



QUALITY ASSURANCE POLICY

Approved by Court of Governors and Academic Board

QUALITY ASSURANCE POLICY

1.0 Purpose

International concerns about how to maintain quality control in an environment that increasingly puts acute pressure on the traditional modes of teaching, research, learning and management have forced most developed countries adopt a formal, transparent and credible systems of quality assurance with external verification of outcomes and processes.

The aim of the Accra Business School quality assurance policy is to enhance the effectiveness of its core activities of learning, teaching, research performance, research training and management. The policy addresses all areas of the Accra Business School activities focusing on their contribution to and in alignment with the Accra Business School Strategic Goals.

1.1 Quality Assurance Mission

Accra Business School Quality Assurance Mission therefore is:

To promote confidence in the academic provision (teaching, research and outreach services) that the quality and the standards of awards of Accra Business School are safeguarded, enhanced and effectively managed.

This mission statement provides Accra Business School with ample opportunities against which to build further and develop its quality of teaching, learning, and research base.

1.2 Features

1.2.1 A commitment to widespread involvement of staff, students and other stakeholders in the QA process.

- Critical self-evaluation and rigorous peer review of academic and administrative areas;

- Methodical collection of evidence about service satisfaction and student experience, including external comparisons;
- External assessment of professional courses through accreditation and international review;
- Multiple avenues for student and staff input to Quality Assurance and improvement: Academic Board and committees, student representative associations, and;
- Systematic use of client experiences to improve staff development and training.

1.2.2 A focus on efficient management, planning and resource processes to achieve excellence and to ensure continuous improvement.

- University-wide strategic goals linked to plans, priorities and review system;
- Strong Academic Board and committee structure to develop, implement and oversee academic policies;
- A regular cycle of reviews of departments and administrative services units;
- Alignment between academic and administrative review processes;
- A process for monitoring implementation of the recommendations of reviews through Accra Business School Court of Governors.
- Performance-based teaching and research;
- Allocation of funding to address areas of improvement;
- Annually-updated faculty teaching and learning plans; and
- A performance management and development system for all staff, including managers.

1.2. 3. A commitment to judging outcomes and processes against the highest external standards;

- Formal links with many of the world’ s leading universities: national and international benchmarking of academic standards and outcomes and;
- National and international benchmarking of quality assurance processes with comparable research-led universities.

2.0 AIMS AND OBJECTIVES OF THE POLICY

2.0 Goals and Objectives

Effective institutional quality assurance processes assess quality against their mission and related objectives. Accra Business School will strive to be an example of an efficient and effective QA system development in Ghana. Accra Business School in this QA framework has adopted Quality as *fitness for purpose*: a concept that stresses the need to meet or conform to generally accepted standards such as those defined by an accreditation or quality assurance body, the focus being on the efficiency of the processes at work in the institution or programme in fulfilling the stated, given objectives and mission Goals and Objectives are the key drivers of a *fitness for Purpose* model of quality assurance. They need to be set clearly and explicitly, and in ways that can be operationalized effectively. They set the framework for planning, monitoring and measuring outcomes. They also facilitate communication with stakeholders such as employer, industry, government, students and parents

2.1 The Academic Quality Management Policy aim is to support Accra Business School efforts to achieve its Mission and Vision through development and implementation of academic programmes that meet national, regional and international standards.

2.2 The objectives of the Academic Quality Management Policy include the following:-

- To provide guidance in development and implementation of internal and external quality assurance procedures and practices.
- To ensure that the quality of academic programmes at ABS
- University meet standards expected by stakeholders.
- To ensure that graduates have attained skills and knowledge through ABS academic programmes that are valued by stakeholders.
- To enable ABS to assure itself, its stakeholders and the NAB that the University' s policies, systems and processes for the development, maintenance and enhancement of quality in all its educational provisions are functioning effectively;

- To provide guidance in identifying internal and external standards and criteria consistent with internationally recognized standards.
- To assist in maintaining and developing quality of academic programmes through enhanced support processes.
- To facilitate development of a culture of continuous quality improvement to achieve academic excellence.
- To enable identify areas of strength and excellence as well as areas in need of focused attention for continuous improvement in the short, medium and long-term; Through the University organs to strengthen the independent role played by the Quality Unit in quality management and enhancement.

