhered to • Mechanism for assessing students' progress and monitoring available • Mechanism for assessing teachers' performance • Mechanism for supporting underperforming		
	D4 Internal Controls	• There are internal controls for assessment to ensure conformity and quality • Guidelines for progression between levels are clearly defined and included in students' handbook • Requirement for graduation are well defined and shared with students • Clear policy on assessment available to both staff and students. • Systems for vetting marked scripts in place • Procedure for publishing students' results is in place.		

Quality Assurance Indicator	Quality Assurance Focus	Minimum Evidence Expected	Available Yes	Available No
Student Engagement	**E1/E2 Academic Advisory System and Support Services**	• Effective quality academic advisory system in the college. • Guidance and counseling unit • Qualified guidance and counseling • Coordinator. • Well-equipped sick bay. • There are adequate and well-trained advisors • Adequate accommodation for student teachers.		
	E3 Admission of Students	• Minimum expected entry requirement is clearly defined • Effectively communicate entry requirement to all stakeholders • Clear admission procedure is in place • Adherence to the admission procedure by all stakeholders		
	E4 Students Leadership	• There is a clear gender responsive guideline for election of student leaders • There is a functioning Students' • Representative Council (SRC) • As per the Statute, students are represented on designated committees • Gender equity in students' representation on committees • System to develop the leadership skills of students • Clear guidelines and modalities for the formation and running of student-led clubs and associations • • The Office of Dean of Students established to coordinate student governance.		

Quality Assurance Indicator	Quality Assurance Focus	Minimum Evidence Expected	Available Yes	Available No
Monitoring and Evaluation	F1/F2 Monitoring and Evaluation and Programmes of Study	• Effective monitoring and evaluation processes in place • Policy for programme approval is in place • Processes for programme approval and preapproval are in place • Programme of study approved by relevant committee • Processes for programme review are in place. There is evidence of programme submitted to and accredited by NAB • Policies for assessing and evaluating aspects of college practice e.g. fair assessment of practicum component are in place • There is a systematic process of monitoring academic programme delivery and accreditation validity. • ICT programme for students established		
	F3 Monitoring Student Engagement Monitoring Process	• There are quality and range of monitoring and evaluation tools • There is a functioning Management Information System in place • Relevant data collection protocols are well documented and clearly communicated with all stakeholders • Procedures for monitoring and evaluating college practices • There is a systematic process of monitoring students' involvement • There are mechanisms to ensure data safety and system security.		
	F4 Process of Evaluating Data	• There is a systematic process of evaluating data • Regular monitoring of student engagement.		
	F5 Monitoring Gender Responsiveness	• There is a robust system for monitoring and gender participation in college activities • Regular monitoring of gender participation in college activities • System in place for undertaking disaggregation and analysis of male and female representation in academic areas (where applicable) • There is a system for undertaking disaggregation and analysis of male and female performance in program areas. • There is system for conducting gender disaggregation and analysis of staff and other posts of responsibilities.		

Quality Assurance Indicator	Quality Assurance Focus	Minimum Evidence Expected	Available Yes	Available No
Partnership and Cooperation	**G1/G2 Partnership and Cooperation at College, Local and National Levels**	• Policies guiding staff and students' engagements in partnership and corporation process. • Public engagement policies that are operational • Public engagement unit with qualified staff • Plan of action for engaging the local community • Memorandum of understanding with other colleges of Education. • Memorandum of understanding with other academic institution and other organizations. • Affiliation agreement with a mentoring institution. • Support from mentoring institutions. • Functioning Alumni association office with personnel		
	G3 International Partnerships	• Functioning committee on international partnerships. • Agreements with international institutions of higher learning • Agreements with other international academic institutions and organisations		