

# **CHRIST THE TEACHER COLLEGE OF EDUCATION**



## **QUALITY ASSURANCE POLICY, 2018**

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## QUALITY ASSURANCE POLICY

### Preamble

Christ the Teacher College of Education was established in 1962 with the prime objective to train teachers for the basic level. The College establishment was a prime response by the government to address the problem of acute shortage of teachers with education sectors as a result of the expansion of prime education enrollment resulting from the enactment of the 1961 Act. Since its establishment CTCE has made great achievement in training of quality and dedicated teachers.

Development in educational system worldwide has necessitated the establishment of quality assurance Mechanisms that will ensure that teaching and related activities are carried out within a defined quality assurance system framework so as to guarantee quality output of its product, process and services.

There exit no formally college- wide Quality Assurance Bureau/ Unit aimed at constantly monitoring and evaluating Quality Assurance Processes at CTCE. The pivotal function of the QAU is to determine whether or not quality standards set internally for measuring performance in all core operational areas of the college are constantly met and improved by implementing units within the college.

- The College is committed to ensuring the establishment of a system that will ensure that teachers from the college have adequate and requisite skills and knowledge that will not only be applicable/response to market demands but also individuals or teachers. Who have a combination of mental facilities (cognition and affection) and physical (psycho-motor) skills towards undertaking quality teachers (and learning) for socioeconomic development of the country?
- There is also the need to ensure that teaching learning and research undertaken in the college are of high quality and hence meaningful to socio-economic development of

the country. It is imperative to note that failure of the college offer high quality education and research would translate into failure to compete favorable among sister College of Education and other education oriented institutions both nationally and globally.

It is therefore important that the college puts in place a quality Assurance policy to provide guidance to CTCE stakeholders in the College quality needs for socio- economic development in line with present and future development strategy of the country. This commitment is amply amplified and reflected in the statement of the college vision, mission and objectives as expressed in the rolling College Strategic plan

### **Purpose / Objectives**

Quality assurance and continuous improvement of the college's educational programs are fundamental to the mission of the Christ the Teacher College of Education (CTCE). **Quality assurance** means the application of monitoring, review and evaluation processes to ensure that the college's teaching and learning processes and outcomes are meeting the standards defined by the college, through this policy and its broader strategic goals. The main goal of the quality assurance policy is to ensure that relevant and appropriate academic standards are achieved and good quality education is provided to students by encouraging and supporting continuous quality improvement in institutional as well as in programmes and research management. In particular, the QA Policy aims to achieve the following objectives:

- (a) To safeguard and improve the academic standards and quality of education at the College;
- (b) To ensure the integrity of the academic awards of the College;

- (c) To develop and maintain, through enhanced support processes, quality academic programmes appropriate to the academic strengths of the College where a cognizable market has been clearly identified;
- (d) To ensure that all programmes are of high standard and of continued relevance to the Ghana education service and the needs of the workforce in the country;
- (e) To continually improve quality of community service programmes offered by the College;
- (f) To enhance constant improvement of internal support services provided to students and staff;
- (g) To periodically review and analyse on going quality programmes in fulfilment of the set goals.
- (h) To develop and refine internal quality assurance and enhancement mechanisms that are appropriate and to apply such mechanisms systematically across all programmes offered by the College, all services rendered to the society and all support services provided to students and staff; and
- (i) To develop and sustain a culture of quality seeking and quality assurance among members of the College community.

### **Scope/Application**

This policy applies to all course work and programmes offered by Christ the Teacher College of Education. Quality is the outcome of interactions of many factors. All such factors are within the scope of this Policy. However, certain factors tend to stand out conspicuously as major determinants of quality in higher education processes. The policy therefore embraces, applies and is of particular interest and relevance to the following:

- (a) All faculties, academic/administrative departments and other institutional structures operating under the umbrella of the Christ the Teacher College of Education.
- (b) All staff, temporary and permanent, who are active in teaching, research and providing any form of support service to the core functions of the College;
- (c) All students registered with the Christ the Teacher College of Education;
- (d) All Infrastructure, learning resources, governance, institutional set up, information dissemination structures and social amenities belonging to the Christ the Teacher College of Education; Ultimately, attention to quality has to become an embedded feature of the institutional culture. The entire institution has to view quality as an overarching principle of all its operations.
- (e) All input from within and without the college which reflect the expectations of the consuming public.