2.3 These aims can further be divided into specific implementation objectives as quality assurance management activities.

- Harmonise various quality assurance aspects/activities within ABS
- To ensure an effective performance of staff and students;
- To strengthen ties with NAB and other universities;
- To improve the University environs in order to attract and retain staff and students;
- To continuously improve the QA system, through reviews, streamlining and modernizing of QA function, policies, procedures and their supporting protocols;
- To provide leadership in the transformation of the ABS core Quality Assurance business processes through the implementation of Quality assurance.

3.0 QUALITY ASSURANCE MECHANISMS/FRAMEWORK

The notion of quality underpinning the framework adopted by the ABS QA is of *fitness for purpose*. (i.e., the institution and its components and activities have *quality* if they conform to the purpose for which they were designed). The framework reflects the ABS QA dual purpose; as a mechanism for accountability.

- The policy shall apply to ABS and both academic and support staff at ABS through:
- Internal Quality Assurance Mechanisms. Continuous
- External Quality Assurance Mechanisms - Periodic
- The University, through Council, shall determine and approve quality management frameworks for ABS.
- Regular internal audits will be conducted to ensure that the Quality Assurance Policy is implemented.

3.1 Areas of Internal Quality Assurance

Internal quality assurance mechanisms are departmentally generated and are continuous. The mechanisms shall be coherent with the quality assurance framework set forth in this policy and approved by Council and shall include mechanisms to assess the following areas;

- Quality of programmes and courses
- Quality of academic staff
- Quality of teaching and learning experience
- Quality in student assessment: Internal moderation
- Quality in support services
- Quality of resources and facilities
- Quality of research
- Quality program review process

3.2 External Quality Assurance

To ensure that high quality standards are maintained, the following external mechanisms shall be utilized;

3.2.1 External Academic Review

Quality of educational programmes shall be assured through External Academic Review by any of the following bodies:

- External Examiners
- External Professional bodies
- External accreditation agencies (for professional programmes that have recognized, credible professional accreditation agencies)
- Employers
- Former students
- Other Universities

3.3 Responsibility for Policy Implementation

The President shall oversee the implementation of the policy.

3.4 Mission, Vision and Values Statement

Accra Business School Vision, Mission and Values Statement shall underpin the execution of this policy. Accra Business School current **Mission Statement** is,

To develop a new breed of global business leaders educated to global standards who can create jobs, increase incomes and reduce poverty in Africa

Accra Business School **Vision** is,

To be the preeminent and the most preferred Christian business school in Africa.

In pursuing Accra Business School Mission, the University shall be mindful of maintaining and reinforcing its core values of: Our core values represent who we are. We are L.E.A.D.E.R.S

- *Listening: Because You Talk, We Listen*
- *Excellence: Because You Deserve the Best*
- *Access: Because You Deserve a Chance*
- *Dedication: Because You Can Count on Us*
- *Expertise: Because Our Skills guarantee your Success*
- *Relationship: Because we are your Friends*
- *Spirituality: Because Christ Matters*

3.5 Academic Quality Management Policy

The policy shall be implemented and carried out in the context of the University's Vision, Mission and Values Statements.

- The policy is based on the expectation that high quality standards shall be achieved and maintained and that academic programmes shall be internationally recognized.
- Quality management shall include all of the following activities;
- Mandatory internal moderation procedures to ensure validity of student assessments and reliability of marking
- Assessment and monitoring of academic honesty
- Monitoring academic staff performance standards
- Self-study reports
- Standardized programme and course development procedures, which include Senate approved guidelines/templates

3.6 An annual appraisal of

- What the department is trying to do (*planning*)
- What it has done (*doing*)
- Monitoring and evaluating processes and outcomes, (*Reviewing*) and,
- Making appropriate changes bases on the data (*improving*)
- Academic and non-academic staff performance
- Taking measures to remedy gaps and mis-performance.

3.7 Areas for Internal Quality Assurance

The following areas for internal quality assurance are further described.

3.8 Quality of Programmes and Courses

Assessment of quality in the design and implementation of programmes and courses shall ensure that well-qualified staff members carry out such activities, which are based on the guidelines and procedures approved by Senate.

