QUALITY ASSURANCE POLICY

2024
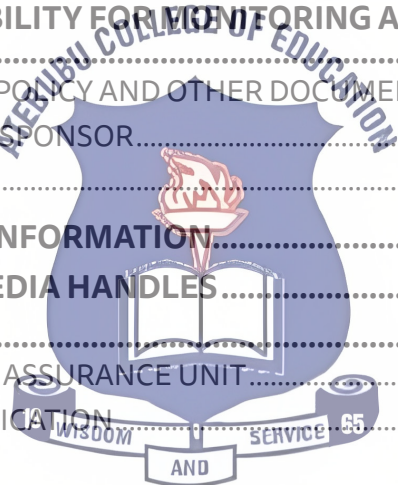
ATEBUBU COLLEGE OF EDUCATION

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CONTENTS

BRIEF HISTORY OF THE ATEBUBU COLLEGE OF EDUCATION

Atebubu College of Education is a Teacher Education Institution in Atebubu (Atebubu Amantin Municipality), Bono East Region. The College was founded in October 1965. The College was the first second cycle institution, and the only Teacher Training College in the Eastern Corridor of the then Brong- Ahafo Region, out of which Bono, Bono East and Ahafo Regions were born. The College began with eighty (80) male students and with the passage of the Education Act in 2008, Act 778, the College is now a tertiary institution, affiliated to the University of Cape Coast and currently running 4-year Bachelor in Primary Education, 4-Year Bachelor in Early Grade Education and 4-Year Bachelor in JHS Education programmes. The College has six Academic Departments: Education Studies, Science, Social Sciences, Languages, Mathematics and ICT, and Creative Arts.
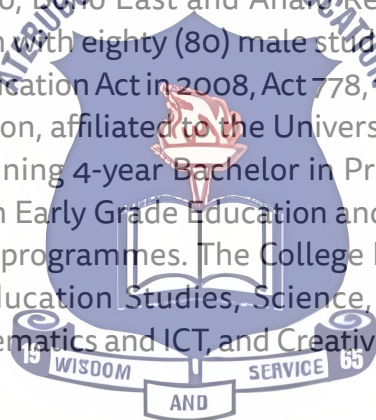
MISSION STATEMENT

Atebubu College of Education is committed to a partnership with students, alumni, sister educational institutions, government regulatory bodies and community stakeholders, providing students with the knowledge, practical skills and professional attitudes to become productive citizen in a challenging, technological and diverse world.

VISION

The Igniting minds, beyond borders: Atebubu College of Education's legacy – a generation of teachers redefining education.

CORE VALUES

The following Core Values are intended to drive the mission, vision and strategic direction of Atebubu College of Education:

- · Excellence and Professionalism
- · Commitment and Hard Work
- · Gender, Equity, and Social Inclusion (GESI)
- · Teamwork and Mentorship

DEFINITION OF TERMS

1. **Leadership:** Refers to the people/person(s) who direct (s) and guide(s) the activities of the College.

2. **Management:** Involves the people who are managing the activities of the College. i.e., the people connected to the planning, organizing, staffing, directing, leading and controlling the activities of the College to enable the it to accomplish its set goals.

3. **Assessment:** Refers to the systematic process of defining, selecting, designing, collecting, analysing, interpreting and using information to increase students learning and development.

4. **Teaching and learning:** Helping students to acquire knowledge, concepts, ideas, logical reasoning, sense of interpretation and analysis resulting in change of behaviour.

5. **Monitoring and Evaluation:** Refers to the systematic process of assessing the performance and impact of projects, programmes, or policies

6. **Quality Assurance:** A systematic process to check performance against expected standards which are related to teaching and learning, governance, effective management and improvement of available resources.

7. **College environment:** This refers to the legal land confinement on which the College is situated as well as
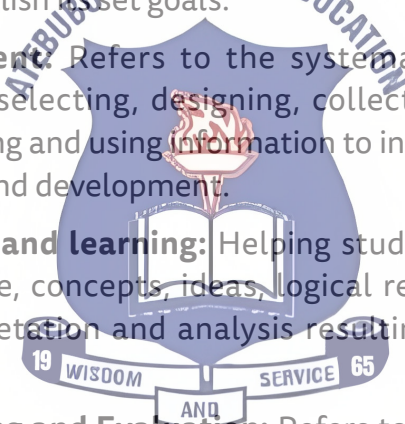
the physical, social and academic environment of the College.