### **Policy Statement**

In the effort to realize its vision, mission and objectives, CTCE shall consistently monitor and systematically evaluate the implementation of all its mandated activities. As a starting point, the College shall review all its existing policies, regulations and procedures and, where such instruments are lacking, develop appropriate ones, so as to ensure that all these guides are in line with its vision, mission and overall objectives. In addition, the College shall ensure that at all times it has in place well stipulated and widely understood criteria for judging performance standards in all its core mission activities. This entails compilation and distribution of a comprehensive Quality Assurance Handbook. In line with these guides, CTCE shall constantly monitor and evaluate all its day to day activities in the core mission areas of teaching/learning and research, service to the public and support services to students and staff: This policy establishes the framework for evaluating the quality and viability of all programs and for the

systematic monitoring and review of programs and courses. It is based on the following principles:

1. The College is committed to a cycle of evaluation and improvement as part of academic planning. Within this cycle, academic staff and teaching teams are required to: review the content and focus of their courses; evaluate and reflect on student learning resulting from their teaching practice, curriculum design and approaches to assessment; and make appropriate revisions as required.
2. The College recognizes that the resources available to develop and sustain programs may affect their quality. The College will evaluate the value, relevance and viability of its programs to ensure available resources are used to maximum effect.
3. The College will use multiple sources of qualitative and quantitative data in the evaluation of its courses, programs and teaching, including feedback from students and stakeholders.
4. The administrative staff and support services will be supervised to ensure that they play their part in the system.
5. Unbiased assessment, appraisal, monitoring and evaluation processes

### **Teaching and learning**

To ensure quality in the area of teaching and learning, CTCE shall:

- (a) Periodically review teaching programmes in order to confirm the extent to which:
  - (i) Programmes are meaningfully structured and organized;
  - (ii) The goals and learning objectives are achieved;
  - (iii) Programmes not only meet students' needs but actually provide an experience that lives up to their highest expectations;

- (iv) Programmes help in the attainment of the College's academic vision and mission;
  - (v) Teaching and learning constantly address critical national human resources requirements;
  - (vi) The quality and quantity of available human, material and financial resources meet the programme requirements; and
  - (vii) Programmes are both viable and relevant.
- (b) Ensure that establishment and running of teaching programmes/units proceed on the Principle of rational use of resources and cost effectiveness;
  - (c) Regularly arrange external evaluation of the quality of the teaching programmes offered by its units in terms of their contents, delivery methods and internal assessment processes. This will entail a reconsideration of the suitability and effectiveness of existing practices, such as the external examination system and academic audits, with a view to improving their efficacy or/and introducing new appropriate procedures;
  - (d) Involve professional bodies, potential employers and other relevant sections of the society in reviewing and evaluating academic programmes through curriculum review workshops, tracer studies and other appropriate mechanisms;
  - (e) As a matter of procedure, ensure that all major curriculum reviews or introduction of new programmes are informed by stakeholder inputs; and

### **Gender Responsiveness**

In teaching and learning should be devoid of comments, behaviours utterances actions and inactions that undermine teaching and learning of females in the college whether in or outside the classroom.



## **Research**

In fulfilling the obligation to ensure high quality in the various research undertakings carried out in its units, CTCE shall consistently monitor and evaluate the quality and quantity of the research activities conducted, with specific focus on:

- (a) Relevance and appropriateness of the set priorities;
- (b) Adequacy of financial allocations to research activities;
- (c) Proper structuring of research projects/programmes to ensure relevance in teaching and training staff and students;
- (d) Adequacy in quantity and quality of research outputs;
- (e) Effectiveness of dissemination channels and impacts of research results;
- (f) Adherence to existing CTCE policies and procedures relating to research and publications; and
- (g) Integration of research outputs into teaching/learning.

## **Gender Responsiveness**

Females should be given opportunity to research into any area of their interest without any administrative or academic restrictions. 20% of research budget is allocated for female staff research and publication.

## **Public Services**

CTCE shall constantly monitor and frequently evaluate the quantity and quality of public services rendered by its staff and students, with a view to assuring the highest possible quality in terms of:

- (a) Relevance of the priorities set institutionally and by individual units;
- (b) Adequacy and quality of outputs in public service provision; and

- (c) Overall impact of CTCE services to the public.