3.9 Quality of Academic Staff

Assessment of quality in academic staff shall include expectations with regard to qualifications, scholarly work and continuing professional development. Benchmarks for minimum qualifications, scholarly work and involvement in continuing professional development activities shall be determined by academic units. Guidelines and procedures from the Performance Management and Appointments and Promotions procedures shall be considered when developing these academic staff expectations.

3.10 Quality in Teaching and Learning Experience

Assessment of quality in teaching and learning shall cover the following;

- Use of well-established tools such as the Head of Department's assessment,
 - Student Evaluation of Course and Teaching (SECAT)
 - Teaching portfolios and peer review
 - Individual performance management goals, Appointments and Promotions
- Procedures that pertain to teaching shall be included in the assessment of quality teaching
- The Quality Assurance Unit shall have an advisory and supportive role in the improvement of teaching, for example, through implementation of the induction courses for academic staff, ongoing professional development programmes, Teaching Improvement Grants and Teaching Excellence Awards.

3.11 Assessment level of student engagement in the teaching and learning experience.

3.11.1 Quality in Student Assessment: Internal Moderation

Quality assurance mechanism for determining quality of student assessments, both continuous and final shall be developed. In the absence of external examiners, departments shall develop systems that are coherent with the QA framework approved by Senate. These shall include a minimum of internal moderation procedures that ensure validity of student assessment and reliability of marking.

3.11.2 Quality in support services

Assessment of quality in the academic support services provided to Faculties/Schools/Institutes and departments including record keeping and attention to process as it relates to academic excellence; shall be included in the framework for quality assurance.

3.11.3 Quality of resources and facilities

Assessment of quality of resources and facilities shall include measures of the availability and appropriateness of lecture rooms, library, ICTs, practical facilities and equipment.

3.11.4 Quality of research

In order for ABS to keep an outstanding international reputation in research, it must be committed to maintaining and expanding its research capacity to achieve research and research training of international distinction. Quality of research shall include for the following:

- Assessment of capacity to perform research at the individual and School level.
- Assessment of the research relevance to the discipline, Accra Business School, locally and globally.
- Assessment of external research and internal funding
- Assessment of research management

- Assessment of research findings and dissemination
- Assessment of research & research training strategies whether they reflect international best practices.

3.12 Program Review Process

A program is normally reviewed once every three years, or depending on the duration of the programme. In consultation with the Dean, Senior Administrators, and ABS Academic Board selects the programs to be reviewed and recommends the order of their review. A program review features both quantitative and qualitative analysis. The quantitative analysis consists of gathering and analyzing numerical data related to the program. These data are reported in the self-study report. The qualitative analysis is embodied into two parts: a self-study completed by program representatives and a study by an external review team that augments and validates the self-study. With a balance between quantitative and qualitative analysis, the program review process can ensure accountability and fairness.

3.12.1 Purpose

The primary purpose of a program review is to evaluate five aspects of a program;

- Quality
- Resource use
- Contribution to the Mission and Vision of the institution
- Adaptability
- Transferability and recognition of qualifications.

3.12.2 Implementation of the Internal Quality Assurance Framework

- The available expertise and leadership in each department shall be exploited when identifying the leaders of teams, for example, where possible Professors, Associate Professors or where necessary, senior lecturers in good standing may be used in key positions.
- Wherever possible current students and alumni will participate in the
- Quality Assurance Committees and Teams.

- The direction and support provided by the ABS leadership, management and by the Joint University Council and Senate Quality Assurance Committee is critical to operationalizing the policy.

3.12.3 External Academic Review

3.12.4 Areas of External Review will include but not be limited to the following areas:

- Courses/programmes content and delivery
- Student assessment
- Programme resources
- Academic staff qualifications, scholarly work and professional development activities.

3.12.5 Procedures for External Review will include but not limited to the following areas:

- Review of documents, i.e., staff and students records
- Observations, e.g. lecture room teaching, laboratory work, counselling, etc.
- Interviews with staff, students, senior management, etc
- On site visits to the academic and support units at an agreed time and duration to examine the quality, reliability and validity of the self-study data through review of documents, observation and interviews with staff and students.

