

FEDERAL REPUBLIC OF NIGERIA



GUIDELINES TO NCCE ACCREDITATION TOOLKIT

NATIONAL COMMISSION FOR COLLEGES OF EDUCATION



TETF PROJECT, 2012

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INTRODUCTION AND GUIDELINES TO NCCE ACCREDITATION TOOLKIT

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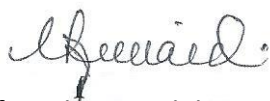
Foreword

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

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

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

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



Prof. Muhammad Ibn Junaid
Executive Secretary, NCCE

April 2013

INTRODUCTION AND GUIDELINES TO NCCE ACCREDITATION TOOLKIT

INTRODUCTION

Concern for quality education has been in the front burner in educational discourse in Nigeria. This concern stemmed from the persistent low performances in public examinations as well as the turnout of low quality graduates at all levels of the education system.

The responses of stakeholders to the observed situation have varied. The government and its agencies have naturally re-examined their roles with a view to identifying those that may have impacted on the quality of their products.

Before now, the **National Commission for Colleges of Education**, which has responsibility for the quality of teachers trained for the Basic Education subsector, has relied mainly on regular accreditation of teacher training institutions as basis for assessing the quality of teachers-in-training for the Basic Education sub-sector. This approach is fraught with several problems:

- (i) Accreditation visits can only be carried out once in a while (say every five years),
- (ii) What is observed during accreditation lacks objective reality, in that institutions can and often engage in window dressing for the purpose of accreditation,
- (iii) There is hardly any direct link between those issues which constitute the subject of accreditation and the issues that determine the effectiveness of teacher training and learning and
- (iv) Institutions are often left in the dark as to what the assessors would be looking for.

Accreditation is usually a snapshot of what goes on in the training institution, without the benefit of knowing what may have transpired that led to the observations of the assessors. Clearly, the snapshot cannot capture all the details of the transactions in an

institution. Besides, many perceive accreditation as a policing or at best, an “inspection” of the institution.

In order to address these misconceptions and to create awareness that accreditation is **one** way of ensuring that institutions operate at optimum level, the NCCE adopted the **Quality Assurance** strategy, in line with current best practices elsewhere. The Quality Assurance strategy has the unique features of addressing comprehensively, the various factors that may affect the “school life” of an institution and especially those factors that may have a bearing on **quality output** from the system. Quality Assurance addresses the input and transaction variables in an educational setting in a fairly objective manner, as details of what to look for (as evidence) and the grading system are made public. The Quality Assurance strategy provides an opportunity for the would-be-visited for accreditation institutions to undertake their own self-evaluation, using essentially the same instrument (tool), criteria and standard that the external assessors would use for their accreditation.

The institution’s self-evaluation may be undertaken as many times as the institution can afford and well before the external accreditation visit. It thereby allows the institutions not only the opportunity to assess and rate themselves before others but indeed, an opportunity to amend, make up their shortcomings and improve on their observed weak areas long before external assessors visit their institutions.

This **NCCE Accreditation Toolkit** for NCE awarding institutions is a compendium of the tools the NCCE will use to assess the quality of NCE-programmes in the teacher training institutions in Nigeria henceforth. It is the regulatory body’s insurance that Colleges of Education and similar institutions offering teacher education for the Basic Education sub-sector, are keeping faith (at the desired standard) with their mandate.

The toolkit is the output of a co-operative and painstaking effort of the NCCE, the Commonwealth of Learning (COL) and the Educational Sector Support Programme in Nigeria of the British Department for International Development (ESSPIN/DFiD). It is the output of two years of hard work comprising workshops with key stakeholders and pilot studies in three Colleges of Education (Oro, Gidan Waya and Abeokuta).

It consists of four documents:

Document I: Introduction and Guidelines

Document I provides the General Introduction to the Toolkit as well as the Guidelines to various aspects of the kit and the accreditation exercise. It includes:

- Guidelines for the operations of the Internal Quality Assurance Units in each institution,
- Criteria for Appointment as Head of QA unit,
- The Role of the Chairman/Team Leader of an Accreditation Team,
- Guidelines for the Accreditation Visit.

Document II: Quality Indicators and Grading Process

Document II contains the Quality Indicators, Grading Process and Grading Grid that are used in the course of accreditation of an NCE awarding institution.

There are five key areas for identification and determination of Quality. They are

- Leadership, management and organization
- Curriculum organization and implementation
- Infrastructure and learning resources
- Assessment and evaluation
- Students support and progression

Each of the key areas comprises a range of quality indicators against which institutions will be assessed. Some of the quality indicators have been broken down into sub-indicators and suggestions have been made on where to source for evidence.