8. **College Infrastructure:** These include the basic physical structures and facilities of the College such as buildings, roads, transportation, power and water supply which supports the operation of the College.

9. **Students' engagement:** Refers to the full involvement of teacher trainees in decision making of the College, in the designing of programs and learning opportunities.

10. **Partnership and cooperation:** This refer to the individual, group of individuals, institutions, or organizations that the College deems fit to establish a relationship with or enter into an agreement with, which is geared towards the material benefit of the College and the institution (s) organizations (s) in question.

11. **Appropriate teaching and learning materials:** These are teaching and learning materials which are relevant to support teaching and learning in the College.

12. **Staff Development:** This is viewed as the activities and the programmes (formal or informal and on or off campus) that helps the staff members learn about responsibilities, develop required competencies and skills necessary to accomplish the College goals and purposes and for them to grow professionally and personally.

13. **Available resources:** This refers to the stock of supplies or materials, teaching aids, human expertise that is at the disposal of the College.

14. **Effective teaching and learning:** Refer to the use of varieties of teaching strategies and teaching

learning materials, coupled with a conducive learning environment to bring about the desired learning outcome.

15. **Gender balance:** This is described to include both males and females given equal treatment and opportunity in their educational endeavours without any form of prejudice.

16. **Conducive environment:** Refers to an environment that is suitable for teaching and learning and caters for the learning and psychological needs for all manners of people.

17. **Disability friendly:** Any resource that the physically challenged person can access and use with ease.

ABBREVIATIONS

i.   **ATECOE** - Atebubu College of Education

ii.   **QA** - Quality Assurance

iii. **QAP** - Quality Assurance Policy

iv.   **QAU** - Quality Assurance Unit

v.   **UCC** - University of Cape Coast

vi.   **GTEC** - Ghana Tertiary Education Commission

vii. **CDRP** - Curriculum Development and Review Procedure

viii. **TLSP** - Teaching and Learning Standards Procedure

ix.   **SSSP** - Student Support Services Procedure

x.   **RDP** - Research and Development Procedure

xi.   **IFMP** - Infrastructure and Facilities Maintenance Procedure

xii. **AEP** - Assessment and Evaluation Procedure

xiii. **CAP** - Compliance and Accreditation Procedure

xiv. **CIP** - Continuous Improvement Procedure

xv.   **KPIs** - Key Performance indicators

1.0 PREAMBLE

Atebubu College of Education is committed to upholding the highest standards of quality across all facets of its educational endeavours, in accordance with the stipulations outlined in the College of Education ACT 2012 (847) and the National Accreditation Board Act, 2007 (Act 744). As a distinguished learning institution, the College is devoted to creating an optimal and enriching environment that nurtures learning, research, and comprehensive development. This Quality Assurance Policy stands as a declaration of the steadfast commitment to preserving and elevating the quality of education and services provided, while continually adapting to meet the evolving needs of our students and the wider community. The policy delineates specific areas, processes, and activities, including academic programmes, teaching and learning, assessment and evaluation, departments and staff, research and publications, infrastructure and facilities and student support services. It also covers areas such as admission and enrolment, governance and leadership, collaboration and partnerships, continuous improvement, compliance and accreditation, stakeholder engagement, quality indicators and metrics, and technology integration.

To ensure transparency, fairness, and alignment with the Vision, Mission, and Values of Atebubu College of Education, the Quality Assurance Policy was developed through extensive consultations from the following sources:

i.   Legal advice was sought to ensure the policy complies with all applicable laws and regulations.

ii. The College's previous Quality Assurance Policy was reviewed and considered during the development process.

iii. Quality Assurance Policies from reputable universities such as UG, UCC, and KNUST were examined for insights and best practices.

iv. Reference was made to the 1992 Constitution of Ghana to ensure adherence to constitutional principles.

v.   The Intellectual Property Act 2003 (Act 611) and the Data Protection Act, 2012 (Act 843) were consulted to align the policy with the statutory framework.

vi. Harmonized Statutes for Colleges of Education were reviewed for considerations relevant to the Quality Assurance Policy.

vii. The relevance of the Harmonized Scheme of Service for the Colleges of Education was considered.

viii. The policy formulation process included consultations with the Harmonized Conditions of Service for Colleges of Education.