3.12.6 The following documentation should be available for the External Academic Reviewer (s). Other documents may be required and should be made available upon request of the External Reviewer (s)

- Students assignments, tests, projects, examination papers, answer scripts
- Academic staff course materials such as course outlines, handouts, monographs, laboratory manuals and study guides
- Programme and course structure and content
- Physical facilities: laboratories and equipment, library facilities, computer facilities
- Information and Administrative support

- Financial support information, i.e. research grants, conference funds, etc.
- Academic staff Curriculum Vitae
- Publications by academic staff
- Student tracking information, i.e. progression and employment data
- Records
- Any other material in connection with teaching, research and publications as shall be requested by the External Academic Reviewer (s)

3.12.7 The Department Self-Study should include but not limited to the following areas of academic programme review;

- Assessment methods analyses/evaluations
- Marking guides/strategies
- Assessment of teaching and learning environments including teaching strategies used, resource availability, etc.
- Summaries of peer assessments
- Statistical summaries of student evaluation of course and teaching scores
- Academic staff information, i.e., qualifications, scholarly work and professional development activities
- Student results
- Department organizational structure including record keeping

4.0 GUIDELINES ON EQUALITY OF OPPORTUNITIES

4.1 Background for disability

This section provides a reference to practices for quality assurance for equality of learning and teaching opportunities for students and staff at Accra Business School. Accra Business School should ensure that policies, procedures and activities, including planning and resource allocation consideration is given to equal opportunity all students' participation in all aspects of the academic and social life of the University. ABS is committed to provision of equality for all irrespective of disability, race, gender and religion in all aspects of the academic and social life of the University.

4.2 Objectives

- To plan and provide resources for maintenance of equality in opportunities;
- To develop a culture of tolerance to embrace the value of diversity in society.

4.3 Precepts and General Principles for disability

Accra Business School should consider:

- Implementing procedures which ensure that the needs of students with disabilities are addressed at all stages and levels of academic and resource planning;
- Embedding the fair and equal treatment of disabled students in all operational practices;
- Identifying clearly the locus of senior management responsibilities in relation to arrangements for students with disabilities;
- ensuring that senior managers and other key staff have an adequate understanding of the legal framework concerning disabled people;
- ensuring that management systems include the gathering of information to enable
- Well-informed decisions to be made regarding participation and progression of students with disabilities.
- including the needs of disabled students within the remits of all resource allocation,
- academic management, estates and services committees;
- incorporating the views of disabled students in the development and review of the physical environment, academic programmes and services;

- identifying designed contact(s) for disabled students with specialist expertise and
- effective channels of communication with senior managers;
- providing staff development in disability awareness/equality for all staff;
- monitoring and reviewing the impact of all institutional policies, procedures and
- practices on students with disabilities with a view to continuous improvement;
- The implications for disabled students of collaboration provision and articulation and arrangements involving study in more than one institution and/or other partner organization.

4.4 Roles and Responsibilities

a) The Physical Environment

- Accra Business School ensures that disabled students can have access to the physical environment in which they will study, learn, live and take part in the social life of the University.
- Accra Business School should ensure that facilities and equipment are as accessible as possible to disabled students.

b) Information for applicants, students and staff

- The University publicity, programme details and general information should be accessible to people with disabilities and describe the opportunities for disabled students to participate.
- The selection and admission students: In selecting students institutions should ensure equitable consideration of all applicants.
- Disabled applicant' s support needs should be identified and assessed in an effective and timely way, taking into account the applicant' s views.

c) Enrolment, registration and orientation

- The arrangements of enrolment, registration and induction of new entrants should accommodate the needs of disabled students.

- Learning and teaching, including provision for research and other postgraduate people.
- Programme specifications should include no unnecessary barriers to access by disabled people.
- Academic support services and guidance should be accessible and appropriate to the needs of disabled students.
- The delivery of programmes should take into account the needs of disabled people or, where appropriate, be adapted to accommodate their individual requirements.
- The University should ensure that, wherever possible, disabled students have access to academic and vocational placements including field trips and study abroad.
- Disabled research students should receive the support and guidance necessary to secure equal access to research programmes.

d) Examination, assessment and progression

- Assessment and examination policies, practices and procedures should provide disabled students with the same opportunity as their peers to demonstrate the achievement of learning outcomes.
- Where studying is interrupted as a direct result of a disability-related cause, this should not unjustifiably impede a student's subsequent academic progress.

