UNIVERSITY OF CAPE COAST

QUALITY MANAGEMENT POLICY

2023

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FOREWORD

Growing global trends in higher education service delivery show that the competitiveness of universities to attract students and remain in business is contingent upon the competitiveness of their products on the job market. This hinges strongly on the quality of the academic programmes that are offered and how they are run by the institutions. Thus, there is a need for an effective quality management system that promotes quality culture and ensures continuous improvement in Higher Education Institutions (HEIs), which is a prerequisite for institutional effectiveness. In order to promote quality culture in any HEI, it is essential to have a quality management system which is driven by a quality management policy. A quality management policy is important because it expresses the institution's commitment to ensuring stakeholder satisfaction and also serves as a reference document for both internal and external quality management.

This policy is developed based on the mandate, mission and vision of the University of Cape Coast. The University's core mandate relates to teaching, research, outreach and professional development. The mandate requires the University to provide comprehensive, liberal and professional programmes that challenge learners to be creative, innovative, and morally responsible citizens. This, in itself, is a reflection of the University's desire to integrate and promote quality culture in its operations as a quality assurance measure. The policy has integrated processes to facilitate monitoring and evaluation for continuous quality improvement of the University's academic and non-academic operations.

Guided by the University's strategic direction, this policy provides a comprehensive overview of the University's activities that border on quality based on the total quality management (TQM) approach to ensuring quality. It also assigns responsibilities to relevant entities within the University and provides opportunity for benchmarking and periodic review. I wish to reiterate that the University is committed to striving for excellence in teaching, research, outreach, innovation, intellectual leadership and governance and, therefore, extend my invitation to all stakeholders to co-operate in the implementation of the Quality Management Policy. I thank all the individuals and bodies who contributed in diverse ways to the development of this policy.

Professor Johnson Nyarko Boampong
(Vice-Chancellor)

PREFACE

The last few decades have witnessed tremendous changes in the higher education environment with quality consistently being considered as one of management's major concerns and prerequisites for competitive advantage and survival. Many Higher Education Institutions (HEIs) are making conscious efforts to achieve excellence in service delivery to meet or even exceed their customers'/stakeholders' expectations. As a result, HEIs are searching for the best approaches to quality management (QM) that will ensure the transformation of inputs into quality outputs. This is so because the impact of globalisation and technological changes has made many institutions, especially those in developing countries, realise that they cannot survive unless they meet the changing needs of their customers/stakeholders. This implies that for HEIs in developing countries to survive the competition, there is a need to take strategic policy decisions. As a quality-conscious institution, the University of Cape Coast is guided by policies, hence, this document which is aimed at strengthening existing structures, procedures and processes for improving quality.

The University recognises that quality management is a holistic institutional affair and so its planning and implementation should cover all aspects of the institutional processes and functions. This principle underpins the development of this policy; therefore, care has been taken to cover all key quality issues. The policy also has in-built mechanisms for monitoring and evaluating the various roles assigned to the stakeholders. This has been done to ensure that relevant local, national and international issues are brought to bear on the activities and operations of the University to ensure holistic quality management.

The Directorate of Academic Planning and Quality Assurance (DAPQA), with the assistance of the University's Management, will provide support for corrective actions and improvement initiatives arising out of the implementation of this policy. This support will include in-house and external workshops and training to develop and/or enhance the competencies of staff, where appropriate. Since quality management is everyone's responsibility, all stakeholders of the University are called upon to support the effective implementation of the policy. Finally, I express gratitude to all who contributed to the development of this policy.

Professor Daniel Agyapong
Director, DAPQA

LIST OF ACRONYMS/ABBREVIATIONS

AAU	Association of African Universities
CANS	College of Agriculture and Natural Sciences
CES	College of Education Studies
CHLS	College of Humanities and Legal Studies
CIE	Centre for International Programmes
CoDE	College of Distance Education
CoHAS	College of Health and Allied Sciences
DAA	Directorate of Academic Affairs
DAPQA	Directorate of Academic Planning and Quality Assurance
DESAG	Distance Education Students' Association of Ghana
DICTS	Directorate of Information and Communication Technology Services
DPDEM	Directorate of Physical Development and Estate Management
DRIC	Directorate of Research Innovation and Consultancy
GBA	Ghana Bar Association
GES	Ghana Education Service
GLS	Ghana Law School
GMA	Ghana Medical Association
GRASAG	Graduate Students Association of Ghana
GTEC	Ghana Tertiary Education Commission
IRB	Institutional Review Board
M&E	Monitoring and Evaluation
MoE	Ministry of Education
NMCG	Nurses and Midwifery Council of Ghana
QA	Quality Assurance
QC	Quality Culture
QM	Quality Management
SRC	Students Representative Council
T&D	Training and Development
TQM	Total Quality Management
UCC	University of Cape Coast
VC	Vice-Chancellor

