

FEDERAL REPUBLIC OF NIGERIA



QUALITY INDICATORS FOR TEACHER EDUCATION

NATIONAL COMMISSION FOR COLLEGES OF EDUCATION



TETF PROJECT, 2012

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CONTENT

QUALITY INDICATORS FOR TEACHER EDUCATION

Introduction	1
Quality Indicators	3
Grading Process	12
Grading scale.	12
Grading method and criteria	13
Award of accreditation	14
Grading Grid	15
Final Report	33
Assessment Grid	38
Recommendation for award of “Outstanding”	40
Guidelines on Internal Quality Assurance Units	41
Role of Chairman/Team Leader of an Accreditation Team	42
Communicating the outcome of the accreditation	42
List of Contributors	43

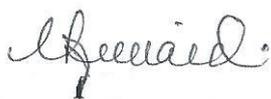
Foreword

The National Commission for Colleges of Education has recently published and circulated the new Minimum Standards documents. The documents prescribe the revised curricula to produce specialist teachers for the various sub-sections of the Basic Education Programme in Nigeria. The Commission has also recently circulated a number of publications, all of which are intended to support and give life to its thinking in relation to the production of the new NCE graduates.

The publication and circulation of this **Accreditation Toolkit**, the first of its kind with the Commission, is intended to complement the earlier publications. As its evaluation tool, **the Accreditation Toolkit** is a natural follow-up to the provisions in the new Minimum Standards documents. The Toolkit is designed and packaged in the spirit of our new Quality Assurance strategy. It has modified substantially the mode and substance of earlier accreditation exercises. It has also broadened the scope of evaluation. Accreditation exercise will henceforth encompass other key aspects of the *school life*, such as the lecture plans and the delivery processes that have direct bearing on **quality output**. Similarly, curricular issues such as extent and adequacy of coverage of the subject matter, teaching methods employed and appropriateness of evaluative methods have been brought in.

The key areas of and criteria for evaluation have been made more objective. Furthermore, the wall between the external assessors and the key players in the institutions has been pulled down by making the toolkit public. Institutions are not only availed the opportunity of knowing the key areas, the criteria and the standards assessors would use, they are also expected to contribute significantly to the whole exercise by applying the **toolkit** to themselves, as many times as they desire and before the arrival of the external assessors. This way, the institutions can close up observed gaps and address their lapses well before the external assessors arrive. These steps are promising as having potentials to make a difference in our efforts to produce more effective teachers for basic education in Nigeria.

While thanking all those who contributed to making this toolkit possible and especially our partners from the Commonwealth of Learning and the team from ESSPIN/DFiD, it is my hope that our Colleges of Education and other NCE-awarding institutions would adopt this toolkit whole heartedly because of its potentials for quality professional development of the young teacher.



Prof. Muhammad Ibn Junaid
Executive Secretary, NCCE

April 2013

QUALITY INDICATORS FOR TEACHER EDUCATION

Introduction

This document consists of

- The Quality Indicators
- The Grading Process
- Grading Grid

Indicators are signs that show the existence of something. In this case, quality indicators are symptoms which show that the characteristics one is looking for in a situation exists. For instance, the recorded minutes of committees would show that the committees are meeting regularly, which in turn is one way of indicating of an effective administration.

The accreditation process is intended to ensure that NCE awarding institutions are meeting minimum standards (or in the case of proposed institutions that they have the potential to meet minimum standards).

Key areas of assessment

For the purposes of accreditation, in order to meet these minimum standards, institutions will be assessed within five key areas:

- Leadership, management and organisation
- Curriculum organisation and implementation
- Infrastructure and learning resources
- Assessment and evaluation
- Student support and progression

In order to achieve “Full Accreditation” institutions shall reach a minimum standard of “satisfactory” in all key areas.

Two key areas ((i) Leadership, management and organisation and (ii) Curriculum organisation and implementation) are designated as “compulsory”. Failure to achieve a minimum standard of “satisfactory” in one or both of these “compulsory” key areas will lead to “Denied Accreditation”.

Subject to the above paragraph, failure to achieve a minimum standard of “satisfactory” in any one of the remaining key areas will lead to “Interim Accreditation”.

This document consists of Quality Indicators, Grading Process and Grading Grid.

Quality indicators - this document lists the quality indicators and for each indicator suggests sources of evidence and interviews that might be expected during an accreditation visit. The grid also shows which quality indicators are termed “compulsory”.

Grading process – this explains the basis upon which assessors will grade institutions and their programmes. Institutions will need to understand the criteria and assessors will be expected to adhere to the criteria.

Grading Grid – this is intended for use by assessors in recording and calculating grades for each quality indicator and each key area. The grid should be read in conjunction with the document: “Grading process”.