e) Staff development

- Orientation and other relevant training programmes for all staff should include disability awareness/equality and training in specific services and support.

f) Access to general facilities and support

- Students with disabilities should have access to the full range of support services that are available to their non-disabled peers.

g) Additional specialist support

- Accra Business School should ensure that there are sufficient designated members of staff with appropriate skills and experience to provide specialist advice and support to disabled applicants and students and to the staff who work with them.
- Accra Business School should identify and seek to meet the particular needs of individual disabled students.
- Internal communications systems should ensure that appropriate. Staff receive information about the particular needs of disabled students in a clear and timely way.
- Accra Business School should have a clearly defined policy on the confidentiality and disclosure of information relating to a person's disabilities that is communicated to applicants, students and staff.

h) Complaints

- Accra Business School should ensure that information about all complaints and appeals policies and procedures is available in accessible formats and communicated to students.
- Accra Business School should have in place policies and procedures to deal with complaints arising directly or indirectly from a student's disability.

i) Monitoring and evaluation and improvement

- Accra Business School should operate systems to monitor the effectiveness of provision for students with disabilities, evaluate progress and identify opportunities for enhancement.

4.5 Strategies and Actions

- Accra Business School shall develop and implement procedures which ensure that the needs of students with disabilities are addressed at all stages and levels of academic and resource planning;

- Accra Business School shall ensure that a fair and equal treatment of disabled students is incorporated in all operational practices;
- Accra Business School shall identify clearly the locus of senior management responsibilities in relation to arrangements for students with disabilities;
- Accra Business School shall ensure that management systems include the gathering of information to enable well-informed decisions to be made regarding participation and progression of students and staff with disabilities;
- Accra Business School shall designate contact(s) for disabled staff /students with specialist expertise and effective channels of communication with senior managers;
- Accra Business School through relevant Departments shall provide staff development in disability awareness/equality for all staff;
- The Quality Assurance Committee shall monitor and review the impact of all institutional policies, procedures and practices on students/staff with disabilities with a view to continuous improvement;

4.6 Staff Values

The University is a community of scholars, students and staff. A community implies the shared acceptance by its members of common values. The concept of values implies not only rights but also obligations, for the community itself and for its individual members. These values when adhered to should result in quality assurance. These values should be the guiding principles in QA framework.

The University mission statement should tally with the statement of Values. These values provide a framework that informs and governs what is considered by the University community to be appropriate and acceptable behaviour. The Statement also serves as the foundation for a range of University policies and guides the management of particular aspects of University life. As a value-based community, we should aspire to an encompassing ethos which:

- Promotes academic excellence and the attainment of the institutional goal of becoming a world-class University.

- Preserves what is valuable in the history of the institution and of this country, and responds to the challenges posed by past injustices and unfair discrimination.
- Achieves social transformation, empowerment and participative governance.
- Encourages the institution and all its members to accept responsibility for the welfare of the community and for behaving in accordance with these community values.

4.7 Commitment to Values

Staff of Accra Business School shall commit themselves to:

- Truth, fairness, consistency, and integrity in both academic and other work, and in all personal and institutional relationships.
- Compassion, generosity and concern for the needs and aspirations of others, and in particular for the challenges faced by the less privileged in our society.
- Respect and tolerance for cultural, religious, political, and other differences and acknowledge of the value of diversity in society.
- Respect for individual privacy, dignity, and the right to personal choice.
- Intellectual honesty, vigour in debate, openness to alternative ideas and respect for other views, beliefs and opinions.
- Commitment to high standards, personal fulfilment and the pursuit of excellence.
- The protection and responsible use of the University's assets and resources.
- Contributing to national development
- Fostering global competences among students
- Promoting the use of technology
- Quest for excellence.