1.0 INTRODUCTION

The University of Cape Coast was established in October, 1962 as a University College affiliated to the University of Ghana, Legon. On 1st October, 1971, the University College became an autonomous institution with the authority to confer its own degrees, diplomas and certificates by an Act of Parliament - The University of Cape Coast Act, 1971 [Act 390]. The first Act was subsequently replaced with the University of Cape Coast Law, 1992 [PNDC Law 278]. The University was established with an original mandate to train graduate professional teachers for Ghana's second-cycle institutions and the Ministry of Education to meet the manpower needs of the country's accelerated education programme at the time. This original mandate was revised in the mid-1990s, which led to the University expanding and diversifying its programmes in response to changing needs.

The revision of the mandate led to the re-organisation of the management of the University. As part of the reorganisation, the Schools and Faculties in the University have been grouped into five Colleges, which are headed by Provosts. The five colleges include the College of Agriculture and Natural Sciences (CANS), College of Humanities and Legal Studies (CHLS), College of Health and Allied Sciences (CoHAS), College of Education Studies (CES), and College of Distance Education (CoDE). The University currently has eighteen (18) Faculties and Schools, namely: School of Graduate Studies, School of Agriculture, School of Biological Sciences, School of Physical Sciences, School of Business, Faculty of Arts, Faculty of Social Sciences, School for Development Studies, School of Economics, Faculty of Humanities and Social Sciences Education, Faculty of Educational Foundations, Faculty of Science and Technology Education, School of Educational Development & Outreach, School of Medical Sciences, School of Nursing & Midwifery, School of Allied and Health Sciences, and School of Pharmacy and Pharmaceutical Sciences. The Schools and Faculties are headed by Deans.

The vision of the University is to be a University with worldwide acclaim that is strongly positioned for innovative teaching, research, outreach and professional development. In terms of mission, the University of Cape Coast is an equal opportunity University uniquely placed to provide quality education through the provision of comprehensive, liberal and professional programmes that challenge learners to be creative, innovative and responsible citizens. The University has four core values. These are excellence, empowerment, equal opportunities, and ethical behaviour.

Global trends and dynamic market forces are compelling Higher Education Institutions (HEIs) to adopt and adapt strategies to remain relevant and competitive. To achieve this, HEIs must be perceived and seen by their stakeholders and the general public not only as assuring quality but also as ensuring same. This is a huge challenge to HEIs all over the world but more so to those in developing economies due to their peculiar economic and political circumstances. However, underlying all this is the issue of quality, which permeates virtually all fields of human endeavour, including education and academia which have the primary responsibility to produce skilled manpower for sustainable human development. The University of Cape Coast has responded to this challenge by setting up a directorate - Directorate of Academic Planning and Quality Assurance (DAPQA) - to monitor, evaluate, and facilitate the various processes and procedures that directly or indirectly affect academic standards and hence the quality of the graduates. The Directorate started as a Quality Assurance Unit in 2001 and was upgraded to a directorate in 2006. DAPQA is currently the university-wide body responsible for spearheading Quality Management (QM) in the University. The Directorate is headed by a Director who reports to the Vice-Chancellor. DAPQA has two Sections, namely the Academic Planning and Quality Assurance sections. The operations of the Directorate and the design of the policy are guided by the University Statutes, Strategic Plan (2023-2027), international best practices and total quality management (TQM) approach. For this reason, all relevant academic and administrative units within the University were consulted in the development of the Policy. The scope of the policy covers:

    i.   all academic and administrative divisions of the University, including colleges faculties/schools, as well as administrative directorates and units

    ii.   all categories of staff of the University, permanent and temporary, who are providing services in teaching, research, administration, support, and technical services

    iii.   all registered students of the University

    iv.   all infrastructure (academic, administrative and technical facilities or resources); and

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

The rest of the policy document is organised under the following subheadings: Policy Goals, Guiding Principles, Objectives and Strategies, Roles and Responsibilities, Monitoring and Evaluation (M&E), Resource Implications, and Review of the Policy.