Grading is generally based on a 4-point Likert Scale from “Fail” through “Need to improve” to “satisfactory” and “Good”, with Fail = 0 and Good = 3. The only exception to this general grading procedure is with the two **compulsory key areas** of ***Leadership, management and organization*** and ***Curriculum organization and implementation***. The grading scale in these two areas has been modified to a 3-point scale i.e. Good, Satisfactory and Fail.

Document III: Institutional Self-Assessment and the Statement of Facts forms

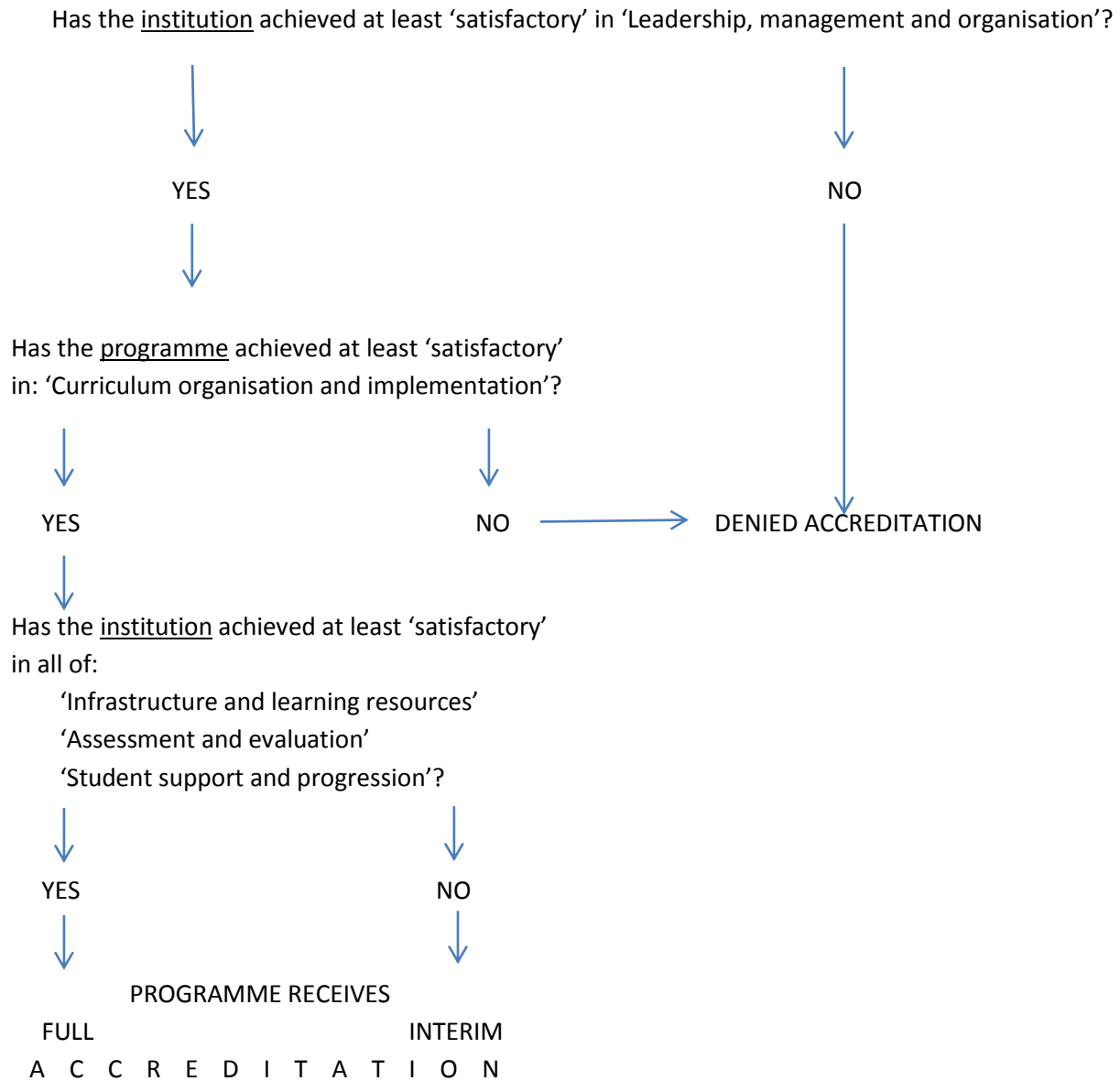
Document III consists of the Institutional Self-Assessment form and the Statement of Facts form. These two forms are to be completed and submitted to NCCE by institutions before each accreditation exercise. While the self-assessment is the main instrument used to describe the situation on the ground in the key areas of QA, the Statement of Facts form is used to capture some factual (statistical) information about the institution and its programmes.