4.8 Quality of Academic Staff

The staff of the Accra Business School are appointed on the basis of their academic qualities (see the Accra Business School Appointment and Promotion policy). This policy document sets broad guidelines but does not give detailed specification to be used at unit level. There is need at Accra Business School for a strong professional Academic staff who:

- Hold adequate qualification/certification in the disciplines they teach.
- Maintain high expectations for student achievement that is evident in every aspect of classroom work.
- Teach students how to learn by helping them to see the continuity in their learning and offering them the encouragement to apply learned skills in one field to other fields and to everyday living experiences.
- Provide students with ample opportunities to practice skills taught in order to grasp concepts.
- Create consistency in learning methods that include problem- solving, thinking and creative activities.
- Hold students responsible for completion of work assigned within established standards for quality.
- Set challenging and interesting classroom assignments that are appropriate to the subject and that clearly relate to other lessons taught.
- Use a wealth of materials and many different approaches to teaching concept.
- Relate, as often as possible, the objectives of lessons taught to students' backgrounds, communities, and cultures.
- Maintain discipline in the classroom to foster the optimal learning environment.
- Keep students consistently informed on how they are doing and what they will be doing next, and discuss the significance of each step and its relationship to concepts previously taught.
- Keep students informed as to how well they are doing by occasionally conveying to them their level of success.
- Use testing and evaluation as a tool to measure student progress as well as determine curriculum changes and teaching strategies in order to accommodate the diverse needs of groups of students.

4.9 Specific Recommendations on Appointment and Promotion of Staff

- Fill all the vacant posts by recruiting more permanent staff and part-time Lecturers.

- Re- analysis of teacher/student ratio based on programmes and categories of students rather than on department. Staff-student ratios within departments impact considerably on the quality of learning and teaching and on the student experience. The University should develop a robust model for calculating staff-student ratios. The current model does not address the increase in programmes and student numbers
- The staff development policy should be reviewed so that workload of staff who go for further studies does not affect the performance of those who remain.
- There should be time frame for one to progress from Assistant Lecturer to Professor not to stagnate. Guidelines and procedure for appointments, promotion and reward are reviewed.
- That a ceiling for the maximum lecture hours for lectures be put at 15 contact hours per week. This should be monitored by use of ARIS system.
- Appointments of part time lecturers need to be streamlined and they should be given contracts.
- Staff development is an important part of our overall approach to quality and is important for quality enhancement. We have extensive policies relating to all aspects of staffing, but of particular relevance to quality are the following points:
 - Need for self-evaluation or culture of self-assessment. To identify the weaknesses and strengths.
 - Pedagogical training for new teaching staff.
 - Staff induction, new members of staff are should have a well-planned probationary period.

For example by let a Senior Staff Member mentor Teaching Assistants/Assistant Lecturers during their first year on the job when conducting lectures and tutorials.

4.10 Accra Business School Staff Appraisal System

The following instruments were designed for staff appraisals:

- i. The annual progress appraisal forms.
- ii. Instruments by students to assess their Lecturers.
- iii. Appointment and Promotion guidelines

Although the first two instruments exist there is no mechanism of administering them and also analysis. In this regard the following is recommended.

- Accra Business School staff appraisal system needs to be re-designed to not only evaluate but also to support and develop staff capabilities;
- To promote a culture of self-evaluation and sense of responsibility.
- Instruments by students to assess their Lecturers be administered and mechanism of analysis, reporting and follow up.
- 4. There is a need to introduce **peer observation of lecturers** as a means of enhancing the quality of teaching and also as one means of developing the individual's professionalism as a teacher. All full time academic staff should have their teaching observed by a colleague for at least one teaching session per year. It is important that peer observation is conducted in a spirit of professional development and professionalism. Just as teachers help students learn by changing the way they think, so too can colleagues help one another understand.

4.11 Awards for Excellence

Awards should be created and given to staff who excel in their scholarship. The criteria should have the following ideals:

- Interest and enthusiasm in undertaking teaching and promoting student learning.
- Ability to arouse curiosity and to stimulate independent learning and the development of critical thinking skills.
- Ability to organize course material and present it cogently and creatively.
- Command of subject matter including the incorporation of recent developments in the field of study.
- Evidence of innovation in the design and delivery of units.
- Evidence of participation in the effective and sympathetic guidance and advising of students.