QUALITY INDICATORS

Quality Indicators	Indicative sources of evidence	Indicative interviews/meetings	Performance level
A. Leadership, Management and Organisation			
An institution worthy of accreditation will be able to show evidence that:			
A.1 It is acting in accordance with enabling Law	Relevant statutes	Provost Registrar	Compulsory
A.2 It has effective leadership and management <u>Sub-indicators are as follows:</u> (i) Transparent style of leadership and management (ii) Evidence of effective staff participation in decision making machinery of the Institution (iii) Evidence of effective student participation in decision making machinery of the institution (iv) Clear and appropriate job descriptions for staff (v) Effective performance appraisal of staff (vi) Evidence of progress towards implementing policies and good practice relating to gender sensitivity (vii) Appropriate academic/administrative staff ratio (viii) Effective disciplinary procedures for staff (ix) Effective disciplinary procedures for students	Organogram Meeting minutes Reports of SMT to Council Schedule of staff duties Performance Monitoring Reports. Performance Appraisal Reports(APER FORMS) Responsibilities held by Gender Staff lists (Male and Female Staff Ratio) Staff list (Staff ratio Academic/Non Academic) Guidelines for disciplinary procedures Disciplinary committee minutes and records Student Handbook	SMT Academic and administrative staff Students President of Staff Union (COESU,SSA and NASU) Staff Congress Dean of Students Affairs Student Union Executives Registrar	Compulsory
A.3 It is operating a functional internal quality assurance system	Reports on audit of programmes Minutes Reports from schools/Dept Student assessment of teaching Schedule of activities	Provost Head of QA Unit	Compulsory
<u>Sub-indicators are as follows:</u> (i) Existence of an effective QA unit (ii) Practice of appraising its work regularly through self-assessment			

<p>A.4 It has an effective Governing Council for the governance of the Institution</p> <p><u>Sub-indicators are as follows:</u></p> <p>(i) The Governing Council is properly constituted</p> <p>(ii) Role of the Council and its relationship with the SMT is understood and operationally effective</p> <p>(iii) Council meetings are regularly held and minutes taken</p> <p>(iv) Council policies are effectively implemented</p>	<p>Membership list Meeting minutes Council conclusion and directives</p>	<p>Registrar Staff</p>	
<p>A.5 It has effective administrative structures and procedures</p> <p><u>Sub-indicators are as follows:</u></p> <p>(i) Regulations and standing orders are in place and operational</p> <p>(ii) Duties of Administrative Staff are clearly defined</p> <p>(iii) Relevant committees are properly constituted</p> <p>(iv) Committees have appropriate terms of reference and are operationally effective</p> <p>(v) Effective communication between committees</p> <p>(vi) Prepares and adheres to a comprehensive academic calendar</p>	<p>Organogram List of administrative staff, Schedule of duties List of committees and their schedule Schedule of duties Committee membership lists Terms of reference for committees Minutes Reports Conclusions issued and implemented Academic calendar</p>	<p>Registrar Chairmen of committees as appropriate</p>	
<p>A.6 It is implementing effectively an Institutional Plan</p> <p><u>Sub-indicators are as follows:</u></p> <p>(i) A clear statement of the vision and mission of the Institution</p> <p>(ii) Clear statement of priorities</p> <p>(iii) Sufficient statistical data to support the plan</p> <p>(iv) Clear and appropriate allocation of responsibilities for implementation</p> <p>(v) Evidence that resources are allocated in accordance with priorities</p> <p>(vi) Strong evidence of achievement of priorities</p>	<p>Institutional Plan List of key people responsible for implementation Budget and expenditure statements</p>	<p>SMT Deans HODs Directors</p>	

<p>A.7 It has appropriate staff</p> <p><u>Sub-indicators are as follows:</u></p> <ul style="list-style-type: none"> (i) Appropriate staff:student ratio in all areas (ii) Appropriate staff turn over (iii) Appropriate qualifications, experience, rank (iv) Appropriate procedures for assessing the Institution’s staffing needs (v) An effective process for staff recruitment 	<p>Staff lists Guidelines for staff recruitment Advertisements Minutes and reports Monitoring reports</p>	<p>Registrar Deans HoDs</p>	
<p>A.8 There are effective funding arrangements</p> <p><u>Sub-indicators are as follows:</u></p> <ul style="list-style-type: none"> (i) Sufficient funds to support programmes (ii) Transparent system of financial management (iii) Effective budget preparation for capital and recurrent expenditure (iv) Effective resource allocation system and procedures (v) Effective monitoring of expenditure (vi) Timely and accurate income and expenditure statements (vii) Adherence to only officially recognised fees and levies (viii) All sources of income are legitimate and known (ix) Regular internal auditing (x) Regular external auditing 	<p>Budget statements Resource allocation schedule Income/expenditure accounts List of all sources of internally generated revenue Periodic (monthly) monitoring reports of income/expenditure Minutes and reports (eg Council, Finance and General Purposes) Auditors’ reports: internal / external</p>	<p>SMT Deans HoDs Heads of Units</p>	
<p>A.9 It is operating an effective Management Information System</p> <p><u>Sub-indicators are as follows:</u></p> <ul style="list-style-type: none"> (i) effective capturing of appropriate data (ii) effective and timely analysis and use of information (iii) provision of timely statistical returns to NCCE, including those on first job of newly qualified NCE holders (iv) comprehensive feedback systems in place (v) effective use of ICT 	<p>Schedule of reports over a year Sample of reports Statistical returns to NCCE</p>	<p>SMT Head of QA Unit</p>	
<p>A.10 It has a good relationship with local community and other stakeholders</p>	<p>Minutes and reports Records of activities</p>	<p>Provost PRO Local community and stakeholder representatives</p>	
<p>A.11 It has effective networking with other institutions</p>	<p>Record of visits, debates, conferences, sports MOUs</p>	<p>SMT</p>	