Both of these documents should be used by institutions to develop and enhance their own internal quality assurance procedure and status. The documents should be used and updated on an ongoing basis rather than being used/completed immediately before an accreditation exercise.

For those institutions that offer more than one programme (i.e. ECCE, Primary, Junior Secondary, Adult and Non-Formal and Special Education) there will be a separate assessment for each programme for the key area of Curriculum organisation and implementation. Thus, an institution may receive, for example, “Full Accreditation” for some programmes and “Denied Accreditation” for other programmes. *NOTE: this means that there could be multiple assessments for the key area of “Curriculum organisation and implementation”, but there will be only one assessment for each of the other four key areas.*

A flow chart of decision making is shown below.

Programme accreditation: Flow chart of decision making



Special attention is drawn to the sub-section on lecture planning and lecture observations, both of which have been included in this part. The assessment of these two activities is central to the whole issue of the process of curriculum implementation and is a major departure from the erstwhile process of accreditation. Records of these assessments should be kept by each institution.

Besides these records, a list of other documents which the institution should make readily available to the NCCE accreditation team on arrival is also included.

Document IV: External Assessors Documents

Document IV consists of

- Role of the Chairman/Team Leader of an Accreditation Team.
- Code of Conduct for the members of the Accreditation Team.
- Agenda for the 1st meeting of the Accreditation Team.
- Lists of Documents to be made available to NCCE Accreditation Team
- Guidelines/Criteria for Appointment as Head of QA unit.
- External Assessment form for NCE awarding institutions.
- Statement of Fact form.
- Final Report Form.

It would be observed that some of the units are repeated/duplicated in various documents. This is deliberate. The intention is to package the documents in such a way that it will be possible for users to pull out one document and use it intelligibly without recourse to another document. The first two documents are largely information and advisory. The third document is intended to be a guide for institutions to establish its internal quality assurance unit and to run its self-assessment programme, whereas the fourth document is largely meant for the use of the NCCE accreditation team that are charged with the responsibility of carrying out an accreditation exercise.

The Commission hopes that all NCE-awarding institutions would avail themselves with this singular opportunity to address the burning issue of quality in our institutions by keying into this process.

GUIDELINES ON INTERNAL QUALITY ASSURANCE UNITS

The purpose and role of QA Unit

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

CRITERIA FOR APPOINTMENT AS HEAD OF QA UNIT

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

ROLE OF THE CHAIRMAN/TEAM LEADER OF AN ACCREDITATION TEAM

The chairman shall:

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

Communicating the Outcome of the Accreditation Exercise

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

ACCREDITATION VISIT - GUIDELINES

Pre-visit

1. Confirm dates and location
2. Receive documentation, in particular:
 - Team membership list: Chairman (who shall be a senior member of NCCE), members and secretary
 - NCCE guidelines
 - Accreditation visit – guidelines (this document)
 - Quality indicators
 - Grading process
 - Grading grid
 - Institution documents
 - General information
 - Self-assessment
3. Read documents and highlight key points for discussion
4. Initial meeting between Chairman of Accreditation team and Provost
 - Discuss arrangements eg
 - Time-table for the visit
 - Meeting rooms
 - Key people to be seen
 - Documentation required
 - Code of conduct during the visit – e.g no gratification. NCCE will fund the visit
 - Arrangements for reporting of final recommendation to SMT

Visit

1. Initial meeting of accreditation team
 - i. Discuss initial thoughts from analysis of documentation
 - ii. Identification of additional documentation required
 - iii. Discuss procedures and responsibilities during visit
 - iv. Agree time-table of activities
 - v. Confirm code of conduct eg confidentiality, impartiality, no hospitality
2. Meeting with SMT to confirm arrangements
3. Assessment activities undertaken

4. Interim meetings of the team at the end of each day (It is suggested that interviews / observations/ etc should finish by 4pm on each day to allow time for the team meetings to be held on site.)
5. Final meeting to consider and agree grades, recommendation and final report (all to be undertaken during the visit)
6. Meeting to inform SMT of outcome of accreditation visit

Post-visit

1. Submit agreed grades, recommendation and final report to the Executive Secretary of NCCE.
2. Chairman of the Accreditation Team to submit written report to the Executive Secretary on the efficiency and effectiveness of the accreditation process.
3. Formal notification by NCCE to the institution of the outcome of the accreditation visit.
4. Formal notification of the Honourable Minister of Education
5. Publication of the final report by NCCE.