2.0 POLICY GOALS

The overall goal of this policy is to guide the promotion of quality culture for institutional effectiveness through the Total Quality Management (TQM) approach.

The key concepts in the Policy goals are defined as follows:

i.   *Quality Culture:*   An environment where all stakeholders genuinely value quality and care about contributing their quota to work output and outcomes in order to achieve the mission, vision, and goal of the University in line with the core values of the University. This happens when there is a recognition amongst all categories of stakeholders that quality should be promoted, ensured, and continuously improved not just to meet regulatory requirements, but to attain the highest level of institutional effectiveness.

ii.   *Total Quality Management (TQM):*   A system or approach of quality management based on the principle that all stakeholders must be committed to continuous improvement of all institutional endeavours to ensure that the desired standard output and/or outcomes are achieved, maintained, or exceeded

iii. *Institutional Effectiveness:* A measure of excellence of achievements, output, and outcomes relating to institutional mission, vision, goal, and core values.

3.0 GUIDING PRINCIPLES

The effective implementation of the QM Policy will be guided by the following principles:

i.   *Relevance***:** Appropriate QM mechanisms must be identified and agreed upon by all stakeholders for the various sections and activities of the University.

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

iii. *Cost-Effectiveness*: Application of the most cost-effective means to achieve the desired results.

iv.   *Synergy*: Application of QM mechanisms must be holistic. All sections of the University must respond positively to QM issues since the performance of each section has implications for the outcome of teaching and learning and consequently the quality of the graduates.

v. *Partnerships***:** There must be conscious efforts for collaboration internally (management, staff and students) and externally (other universities, industry and development partners).

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

4.0 OBJECTIVES AND STRATEGIES

4.1 Policy Objective 1

Promote quality in academic (teaching and learning) activities in the University.

Strategies

- Monitor and evaluate the:
    - quality of students admitted into the University
    - quality of staff employed by the University
    - teaching and learning activities in the University with respect to the students' and lecturers' regularity and punctuality at lectures
    - effective and efficient use of instructional resources
    - conduct of quizzes and examinations in the University
    - quality of the academic facilities in the University, including lecture theatres, furniture, and lighting system, with respect to their availability, adequacy, and fitness for purpose
    - accreditation status of the University and the academic facilities offered by the University
    - quality of student internship programmes in the University
    - mainstreaming of diversity and inclusion in the academic space of the University
- Conduct survey on:
    - lecturers' views on students' satisfaction with teaching services provided by the University
    - stakeholders' (internal and external) views on the services provided by the University
    - tracer studies concerning the University's products and their employers' views on academic and professional programmes offered by the

University to inform the revision of the University's curriculum to meet contemporary realities in the world of work

- o the quality of any other operations or activities that affect the quality of teaching and learning services provided by the University.
- o online teaching and assessment with respect to facilities, tools, delivery mode, teaching and learning material, competencies, access, effectiveness, outcomes and outputs.
- Submit periodic reports on Monitoring and Evaluation (M&E) exercises to the Vice-Chancellor.

4.2 Policy Objective 2

Ensure the quality of research, consultancy, and community services provided by the University.

Strategies

- Monitor and evaluate the quality of :
  - o research activities undertaken by the University
  - o research activities undertaken by students and staff of the University
  - o research activities undertaken by the Centres, Units, Sections, Departments, Institutes, Schools/Faculties, Directorates and Colleges
  - o consultancy activities in the University
  - o community services provided by the University and its staff
  - o diversity and inclusion in research, consultancy, and extension services of the University
  - o laboratories and other facilities for research and innovation

4.3 Policy Objective 3

Enhance the quality of services provided by the University to its clients/customers/stakeholders

Strategies

- Monitor the attendance (regularity and punctuality) of administrators at their offices and their effective and efficient use of resources available to them for their work

