

**CSIR COLLEGE OF SCIENCE AND TECHNOLOGY
GHANA-WEST AFRICA**



QUALITY ASSURANCE POLICY

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FOREWORD

Maintaining formal, transparent, and credible systems of quality control in the methods of teaching, research training and performance, the way we encourage learning and our approach to other educational aspects is a priority for CSIR College of Science and Technology (CCST). It is important that a quality control policy is developed that can enhance the effectiveness of these core activities, and our management, in alignment with our Strategic Plan. This policy should promote public confidence in the academic teaching, research, and outreach services and that the quality and the standards of awards given by CCST are safeguarded, enhanced, and effectively managed. As a College that is aspiring to be a leading provider of quality education in Africa and becoming an outstanding internationally respected academic institution, CCST is committed to striving for excellence and assuring quality in all its activities.

Prof. Mark Appiah
College President

PREFACE

The mission of CSIR College of Science and Technology (CCST) is to equip stakeholders in the physical and natural sciences with appropriate skills and attitudes to enhance their contribution to sustainable development in Ghana and beyond. CCST therefore seeks to provide students with quality academic programmes at the postgraduate level and to provide adequate facilities to bring about a holistic teaching and learning environment. We recognize quality assurance as key to providing an enhanced education and learning experience to our students. We have designed our quality assurance policy and operations to provide the framework within which our departments examine and enhance their educational role to enable us achieve our aspiration of excellence. We have also designed our Quality Assurance to meet the requirements of the National Accreditation Board of Ghana. Our challenge is to continually review our quality assurance mechanisms to ensure that all our staff and our graduates are adequately trained to meet the manpower requirements of Ghana and beyond. We recognize that the concept of Quality Assurance is linked to continuous improvement, hence treat it as on-going effort to improve our services.

This Quality Assurance Policy of CCST is organized in eleven chapters.

- Chapter 1, Introduction, states the purpose, scope and objectives of CCST's Quality Assurance Policy.
- Chapter 2, Highlights of the CCST, gives the background of CCST, our Vision and Mission Statements and Core Values, and describes CCST's Academic Programmes.
- Chapter 3 gives the policy statements on the governance of CCST, admissions, teaching and learning, assessment of students, research and graduate outputs, staff appointments, promotions and development, learning resources and student support services, social integration, internationalization and finance.
- Chapter 4 describes the responsibilities of management, staff, and students of the College.
- Chapter 5, management of CCST's Quality Assurance, deals with process quality, learning quality, quality culture, and research-based education.
- Chapters, 6, 7 and 8 deal with external stakeholder engagement, staff communication, and public information and communication.

- Chapter 9, CCST's Quality Assurance Office, deals with the Coordinator for the College Quality Assurance Office, functions of College Quality Assurance Office, roles of the implementation units and the structure of the College.
- Chapter 10 describes the implementation/evaluation strategies and deals with student assessments, lecturers assessment of conduct of courses, tracer studies, employer perception surveys, Alumni perception surveys, internal programme reviews, institutional audit and external programme reviews, programme approval and accreditation.
- Chapter 11, which is about Policy Review and Amendments, deals with validation of policy, amendments/revision of policy documents, and transitional arrangements.

This Quality Assurance Policy will enable CCST to promote high academic standards and promote its image as a respected tertiary educational institution. The Policy also enables CCST to maintain high academic quality that meets the requirements of the National Accreditation Board.

ACKNOWLEDGEMENTS

The CSIR College of Science and Technology (CCST) Management wishes to express its sincerest appreciation to the University of Cape Coast, our mentor institution, for permitting the College to adapt portions of its Quality Assurance Policy. Special thanks go to the immediate past Acting College President, Prof. Wisdom A Plahar, under whose leadership the development of this policy began.

We also express our profound gratitude to the Two-Member Team, Rev. Prof. Adu-Dapaah, the College Vice President and Prof. Daniel A. Ofori, Director, CSIR- Forestry Research Institute of Ghana, who studied and compiled this document.

The following persons helped to review the document to ensure that every aspect of the policy document is reflective of the aspirations of the College: Prof. J. O. Fening, Prof. (Mrs.) R. E. M. Entsua-Mensah, the Director for Centre for Innovation and Entrepreneurship for their support in the realization of this policy document, Prof. Kobina Yankson (College Board Member), Prof. Wisdom Amoa-Awua, Head of Department, Agro-Processing Technology and Food Bio-Sciences, Mr. Baah-Koranteng, the Assistant Registrar and Mr. Peter G. Asare, Senior Administrative Officer. We also acknowledge the support of the administrative staff at the College Registry.