2.0 POLICY GOAL

The Overarching goal of the Quality Assurance Policy of the Atebubu College of Education is to guarantee the attainment of suitable academic standards and the delivery of high-quality education to students. This is accomplished by fostering and backing ongoing enhancements in both institutional practices and the management of programmes and research.
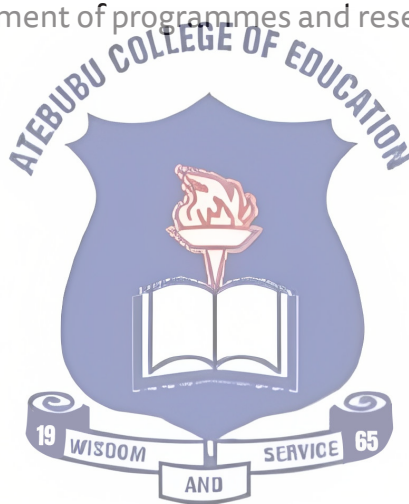
3.0 GUIDING PRINCIPLES

i. High academic standards shall be maintained in the College to foster a culture of continuous improvement by regularly evaluating and enhancing teaching methods, research practices, and learning outcomes to meet evolving educational needs and expectations.

ii. The College shall undertake a holistic development of students by providing a supportive and conducive learning environment that nurtures personal, academic, and professional growth, fostering a sense of belonging, well-being, and self-efficacy.

iii. High-quality academic programmes that leverage academic strengths and address identified market needs shall be developed and sustained in the College.

iv. The College shall cultivate a culture of regular assessment, constructive feedback, and continuous improvement across the educational, facility, and support service domains to enhance overall quality and effectiveness, promoting a commitment to excellence and innovation.

v. Transparent mechanisms for monitoring, evaluating, and reporting on the College's performance shall be established and implemented to foster accountability, transparency, and trust among stakeholders, and facilitate informed decision-making and continuous organizational learning.

4.0 OBJECTIVES AND THEIR STRATEGIES

The objectives and corresponding strategies QAP are as follows;

i. Ensure that the College maintains rigorous academic standards and promotes a culture of continuous improvement in teaching, research, and learning.

- Implement continuous professional development programmes for all departments, including workshops, seminars, and certifications in innovative teaching methodologies and research techniques.

- Encourage staff participation in academic conferences and research collaborations.

- Utilize peer reviews, student feedback, and accreditation processes to ensure the quality and relevance of educational offerings.

ii. Focus on the holistic development of students by providing them with a supportive and conducive learning environment that fosters personal and professional growth.

- Develop comprehensive counselling services that address mental health, career guidance, and academic advising.

- Create mentoring programmes that pair students with departments, alumni, or industry professionals.

- Ensure campus facilities and learning resources are accessible to all students, including those with disabilities.

- Foster an inclusive campus culture that celebrates diversity and promotes equity.

iii. Create and sustain high-quality academic programmes aligned with the College's academic strengths, where a recognizable market has been identified, through improved support processes.

- Develop academic programmes that align with the College's strengths and market demands.

- Engage with industry leaders, alumni, and employers to ensure programmes meet current and future workforce needs.

- Establish advisory boards for key programmes to provide ongoing feedback and guidance.

- Strengthen administrative and academic support services to facilitate programme delivery.

iv. Promote a culture of regular assessment, feedback, and improvement to enhance the quality of education, facilities, and support services.

- Develop a comprehensive assessment framework that includes regular evaluations of academic programmes, teaching effectiveness, and student learning outcomes.

- Implement regular surveys and feedback sessions with students, faculty, and staff.

- Develop actionable improvement plans based on assessment results.

