CAPE COAST TECHNICAL UNIVERSITY

QUALITY ASSURANCE POLICY

2016

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1.0 INTRODUCTION

1.1   Background

One of the emerging global trends is that the competitiveness of universities to attract students and remain in business is contingent upon the calibre/competitiveness of their products on the job market. The latter hinges strongly on the quality of the academic programmes and how they are executed. The response to this new challenge globally has been phenomenal. Organizations like the Quality Assurance Agency (QAA) for Higher Education in the UK; the European Association for Quality Assurance (EAQA) in Higher Education; Quality Assurance Programme (QAP) of Association of African Universities (AAU); and the International Network for Quality Assurance Agencies in Higher Education (INQAAHE) are examples of international/regional efforts ensuring maintenance of high academic standards. The AAU developed its QAP in the year 2000 and pledged its support to facilitate the establishment of institutional, national and sub-regional QA systems.

To respond to this challenge, the Cape Coast Technical University implemented the proposal for the establishment of the Quality Assurance Unit in May 2008 to monitor and facilitate the various processes and procedures that directly or indirectly affect academic standards and quality of the graduates.

1.2 The Existing Practices

The Council and the Academic Board of Cape Coast Technical University are responsible for maintaining the standards of the award of certificates and the quality of education they provide. This is made possible through such processes as

- ❖ Implementation of Admission Policies
- ❖ Programme Approval and Review
- ❖ Staff Appointment and Development
- ❖ Staff Appraisal
- ❖ Assessment Regulations and Mechanisms
- ❖ Student Advisory Services
- ❖ External Examiners and
- ❖ Monitoring and Feed Back Systems.

Eyeson (2006) lamented that even though the processes mentioned had been in operation for some time, they did not appear adequate to effectively address issues of academic quality. He further indicated that, one of the notable weakness was the system for monitoring and providing feedback information for maintenance and enhancement of quality. It is against this background that necessitated the establishment of the quality Assurance Unit in the institution.

1.3 Areas to be considered

To enhance effective teaching and learning, "quality" as the bedrock should permeate through all endeavors. Mention can be made of

(1) The Lecturer/Learner Evaluation Function (LLEF).
(2) Quality of Teaching and Learning Environment (QTLE) and
(3) The Quality of Management and Administrative Function (QMAF)

1.4 The Lecturer/Learner Evaluation Function (LLEF).

Quality teaching and learning is a necessary ingredient to produce quality graduate or quality output. Below are the proposed teaching and learning functions of the Unit.

(1) Monitoring of academic programmes of the Technical University in terms of their objectives, assessment practices and availability of human and material resources

(2) Setting up audit teams, periodically to evaluate teaching and research activities of the Departments/faculties

(3) Over seeing the processing of examination results and storage of relevant statistical data for determining trends and patterns

(4) Organising Seminars and Workshops on quality assurance issues

(5) Advising the Academic Board on policy matters relating to academic quality assurance.

(6) Student appraisal of lecturers by the use of questionnaire.

(7). Organise induction programmes on Quality Assurance Issues for newly appointed teaching staff, Deans and Heads of Department.

(8). Liaise with the Research Directorate to organise seminar/workshops on skills for writing research proposals.

(9). Monitor and evaluate tutorial classes for all students.

(10). Periodic submission of memoranda to Heads of Department to review previous semester's work to identify the successes, failures and shortcomings which should guide their preparation for the new semester.

1.5 Quality of Teaching and Learning Environment (QTLE)

Brown et al. (1993) cited in Ashcroft (1995), a guide to Quality and Standards in Colleges and Universities pointed out that, the quality of teaching the student receives, depends on the quality of the learning environment. Thus the Directorate will monitor and evaluate the quality of following:

1. Learning equipment
2. Library provision
3. Teaching space
4. Seating capacities
5. Illumination
6. Ventilation

1.6 The Quality of Administrative Function (QAF)

To enhance effective and quality teaching and learning in a ''quality' environment, administrators will have a role to play. Efficient and effective administrative support services will enhance quality teaching and learning. The unit will periodically monitor and evaluate the activities of the administrators. Questionnaires would be designed   to elicit the views of lecturers on the administrative practices of the administrators.