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LIST OF ACRONYMS

CCST – CSIR College of Science and Technology

CSIR – Council for Scientific and Industrial Research

CQAO- College Quality Assurance Office

HR – Human Resource

ICT- Information Communication Technology

IUs – Implementation Units

MPhil – Master of Philosophy

MSc – Master of Science

NAB – National Accreditation Board

PhD – Doctor of Philosophy

STI – Science Technology and Innovation

UCC – University of Cape Coast

DEFINITIONS OF TERMS

Staff – means all Junior Staff, Senior Staff and Senior Members unless otherwise specified

Affiliate College - Academic institution under mentorship

1.0 INTRODUCTION

1.1 Purpose of the Quality Assurance Policy

A key goal of creating a robust quality system within higher or tertiary education has been to develop a common understanding of quality assurance for teaching, learning and research across borders and among all stakeholders. Almost all the Universities (both public and private) in Ghana, have established and are operating internal quality assurance in their processes. This effort is being pursued in response to the realization of the importance of higher education in national development. Since the passing of National Accreditation Board (NAB) Act 744 in the year 2007, the NAB has embedded quality assurance in higher education by mandating that all providers establish procedures in writing for quality assurance for the purposes of establishing, ascertaining, maintaining and improving the quality of education, training, research and related services. These guidelines and provisions set out in the Universities Act provide the framework for the development of the *Quality Assurance Policy* at CSIR College of Science and Technology (CCST). CCST strongly believes that the development of a Quality Assurance Policy will serve as a catalyst for the advancement and upliftment of the image of the college, both nationally and internationally. Furthermore, CCST is committed to creating a ‘quality culture’ in which all internal stakeholders assume responsibility for quality and engage in quality assurance at all levels and foster a culture of continuous improvement.

1.2 Scope of the Policy

The *Quality Assurance Policy* extends to anyone involved in the provision of education at CCST, including, but not limited to: members of the governing body; lecturers and other staff members, students and external stakeholders including those involved in activities that are subcontracted or carried out by other parties. All parties including members of the public and external agencies can access this policy on the CCST website

(www.ccst.edu.gh).

1.3 Expected Outcomes of the Quality Assurance Policy

Successful execution of this policy is expected to result in

- i. Improved output of academic, administrative and supporting staff.
- ii. Improved student achievement and success in learning
- iii. Satisfaction and confidence of society and stakeholders in the awards of the College
- iv. Enhanced the efficiency of all structures of the College
- v. Improved the general enrolment levels of the College

- vi. Better institutional public image and acceptance in the Ghana and beyond thereby attracting internal and external support.
- vii. Enhanced academic, administrative, supporting staff and student confidence level.
- viii. Positioned the College to be able to compete favourably with other Higher Education Institutions in Ghana and beyond.

1.4 Policy Objectives

The College's quality-assurance policy is expressed in a number of objectives:

- i. That the College's study programmes educate graduates to a high international level;
- ii. That the study programmes are research-based and the content is based on national and internationally recognized research to address industrial problems;
- iii. That a quality culture is maintained and developed in which everyone – students, staff and management – continuously work to improve the study programmes;
- iv. That relevant academic content and appropriate planning of the study programmes is ensured so that they may be completed in the prescribed time;
- v. That the science of teaching and physical frameworks for the courses, including the study environment, is continuously enhanced to guarantee an effective, modern and motivating learning environment;
- vi. That a balance is achieved between, on the one hand, the guidelines for the programmes' national standards; and on the other, an increasingly international educational environment in terms of lecturers, students and the labour market;
- vii. The College's study programmes meet society's need for graduates who are ready for the labour market, are professionals and have research competences based on the latest theoretical and practical knowledge;
- viii. The College is responsible for ensuring that the competency goals of programmes reflect the courses' academic and research development, as well as the needs of society and employers. This is achieved through working with a targeted research strategy and by developing an effective internal quality assurance system for the study programmes and
- ix. The quality assurance work is predicated on close co-operation between the College's academic and administrative departments.

2.0 HIGHLIGHTS OF THE COLLEGE

2.1 Background to the College

The Council for Scientific and Industrial Research (CSIR) was established in 1958 with a mandate to organize and coordinate scientific and technological research for national development, and to

expand the frontiers of scientific applications in Ghana. It has since become the largest employer of scientists, technologists, technicians and other research professionals in Ghana.

The Council has over the years, accumulated a rich stock of scientific and technological expertise that it uses to carry out its research activities. This includes, its highly trained and experienced human resource, existing laboratory facilities, institutes, research and field stations. These provide opportunities for taking up the complementary role of developing research capacity at post-graduate level for graduates of the physical and natural sciences.

It was felt that to be able to carry out its mandate fully, it would be a good idea to establish a post-graduate university to cater for the needs of graduate Scientists who would wish to upgrade themselves to the Masters and Doctorate degree levels, using the massive human resource of the Council as well as infrastructural and other facilities available to the Council.

Along with this, the need for scientific staff within the Council, to upgrade themselves while on the job as a way of helping them to build their capacity was considered. This presented a way of making up for the heavy loss of critical staff that the Council suffers through attrition. Consequently, the CCST was established, hopefully to complement in science, technology and innovation training on the educational terrain of Ghana.

This initiative was encouraged by the fact that, in spite of the current proliferation of public universities and the existence of about fifty private universities in the country, very few of them offer graduate programmes in science and technology.

The CSIR believes that using its research facilities to support postgraduate training will yield clear benefits for itself and the national and sub-regional research systems in the following areas:

- Growing science and technology research capacity for national and sub-regional development;
- Improving research-industry linkage and collaboration;
- Resolving the high attrition of scientists from the research system and
- Expanding the platform for Science, Technology and Innovation (STI) training at the postgraduate level and helping to focus student research on generating practical solutions to national and sub-regional socio-economic problems.