### **Support Services**

In discharging its responsibility to ensure quality in the area of provision of support services, CTCE shall continually monitor and regularly assess the appropriateness and adequacy of support services provided for students and staff, especially in respect of adequacy and quality of:

- (a) Academic and social counseling services;
- (b) Study materials, space and teaching/learning infrastructure;
- (c) Social amenities, including health, catering, recreational and other services.
- (d) Stock taking of facilities at the end of each semester for decision taking.
- (e) Human relations outfit that guarantees easy access to college facilities.

### **Staff Relation Policy**

The college shall work hard to retain some of the core and hardworking staff for the attainment and continuity of established programmes.

Even upon the attainment of official retirement age, such persons whose experience are required may be re-engaged on contract in conformity with law.

The college shall also provide facilities as would make their staff comfortable and willing to stay on.

The college should institute welfare schemes and invite their staff to invest and be appropriately remunerated there from.

### **Policy Assumptions**

CTCE has set for itself the goal of becoming a “leading centre of excellence” through “production of high quality teachers, generation of knowledge and provision of outreach service” in the context of carrying out all its core mission activities. To realize this vision,

CTCE and all its units shall abide to rules, regulations and quality criteria developed internally to guide the implementation of its set objects in all spheres of its operation, particularly in teaching/learning, research, service to the public and in the provision of support services to students and staff.

### **Teaching and learning**

In ensuring quality in the area of teaching and learning, CTCE commits itself to continually seek the highest possible standards in respect of input resources, implementation processes and the final outputs.

### **Input Resources**

The major inputs into the teaching/learning process are academic and administrative staff, students, teaching programmes and materials, and an efficient administrative structure. CTCE is committed to ensuring that its inputs are of the highest possible quality, and to this end it shall:

- (i) Recruit and engage the best available academic and technical personnel, selected on the basis of established and regularly updated quality criteria, and through an absolutely transparent procedure;
- (ii) Admit its students from among the highest qualified candidates available, by using set and frequently reviewed selection criteria, following a fair and absolutely transparent procedure;
- (iii) Offer academic programmes that are relevant locally and internationally, in terms of both academic content and planned professional training;
- (iv) Seek adequate financing of the College's core mission activities: teaching/learning, research, public service and provision of internal support services; and

- (v) Strive to provide the necessary learning materials and teaching/learning infrastructure for effective delivery of all teaching programmes on offer.

## **5.0 Supporting Procedures:**

### **Implementation Procedures**

In carrying out its core function of facilitating learning CTCE shall ensure that:

- (i) Its teaching programmes are effectively delivered through the use of appropriate technologies and pedagogic skills;
- (ii) Delivery of its teaching programmes emphasize practical training where appropriate, and therefore provide for the development of a good balance between academic knowledge and practical skills; and
- (iii) Its academic and technical staff are sufficiently motivated to effectively fulfill their leadership obligations in the teaching/learning process.

### **Course evaluation**

- a. Every course / programme must be evaluated using the college's course and teacher evaluation survey each time it is offered, or if offered more than once in an academic year, at least annually.
- b. Where the college believes it would be inappropriate to apply the course and teacher evaluation survey for a course or an offering of that course, the Vice principal may negotiate an alternative evaluation mechanism with the head of the department: teaching and learning.
- c. Other evaluative mechanisms may be used to complement the course and teacher evaluation survey, for example, learning analytics data and trends, focus groups, peer review and benchmarking.

- d. A short summary of changes and improvements arising from the course and teacher evaluation will be placed on the College website or equivalent before the course is next taught, to inform students about the value of their feedback.

### **Program monitoring and review**

- a. A review of performance for all coursework programs will be undertaken every year as specified in this policy.
- b. The Principal and the Vice Principal will meet with each head of department of teaching and learning, to review the performance of each programme offered in the college in relation to each department.

### **Research**

Because research and teaching/learning are so inextricably intertwined, CTCE gives equal weight to the two processes, and is thus equally committed to achieving the highest possible quality of research outputs. In ensuring quality in research CTCE shall ensure that:

- (a) The policy priorities and regulations guiding research at the College are at all times relevant, operational and effective;
- (b) Conscious efforts are constantly made to secure and rationally utilize research funding and facilities;
- (c) At all times the existing research policy and agendas are implemented vigilantly and successfully in light of the set objectives and performance criteria;
- (d) All research activities undertaken in various units and by individuals are properly managed, conducted and evaluated;
- (e) Implementation of the various research projects constantly take into account ethical and environmental considerations;

- (f) A robust system is in place for ensuring that research outcomes are effectively disseminated, leading eventually to tangible contributions towards the improvement of quality of life in society; and that
- (g) Research results are continually integrated in teaching/learning and, where applicable, their commercial value enhanced and exploited.