1.7 Total Quality Management (TQM)

 For the Technical University to produce good caliber of students for the job market, there is the need for Total Quality Management. According to Ashcroft (1995) TOM includes five guiding principles**.**

1.   The creation of appropriate climate
2.   Focus placed on the "Consumer"
3.   Management by data
4.   People-based management and
5.   Continuous quality improvement

1.8 Establishment

The supporting staff of the Directorate shall be

(1)   Director - Professor or Senior Lecturer appointed by the Vice Chancellor

(2) Quality Assurance Officer/Planning Officer

(3)   Statistician

(4) Research Assistants

(5) Administrative Assistant and

(6)   Clerical Officer

1.9Membership of Statutory Committee

In view of the functions to be performed the Director of Academic Planning and Quality Assurance is expected to serve on the following existing committees.

(i)   The Executive Committee of the Academic Board

(ii)   The Academic Board

(iii)   School Boards

(iv)   Departmental Boards

(v)   Quality Assurance Committee

2.0 RATIONAL

2.1   Reason for the Establishment of Quality Assurance Directorate

Issues about management of quality assurance in higher education have occupied a centre stage in the global environment because of their implications for national and international acceptance of degree awarded by the multiplicity of institutions.

This is evidenced by the move for the establishment of the National Accreditation Board (NAB) in 1993 to do an external auditing of all Private and Public Higher Education Institutions

In August 2005 for example, the National Accreditation Board (NAB) in collaboration with the National Council for Tertiary Education (NCTE) and the British Council, organized a workshop in Accra to expose educational administrators and managers to the emerging trends in quality assurance and accreditation. Subsequently the quality assurance programme was officially lunched.

This enjoins Technical Universities to assure the quality of their academic programmes and the delivery mechanisms. Furthermore, the multiplicity of higher education institutions in recent times and the emergence of social accountability require managers of Polytechnics now Technical Universities to constantly improve quality and promote transparency in order to safeguard public interest and confidence in

their awards. Finally, the rapid expansion in enrollment in the face of dwindling resource in the Technical Universities imposes a burden with the potential of compromising quality. This calls for the setting up quality assurance units to harmonise activities at national, sub-regional and regional levels.

The main reason for the establishment of the Quality Assurance Directorate in Cape Coast Technical University is to monitor and evaluate the entire teaching and learning process as well as other supportive services and the learning environment. The Directorate will serve as the whistle blower to scan the entire learning environment. Additionally the Directorate is also expected to collaborate with its counterparts in other sister Institutions to facilitate the realization of institutional vision and mission.

2.2 Quality Assurance at Cape Coast Technical University

Like what pertains in the other autonomous public tertiary institutions in Ghana, the Academic Board of Cape Coast Technical University has over the years been responsible for the assurance of academic quality through the mechanisms spelt out in section 1.2 above. The setting up of the Quality Assurance Directorate (QAD) is a clear manifestation of the Technical University's desire to position itself as one of the leading Technical Universities in Ghana. The Directorate was charged with the responsibility of ensure the maintenance as well as continuous improvement of academic standards. The duties include:

i.   Conducting tracer studies

ii.   Conduction needs assessment for curriculum review

iii.   Initiating and monitoring the curriculum review process across the Technical University

iv.   Monitoring and evaluating instructional quality as well as student performance

v.   Organizing seminars and training programmes towards academic quality improvement

Although the Director of QAD reports directly to the Rector, there is the Executive Committee of Academic Board, a sub-committee of Academic Board and the Quality Assurance Committee that assists the Directorate with its duties.

2.3   Policy Objectives

The goal of the QA policy is to ensure the attainment of high academic standards through the provision of good quality education to students. This requires the establishment of systems and mechanisms that continually improve the quality of teaching, learning and research.

The specific objectives therefore are to:

i. Improve the quality of education in the Technical University through the development of strong schools and good quality instructional resource facilities.

ii. Engender public trust and thereby safeguard the integrity of the Technical University's academic awards

iii. Ensure the development and implantation of high quality and relevant programmes that respond to the nee sod the labour market locally and internationally

iv. Ensure the establishment of enhanced and continually improved support services for students and staff

v. Encourage the establishment of management systems that provide the required ambiance for effective teaching

vi. Promote quality community service to enhance the Technical University's corporate image

vii. Increase access to quality education by strengthening the Technical University's distance learning programmes

viii. Develop strong QA mechanisms that apply to all programmes, processes, procedures, support services and structures across the Technical University

ix. Promote the culture of QA at all levels in the Technical University.