2.2 CCST's Vision

The vision of the CCST is to become the leading provider of quality science and technology education, research, innovation and entrepreneurship in Africa.

2.3 CCST's Mission

The mission of the CCST is to equip stakeholders in the physical and natural sciences with appropriate skills and attitudes to enhance their contribution to sustainable development in Ghana and beyond.

2.4 CCST'S Core Values

Our researchers, faculty, staff and students profess a set of complementary values that are fundamental to the CCST's identity and provide the foundation for its practices.

We value excellence in:

- Leadership;
- Teaching and learning;
- Scholarly research and innovation;
- Public engagement and
- Staff performance.

We also value:

- Partnership and strategic Alliances, free exchange of ideas, openness, inclusiveness and accountability.

2.5 CCST Academic Programmes

All programmes of the College shall be vested in departments across the various campuses of the College.

3.0 POLICY STATEMENTS ON THEMATIC AREAS

To guarantee quality in the College in line with best practice, the following statements have been outlined regarding the following thematic areas:

3.1 Governance of the College

Good governance is an essential factor in the attainment of quality assurance objectives in higher educational institutions. The College, which shall be governed by a Governing Board, shall operate a dynamic organisational structure that shows hierarchy and responsibilities geared towards the fulfilment of its short and long term objectives. The College shall also have an Academic Board which shall make a determination in all academic matters before ratification by the Governing

Board. The attainment of good governance requires:

- i. Dynamic and open-door administrative mechanism that employs the committee system of governance;
- ii. Periodic review of institutional Statutes, Strategic plan, Policies and Regulations to incorporate current happenings in the tertiary education sector;
- iii. Departmental boards/committees to deliberate on issues affecting their programmes before forwarding to appropriate boards/committees of the College;
- iv. Clear and well publicised institutional values that shall be upheld by all;
- v. Effective mechanisms for staff appraisal;
- vi. Student involvement in decision-making processes and
- vii. Effective communication among management, staff, students and other stakeholders.

Also, as an Affiliate College of the University of Cape Coast (UCC), the College shall have representative of UCC on its Governing Board, Academic Board and Appointments and Promotions Committee so as to ensure uniformity in standards and enhance efficiency and quality assurance.

3.2 Admissions

The class of students admitted into an institution is an important factor in determining the quality of the final products. To this end the College shall ensure that the following are adhered to by all departments:

- i. Admissions policy shall be rigorous and consistently applied;
- ii. Information on admission procedures shall be made available to prospective applicants;
- iii. Mechanisms for validating student entry qualification shall be in place and
- iv. Policies and procedures related to admissions and enrollment shall be reviewed periodically to ensure that they continue to be in line with the College's objectives.

Also, as an Affiliate College of UCC, the College shall have representative of the University on its Admission panel to interview students for admission and also records of admitted students shall be approved by UCC before the end-of-first semester examinations.

3.3 Teaching and Learning

The main activity of any educational institution is Teaching and Learning and the quality of this key activity is a function of staff, academic programmes, physical and financial resources as well as quality governance and management. CCST is committed to ensuring that teaching and learning practices within the College promote enquiry and critical evaluation and encourage students to play

an active role in the classroom. This learner-centered approach to teaching and learning is important in stimulating learners' motivation, self-reflection and engagement in the learning process. To ensure quality teaching/learning outcomes in the programmes, the College shall:

- i. Ensure that the principle of judicious use of resources and cost effectiveness is upheld in the establishment and running of academic programmes and departments;
- ii. Regularly open herself to external auditing of the academic programmes with respect to their content, delivery methods and assessment processes;
- iii. Periodically review and evaluate its academic programmes. Such reviews and introduction of new programmes should involve input from relevant stakeholders such as professional bodies, ministries, agencies, NGOs, past students, employers/potential employers and other sections of the society. The curricula shall be reviewed every three years before re-accreditation exercise and
- iv. Promote academic programmes that are properly structured with achievable goals and learning objectives, viable and relevant to national aspirations and labour needs, meet students' needs and also provide experiences that address their utmost expectations.

Also, as an Affiliate College of the University of Cape Coast (UCC), the College's curricula shall be reviewed annually by the supervising departments of the UCC. UCC shall also review existing and new programmes submitted by the College for its approval prior to their submission to the National Accreditation Board (NAB). National Accreditation Board also conducts institutional audit as part of the reaccreditation of programmes and also the College as an institution. These exercises are done every three (3) to five (5) years.

3.4 Assessment of Students

To ensure high academic standards, the College shall have effective procedures for designing, approving, supervising and reviewing assessment strategies for its awards. The assessment practices must be rigorous and implemented consistently to ensure that appropriate academic/professional standard for each award is set and maintained for student performance to be measured against. In this respect:

- i. There should be approved and widely publicised mechanisms and regulations for both continuous and end of semester assessments;
- ii. Assessment tools should enable students to demonstrate the extent to which they have achieved expected learning outcomes;
- iii. Students should have confidence in the assessment process;

- iv. The College shall have a format for presenting course outlines and examination questions;
- v. Assessment must, at appropriate stages, involve validation by competent external examiners. To achieve this, the College shall organize both internal and external moderation exercises. These exercises shall be documented. The internal moderation exercise shall involve the academic staff in the department whereas the external shall involve external moderators from the UCC and a section of the academic staff and
- vi. The Institutional Affiliation Office, UCC shall nominate supervisors to monitor the end of semester examinations of College.