Applicants can find vacancies at the College's Job Opportunities at the website. Applicants would normally apply for vacancies via hard copy submission or the College's Online recruitment system.

### **Student and Staff Support Services**

A favourable general environment is needed for students and staff to effectively engage in a productive education process. CTCE therefore takes the responsibility to continually strive to create and maintain this environment. In this regard, the College shall ensure that:

- (a) Its physical infrastructure sufficiently supports the core mission activities of teaching/learning, research and provision of services to the public in respect of accommodation, lecture conference rooms, play grounds, etc.
- (b) Reasonably good and accessible social services are made available to students and staff. These shall include catering, healthcare, recreational, academic advising and mentoring, social counseling and other services; and
- (c) Students' learning is continually enhanced through constant adoption of the latest innovations in educational media and technology and in the professional field of pedagogy

### **The Quality Assurance Unit (QAU)**

The QAU shall be a College level organ, responsible for the overall management of quality assurance activities at CTCE. The QAU shall function as the Principal's secretariat on QA

issues. Its day to day activities shall focus on monitoring and evaluation of all Quality Assurance operations at CTCE, including the following:

- (i) Ensuring that set performance standards in all aspects of college functions are appropriate and relevant;
- (ii) Developing and periodically updating general operational manuals to guide college level QA operations, as well as instruments for use in internal evaluations;
- (iii) Monitoring/implementation of quality assurance activities in all units as per the set standards;
- (iv) Providing advice and guidance to implementation units on the execution of QA activities;
- (v) Coordination of internal self-evaluation of quality assurance systems;
- (vi) Analysis of all QA reports (students' course evaluations, External Examiners' reports, external audit reports, etc.) and identification of issues arising from them for the attention of the management at departmental, faculty and institute levels;
- (vii) Facilitation of external evaluation of CTCE and its academic programmes;
- (viii) Provision of external evaluation results to Management and units;
- (ix) Monitoring of implementation of internal and external evaluation recommendations;
- (x) Advising the Principal and Vice Principal on QA matters relating to teaching/learning, research, and consultancy, and the Head of departments Administration on QA matters relating to internal support services and provisions in general;
- (xi) Synthesis of topical QA matters in higher education (arising from debates and practices in the regional and global contexts) and updating the college community and Management accordingly;
- (xii) Updating the Principal on the functioning of the CTCE QA system and on the overall quality status of the college;

- (xiii) Linking CTCE with the stakeholders and related agencies in QA matters; and
- (xiv) Linking CTCE with professional bodies that are relevant to its various curricula.

### **Role of the QAU**

The Quality Assurance Director shall be the chief executive of the QAU and shall, in that capacity:

- (i) Oversee the functions and responsibilities of the QAU;
- (ii) Be accountable to the Principal;
- (iii) Maintain a working contact with the Vice Principal and the College secretary on QA matters touching on their respective jurisdictions;
- (iv) Forward to the Vice Principal and the College secretary QA matters requiring tabling at Academic Committee, PFC and other Governing Board Meeting.
- (v) Provide technical support on QA matters at the College Academic Committee (CAC), and other meetings of the Governing council on behalf of the Vice Principal and the College secretary.
- (vi) Represent CTCE at regional and other international forums on higher education QA matters;
- (vii) Be ex-officio member of, and a technical advisor on QA matters deliberated on in the CTCE Academic Committee and other meetings of Governing council and
- (viii) Constantly updating CTCE on new global developments in Quality Assurance matters for Tertiary institutions.

### **QAU Linkage with Other Units**

The QAU shall be a pivotal technical unit responsible for QA at the institutional level. It shall be directly accountable to the college chief executive, and shall serve as the latter officer's secretariat on QA matters. The QAU shall maintain a close working relationship with the two



Vice Principals (VPs) by keeping them informed of newly arising QA issues falling under their respective jurisdictions and by providing them with technical advice on such issues. During the deliberations on QA issues by various Governing Board meetings; VPs may severally or jointly call upon the QAU's Director or his/her deputy to make technical presentation on their behalf. The QAU shall also maintain a close working relationship with all units, academic and non academic, on matters pertaining to quality assurance in their spheres of operation. It shall update the unit heads with new information on QA issues as well as supplying them with various evaluation schedules and instruments. It will facilitate unit and programme evaluations and provide the unit heads with feedback on external and internal evaluation results; and shall advise them on proper implementation of improvements recommended by review teams. In its monitoring role, the QAU shall ensure that the units adhere to established QA procedures and carry out scheduled activity appropriately and in a timely fashion.