2.4   Scope of the Quality Assurance Policy

In the education enterprise a number of factors interact to determine quality. These include staff, students, academic programmes, instructional resource facilities, infrastructure, support services and governance among others. The proper functioning of the various segments the Technical University would ensure optimal levels of these

factors and ultimately assure quality. The QA policy should therefore be all embracing and cover the operations of the following:

i. All colleges, facilities/schools, academic/administrative departments, institutions, directorates, divisions, centres, units and other sections of Cape Coast Technical University

ii. All categories of staff of the Technical University, permanent as well as temporary, who are providing service in teaching, research, administration and support services

iii. All registered students of the Technical University

iv. All infrastructure and learning resources

v. The entire governance and institutional set up, social amenities and information dissemination structures.

2.5 Expected Outcomes/Benefits of the Quality Assurance Policy

Successful implementation of this policy is expected to result in:

i. Improving performance of academic, administrative and supporting staff

ii. Higher student achievement and success in learning

iii. Better public and stakeholder's satisfaction

iv. Enhance trust and society's confidence, hence attracting internal and external support

v. Improve institutional public image and better relations with the wider society

vi. Improve capacity to compete favourably with other HEI's nationally and internationally

vii. Enhance individual confidence level

viii. Highly motivated and focused approach to the execution of the Technical University's strategic thrusts.

3.0 POLICY STATEMENTS AND RESPONSIBILITIES

3.1   Guiding Principles

The effective implantation of the QA Policy will be   guided by the following principles:

i. Relevance: appropriate QA mechanisms must be identified and agreed upon by all stakeholders for the various sections and activities of the Technical University

ii. Realism: Application of the policy should take into consideration the capacity of the Technical University in terms of infrastructure and other resources. Realistic measures must be instituted and geared towards improving on existing resources for quality enhancement

iii. Cost-effectiveness: There must be use of the most cost-effective means to achieve the desired results

iv. Synergy: Application of QA mechanisms must be holistic. All sections of the Technical University must respond positively to QA issues since the performance of each section has

implications for the outcome of teaching and learning and consequently the quality of the graduates

v. Partnership: There must be conscious efforts for collaboration internally (management, staff and students) and externally (other Technical Universities, industry and development partners)

vi. Dynamism: The policy must be reviewed periodically to respond to local, national and global trends.

3.2 Policy Statements

The efforts of the Technical University shall be directed towards realizing its vision and mission through delivering the associated strategic thrusts. To achieve this, the core activities of the institution shall be consistently monitored and regularly evaluated. The Technical University shall therefore review all its existing policies, regulations and procedures in line with its vision, mission, and strategic thrusts. Where such instruments are lacking, appropriate ones shall be developed to ensure total coverage of the core activities. As a corollary, the Technical University shall put in place well defined performance indicators and widely publicise these to all relevant stakeholders. This requires the publication of a Quality Evaluation Guide which will serve as a QA Handbook to guide the day to day activities of the various sections of the Technical University. This will also serve as instrument with which Cape Coast Technical University shall periodically undertake self evaluation in the following areas:

Admissions

Teaching and Learning

Assessment of Students

Research and consultancy

Staff Recruitment and Development

Support Services and Facilities

Management and Administrative Systems

Social and Global Integration

Equal Opportunity students and staff

Prudent Financial Management

3.3   Responsibilities

Successful implementation of this policy requires individual and collective responsibilities of the key stakeholders, namely management, staff – academic as well as supporting, and students. Their positive attitudes would lead to the realization of the policy objectives and in turn produce outcomes that would accrue to the benefit of all. It therefore behoves such stakeholders to exude certain attributes while performing their respective responsibilities.

3.3.1 Management

The Management of Cape Coast Technical University shall be firm, fair, transparent, honest, disciplined and courteous while performing the following responsibilities:

i.   Uphold institutional values

ii.   Ensure adherence to policies, rules and regulations by everyone in order to promote and protect the good image of the Technical University

iii.   Ensure sound management of the institution's finances

iv.   Provide enabling environment and resources to support scholarship and professional development of both staff and students

v.   Ensure optimum functioning of support services and facilities

vi.   Institute reward systems that recognise excellence, dedication, honesty and loyalty for staff and students

vii.   Promote the welfare of staff and students

viii. Establish effective information and publicity mechanisms to keep the internal community well informed and also project the Technical University to the external world.