3.5 Research and Graduate Outputs

Research output and postgraduate studies have now become key hallmarks of progressive higher educational institutions. To achieve its vision of being a leading provider of quality science and technology education, research, innovation and entrepreneurship in Africa, the College shall actively promote and consistently monitor and evaluate research and postgraduate studies with emphasis on:

- i. Provision of adequate resources for research and postgraduate studies;
- ii. Relevance to national socio-economic development need. This shall be achieved by making available research findings of postgraduate research to industry;
- iii. Fulfilling staff development needs;
- iv. Compliance with institutional policies, procedures and ethics on research and publications and
- v. Enhancing teaching with research findings.

3.6 Staff Appointments, Promotions and Development

The quality of staff in a higher education institution is a key quality assurance component which directly impacts on students' performance. The College shall therefore put in place clear, fair and explicit policies and apply them to consistently ensure bringing on board excellent staff and facilitating their subsequent professional development. Critical attention shall be given to the following:

- i. Clear and well publicised guidelines for appointments and promotions;
- ii. Transparent and expeditious processing of applications for appointments/promotions;
- iii. Ensuring confidentiality where necessary;
- iv. Engaging competent personnel who are active researchers in the host CSIR Institutes to assist the College's Appointments and Promotions Committee to - undertake appointment/promotion exercises;
- v. Ensuring that qualifications of appointed/promoted staff to various levels conform to

- relevant national and international norms;
- vi. Staff development through mentoring and opportunities for further training;
- vii. Staff motivation;
- viii. Compliance of staff/student ratio with national norms and
- ix. Staff discipline.

3.7 Learning Resources and Student Support Services

Critical facilities and services are needed to enhance and sustain teaching, learning and research as well as sustain the welfare of staff and students. CCST is committed to ensuring that staff and students work and study in a congenial environment that promote teaching and learning. The following facilities shall be provided by the College and made easily accessible and effective:

- i. Well-equipped libraries with efficient ICT facilities at all programme centres;
- ii. Well-equipped laboratories and lecture halls at all programme centres;
- iii. Functional Quality Assurance Office at the College Registry;
- iv. Linkages with nearby accredited private and government hospitals to see to the Health needs of staff and students;
- v. Institutional accommodation for students who may wish to stay on campus;
- vi. Efficient Security and Safety services and
- vii. Efficient Student Affairs Unit.

3.8 Social Integration

Internal cohesion is a key catalyst for achieving institutional goals thereby promoting visibility of an institution locally, nationally and internationally. To achieve this objective, the College shall put in place sound policies and regulatory mechanisms to guide on-campus integration as well as integration with the immediate and wider national communities, especially within the West African sub-region. In this respect, emphasis shall be placed on:

- i. Harmony and team spirit among the different categories of staff and students;
- ii. Appropriate involvement of staff and students in decision making and policy implementation;
- iii. Active involvement of staff and students in outreach programmes;
- iv. Use of publications, seminars, conferences, workshops, exhibitions, etc. to disseminate outcomes of research activities and
- v. Linkages and collaboration with other institutions in Ghana and for purposes of research, internship /attachment and exchange of staff and students.

3.9 Internationalisation

International visibility is an attribute continually desired by all progressive higher education institutions (HEI) in order to effectively push their influence beyond national boundaries. The following mechanisms shall be put in place to guarantee this objective:

- i. Establish a vibrant and user-friendly website and update regularly;
- ii. Ensure that academic staff publish in reputable journals and other international publishing houses;
- iii. Encourage the organisation and /or attendance of international conferences and workshops and
- iv. Establish linkage arrangements and collaboration with foreign institutions to promote research, internship and staff and student exchange.

3.10 Finance

The College operates as a nonprofit institution and so for it to able to actualize its vision and mission, it must thrive to pursue prudent fiscal management. In this respect, the College shall operate stringent financial control mechanisms in order to remain constantly solvent with specific emphasis on:

- i. Engaging competent staff to manage its finances;
- ii. Developing prudent mechanisms for income generation to support the institution's activities;
- iii. Pursuing sound procurement practices;
- iv. Establishing clear and efficient modalities for settling financial obligations to ensure minimal malpractices at all levels;
- v. Financial planning that addresses the institution's short, medium and long terms projections and
- vi. Ensuring all policies related to finance are made available to all staff.

4.0 RESPONSIBILITIES OF KEY STAKEHOLDERS

To ensure successful implementation of these policy guidelines, it requires individual and collective responsibilities of the key stakeholders, namely management, staff and students. It is their positive dispositions that would lead to the realisation of the policy objectives and in turn produce the desired outcomes that would accrue to the benefit of all. It therefore behooves such stakeholders to demonstrate certain attributes while performing their respective responsibilities.