<p>A.12 It has an effective policy for staff development</p> <p><u>Sub-indicators are as follows:</u></p> <ul style="list-style-type: none"> (i) Staff development policy in place and being implemented for academic and non-academic staff (ii) Opportunities for on the job training (iii) Opportunities to attend, as appropriate, conferences, seminars, workshops etc (iv) Evidence of feedback from staff development activities (v) Research opportunities are made available as appropriate 	<p>Staff development policy document</p> <p>Number of staff attending staff development activities</p> <p>Records of in-service training</p> <p>Budget allocation to staff development</p>	<p>Provost</p> <p>Registrar</p> <p>Deans</p> <p>Academic staff</p>	
<p>A.13 It has clearly defined and operational staff support</p> <p><u>Sub-indicators are as follows:</u></p> <ul style="list-style-type: none"> (i) Effective remuneration and reward system (ii) Access to loans (iii) Recreational facilities for staff – staff common room / club / garden 	<p>Conditions of service</p> <p>Salary scales</p> <p>Incentive schemes</p> <p>Site visits – eg clinic, club, quarters</p>	<p>Provost</p> <p>Registrar</p> <p>Deans</p> <p>Academic staff</p>	

Quality Indicators	Indicative sources of evidence	Indicative interviews/meetings	Performance level
<p>B. Curriculum Organisation and implementation</p> <p>An institution worthy of accreditation will be able to show evidence that:</p>			
<p>B.1 It has and understands the current edition of the NCCE Minimum Standards</p>	<p>Current edition of NCCE Minimum Standards</p> <p>Minutes and reports</p> <p>Learning programmes</p>	<p>SMT</p> <p>Deans</p> <p>HODs</p>	<p>Compulsory</p>
<p>B.2 It delivers effectively the approved NCCE Programmes using a learner-centred approach (ie activity-based teaching; learner participation; etc)</p> <p><u>Sub-indicators are as follows:</u></p> <ul style="list-style-type: none"> (i) well-prepared, effective lesson planning for all courses 	<p>Observation</p> <p>Lesson planning / notes</p> <p>Entrepreneurial activity</p> <p>Deans / HoDs QA reports</p>	<p>Provost</p> <p>Deans</p> <p>HoDs</p> <p>Head of QA Unit</p>	<p>Compulsory</p>

Quality Indicators	Indicative sources of evidence	Indicative interviews/meetings	Performance level
(ii) comprehensive materials for all students to support their learning (iii) a clearly defined and effective process of teaching observation (iv) the curriculum is flexibly structured to meet the needs and challenges of the basic education teacher (v) teachers provide a variety of quality learning experiences (vi) there is appropriate use of ICT	Academic board minutes / reports Students' materials	Staff Students	
B.3 There is adequate coverage of minimum content in accordance with the NCE Minimum Standards <u>Sub-indicators are as follows:</u> (i) an efficient timetabling system which provides appropriate time allocation for courses and examinations (ii) appropriate distribution between theory and practice	Observe lectures Lesson planning / notes Students' notes	Deans HODs Head of QA Unit Teacher trainers Students	Compulsory
B.4 It is operating effectively quality procedures for micro-teaching, practicum and teaching practice <u>Sub-indicators are as follows:</u> (i) quality and comprehensive school based experiences (ii) teacher trainers are professional models	Observation Supervisors' comments HT/schools comments TP committee reports External moderator reports Timetables	Deans HoDs Head of QA Unit Teacher trainers Students	Compulsory
B.5 There is progression in the implementation of the curriculum	Academic calendar Lesson planning / notes	Deans HoDs Head of QA Unit Teacher trainers Students	
B.6 There is effective utilization of quality learning resources in (i) micro-teaching (ii) teaching practice (iii) classes <u>Sub-indicators are as follows:</u> (i) teaching and learning resources are skilfully produced (ii) quality teaching and learning resources are available to teacher trainers and students (iii) effective use of teaching and learning	If micro-teaching is not observed, the institution should provide dated evidence of student assignments, evaluations and possibly video clips of micro teaching Observation Budget allocations	Deans HoDs Head of QA Unit Teacher trainers	

Quality Indicators	Indicative sources of evidence	Indicative interviews/meetings	Performance level
resources		Students	
B.7 The quality of its NCE graduates meets the needs of society	Letters of commendation. Records and evidence to demonstrate that the quality of its NCE graduates meets the needs of society. Data on first job of NCE holders	Alumni Employers Experienced teachers Stakeholders	

Quality Indicators	Indicative sources of evidence	Indicative interviews/meetings	Performance level
C. Infrastructure and Learning Resources			
An institution worthy of accreditation will be able to show evidence that:			
C.1 It has physical infrastructure that supports effective implementation of programmes	Institutional Plan Estates strategy document Site visits Time-tables	Director of Works Deans HoDs	
C.2 It has library provision that supports effectively teaching and learning <u>Sub-indicators are as follows:</u> (i) Central Library (ii) School / Departmental libraries (iii) Electronic library	Site visits List of stock ,relevance Library capacity Analysis of usage Minutes and reports Budgetary allocations Expenditure statements	Librarian Director of Works Deans HoDs Staff Students	
C.3 It has learning resources that are available, functional and used effectively <u>Sub-indicators are as follows:</u> (i) Laboratories (ii) Studios (iii) Resources Centres (iv) Centre for Educational Technology (v) Lecture rooms and theatres	Site visits Time-tables Analysis of usage Minutes and reports Budgetary allocations Expenditure statements	Director of Works Deans HoDs	

Quality Indicators	Indicative sources of evidence	Indicative interviews/meetings	Performance level
C.4 It has well furnished offices	Site visits	Director of Works Staff	
C.5 It has well maintained infrastructure <u>Sub-indicators are as follows:</u> (i) a good road network (ii) adequate safety measures (iii) well maintained environment (iv) adequate electricity and water and sanitation	Site visits Estates strategy document Minutes and reports	Director of Works	