3.3.2 Staff

All staff of Cape Coast Technical University shall perform their duties with dedication, honesty, loyalty, discipline and courtesy. They shall:

i.   Uphold institutional values
ii.   Promote and protect the good image of the Technical University by adhering to policies, rules and regulations
iii. Be willing to serve on boards and committees
iv.   Engage in healthy socialisation

Academic staff shall:

- Promote scholarship and provide excellent instruction to students
- Strengthen staff-student consultative committees at faculty and departmental levels
- Respond positively to academic quality assurance issues

Support and technical staff shall provide quality and reliable service to promote scholarship.

3.3.3   Students

Students of Cape Coast Technical University shall be studious, loyal, honest, courteous and disciplined. They shall:

i.   Uphold institutional values

ii.   Promote and protect the good image of the Technical University by adhering to policies, rules and regulations

iii.   Be willing to serve on committees

iv.   Patronise staff-student consultative committees

v.   Give priority to academic work, but also engage in healthy socialisation and extra-curricular activities

4.0 ADMINISTRATIVE STRUCTURE

For successful achievement of the goals and objectives of the QA policy, all relevant sections throughout the Technical University shall constitute Implementation Units (IUs) with clearly defined functions/roles pertaining to the assurance of quality in the core business of their respective mandates. Activities of the IUs shall be coordinated centrally by the Technical University-wide QA Directorate.

4.1   Directorate of Academic Planning and Quality Assurance (DQA)

This Directorate shall be the Technical University-wide body with the responsibility of spearheading the QA system of Cape Coast Technical University including the IUs and the various mechanisms designed to maintain high performance standards.

4.1.1 Directorate of Academic Planning and Quality Assurance Establishment

The Directorate of Academic Planning and Quality Assurance shall be headed by a Director who shall report directly to the Rector. He/she shall be assisted by a Quality Assurance Officer/Planning officer, Research Assistants, an Administrative Assistant and a Clerk

4.1.2 Functions of Directorate of Academic Planning and Quality Assurance

The Directorate shall monitor and evaluate all QA operations at Cape Coast Technical University through the performance of the following functions:

i. Ensuring that performance standards set for all aspect of the Technical University's activities are appropriate and relevant

ii. Developing and periodically updating operational manuals for internal QA operations, as well as tools for self-evaluations

iii. Monitoring of QA activities in all the IUs against set standards and periodically updating the Rector on the overall quality status of the Technical University.

iv. Providing advice and guidance to IUs on the execution of QA activities

v. Coordinating self-evaluation within the Technical University.

vi.   Collating and analysing all QA reports (e.g. students' assessment of courses and lecturers, External Examiners'/Assessors' reports, etc.) and presenting issues arising from them for the attention of Management and other relevant bodies

vii.   Facilitation of external evaluation of Cape Coast Technical University and its academic programmes and dissemination of outcomes to Management and units

viii.   Linking Cape Coast Technical University with the National Accreditation Board (NAB), the National Council for Tertiary Education (NCTE) and the Association of African Universities for the purpose of mandatory or voluntary accreditation/re-accreditation of the institution and its programmes as well as other QA issues

ix.   Monitoring of the implementation of internal and external evaluation recommendations

x.   Advising Management on matters relating to teaching/learning, research, consultancy and internal public and support services

xi.   Updating the Technical University community and Management on regional and global trends in QA issues

xii.   Cooperating with QA bodies in the other sister Technical University as well as other relevant national, regional and global agencies for the purposes of learning best practices.

4.1.3   Role of the Director of DQA

The Quality Assurance Director shall be the Head of DQA and shall:

i.   Be accountable to the Rector

ii.   Oversee the functions and responsibilities of DQA

iii.   Be ex-officio member of, and technical advisor on QA Committee, Academic Board, Academic Management Committee, Academic Planning Committee, Graduate Studies and Research Board. He/she may also be invited to any relevant Council sub-committee meeting to advise on QA matters.

iv.   Represent Cape Coast Technical University at national, regional and other international fora on higher education QA matters