- Assign responsibility and timelines for implementing changes and monitor progress.

- Encourage a reflective practice culture where continuous improvement is embedded in daily activities.

- Allocate resources strategically to address identified areas of improvement.

v. Establish transparent mechanisms for monitoring, evaluating, and reporting on the College's performance to maintain accountability and build trust among stakeholders.

- Develop key performance indicators (KPIs) aligned with the College's strategic goals.

- Publish annual reports that detail the College's achievements, challenges, and future plans.

- Conduct regular internal and external audits to verify compliance and performance standards.

- Hold regular town hall meetings and forums to discuss performance results and gather feedback.

- Foster a culture of transparency by openly sharing successes and areas needing improvement.

- Establish clear governance structures with defined roles and responsibilities.

- Create oversight committees to monitor the implementation of strategic initiatives and ensure accountability.

5.0 SUPPORTING PROCEDURE

The following steps and actions would be taken to uphold quality standards and foster continuous improvement of the Quality Assurance Policy at Atebubu College of Education:

5.1. CURRICULUM DEVELOPMENT AND REVIEW PROCEDURE (CDRP)

a. Conduct regular reviews of the curriculum to assess its relevance and alignment with the College's mission and visions.

b. Engage staff members, professionals, and stakeholders in the curriculum development process.

c. Integrate feedback from students to identify areas for improvement and enhancement.

5.2. TEACHING AND LEARNING STANDARDS PROCEDURE (TLSP)

a. Provide professional development opportunities for staff to stay updated on innovative teaching methodologies.

b. Encourage the use of technology and interactive teaching tools to enhance the learning experience.

c. Establish student feedback mechanisms to assess the effectiveness of teaching methods and classroom engagement

5.3. STUDENT SUPPORT SERVICES PROCEDURE (SSSP)

a. Offer comprehensive counselling services to address students' academic and personal needs.

b. Provide accessible resources for students with disabilities or specific learning requirements.

c. Establish a mentoring programme to support students in their academic and career development.

5.4. RESEARCH AND DEVELOPMENT PROCEDURE (RDP)

a. Facilitate research opportunities for staff and students through research grants and collaborative projects.

b. Establish a research ethics committee to ensure adherence to ethical guidelines and standards.

c. Encourage the dissemination of research findings through publications and presentations.

5.5. INFRASTRUCTURE AND FACILITIES MAINTENANCE PROCEDURE (IFMP)

a. Conduct regular inspections of facilities to ensure they meet safety and quality standards.

b. Develop a maintenance schedule to address any repairs or upgrades needed for infrastructure and equipment.

c. Solicit feedback from staff and students regarding the functionality and adequacy of facilities.

5.6. ASSESSMENT AND EVALUATION PROCEDURE (AEP)

a. Implement standardized assessment tools to evaluate student performance and learning outcomes.

b. Conduct regular evaluations of staff performance to ensure effective teaching practices.

c. Use feedback from assessments to identify areas for improvement in the educational programs and services.

5.7. COMPLIANCE AND ACCREDITATION PROCEDURE (CAP)

a. Establish a compliance committee to monitor regulatory standards and accreditation requirements.

b. Conduct periodic internal audits to assess compliance with established policies and procedures.

c. Develop a plan of action to address any identified non-compliance issues in a timely manner.

5.8. CONTINUOUS IMPROVEMENT PROCEDURE (CIP)

a. Foster a culture of continuous improvement by encouraging feedback from stakeholders.

b. Establish a feedback mechanism for students, and staff to share suggestions and concerns.

c. Implement a review process to assess the effectiveness of policy implementation and identify areas for further enhancement.