Quality Indicators	Indicative sources of evidence	Indicative interviews/meetings	Performance level
D. Assessment & Evaluation			
An institution worthy of accreditation will be able to show evidence that:			
D.1 Assessment and certification is consistent with current pre-service student-teacher standards	Examination regulations and arrangements Results data Minutes and reports Tracking student progress against pre-service student-teacher standards	Registrar Head of QA Unit Examination officers	
D.2 There are effective examination procedures in place <u>Sub-indicators are as follows:</u> (i) appointment of qualified external examiners (ii) receipt and analysis of reports from external examiners (iii) appropriate examination questions in terms of standards and coverage of content (iv) students' scripts effectively assessed with a consistent and fair marking scheme (v) prompt release of examination results (vi) effective arrangements for examination process (vii) effective computerisation of examination records (viii) examination system provides for adequate redress in case of alleged irregularities	Examination regulations and arrangements Timetables Supervision arrangements Minutes and reports External examiners' reports Analysis of external examiners' reports Questions and marking schemes Site visits to examination halls	Registrar HoDs Head of QA Unit Examination officers Staff Students	

D.3 There are adequate continuous assessment procedures for evaluation of students in terms of frequency and effectiveness linked to pre-service student-teacher standards	Samples of CA questions / tests Assessment schedule List of assignments Pre-service student-teacher standards Tracking results of a number of students in each year	HoDs Head of QA Unit Examination officers Students	
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Quality Indicators	Indicative sources of evidence	Indicative interviews/meetings	Performance level
<p>E. Student support and progression</p> <p>An institution worthy of accreditation will be able to show evidence that:</p>			
<p>E.1 It has an effective Academic Advisory System</p>	<p>Scheme arrangements List of duties of advisers List of academic advisers Data on numbers of students per adviser Schedule of meetings Minutes and reports</p>	<p>Deans Dean of Students HoDs Staff Students</p>	
<p>E.2 It has quality Student Support Services</p> <p><u>Sub-indicators are as follows:</u></p> <p>(i) effective, well structured Guidance and Counselling Unit (ii) well equipped and well staffed clinic (iii) adequate student accommodation</p>	<p>Site visits Staff lists Schedule of opening hours Minutes and reports Analysis of usage Budget allocations Income and expenditure statements</p>	<p>Director of Works Bursar Deans Dean of Students HoDs Head of Counselling Service Head of Clinic Staff Students</p>	

Quality Indicators	Indicative sources of evidence	Indicative interviews/meetings	Performance level
<p>E.3 There is an appropriate and effective admission policy</p> <p><u>Sub-indicators are as follows:</u></p> <p>(i) effectively implements the defined admissions criteria and procedures</p> <p>(ii) admissions policy is clear, inclusive and widely publicised</p>	<p>Policy statement</p> <p>Publicity statements</p> <p>Application forms</p> <p>Admissions evidence from JAMB</p>	<p>Registrar</p> <p>PRO</p> <p>Admissions Officers</p> <p>Students</p> <p>Staff</p>	
<p>E.4 It has adequate infrastructure for social, cultural and leisure activities for the students, such as recreation centre, sporting facilities</p>	<p>Site visits</p> <p>Time-tables</p> <p>Analysis of usage</p>	<p>Director of Works</p> <p>Dean of Students</p> <p>Director of Sports</p> <p>Students</p>	
<p>E.5 Comprehensive orientation given to students about the institution and programmes</p>	<p>Programme of orientation</p> <p>Student feedback</p> <p>Report from NCCE representatives</p> <p>Documentation and handouts</p>	<p>Registrar</p> <p>Deans</p> <p>Dean of Students</p> <p>Guidance & Counselling Unit</p> <p>HoDs</p> <p>PRO</p> <p>Students</p>	

GRADING PROCESS

Introduction

The key areas of assessment comprises a range of quality indicators for grading purposes. Some of these quality indicators are supported by sub-indicators.

Some quality indicators are termed “compulsory”. Failure to achieve a minimum standard of “satisfactory” in any one “compulsory” quality indicator will lead to “Denied Accreditation” (irrespective of the standard reached on other quality indicators). These “compulsory” quality indicators are identified in the document “Quality indicators” and on the “Grading grid”.

Grading scale

(1) With one exception, the grading scale for the key areas, quality indicators and quality sub-indicators will be:

- Good
- Satisfactory
- Need to improve
- Fail

(2) The one exception is the two compulsory key areas, the grading scale for which will be:

- Good
- Satisfactory
- Fail

In exceptional cases, an institution may achieve a grade of outstanding in one or both of the compulsory key areas. In order to achieve a grade of “outstanding” the grade of “good” shall have been achieved in all quality indicators within the key area. In addition, there shall be evidence of sustained performance over a minimum period of three years as judged by evidence of:

- Innovation
- Transformation
- Setting and meeting strategic challenges
- Reputation (state / national / international)