4.2   Roles of the Implementation Units

For the purpose of this policy, "Implementation Unit" refers to a college, faculty, school, department, institute, centre, directorate, division, unit of any other basic sector of Cape Coast Technical University with a primary responsibility for planning and carrying out activities aimed at achieving a set of objectives. The IUs shall have the core responsibility of achieving and maintain high quality standards while carrying out their mandated roles. Their role in the QA system of Cape Coast Technical University shall therefore include:

i. Executing their mandated roles effectively and in the most cost-effective manner so as to contribute to the achievement of the overall goals and objectives of Cape Coast Technical University

ii. Developing and periodically reviewing unit-specific performance standards and striving to meet them

iii. Preparing unit-specific QA procedures, operational manuals and evaluation instruments, and providing DQA with copies

iv. Conducting regular self-evaluation instruments, and providing DQA with copies

v. Providing DQA with self-evaluation reports in readiness for Technical University level and external evaluations

vi. Implementing recommendations emanating from internal and external evaluations and providing DQA with timely reports on the status of implementation

vii. Informing students and other stakeholders of evaluation results and efforts being made to implement the recommendations.
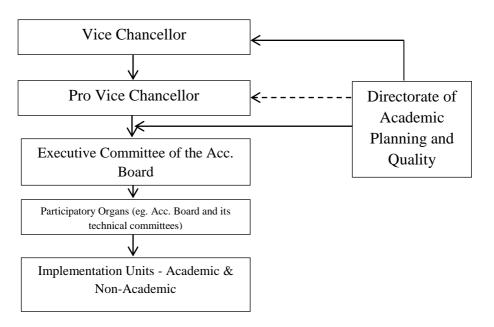
4.3 Participatory Organs

The following participatory organs (POs) shall ensure that their respective operational areas have in place appropriate quality standards to guide the implementation of their mandated functions:

i.   Academic Board and its technical committees (e.g. Academic Management Committee, Academic Planning Committee, Research and Conferences Committee, Publications Committee, etc.)

ii. School, Departmental, Directorate and all other Sectional Boards.

4.4   Organisational Structure of the Cape Coast Technical University Quality Assurance System

The central body of the QA system of Cape Coast Technical University shall be DQA, which shall have linkages with the IUs and the Technical University Management as illustrated below:

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│      Vice Chancellor        │◄─────────────────────────┐
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              │                                           │
              ▼                                           │
┌─────────────────────────────┐          ┌───────────────────────────┐
│    Pro Vice Chancellor      │◄─ ─ ─ ─ ─│    Directorate of         │
└─────────────────────────────┘          │    Academic               │
              │         ◄────────────────│    Planning and           │
              ▼                           │    Quality                │
┌─────────────────────────────┐          └───────────────────────────┘
│ Executive Committee of the  │
│        Acc. Board           │
└─────────────────────────────┘
              │
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┌─────────────────────────────┐
│ Participatory Organs (eg.   │
│ Acc. Board and its          │
│ technical committees)       │
└─────────────────────────────┘
              │
              ▼
┌─────────────────────────────┐
│ Implementation Units -      │
│ Academic & Non-Academic     │
└─────────────────────────────┘
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5.0 IMPLEMENTATION/EVALUATION STRATEGIES

5.1   Student Assessments

The Directorate of Academic Planning and Quality Assurance (DQA) shall regularly organise student assessment of courses and teaching. This will give students the opportunity to provide feedback on the various courses and teaching programmes. Questionnaires, structured interviews and other appropriate tools/methods shall be employed to capture student experiences, opinions and other data for analysis. Results of such assessments shall be communicated to the teaching units concerned, staff and students and the Directorate shall coordinate the implementation of strategies to improve on shortfalls revealed by the assessments.

5.2   Lecturers Assessment of Conduct of Courses

At the end of every semester, lecturers shall evaluate the conduct of courses taught with regard to students' attendance, comportment, performance and institutional facilities as well as other relevant details.

5.3   Tracer Studies

The academic units (Schools, and Departments) shall, in collaboration with DQA and Liason Office, conduct tracer studies every 5 years. Individual units may however, conduct their own surveys at shorter

interval than the Technical University-wide surveys. Such surveys shall be in two parts – one targeting employers and other the alumni with the aim of determining the relevance of academic programmes offered by the Technical University. The outcomes of such studies shall be vital in curricula reviews and in improving teaching methodologies.