- Assess the quality of facilities available to the administrators in the University
- Conduct studies on students' views on the quality of administrative services provided in the University
- Conduct studies on challenges faced by administrators in the execution of their functions
- Mainstream diversity and inclusion in administrative services of the University

4.4 Policy Objective 4

Promote quality support services in the University

Strategies

- Monitor and evaluate the quality of:
    - counselling services in the University
    - implementation of gender inclusivity ideals in the development and use of support services
    - ICT services provided by the University
    - security services in the University
    - health services provided by the University
    - residential services provided by the University
- Prompt appropriate directorates/sections/units to fix defective infrastructure in the University

4.5 Policy Objective 5

Ensure adherence to the Corporate Strategic Plan of the University

Strategies

- Monitor the implementation of the University's Corporate Strategic Plan
- Evaluate the implementation of the University's Corporate Strategic Plan
- Ensure that the budgets of all sections address the University's Strategic Plan
- Ensure annual plans are developed from the Strategic Plan.
- Monitor and evaluate the implementation of the annual plans

4.6 Policy Objective 6

 Ensure the provision of relevant human resources in line with best practices

Strategies

- Monitor and evaluate:
  - the quality of human resources recruited, retained and developed for the University
  - published guidelines for appointments and promotions
  - staff development through mentoring, coaching and further training
  - staff welfare services
  - compliance with staff/student ratio with national standards
  - the reward systems that recognise excellence, dedication, honesty and loyalty of staff and students
- Ensure transparency in processing applications for appointments/promotions
- Ensure competent personnel undertake appointments/promotions exercise

4.7 Policy Objective 7

Ensure the University meets international standards of accreditation, affiliation and linkages

Strategies:

- Monitor and evaluate the:
  - nature of multiculturalism in the University
  - quality of the University's website
  - staff attendance at international conferences and workshops
  - quality of linkage arrangements and collaboration with foreign institutions to promote research, curriculum development, internship, and staff and student mobility
- Ensure that staff and students get the relevant institutional and individual accreditation and affiliation from national, regional, international and professional accreditation bodies

4.8 Policy Objective 8

Ensure quality in curriculum development and assessment

Strategies

- Monitor and evaluate:
    - all curricula of the University and how, where and when they are developed, implemented, reviewed, accredited and re-accredited in line with best practices
    - how the University's curricula promote employability
    - the involvement of competent internal and external examiners/or professional bodies in assessments
    - the implementation of the mechanisms and regulations for both continuous and end-of-semester assessments
- Ensure:
    - examiners adapt and use assessment methods that promote employability
    - parity in programmes delivered on regular, sandwich and distance learning mode
    - students have confidence in the assessment processes of the University
    - the reliability and validity of assessment results
    - fairness (equity and equality) in assessments

5.0 ROLES AND RESPONSIBILITIES

Promoting a quality culture in the University will require the collective effort of all stakeholders (internal and external collaborators) of the University. DAPQA has the overall mandate to spearhead the total quality management in the University. Key collaborating institutions in the implementation of this policy include:

5. 1 Internal Collaborators

The internal collaborators are stakeholders within the University. These include the Main Administration, Colleges, Directorates, Faculties/Schools, Institutes, Centres, Departments, Sections, Units, Boards, Halls, Associations, and Trade Unions.

5.1.1 The Office of the Vice-Chancellor

DAPQA would collaborate with the Office of the Vice Chancellor to:

- monitor and evaluate the efficient and effective use of the University's resources

- evaluate the quality of facilities and logistics provided for all staff of the University
- ensure the mainstreaming of diversity and inclusivity in activities of the University

5.1.1.1 Directorate of Research, Innovation and Consultancy

DAPQA would collaborate with the Directorate of Research, Innovation and Consultancy to:
- support staff to conduct responsible research
- assist staff to identify publication outlets that are credible and reliable
- identify research grant sources or opportunities and disseminate information on them to the research staff of the University
- coordinate the setting up of teams for proposal development and provide pre-award support
- prepare contracts and portfolios for research, grants and consultancies

5.1.1.2 Office of International Relations

DAPQA to collaborate with the Office of International Relations to monitor and evaluate the:
- quality of services offered by the University to international students
- implementation of international policy and programmes of the University
- quality of services provided for international staff
- implementation of memorandums of understanding between the University and its international partners