4.1 Management

The Management of College shall be firm, fair, transparent, honest, disciplined and courteous while performing the following responsibilities:

- i. Uphold College's vision, mission and core values;
- ii. Ensure adherence to policies, rules and regulations by everyone in order to promote and protect the good image of the College;
- iii. Ensure sound management of the College's finances;
- iv. Protect the College's property;
- v. Provide enabling environment and resources to support scholarship and professional development of both staff and students;
- vi. Ensure optimum functioning of support services and facilities;
- vii. Institute reward systems that recognise excellence, dedication, honesty and loyalty for staff and students;
- viii. Promote the welfare of staff and students and
- ix. Establish effective information and publicity mechanisms to keep the internal community well informed and also project the College to the external world.

4.2 Staff

All staff of College shall perform their duties with dedication, honesty, loyalty, discipline and courtesy. They shall:

- i. Uphold College's vision, mission and core values;
- ii. Promote and protect the good image of the College by adhering to policies, rules and regulations;
- iii. Be willing to serve on Boards and Committees;
- iv. Engage in healthy socialization and
- v. Be good ambassador of the College.

Academic staff shall:

- Promote scholarship and provide excellent instruction to students;
- Strengthen staff-student engagements at departmental levels;
- Respond positively to academic quality assurance issues and
- Be good ambassadors of the College.

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

4.3 Students

Students of CCST shall be studious, loyal, honest, courteous and disciplined. They shall:

- i. Uphold the College's vision, mission and core values;
- ii. Promote and protect the good image of the College by adhering to policies, rules and regulations;
- iii. Be willing to serve on committees;
- iv. Patronise staff-student engagements;
- v. Give priority to academic work, but also engage in healthy socialisation and extra-curricular activities and
- vi. Be good ambassadors of the College.

5.0 MANAGEMENT OF QUALITY ASSURANCE

CCST is committed to maintaining and developing an organization that can deliver its mission according to the values of the College. It has developed a quality assurance system that is based on these values and enhances the College's ability to meet its strategic objective. Evaluating quality in education is often based on which processes and procedures are in place to assure quality and, to a lesser extent, on an evaluation of the actual learning effect of the planned activities, including meeting the programme's final competence goals. Assuring the quality of learning is the principal objective of quality assurance for an educational institution, and therefore assuring these processes are important elements in the overall quality-assurance policy. CCST's internal quality-assurance policy is based on two interpretations of the concept of quality, i.e. process quality and learning quality.

5.1 Process quality

The College shall implement this Policy using a holistic approach that views continuous improvement in all aspects of the College operations underpinned by progressive changes in attitudes, practices, structures, and systems. This therefore calls for commitment and diligence by every staff member to maintain high standards of work in every aspect of the College operations. Quality assurance at CCST is seen as a shared responsibility that cuts across all the structures of the College. Every staff member shall therefore be responsible and accountable for all quality interventions that fall within their sphere of influence.

5.2 Learning quality

The learning quality of key teaching situations involving lecturers and students is usually based on the individuals concerned. It is determined by the relationship between the lecturer's "personality" and educational professionalism on one hand, and the students' motivation and intellectual capacity on the other. Good and bad teaching are identified largely through student evaluations. In addition to evaluations and examinations, the College's policy shall assure quality of learning via the following two processes:

1. Improving lecturers' educational competences through specific training and commitment, in order to ensure a high degree of professionalism.
2. Providing a good study environment and an appropriate and modern infrastructure that helps to engage and motivate students.

5.3 Quality culture

- Ensuring lecturers, students and administrative staff take personal responsibility for the study programmes and teaching to meet the prescribed quality standards.
- Designing teaching to inspire critical thinking in our students
- Involving of students/staff in the formulation of policy relating to quality assurance and continuous improvement
- Emphasizing personal responsibility and integrity

5.4 Research-based Education

- Research-based education at the College is conducted by researchers with extensive teaching experience with the understanding that teaching in different subject areas and levels of education necessitates different teaching skills and competences.
- External persons with expertise in specific fields are involved in the teaching and supervision of selected topics.
- Research-based education in the college entails the involvement of students in experiential teaching and research.

The College has the following objectives for research-based teaching:

- i. That the content reflects the latest research techniques and findings;
- ii. That it has links with a recognized national and international research environment that conducts research in the subject area concerned;
- iii. That it is managed (but not necessarily provided) by researchers;

- iv. That it is provided by active researchers affiliated with the College within the relevant subject area, unless there are compelling reasons to use specialists or practitioners with other qualifications;
- v. That students receive training in scientific methodology, both in theory and in practical interaction with researchers and participation in research projects and
- vi. That students gain understanding of research and competences, including critical and independent use of source material, acquisition of new knowledge, etc.