Grading Method and Criteria

- (1) In the case of quality sub-indicators and those quality indicators for which there are no sub-indicators the grade will be awarded on the extent to which the institution is considered by the assessors to meet the criteria specified in the indicator. In the allocation of grades the following criteria shall apply:
- “good” shall indicate a standard of “highly effective with evidence of sustained effectiveness over a minimum period of two years”;
- “satisfactory” shall indicate that an institution has met the minimum standard for accreditation as expressed in the wording of the indicator;
- “need to improve” shall be awarded in those cases where there is evidence that the activity is “in place” but where there is insufficient evidence of effectiveness to be awarded the grade of “satisfactory”. This should be interpreted as needs improvement within 9 months of the accreditation.
- “fail” shall be awarded in those cases where the area is not being addressed. This should be interpreted as “needs immediate improvement” (i.e. within 3 months of the accreditation).
- (2) In the case of those quality indicators for which there are sub-indicators the grade will be awarded on the following basis:
- (i) the grades for the sub-indicators shall be averaged using the scores:
- 3 Good
 - 2 Satisfactory
 - 1 Need to improve
 - 0 Fail
- (ii) in determining the numerical average .5 and below shall be rounded down and .6 and above shall be rounded up e.g.:
- an average of 2.0, 2.1, 2.2, 2.3, 2.4 and 2.5 would achieve an award of “satisfactory”;
 - an average of 2.6, 2.7, 2.8 and 2.9 would achieve an award of “good”.
- Rounding down an average of 2.5 is to ensure that an equal number of grades within a group (eg 2 grades of “good” and 2 grades of “satisfactory”) give rise to an overall average of the lower grade.

- (3) In the case of key areas, grades shall be awarded using the same method as shall apply to the award of grades to the quality indicators as described in (2) above except that:
- if any “compulsory” quality indicator is graded as “fail”, the key area shall be graded as “fail” (irrespective of the number of “good” and “satisfactory” grades awarded in other quality indicators in that key area).

Award of Accreditation

The award of “Full accreditation” shall require the achievement of the grade of at least “satisfactory” in all key areas.

Failure to achieve a grade of at least “satisfactory” in any one “compulsory” key area or any one “compulsory” quality indicator will result in “Denied accreditation”.

A grade of “need to improve” or “fail” in any or all of the non-compulsory key areas will result in “Interim accreditation”.

Programme accreditation: For those institutions that offer more than one programme (ie ECCE, Primary, Junior Secondary, Adult and Non-Formal and Special Education) there will be a separate award for each programme (see under “Key areas of assessment” above). Thus, an institution may receive, for example, “Full Accreditation” for some programmes and “Denied Accreditation” for other programmes.

GRADING GRID

The grading grid is intended for use by assessors in calculating and recording grades at the level of the key areas, quality indicators and quality sub-indicators.

The grading grid should be used in conjunction with the explanations to be found in the document “Grading Process”.

Quality Indicators	Grade	Score
A. Leadership, Management and Organisation		
<p style="text-align: right;">SUMMARY TABLE</p> <p style="text-align: right;">A.1</p> <p style="text-align: right;">A.2</p> <p style="text-align: right;">A.3</p> <p style="text-align: right;">A.4</p> <p style="text-align: right;">A.5</p> <p style="text-align: right;">A.6</p> <p style="text-align: right;">A.7</p> <p style="text-align: right;">A.8</p> <p style="text-align: right;">A.9</p> <p style="text-align: right;">A.10</p> <p style="text-align: right;">A.11</p> <p style="text-align: right;">A.12</p> <p style="text-align: right;">A.13</p> <p style="text-align: right;">TOTAL SCORE</p> <p style="text-align: right;">No. of sub-indicators</p> <p style="text-align: right;">AVERAGE SCORE</p> <p style="text-align: right;">OVERALL GRADE</p>		<hr/> <p style="text-align: right;">13</p> <hr/> <hr/>

<p>A.4 It has an effective Governing Council for the governance of the Institution</p> <p><u>Sub-indicators are as follows:</u></p> <ul style="list-style-type: none"> (i) The Governing Council is properly constituted (ii) Role of the Council and its relationship with the SMT is understood and operationally effective (iii) Council meetings are regularly held and minutes taken (iv) Council policies are effectively implemented <p style="text-align: right;">TOTAL SCORE</p> <p style="text-align: right;">No. of sub-indicators</p> <p style="text-align: right;">AVERAGE SCORE</p> <p style="text-align: right;">OVERALL GRADE</p>		<hr/> <hr/> <p style="text-align: center;">4</p> <hr/> <hr/>
Quality Indicators	Grade	Score
<p>A.5 It has effective administrative structures and procedures</p> <p><u>Sub-indicators are as follows:</u></p> <ul style="list-style-type: none"> (i) Regulations and standing orders are in place and operational (ii) Duties of Administrative Staff are clearly defined (iii) Relevant committees are properly constituted (iv) Committees have appropriate terms of reference and are operationally effective (v) Effective communication between committees (vi) Prepares and adheres to a comprehensive academic calendar <p style="text-align: right;">TOTAL SCORE</p> <p style="text-align: right;">No. of sub-indicators</p> <p style="text-align: right;">AVERAGE SCORE</p> <p style="text-align: right;">OVERALL GRADE</p>		<hr/> <hr/> <p style="text-align: center;">6</p> <hr/> <hr/>

Quality Indicators	Grade	Score
<p>A.6 It is implementing effectively an Institutional Plan</p> <p><u>Sub-indicators are as follows:</u></p> <ul style="list-style-type: none"> (i) A clear statement of the vision and mission of the Institution (ii) Clear statement of priorities (iii) Sufficient statistical data to support the plan (iv) Clear and appropriate allocation of responsibilities for implementation (v) Evidence that resources are allocated in accordance with priorities (vi) Strong evidence of achievement of priorities <p style="text-align: right;">TOTAL SCORE</p> <p style="text-align: right;">No. of sub-indicators</p> <p style="text-align: right;">AVERAGE SCORE</p> <p style="text-align: right;">OVERALL GRADE</p>		<hr/> <hr/> <p style="text-align: right;">6</p> <hr/> <hr/>