5.1.1.3 Institutional Affiliation Office

DAPQA would collaborate with the Institutional Affiliation Office to monitor, evaluate and ensure total quality management in the University's affiliated institutions and outreach programmes and activities including:
- supporting the setting up of Quality Assurance (QA) Units in the affiliated Schools, Colleges and Universities
- collaborating and training of QA Officers for Schools, Colleges, and Universities and in the delivery of outreach programmes
- supporting affiliated and mentoring institutions to develop their QM Policy and Manual

5.1.1.4 Office of the Institutional Advancement

DAPQA through collaborations would support the Office of the Institutional Advancement to:

- effectively facilitate internal and external communication with alumni and friends
- build and cultivate relationships with alumni and friends
- assist in securing public and private resources to promote the mission of the University of Cape Coast.

5.1.1.5 Counselling Section/Chaplaincy Unit/Academic Advisors/Lecturers

To support DAPQA to monitor counselling services provided by various units in the University in the following areas:

- academic counselling
- social and emotional stability
- mental health issues and others

5.1.1.6 Institutional Review Board

DAPQA will collaborate with the IRB to:

- educate UCC researchers about the importance of adhering to ethical standards in research
- ensure adherence to ethical standards in research

5.1.1.7 The Office of Dean of Students

To support DAPQA to undertake research related to:

- academic progress
- welfare and safety of students
- service quality in the University

5.1.1.8 Institute of Education

DAPQA would collaborate with Institute of Education to monitor, evaluate and ensure total quality management of the University's outreach programmes and activities including:

- supporting the setting up of Quality Assurance (QA) Units in the affiliated Colleges of Education

- collaborating and training of QA Officers for the Colleges of Education and in the delivery of outreach programmes
- supporting and mentoring the Colleges to develop and implement their QA policy and manual

5.1.2 The Office of the Registrar

DAPQA would collaborate with the Office of the Registrar to:

- monitor the attendance (regularity and punctuality) of administrators at their offices and their effective and efficient use of resources available
- assess the quality of facilities and logistics provided for administrative staff of the University
- ensure the mainstreaming of diversity and inclusivity in administrative services of the University

5.1.2.1 Directorate of Academic Affairs

DAPQA would collaborate with the Directorate of Academic Affairs to:

- ensure the admission of quality students into the University
- ensure that all academic programmes in the University are accredited
- print and timely distribute the University's academic calendar
- ensure the provision of adequate teaching and learning materials and facilities
- ensure the conduct of quizzes and examinations in the University
- assess the kinds of assistance given to students, staff, and alumni
- assess the systems for keeping student records on registration, transcripts, enrolment and course scheduling

5.1.2.2 Directorate of Physical Development and Estate Management

DAPQA would partner with the Directorate of Physical Development and Estate Management to:

- develop, maintain and improve the quality of all facilities in the University, including lecture theatres, furniture, and lighting systems, with respect to their availability, adequacy, and fitness for purpose among others
- provide and maintain a serene physical environment that promotes teaching and learning for all modes of curriculum delivery

5.1.2.3 Directorate of ICTS

DAPQA would collaborate with DICTS to ensure the provision of quality ICT services for students and the entire university community through the:

- promotion of the digitization of mundane activities to enhance service delivery in the University
- monitoring of the timely updating of the University's website
- periodic evaluation of the ICT infrastructure for consistent internet connectivity and other digital servicees

5.1.2.4 Directorate of Health Services

The Directorate will be supporting DAPQA to:

- monitor the quality of health services provided to the University community
- evaluate the quality of health services provided to the University community
- monitor the quality of residential services provided to the University community
- conduct surveys on support services provided to the University community

5.1.2.5 Directorate of Finance

DAPQA would collaborate with the Directorate of Finance to:

- encourage the training of staff to ensure total quality management in the financial activities of the University
- promote adherence to the financial policies, rules and regulations of the University
- ensure financial plans (budgets) address the Institution's strategic plan upholding the guiding principle of rational use of resources and cost-effectiveness
- ensure sensitisation of Management, Staff and Students of the University on the financial policies, rules and regulations of the University
- ensure the provision of financial advice or guidance in the preparation of budgets, the use of funds, grants, and any other form of financial activities within the University
- ensure the provision of financial advice to staff and students of the University

- ensure review of financial policies, rules and regulations when necessary, upholding the guiding principle of dynamism, synergy, relevance, realism, partnerships, and cost-effectiveness
- ensure regular and effective responses to both internal and external financial audit mechanisms

5.1.2.6 Directorate of Consular and General Services

DAPQA to collaborate with the Directorate of Consular and General Services of UCC to ensure timely, efficient, cost-effective, and quality consular services are provided for the University community and its stakeholders.