6.0 EXTERNAL STAKEHOLDER ENGAGEMENT

CCST is committed to involving external stakeholders at the local, regional, national and international levels to support the continuous improvement and enhancement of our quality assurance methods and academic programmes. These include:

- Engaging stakeholders in the designing of academic programmes
- Engagement of external examiner
- Conducting tracer on our graduates
- Engaging professional bodies in designing of academic programmes

7.0 STAFF COMMUNICATION

CCST believes that open, effective communication is essential to producing an efficient and motivating work environment of mutual understanding and confidence. As such CCST:

- Endeavors to keep all employees informed on all relevant issues and encourages employees to participate in the communication process.
- Ensures that communication is a two-way process, with important information cascading correctly throughout the organisation.
- Ensures that every employee has a responsibility to effectively and positively contribute to the communications process.
- Welcomes suggestions and ideas from employees for continuous improvement of College business activities.

8.0 PUBLIC INFORMATION AND COMMUNICATION

CCST recognizes that public information and communication are an essential means by which the College mediates its message to prospective and current learners as well as for graduates, other stakeholders in education and the public.

- To ensure visibility and creation of public awareness, CCST will publish and disseminate information about itself in multiple media platforms.
- The College will sustain a public profile through its website and several publications and public events in the College.

9.0 COLLEGE QUALITY ASSURANCE OFFICE

For successful achievement of the goals and objectives of the policy, all relevant units throughout the College shall constitute Implementation Units (IUs) with clearly spelt out functions pertaining to the assurance of quality in the main business of their respective mandates. Activities of the IUs shall be coordinated centrally by the College-wide Quality Assurance Office.

9.1 Coordinator for the College Quality Assurance Office (CQAO)

The Quality Assurance Office shall be headed by a Coordinator who shall report directly to the College President. The Coordinator shall be appointed by the College President in consultation with the College Governing Board. He/she shall be assisted by an Administrative Assistant and two National Service Personnel who shall be assigned by the Registrar.

9.2 Functions of College Quality Assurance Office

The Office shall monitor and evaluate all quality assurance operations at the College through the performance of the following functions:

- Ensuring that performance standards set for all aspects of the College's activities are appropriate and relevant;
- Developing and periodically updating operational manuals for internal quality assurance operations, as well as tools for self evaluations;
- Monitoring of quality assurance activities in all the IUs against set standards and periodically updating the College President on the overall quality status of the College;
- Providing advice and guidance to IUs on the execution of quality assurance activities;
- Coordinating self-evaluation within the College;
- Collating and analysing all quality assurance 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 (College President) and other relevant units in the College;
- Facilitation of external evaluation of College and its academic programmes and dissemination of outcomes to Management and units;

- viii. Linking College with the National Accreditation Board (NAB) and other relevant bodies for the purposes of mandatory or voluntary accreditation/re-accreditation of the institution and its programmes as well as other quality assurance 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 College community and Management on regional and global trends in quality assurance issues;
- xii. Cooperating with quality assurance bodies in the other sister universities as well as other relevant national, regional and global agencies for the purposes of learning best practices and
- xiii. The Coordinator shall report directly to the College President, be ex-officio member of, and technical advisor on quality assurance matters at Academic Board. He/She may also be invited to any relevant College Governing Board sub-committee meeting to advise on quality assurance matters. He/She shall represent the College at national, regional and other international fora on higher education quality assurance matters.

9.3 Roles of the Implementation Units

For the purpose of this policy, “Implementation Unit” refers to the College Registry and departments of the College 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 maintaining high quality standards while carrying out their mandated roles. Their role in the quality assurance system of the College shall be the following:

- 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 College;
- ii. Developing and periodically reviewing unit-specific performance standards and striving to meet them;
- iii. Conducting regular self evaluations to determine the extent to which they meet’ the set performance standards in practice, and using the outcomes to improve performance;
- iv. Providing the Quality Assurance Office with self-evaluation reports in readiness for College level and external evaluations;
- v. Implementing recommendations emanating from internal and external evaluations and providing the Office with timely reports on the status of implementation and

- vi. Informing students and other stakeholders of evaluation results and efforts being made to implement the recommendations.

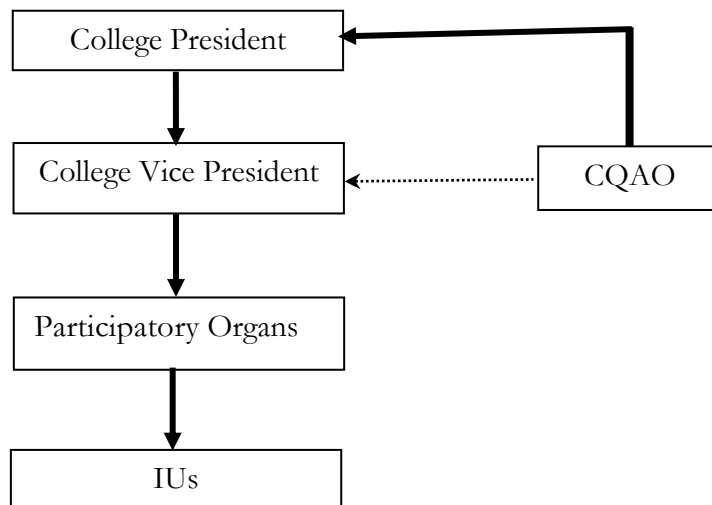
9.4 Participatory Organs

The following bodies in the College shall be the participatory organs (POs) that 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 statutory committees (e.g. Executive Committee, Planning and Resources Mobilization Committee among others),
- ii. Faculty/Departmental Boards and Programme Committees
- iii. College Research and Departmental Research Committees and other Sectional boards.