6.0 STAKEHOLDERS

6.1. INTERNAL STAKEHOLDERS

i. **Student:** Individuals responsible for providing feedback on courses, teaching methods, and facilities through surveys, evaluations, and focus groups. Also, engage actively in their studies to meet learning objectives and contribute to a high-quality learning environment.

ii. **Staff:** Individuals responsible for ensuring that administrative processes, such as enrolment and record-keeping, are efficient and accurate. Provides supporting services for department and students by providing necessary resources and services.

iii. **Quality Assurance Officer:** Responsible for conducting regular audits and reviews to ensure compliance with academic standards and regulatory requirements.

iv. **Internal Auditor** is responsible for independently evaluating the effectiveness and efficiency of the College's quality assurance processes, ensuring compliance with established standards, and identifying areas for improvement.

v. **Finance Officer:** Budgeting and financial planning align with the institution's quality goals and priorities.

vi. **Librarian:** Ensuring access to a comprehensive range of academic resources, including books, journals, and digital materials.

vii. **Academic Board:** Ensures that the institution maintains high standards of academic excellence and continuously improves its educational offerings to meet the needs of students, employers, and the wider community.

6.2. EXTERNAL STAKEHOLDERS

i. **The College Governing Council:** Oversees the governance and policies of the College.

ii. **Parent/Guardians:** Play a critical role in the quality assurance framework of the College by providing feedback, support, and advocacy, all of which contribute to maintaining and enhancing educational quality.

iii. **Community Advocacy Groups:** Organizations representing community interests in education and seeking quality in the College.

iv. **UCC:** Mentoring University serving as a catalyst for quality improvement, helping the College to build robust quality assurance mechanisms and achieve excellence in education.

v. **Government Funding Agencies:** Entities providing grants and financial support for the College's Projects.

vi. **GTEC:** Commission responsible for accrediting educational institutions, evaluating and certifying the Colleges programmes and overall quality outcomes.

vii. **Alumni:** Graduates of the College who offer insights into the long-term value and applicability of the College.

viii. Local and international organizations: Collaborate with the College on various projects and provides feedback on the College's societal impact.

ix. International Partners: Collaborate with the College on academic programmes and research, ensuring that the institution meets international standards.

x. Media and Public Opinion: Media outlets and the general public who influence and reflect the College's reputation based on perceived quality.

7.0 MONITORING AND EVALUATION

The monitoring and evaluation of the Quality Assurance Policy shall be overseer by the following:

    i.   Central Management- Governing Council

   ii.   Middle Management - College Management

  iii. Lower Management- Heads of Department

8.0 RESPONSIBILITY FOR IMPLEMENTATION

The overall responsibility for the implementation of the Quality Assurance Policy is vested in the College Governing Council. The College Principal and Academic Board shall be responsible for the day-to-day administration and implementation of this policy.

8.1. RESPONSIBILITY FOR MONITORING AND COMPLIANCE

The College Principal, the Academic Board and the Disciplinary Committee shall be delegated to ensure the compliance, monitoring and evaluation of the effectiveness of the policy.

8.2. APPROVAL BODY
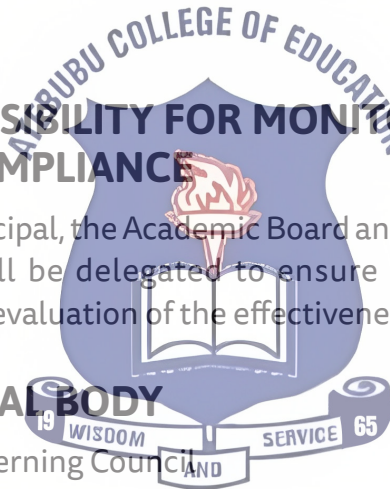
The College Governing Council

8.3. INITIATING BODY

The Academic Board

8.4. EFFECTIVE DATE OF IMPLEMENTATION

1st January, 2024

8.5. REVIEW DATE

3 years from the effective date (January, 2024 to January, 2027)

9.0 RESPONSIBILITY FOR MONITORING AND COMPLIANCE

Colleges of Education Act 2012 Act (847)

9.1. RELATED POLICY AND OTHER DOCUMENTS

Harmonized Statues for Colleges of Education

Harmonized Scheme of Service for Colleges of Education

Harmonized Condition of Service for Colleges of Education

Research Policy

Staff Development Policy

9.2. OWNER / SPONSOR

College Governing Council

9.3. AUTHOR

College Governing Council

11.0 FURTHER INFORMATION

Contact the College Principal for any further information regarding this policy document as and when necessary:

The Principal

Atebubu College of Education
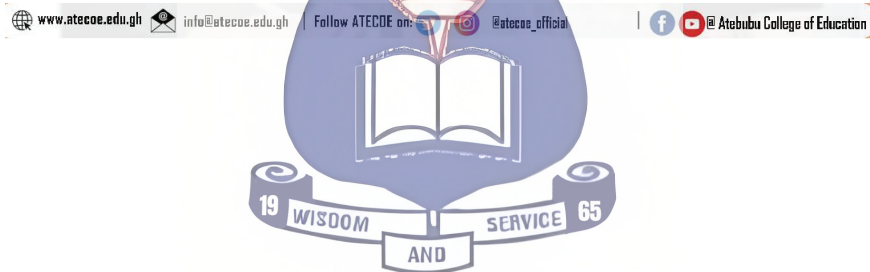P. O. Box 29
Atebubu
Bono East Region
principal@atecoe.edu.gh

12.0 SOCIAL MEDIA HANDLES

The following are the official social media handles of the College:

i. Facebook-Atebubu College of Education

ii. X-@atecoe_official

iii. Instagram-@atecoe_official

iv. YouTube-@Atebubu College of Education

v. WhatsApp line-0200288320

ANNEXES

THE QUALITY ASSURANCE UNIT

The QAU of ATECOE shall be a section in the College and will be responsible for overseeing all quality checks at the College. Its main function is to watch and evaluate everything involved in making sure the college maintains high quality. This includes:

a. Making sure the College meets its performance goals properly.

b. Creating and maintaining general operational manuals to direct QA operations at the College level and tools for internal assessments;

c. Supervising and carrying out quality assurance activities in all units in accordance with the established standards

d. Analysing all QA reports, including those from external auditors, external examiners, and students, and identifying any problems so that departmental, faculty, and institute management is aware of them

e. Enabling the external evaluation of ATECO and its academic programs;

f. Giving Management and units access to the results of the external evaluation;

g. Supervising the execution of recommendations from the internal and external evaluations;
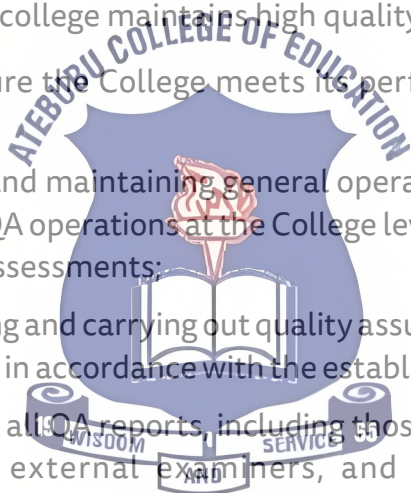
h. Advising the Principal and Vice Principal on matters of quality assurance related to teaching, learning, research, and consulting; and the Head of Departments Administration on matters of quality assurance concerning internal support services and provisions in general;

i. Reviewing all reports about quality, including those from outside reviewers, examiners, and students, to find any issues and inform the departments, faculty and management about them.

j. Advising the Principal and Vice Principal on maintaining quality in teaching, learning, research, and consulting.

SCOPE / APPLICATION

The Quality Assurance Policy in Atebubu College of Education is essential to ensure the delivery of high-quality educational services and the continuous improvement of the learning experience. The policy encompasses a range of processes, guidelines, and standards that govern the various aspects of the College's operations. The following are areas where the policy can be applied:

i. All academic and administrative departments, and other institutional structures operating under the umbrella of Atebubu College of Education.

ii. All active staff, both temporary and permanent, engaged in teaching, research, or providing any form of support service to the core functions of the College.

iii. All students enrolled at Atebubu College of Education.

iv. All College-owned infrastructure, learning resources, governance frameworks, institutional setups, information dissemination structures, and social amenities.

v. All internal and external input that mirrors the expectations of the public served by the college.

vi. Supporting services to students, including academic counselling, career guidance, and accessibility services for students with special needs.

vii. Assessment and Evaluation system that assess student performance, staff effectiveness, and overall institutional performance.

viii. Mechanisms for collecting feedback from stakeholders, including students, staff, and community.