5.6   Internal Programme Reviews

Deans of Schools shall be responsible for implementing the policy of self-evaluation on regular basis. The Head or Dean, as the case may be, shall appoint a Review Team of up to five form its staff to undertake the exercise guided by the institutional QA handbook and the unit-specific standards. The Review Team shall submit its report of their completeness. The latter shall in consultation with AMC conduct a verification visit using a team of at least three people made up of:

i.   Two people from within Cape Coast Technical University but outside the unit concerned to be appointed by AMC

ii.   One person from an analogous institution who is an acknowledged expert in the programme in question to be appointed with the Unit Head.

The Team shall submit its report to DQA, which upon consultation with the PVC, shall forward it to the respective Unit with comments and directives on improvements as recommended by the Team. Upon receipt of the improved report, DQA shall submit it to the Academic

Board for discussion and approval. Implementation of the approved recommendations/directives shall be monitored by DQA. Terms of reference and modalities for both the review and verification exercises shall be prepared by DQA in collaboration with AMC and approved by the Academic Board. All mandatory external programme reviews by bodies like NAB or NCTE shall be preceded by these internal reviews, and shall be coordinated by DQA on behalf of the Technical University.

5.7   Institutional Audit and External Programme Reviews

At the respective instances of the Technical University Council and Academic Board, DQA shall arrange and coordinate external institutional audits and programme reviews every six years. For such external evaluation exercises, a panel of not less than six experts in each case shall be nominated by AMC and approved by Council or Academic Board as the case may be. At least, two-thirds of the panellists shall be drawn from outside Ghana and shall operate with specific terms of reference prepared by AMC and approved by the appropriate body.

The focus of institutional audits shall be on the structure, functioning and effectiveness of administrative and governing organs of the Technical University. Programme reviews shall evaluate the relevance of academic programmes on offer and the effectiveness of the delivery and assessment strategies employed. Reports shall be submitted to the appointing bodies for perusal, comments and dissemination to the units

concerned, each of which shall discuss the report and design strategies to implement the resultant recommendations for improvement. DQA shall monitor the implementation of the recommendations and report to the Rector.

5.8   Improvement Schedule

The following procedure shall be followed to implement recommendations emanating from all evaluations – self or external:

i.   Unit (s) concerned design (s) implementation strategies based on evaluation recommendations

ii.   Implementation strategies forwarded to Vice Rector

iii.   Vice Rector discusses strategies with relevant PO and directs implementation of approved improvement measures

iv.   DQA monitors implementation of approved improvement strategies and submits status report to Management.

5.9   Programme Approval and Accreditation

All academic programmes on offer at Cape Coast Technical University shall be approve by the Academic Board and accredited by qualified and legally competent agencies. The internal procedures for approval of programmes and their preparation for accreditation shall be coordinated by DQA. With regard to the latter, DQA shall, after the internal approval of a programmes, invite the concerned unit to prepare and submit an application portfolio according to guidelines set out by the

accrediting agency. The on-campus activities of the accrediting agency shall be coordinated and facilitated by DQA. The Directorate shall receive verdicts on accreditation applications and, upon consultation with the Vice Rector, forward the verdict to the units concerned together with necessary advice and/or directives.

POLICY REVIEW AND AMENDMENTS

6.1   Validation of Policy

The provisions of this policy shall become valid and operational immediately upon approval by the Cape Coast Technical University Council, and shall remain so until they are revoked by the same authority. However, given the dynamics of contemporary higher education enterprise and the changing circumstances under which the Cape Coast Technical University operates, this policy document is subject to periodic reviews and amendments. The revised or amended version of the document shall take precedence over the previous one.

6.2   Amendments/Revision of Policy Document

In the event that any provision in the policy document is outdated or a need to introduce new provisions arises as a result of the changing circumstances of the Technical University, or market forces, or any other reasons, appropriate changes or modifications may be effected

upon direction and approval by the Technical University Council. The entire document shall however, be reviewed after every five years.

6.3   Transitional Arrangement

Upon approval of this policy, all the new structural and functional arrangements required by it shall be put in place under the guidance of Management. For example, relevant Pos shall be directed and empowered to establish QA desks and appoint QA officers in their respective units. This will also require the preparation of job descriptions for these officers. Similarly, a Director shall be appointed as prescribed in this policy, to head DQA. In view of the immense responsibilities placed on DQA by the provisions of this policy, the Directorate should be appropriately resourced to successfully carry out its mandate of assuring quality in all the core operational areas of the Cape Coast Technical University.

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