5.1.2.7 Directorate of Public Affairs

DAPQA to collaborate with the Directorate of Public Affairs to:

- maintain excellent communication relationships with the public
- project and protect the image of UCC
- evaluate the public image of the University
- monitor and evaluate media space and its impact on the University

5.1.2.8 Directorate of Human Resource

DAPQA would collaborate with the Directorate of Human Resources to:

- ensure the recruitment of qualified staff for the University
- ensure continuous training and development of staff of the University
- ensure diversity and inclusiveness in recruitment, timely promotion and training of staff of the University
- ensure that all sections of the University manage their human resources efficiently

5.1.3 Colleges/Schools/Departments

DAPQA would collaborate with the Colleges/Schools/ Departments to:

- support DAA to admit qualified students into the University
- ensure effective teaching and learning in the University
- support research activities of students and staff
- ensure the provision of adequate teaching and learning materials and facilities

- ensure the proper conduct of quizzes and examinations in the University

5.1.4 Students Representative Council/Graduate Students' Association of Ghana/Distance Education Students' Association of Ghana and other Student Unions

DAPQA would collaborate with the Students Representative Council/Graduate Association of Ghana/Distance Education Students' Association of Ghana to:

- solicit feedback from students to promote continuous improvement of services, products and processes in the University
- support research sections of the University during data collection exercises
- participate in institutional decision-making towards helping students to undertake individual or co-operate projects, or participate in programmes and internships
- promote student representation at different levels of decision-making in the University
- protect and project the UCC brand

5.1.5 University Security Section

The Section will be supporting DAPQA to:

- monitor and evaluate the quality of security services in the University
- evaluate the quality of residential security services provided by the University

5.1.6 Legal Affairs Office

DAPQA to collaborate with the Legal Affairs Office of UCC to ensure quality legal services are provided to support the University's operations.

5.2 External Collaborators

The external collaborators are stakeholders outside the University that set quality standards and benchmarks that affect the way the University operates. They include but are not limited to the following national and regional organisations: Association of African Universities (AAU), Ministry of Education (MoE), Ghana Tertiary Education Commission (GTEC), Nurses and Midwifery Council of Ghana (NMCG), Ghana Medical Association (GMA), Ghana Law School (GLS), Ghana Bar Association (GBA), Development Partners (DPs), and Other Higher

Education Institutions. The respective roles that the External Collaborators are expected to play to support the University's efforts at ensuring TQM are specified below.

5.2.1 Association of African Universities (AAU)

To offer advice on best practices in academic and professional quality assurance, governance, accreditation, and other areas that are pivotal to the development of quality higher education in Africa and beyond. AAU is also expected to collaborate with the University to offer training programmes on TQM for the relevant stakeholders of the University.

5.2.2 Ministry of Education

To provide the policy direction and framework of quality tertiary education in Ghana, based on which the University's quality management activities will be defined and executed.

5.2.3 Ghana Tertiary Education Commission (GTEC)

To provide the guidelines and parameters for ensuring quality in the University, such as the rules, procedures, and guidelines for institutional and programme accreditation.

5.2.4 Nurses and Midwifery Council of Ghana (NMCG)

To provide information on the quality management system of Nursing and Midwifery Educational Institutions (NMEI) in Ghana, as well as quality standards of nursing and midwifery in terms of teaching, research, curriculum development, and mechanisms for accreditation of NMEI.

5.2.5 Ghana Medical Association (GMA)

To provide professional data and information on best quality management practices in training world-class medical students to enable the University to train quality medical students for the country and the international community.

5.2.6 Ghana Law School (GLS)

To provide data and information on best quality management practices in training world-class law students to enable the University to train quality lawyers for the country and the global community.

5.2.7 Ghana Bar Association

To provide professional advice on best practices in law practices to inform the training of quality lawyers in the University.