In the evolving era of increased external monitoring and harmonization of quality standards in higher education provision, the QAU shall be a link organ between the College and external QA agencies. It shall prepare and submit CTCE portfolios to the NCTE and other external bodies involved in mandatory or voluntary accreditation/re-accreditation of the institution and its programmes. Accordingly, the QAU shall organize and coordinate all external evaluation activities, and shall ultimately report (to units and the College Management) on the results of such external evaluations. The Bureau shall also link CTCE with professional bodies whose concerns and interests have bearing on the College's curricula development and implementation.

## **Gender Responsiveness**

The assessment, appraisal, monitoring and evaluation processes would be devoid of all biases in terms of discrimination against the female tutors and intimidation against the assessment procedures of female trainees during appraisal of tutors of the College.

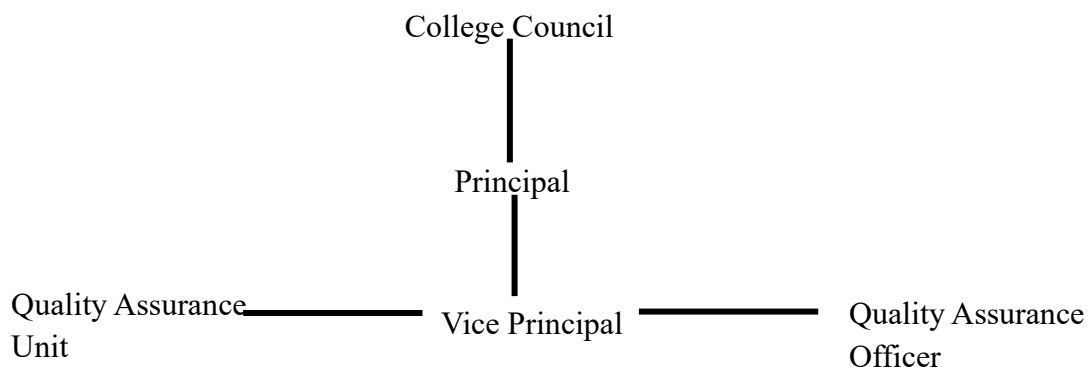
## **6.0 RESPONSIBILITIES FOR IMPLEMENTATION**

The overall responsibility for Quality Assurance Policy in Christ the Teacher College of Education is that of the College Council.

The Day-to-day responsibility for ensuring this policy is implemented is delegated to the College Principal, the Vice Principal and Quality Assurance Unit.

## **7. Responsibility for Monitoring, Implementation and Compliance**

### **Quality Assurance Unit of Christ the Teacher College of Education**



## **8. Status**

## **9. Key Stakeholders**

Ministry of Education

National Council for Tertiary Education

National Accreditation Board

College council

All departments and units in Christ the Teacher College of Education

## **10. Approval Body**

The College Governing Council

## **11. Initiating Body**

The College Council

Principal

Vice Principal

## **12. Definition of terms**

**Benchmarking** means the comparison of performance and process against best practice and performance in the higher education sector or elsewhere with the aim of improving University courses, programs and teaching. Wherever possible, national and international reference points will be used.

**Continuous improvement** means the ongoing review cycle designed to progressively improve courses, programs and teaching outcomes.

**Evaluation of quality** means:

- a. the systematic consideration of stakeholder views and benchmarking activities about the quality of programs and courses; and,
- b. the aggregation, analysis and interpretation of students' feedback about their perceptions of their courses to inform judgments about the quality of programs.

**Quality assurance** means the application of monitoring, review and evaluation processes to ensure that the University's teaching and learning processes and outcomes are meeting the standards defined by the University, through this policy and its broader strategic goals.

**13. Related Legislation:**

Ministry of Education

National Accreditation Board regulation

National Council for Tertiary Education

**14. Related Policy and Other Documents**

**15. Effective Date** September 2018

**16. Review Date**

September 2024

**17. Key Words**

**Christ the Teacher College of Education, Quality assurance, Policy**

**18. Owner / Sponsors**

Christ the Teacher College of Education

College council

Quality assurance unit

**19. Author**

Christ the Teacher College of Education

**20. Further Information**

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