Quality Indicators	Grade	Score
<p>A.7 It has appropriate staff</p> <p><u>Sub-indicators are as follows:</u></p> <ul style="list-style-type: none"> (i) Appropriate staff:student ratio in all areas (ii) Appropriate staff turn over (iii) Appropriate qualifications, experience, rank (iv) Appropriate procedures for assessing the Institution’s staffing needs (v) An effective process for staff recruitment <p style="text-align: right;">TOTAL SCORE</p> <p style="text-align: right;">No. of sub-indicators</p> <p style="text-align: right;">AVERAGE SCORE</p> <p style="text-align: right;">OVERALL GRADE</p>		<hr/> <p style="text-align: right;">5</p> <hr/> <hr/> <hr/>

Quality Indicators	Grade	Score
<p>A.8 There are effective funding arrangements</p> <p><u>Sub-indicators are as follows:</u></p> <ul style="list-style-type: none"> (i) Sufficient funds to support programmes (ii) Transparent system of financial management (iii) Effective budget preparation for capital and recurrent expenditure (iv) Effective resource allocation system and procedures (v) Effective monitoring of expenditure (vi) Timely and accurate income and expenditure statements (vii) Adherence to only officially recognised fees and levies (viii) All sources of income are legitimate and known (ix) Regular internal auditing (x) Regular external auditing <p style="text-align: right;">TOTAL SCORE</p> <p style="text-align: right;">No. of sub-indicators</p> <p style="text-align: right;">AVERAGE SCORE</p> <p style="text-align: right;">OVERALL GRADE</p>		<hr/> <p style="text-align: right;">10</p> <hr/> <hr/> <hr/>

Quality Indicators	Grade	Score
<p>A.9 It is operating an effective Management Information System</p> <p><u>Sub-indicators are as follows:</u></p> <ul style="list-style-type: none"> (i) effective capturing of appropriate data (ii) effective and timely analysis and use of information (iii) provision of timely statistical returns to NCCE, including those on first job of newly qualified NCE holders (iv) comprehensive feedback systems in place (v) effective use of ICT <p style="text-align: right;">TOTAL SCORE</p> <p style="text-align: right;">No. of sub-indicators</p> <p style="text-align: right;">AVERAGE SCORE</p> <p style="text-align: right;">OVERALL GRADE</p>		<hr/> <p style="text-align: right;">5</p> <hr/> <hr/> <hr/>
<p>A.10 It has a good relationship with local community and other stakeholders</p>		
<p>A.11 It has effective networking with other institutions</p>		
<p>A.12 It has an effective policy for staff development</p> <p><u>Sub-indicators are as follows:</u></p> <ul style="list-style-type: none"> (i) Staff development policy in place and being implemented for academic and non-academic staff (ii) Opportunities for on the job training (iii) Opportunities to attend, as appropriate, conferences, seminars, workshops etc (iv) Evidence of feedback from staff development activities (v) Research opportunities are made available as appropriate <p style="text-align: right;">TOTAL SCORE</p> <p style="text-align: right;">No. of sub-indicators</p> <p style="text-align: right;">AVERAGE SCORE</p> <p style="text-align: right;">OVERALL GRADE</p>		<hr/> <p style="text-align: right;">5</p> <hr/> <hr/> <hr/>

Quality Indicators	Grade	Score
<p>A.13 It has clearly defined and operational staff support</p> <p>Sub-indicators are as follows:</p> <p>(i) Effective remuneration and reward system (ii) Access to loans (iii) Recreational facilities for staff – staff common room / club / garden</p> <p style="text-align: right;">TOTAL SCORE No. of sub-indicators</p> <p style="text-align: right;">AVERAGE SCORE OVERALL GRADE</p>		<hr/> <p style="text-align: right;">5</p> <hr/> <hr/>

Quality Indicators	Grade	Score
<p>SCHOOL OF</p> <p>B. Curriculum Organisation and Implementation</p> <p style="text-align: right;">SUMMARY TABLE</p> <p style="text-align: right;">B.1 B.2 B.3 B.4 B.5 B.6 B.7</p> <p style="text-align: right;">TOTAL SCORE No. of sub-indicators</p> <p style="text-align: right;">AVERAGE SCORE OVERALL GRADE</p>		<hr/> <hr/> <hr/> <p style="text-align: right;">7</p> <hr/> <hr/>

Quality Indicators	Grade	Score
<p>B.1 It has and understands the current edition of the NCCE Minimum Standards</p> <p style="text-align: right;">COMPULSORY</p>		
<p>B.2 It delivers effectively the approved NCCE Programmes using a learner-centred approach (ie activity-based teaching; learner participation; etc)</p> <p style="text-align: right;">COMPULSORY</p> <p><u>Sub-indicators are as follows:</u></p> <p>(vii) well-prepared, effective lesson planning for all courses (viii) comprehensive materials for all students to support their learning (ix) a clearly defined and effective process of teaching observation (x) the curriculum is flexibly structured to meet the needs and challenges of the basic education teacher (xi) teachers provide a variety of quality learning experiences (xii) there is appropriate use of ICT</p> <p style="text-align: right;">TOTAL SCORE No. of sub-indicators</p> <p style="text-align: right;">AVERAGE SCORE OVERALL GRADE</p>	<hr style="width: 20%; margin-left: auto; margin-right: 0;"/>	<hr style="width: 20%; margin-left: auto; margin-right: 0;"/> <p style="text-align: center;">6</p> <hr style="width: 20%; margin-left: auto; margin-right: 0;"/> <hr style="width: 20%; margin-left: auto; margin-right: 0;"/>