5.2.8 Ghana Education Service (GES)

To provide national-level information on first and second-cycle education in Ghana to facilitate the development of quality curriculum by the University for training pre-tertiary students.

5.2.9 Development Partners

To provide financial and technical support to the University for effective Total Quality Management.

5.2.10 Other Higher Education Institutions

To collaborate with the University by sharing national and international best practices in quality management in higher education.

6.0 MONITORING AND EVALUATION

The policy recognises the role of monitoring and evaluation in effective total quality management. Monitoring and Evaluation will be undertaken at all levels including the following:

6.1 Central Level Monitoring

Monitoring at the central level will be done by DAPQA. The Directorate will provide a comprehensive report on all quality assurance activities in the University to all relevant stakeholders including the Vice-Chancellor. Appraise the policy regularly in order to identify new developments that may affect quality in the University.

6.2 College / Faculty/ School Level Monitoring

The total quality management at the College/Faculty/School level will be done by a Quality Assurance Committee (QAC). The committee will submit a report on all quality assurance activities in the College/Faculty/School to DAPQA.

6.3 Departmental Level Monitoring

Monitoring and evaluation of quality at the departmental level will be done by Quality Assurance Desk Officers (QADO). The Officers will submit a report on all quality assurance activities in the Department to DAPQA through the College/Faculty/School Quality Assurance Committee.

6.4 Directorates/Sections/Units

Monitoring and evaluation at the Directorates/Sections/Units will be done by Quality Assurance Desk Officers. The Officers will submit a report on all quality assurance activities in the Department to DAPQA through their Heads.

6.5 Data Collection and Research

The research activities concerning quality assurance exercises shall rely on the use of both qualitative and quantitative approaches. Monitoring and Evaluation will be conducted through the use of instruments such as questionnaires, checklists and other survey instruments using students, staff, alumni, and other stakeholders as respondents.

6.6 Monitoring the Policy

The Policy shall be monitored to ensure that the desired quality outcomes are achieved. Two forms of monitoring – regular and periodic – would be conducted to identify gaps in the design and implementation of the Policy, as well as areas for improvement. In so doing DAPQA shall develop the relevant indicators aimed at achieving quality outcomes in the following areas:

- academic (teaching and learning) activities in the University
- research, consultancy, and extension activities of the University
- support services in the University
- administrative services
- human resource human resource
- academic/administrative /technical infrastructure or facilities
- implementation of the Corporate Strategic Plan
- policy planning and implementation
- all value-creation processes

Indicators-informed monitoring would also be carried out to hold the relevant implementing units/stakeholders accountable for their activities.

7.0   RESOURCE IMPLICATION

The University shall ensure that sufficient technical and financial resources are allocated to implement the activities and strategies of DAPQA and all Units effectively. It shall prioritise total quality issues by actively promoting resource mobilisation and making adequate budget allocations for the Directorate and other quality management units. It is also important for the University to provide additional training through conferences, workshops and further studies on Academic Planning and Quality Management related issues.

8.0   REVIEW OF THE POLICY

This policy is subject to periodic reviews and amendments to reflect current developments. The entire document shall be reviewed after every five years.

Annexes

Annex 1. Glossary of Terms/ Definition of Key Terms

Monitoring: The continuous and systematic process of collecting, analysing indicator-guided data from the relevant stakeholders and using information to track a programme's progress toward reaching its objectives and to guide management decisions.

Evaluation: An impartial and systematic assessment of the effect or impact of ongoing or completed projects, programmes, policies and other activities on beneficiaries or intended beneficiaries.

Programmes: A set of related measures or activities arranged according to a plan with a particular long-term aim.

Policy: A plan, course or principle of action agreed upon or adopted by an organisation or institution.

Activities: Tasks performed towards accomplishing a goal.

Quality: The conformance to best standards to ensure stakeholders' acceptance of the University's product or output; in this case, the fitness for purpose of graduates, research, extension, consultancy and other services provided by the University

Quality management (QM): The act of overseeing all activities and tasks that must be accomplished to maintain a desired level of excellence in an institution. Quality management comprises four main elements, namely, quality planning, quality control, quality assurance, and quality improvement

Quality Management System (QMS):   A formalised, defined or documented system of processes, procedures, and responsibilities for achieving quality goals and objectives. A QMS helps coordinate and direct institutional activities to continuously meet or exceed standards

Quality

Assurance (QA) The process of putting mechanisms in place to monitor and evaluate the system and processes of an institution/organisation to put confidence in the customers that the institution can meet their expectation(s).