9.5 Structure of the College Quality Assurance System

The principal body of the quality assurance system of the CSIR College of Science and Technology shall be College Quality Assurance Office (CQAO), which shall have linkages with the IUs and the College Management as illustrated below:



10.0 IMPLEMENTATION/EVALUATION STRATEGIES

The outcomes of the implementation of the Quality Assurance mechanisms are expected to enhance the image of the College. Soon after the endorsement of the Quality Assurance Policy by College Governing Board, the CQAO shall ensure that all relevant IUs are engaged to ensure the success of the implementation of the Policy. The IUs will develop their unit-specific performance standards, operational manual and assessment tools for approval by Academic Board. Copies of these documents shall be lodged with CQAO.

The Office shall conduct the following surveys periodically:

- i. Students assessment of teaching and courses;
- ii. Tracer Studies and
- iii. Employer Perception Survey.

The outcome of these surveys shall inform College Management of any possible review.

10.1 Student Assessments

The CQAO shall regularly organize student assessment of courses and teaching. This will afford students the opportunity to provide feedback on the various courses and teaching programmes. Questionnaires 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 all lecturers and the Heads of Department concerned. Staff and students and the CQAO shall coordinate the implementation of strategies to improve on shortfalls revealed by the assessments

10.2 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.

10.3 Tracer Studies

The Departments shall, in collaboration with CQAO conduct tracer studies every 3 years. Such surveys shall be in two parts - one targeting employers and the other the alumni with the aim of determining the relevance of academic programmes offered at the College. The outcomes of such studies shall be vital in curricula reviews and in improving teaching methodologies.

10.3.1 Employer Perception Surveys

These shall be target employers of College alumni and will be designed to provide information on the relevance of academic programmes on offer and on ways in which they can be made more responsive to the needs of the job market.

10.3.2 Alumni Perception Surveys

Such surveys targeting the alumni of College shall be carried out with the purpose of finding out from them the extent to which their studies at the College have been relevant to their needs and challenges after graduation. These surveys shall normally focus on recent graduates (2-3 years), but older alumni may also be surveyed for specific purposes. To be able to successfully undertake the survey, the College shall create a database of all its alumni.

10.4 Internal Programme Reviews

Heads of Department shall be responsible for implementing the policy of self-evaluation on regular basis. The Head shall constitute a Team with a membership of not less than five (5) to undertake the exercise guided by the College Quality Assurance Policy and the unit-specific standards. The Team shall submit its report to the Head who shall in turn forward it to Quality Assurance Office for scrutiny of their completeness. The latter shall in consultation with the College Vice President will submit the report to Academic Board for discussion and approval of the recommendations. Implementation of recommendations shall be monitored by the CQAO.

10.5 Institutional Audit and External Programme Reviews

As an Affiliate College, all programmes are monitored, reviewed and revised on regular basis to ensure that they achieve the objective set for them and respond to the needs of learners and society. The mechanisms and reviewing programmes include Programme Board Meetings, External examiner reports, Annual programme monitoring report and learner feedback.

The rigorous monitoring process allows for the adaptation of programme elements to ensure that programmes remain relevant and effective. Monitoring provides the opportunity to reflect on current practice and, in doing so, propose new changes to improve the delivery systems; thus, enhancing the learning experience. The evidence generated through the monitoring process forms an integral part of the cyclical programmes review process conducted every five years.

Apart from the internal review, programmes are also reviewed by supervising departments before submitting to National Accreditation Board for final approval. This is done every three (3) to five (5) years. Institutional Audit is also undertaken by both the mentor institution and NAB before granting Institutional re-accreditation of the College.

The focus of institutional audits shall be on the structure, functioning and effectiveness of administrative and governing organs of the College. Programme reviews shall evaluate the relevance of academic programmes on offer and the effectiveness of the delivery and assessment strategies employed.

Reports of all these reviews shall be submitted to the College for incorporation and re-submission of the revised documents to NAB for final approval.

10.6 Programme Approval and Accreditation

All academic programmes on offer at CCST shall be approved by the CCST and UCC Academic Boards and also accredited by qualified and legally competent agencies i.e. NAB. The internal procedures for approval of programmes and their preparation for accreditation shall be coordinated by CQAO and the College Registry. The College Registry shall receive the verdict on the programme and then communicate to the Department concerned and CQAO.

11.0 POLICY REVIEW AND AMENDMENTS

11.1 Validation of Policy

The provisions of this policy shall become valid and operational immediately upon approval by the College Governing Board, 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 College will operate, 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.

11.2 Amendments/Revision of Policy Document

In the event that any provision in the policy document is outdated or need to introduce new provisions arises as a result of the changing circumstances of the College, or market forces, or any other reason, appropriate changes or modifications may be effected upon direction and approval by the College Board. The entire document shall however, be reviewed after every five years.