Quality Indicators	Grade	Score
<p>B.3 There is adequate coverage of minimum content in accordance with the NCCE Minimum Standards</p> <p style="text-align: right;">COMPULSORY</p> <p><u>Sub-indicators are as follows:</u></p> <p>(i) an efficient timetabling system which provides appropriate time allocation for courses and examinations</p> <p>(ii) appropriate distribution between theory and practice</p> <p style="text-align: right;">TOTAL SCORE</p> <p style="text-align: right;">No. of sub-indicators</p> <p style="text-align: right;">AVERAGE SCORE</p> <p style="text-align: right;">OVERALL GRADE</p>		<p style="text-align: right;">_____</p> <p style="text-align: right;">_____</p> <p style="text-align: right;">2</p> <p style="text-align: right;">_____</p> <p style="text-align: right;">_____</p>
<p>B.4 It is operating effectively quality procedures for micro-teaching, practicum and teaching practice</p> <p style="text-align: right;">COMPULSORY</p> <p><u>Sub-indicators are as follows:</u></p> <p>(i) quality and comprehensive school based experiences</p> <p>(ii) teachers / lecturers are professional models</p> <p style="text-align: right;">TOTAL SCORE</p> <p style="text-align: right;">No. of sub-indicators</p> <p style="text-align: right;">AVERAGE SCORE</p> <p style="text-align: right;">OVERALL GRADE</p>		<p style="text-align: right;">_____</p> <p style="text-align: right;">_____</p> <p style="text-align: right;">2</p> <p style="text-align: right;">_____</p> <p style="text-align: right;">_____</p>

Quality Indicators	Grade	Score
<p>C.3 It has learning resources that are available, functional and used effectively</p> <p><u>Sub-indicators are as follows:</u></p> <p>(i) Laboratories (ii) Studios (iii) Resources Centres (iv) Centre for Educational Technology (v) Lecture rooms and theatres</p> <p style="text-align: right;">TOTAL SCORE No. of sub-indicators</p> <p style="text-align: right;">AVERAGE SCORE OVERALL GRADE</p>		<hr/> <p style="text-align: right;">5</p> <hr/> <hr/>
<p>C.4 It has well furnished offices</p>		

Quality indicators	Grade	Score
D. Assessment & Evaluation <p style="text-align: right;">SUMMARY TABLE</p> <p style="text-align: right;">D.1 D.2 D.3</p> <p style="text-align: right;">TOTAL SCORE</p> <p style="text-align: right;">No. of sub-indicators</p> <p style="text-align: right;">AVERAGE SCORE</p> <p style="text-align: right;">OVERALL GRADE</p>		
		3

Quality Indicators	Grade	Score
D.1 Assessment and certification is consistent with current pre-service student-teacher standards		

D.2 There are effective examination procedures in place

Sub-indicators are as follows:

- (i) appointment of qualified external examiners
- (ii) receipt and analysis of reports from external examiners
- (iii) appropriate examination questions in terms of standards and coverage of content
- (iv) students’ scripts effectively assessed with a consistent and fair marking scheme
- (v) prompt release of examination results
- (vi) effective arrangements for examination process
- (vii) effective computerisation of examination records
- (viii) examination system provides for adequate redress in case of alleged irregularities

TOTAL SCORE

No. of sub-indicators

AVERAGE SCORE

OVERALL GRADE

8

D.3 There are adequate continuous assessment procedures for evaluation of students in terms of frequency and effectiveness linked to pre-service student-teacher standards

Quality Indicators	Grade	Score
E. Student support and progression		
<p style="text-align: right;">SUMMARY TABLE</p> <p style="text-align: right;">E.1</p> <p style="text-align: right;">E.2</p> <p style="text-align: right;">E.3</p> <p style="text-align: right;">E.4</p> <p style="text-align: right;">E.5</p> <p style="text-align: right;">TOTAL SCORE</p> <p style="text-align: right;">No. of sub-indicators</p> <p style="text-align: right;">AVERAGE SCORE</p> <p style="text-align: right;">OVERALL GRADE</p>	<hr style="width: 100%;"/>	<hr style="width: 100%;"/>
		5

Quality Indicators	Grade	Score
<p>E.1 It has an effective Academic Advisory System</p>		
<p>E.2 It has quality Student Support Services</p> <p><u>Sub-indicators are as follows:</u></p> <p>(i) effective, well structured Guidance and Counselling Unit (ii) well equipped and well staffed clinic (iii) adequate student accommodation</p> <p style="text-align: right;">TOTAL SCORE No. of sub-indicators</p> <p style="text-align: right;">AVERAGE SCORE OVERALL GRADE</p>		<hr/> <hr/> <p style="text-align: center;">3</p> <hr/> <hr/>
<p>E.3 There is an appropriate and effective admission policy</p> <p><u>Sub-indicators are as follows:</u></p> <p>(i) effectively implements the defined admissions criteria and procedures (ii) admissions policy is clear, inclusive and widely publicised</p> <p style="text-align: right;">TOTAL SCORE No. of sub-indicators</p> <p style="text-align: right;">AVERAGE SCORE OVERALL GRADE</p>		<hr/> <hr/> <p style="text-align: center;">2</p> <hr/> <hr/>
<p>E.4 It has adequate infrastructure for social, cultural and leisure activities for the students, such as recreation centre, sporting facilities</p>		
<p>E.5 Comprehensive orientation given to students about the institution and programmes</p>		

FINAL REPORT FORM

Name of institution.....