Annex 2　　　　　　　　　**UNIVERSITY OF CAPE COAST**
DIRECTORATE OF ACADEMIC PLANNING AND QUALITY ASSURANCE
(DAPQA)

STUDENTS' APPRAISAL OF COURSES AND TEACHING

Confidentiality statement: The information you provide on this form will be kept strictly confidential. Do not write your **name** or **registration number** on the form. By honestly and candidly completing this form, you would be providing this University with valuable feedback for improvement on the quality of education.

BACKGROUND INFORMATION

Please fill in the following as applicable.

Date [　　　　　　　　　　]

(1) Name of Lecturer [　　　　　　　　　　　　　　　　]

(2) Status of Lecturer:　　　Full-Time [　　]　　　　　　　　Part-Time [　　]

(3) Department that mounted the course [　　　　　　　　　]

(4) Course Code and Title [　　　　　　　　　　　　　]

(5) Number of lecturers taking the course:　1 [　]　　　2 [　]　　　3 or more [　]

(6) Semester:　First [　　]　　Second [　　]　　(7) Number of students in class [　　　]

Please tick [√] only one of the options as applicable.

COURSE OUTLINE		
8. The Lecturer made a course outline available to students at the beginning of the course	No [ ]	Yes [ ]

Please tick [√] only one of the options as applicable.

COURSE CONTENT				
9. The course content was based on the outline provided	Less than 70% [ ]	70-79% [ ]	80-89% [ ]	90% or more [ ]
10. The course content is likely to be covered by the end of the teaching period	Not likely [ ]	Slightly likely [ ]	Likely [ ]	Very likely [ ]
11. The course content was detailed (i.e., each week with its specific content, materials to be read, etc.)	Not detailed [ ]	Slightly detailed [ ]	Detailed [ ]	Very detailed [ ]

Please tick [√] only one of the options as applicable.

ATTENDANCE				
12. The Lecturer met the class …………	Less than 70% of the time [ ]	70-79% of the time [ ]	80-89% of the time [ ]	90% or more of the time [ ]

13. The Lecturer was most often in class ………	15 minutes or more late [ ]	10-14 minutes late [ ]	5-9 minutes late [ ]	On time [ ]
14. The Lecturer most often left the class………	More than 15 minutes to time [ ]	10-15 minutes to time [ ]	5 –9 minutes before time [ ]	At the end of the period [ ]

Please tick [√] only one of the options as applicable.

MODE OF DELIVERY	Not very well	Not well	Well	Very well
15. The Lecturer demonstrated knowledge of the subject matter				
16. The Lecturer's delivery was well organised and systematic				
17. The Lecturer effectively communicated what he/she was trying to teach				
18. The Lecturer used class time to fully promote teaching and learning				
19. The Lecturer encouraged students to read materials beyond the suggested readings and lecture notes				
20. The Lecturer encouraged students to analyse issues from different perspectives				
21. The Lecturer accepted other points of view				
22. The Lecturer made time during lectures for questions and discussions				
23. The Lecturer's responses to questions were appropriate and informative				
24. The Lecturer was concerned with the academic progress of students				

ASSESSMENT
(a) *Mode of Assessment*
25. Indicate the mode(s) of continuous assessment used in the course. [**Tick all those which apply].**

Quizzes   [   ]   Assignments   [   ]   Presentation   [   ]
Term Paper   [   ]   Other: ………………......   None   [   ] **If none, move to Q29**

26. The number of assessments given by the Lecturer was	0 [ ] 1 [ ] 2 or more [ ]	
Grading of Continuous Assessments	No	Yes
27. The Lecturer graded assessments		
28. The graded assessments were returned in a good time		
29. The graded assessments were subsequently discussed		

Please indicate briefly:

30. LECTURER'S STRENGTH(S):

(a)……

……

……

(b)………

……

31. LECTURER'S

WEAKNESS(ES):(a)………

……

……

……

(b)………

……

……

……

32. ANY SUGGESTIONS: ………………………………………………………………………………………………..

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THANK YOU