11.3 Transitional Arrangements

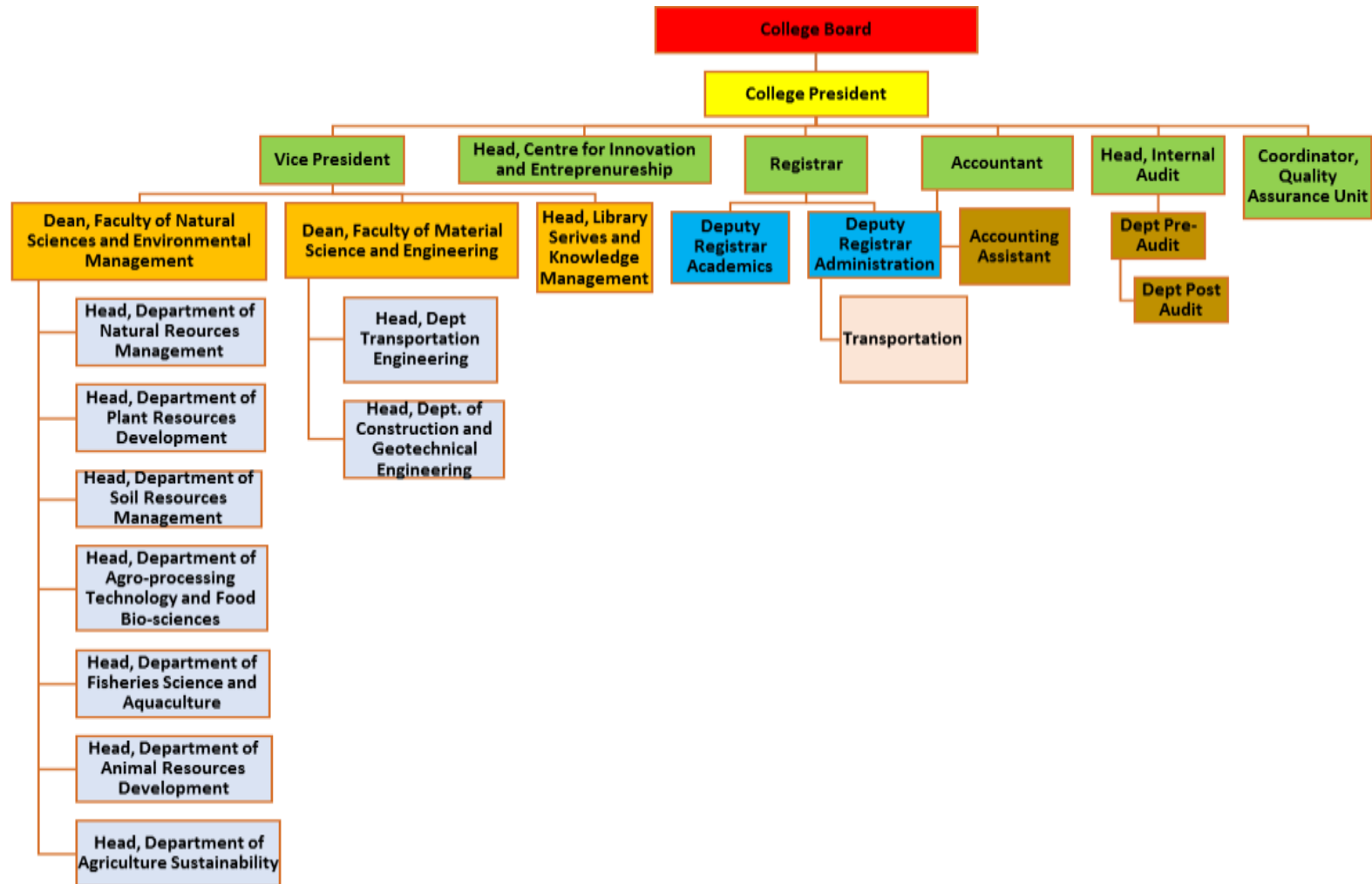
Upon approval of this policy by the College Board, all the new structural and functional arrangements required by it shall be put in place under the guidance of College Management. For example, the establishment of College Quality Assurance Office, to be located at the College Registry, orientation and sensitization of all stakeholders and the appointment of Coordinator for the Office as prescribed in this policy. The office shall be given adequate resources to be able function effectively.

10. GOVERNANCE OF THE CSIR COLLEGE OF SCIENCE AND TECHNOLOGY

The CSIR College of Science and Technology (CCST), is a post-graduate institution established by CSIR, Ghana, in 2012 and received accreditation from the National Accreditation Board in September 2015. The Governing structure of the College in its present state is superintendent in the Governing Board which sees to the policy direction of the College in all matters. CSIR, Ghana established the College, but the College is run as a separate entity from CSIR, Ghana.

The overall day-to-day administration is vested in the authority of the College President, who is assisted by the Vice President, Registrar, Dean and Heads of Department (HOD's) of the various programmes. This is clearly depicted in the organogram of the College as in the Appendix 1.

APPENDIX 1: ORGANISATIONAL AND ADMINISTRATIVE CHART OF CSIR COLLEGE OF SCIENCE AND TECHNOLOGY



Note: Programmes under Faculty of Material Science, and under the Department of Agriculture Sustainability are yet to be accredited.

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