Date of accreditation

RECOMMENDATION

(Tick appropriate box)

	PROGRAMME				
	ECCE	Primary	JSS	Adult & Non-Formal	Special
Full accreditation					
Interim accreditation					
Denied accreditation					

OVERALL SUMMARY

Key area	Grade
A. Leadership, Management and Organisation	
B. Curriculum Organisation and Implementation	
ECCE	
Primary Education	
Junior Secondary Education	
Adult and Non-Formal Education	
Special Education	
C. Infrastructure and Learning Resources	
D. Assessment and Evaluation	
E. Student Support and Progression	

Note: For an explanation of the grading criteria and method of award, see the document “NCE Accreditation - Grading Process”.

Leadership, Management and Organisation

General comments

NCCE finds the following commendable:

NCCE finds the following issues of concern:

School of

Curriculum Organisation and Implementation

General comments

NCE finds the following commendable:

NCE finds the following issues of concern:

Infrastructure and Learning Resources

General comments

NCCE finds the following commendable:

NCCE finds the following issues of concern:

Assessment and Evaluation

General comments

NCCE finds the following commendable:

NCCE finds the following issues of concern:

Student Support and Progression

General comments

NCCE finds the following commendable:

NCCE finds the following issues of concern:

Accreditation Team

Name	Designation	Signature
Chairman		
Members		
Secretary		

Date of signature

ASSESSMENT GRID

FINAL ASSESSMENT OF NCE AWARDING INSTITUTION

Recommendation for grade of 'outstanding'

A. Leadership, Management and Organisation YES / NO

B. Curriculum organisation and implementation YES / NO

In the case of B, if 'YES' specify the School(s)

.....

OVERALL SUMMARY

Key area	Grade
A. Leadership, Management and Organisation	
B. Curriculum Organisation and Implementation	
ECCE	
Primary Education	
Junior Secondary Education	
Adult and Non-Formal Education	
Special Education	
C. Infrastructure and Learning Resources	
D. Assessment and Evaluation	
E. Student Support and Progression	

RECOMMENDATION

(Tick appropriate box)

	P R O G R A M M E				
	ECCE	Primary	JSS	Adult & Non- Formal	Special
Full accreditation					
Interim accreditation					
Denied accreditation					

COMMENTS (if any)

Recommendation for award of “Outstanding”

Assessors should use this form to explain any recommendation for the award of “outstanding”.

The grade of “outstanding” shall be awarded only in the most exceptional circumstances and shall be limited to the two key areas:

- Leadership, Management and Organisation
- Curriculum organisation and implementation

In order to achieve a grade of “outstanding” the grade of “good” will have been achieved in all quality indicators within the key area. In addition, there will be evidence of sustained performance over a minimum period of three years as judged by evidence of:

- Innovation
- Transformation
- Setting and meeting strategic challenges
- Reputation (state / national / international)

.....

KEY AREA (if recommendations are made in respect of two key areas, separate forms should be completed)

.....

JUSTIFICATION (with reference to, but not necessarily limited to, the criteria of innovation, transformation, setting and meeting strategic challenges, reputation – continue on a second sheet if necessary)

GUIDELINES ON INTERNAL QUALITY ASSURANCE UNITS

1. The purpose and role of QA Unit

- I. Provide guidance and support to other units in QA activities in the institution
- II. Support and promote the attainment of NCCE Minimum Standards
- III. Periodically organise internal mock accreditation
- IV. Ensure quality of internal institutional data – collection, analysis, dissemination – for management purposes
- V. Ensure institution conducts regular self-assessments of programmes (strengths and weaknesses)
- VI. Ensuring that the College regularly updates self-assessment document
- VII. Act as liaison with NCCE on quality assurance issues in the institution
- VIII. Serve as the co-ordinating organ of the institution in matters of logistics during external assessments
- IX. Monitoring teaching
- X. Report to Management on a monthly basis or as need arises
- XI. Provide information to the public and other interested partners about quality and standards
- XII. Review external examiners reports and advise relevant action / implementation by Management, Deans and HODs
- XIII. Coordinate tracer studies on the graduates of the institution
- XIV. Perform any other functions as may be required

2. Criteria for appointment as Head of QA Unit

- I. Undergone QA training organised or recognised by NCCE
- II. Track record of quality enhancement in the college
- III. Possess a higher degree in any area of study of the institution
- IV. Generally acknowledged as a successful / accomplished lecturer in the institution
- V. Good working knowledge of college of education system
- VI. Conversant with the NCCE Minimum Standards and accreditation procedures and instruments
- VII. Prepared to serve a single term of four years

1. Role of Chairman/Team Leader of an Accreditation Team

The chairman shall:

- I. act with the authority of the NCCE during the accreditation visit;
- II. provide leadership to the accreditation team;
- III. ensure the accreditation visit is conducted as approved by NCCE;
- IV. ensure agreement of the team to the final report before the final meeting with the SMT;
- V. at the final meeting with the SMT communicate the final outcome of the accreditation;
- VI. report on the process and outcome of the accreditation to the Executive Secretary within one week of the accreditation visit.

2. Communicating the outcome of the accreditation

- I. The outcome of the accreditation shall be communicated to the NCE Awarding Institution at the final meeting with the SMT.
- II. Within one month of the accreditation visit, the Executive Secretary shall counter-sign the Final Report and send a copy, together with notification of the implications, to the Provost of the institution.

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