- Evidence of research which leads to discoveries and is highly acclaimed.
- Provision of appropriate assessment with worthwhile feedback to students on their learning.
- Ability to help students from equity groups, where appropriate, participates and achieves success in their courses.
- Professional and systematic approach to teaching development.
- Participation in professional activities and research related to teaching

5.0 QUALITY ASSURANCE MANAGEMENT STRUCTURE

Accra Business School is undergoing rapid expansion in terms of staffing, student enrolment and new programmes. An effective teaching and learning policy is a precondition for social change and economic development. There is at the same time an increasing number of institutions of higher learning posing competition. This calls for a review of the organization and administration of the QA function at Accra Business School. This creates the need to harness QA mechanisms for better and efficient staff, teaching and research, management and administration.

5.1 Principles for Quality Management and Enhancement

Accra Business School reaffirms its commitment to the development and implementation of a formal, integrated Quality Assurance Management System as part of its strategic mission. It seeks to further engender a creative, dynamic and supportive quality assurance culture built upon the following overarching principles:

5.2 An Independent Quality Assurance Unit

Establishment of an Independent Quality Assurance Unit which has an overall responsibility for quality assurance function.

5.3 Quality teaching, learning and research

Ensuring that the University environment meets students and staff needs through good academic planning and evaluations. The need to focus on results, performance and outcomes of both students and staff, and provide leadership and motivation, to support staff development, career progression and high completion rates.

5.4 Outreach Professional Services

Identifying and disseminating good practices within and from outside the university in terms of upholding the highest standards of professionalism, ethics, gender mainstreaming and equal opportunities for all students and staff.

5.5 Collaboration

Ensuring that there is an effective liaison with stakeholders in offering out programmes. To build and sustain productive relationships within the university, government departments, regional bodies, and other universities while strengthening and promoting confidence in the public and the university herself that the quality of provision and awards are safeguarded, enhanced and maintained.

5.6 Commitment to Change & Innovation

Promoting an innovative quality assurance culture and continuous improvement, building on the experiences of the past, seeking opportunities for needed change and pursuing and promoting creativity among staff and students within the university. The above principles form a basis for defining roles and responsibilities of different stakeholders and University organs in a quality assurance management system. It is therefore recommended that Quality Assurance organs be created by as follows:

5.7 Accra Business School Quality Assurance Committee (ABSQAC)

5.7.1 Membership of Accra Business School Quality Assurance Committee

The University joint Council and Senate Committee on Quality Assurance shall provide the overall approval on the implementation and effectiveness of the QA strategy, facilitate in publicizing the achievements made, and independence of the Quality Assurance Unit. Its composition shall be as follows:-

- i. Chairperson (Registrar)*
- ii. Two representatives from Management*
- iii. Two representatives from Council*
- iv. One representative from the Ministry of Education*
- v. Two representatives from Academic Board*
- vi. One Administrative representative (Secretary)*
- vii. Two student representatives.*
- viii. Two Faculty members*

5.7.2 Terms of Reference

- To promote a quality culture at the Accra Business School;

- To establish and monitor quality standards and practices;
- To review and evaluate quality assurance system and procedures;
- To attend to specific recommendations as required from time to time by Accra Business School Quality Assurance Committee.

5.8 Roles and Responsibilities in the Quality Assurance Process

All members of the University community and its organs should be sensitized to strive for high quality in their activities. All members of the University, including teaching staff, researchers, support staff and students themselves-contribute directly or indirectly to the quality of the teaching, research and outreach services. This summary relates principally to the stakeholders most directly concerned with the quality of the academic provision.

5.8.1 Structure of Academic Provision

Accra Business School academic provision forms a basis for defining roles and responsibilities of different stakeholders in a quality assurance management system. The academic provision of ABS is the responsibility of academic units.

5.8.2 Roles of Students

a) Students can make a significant contribution to the quality of their own learning and that of their fellow students. They can also contribute to the improvement of the learning opportunities of future students on similar programmes.

b) Some students' responsibilities are defined in the Academic Regulations. To maintain and enhance the quality of their own learning and that of others, students also have a responsibility to;

- Attend regularly,
- Prepare for taught sessions, especially seminar and workshop sessions,
- Spend the recommended time in student managed learning,
- Use the information and guidance provided,
- Take up available opportunities to receive academic advice and feedback on their work,

- vi. Thoughtfully complete course questionnaires and other surveys and consultations,
- vii. Use the system of academic boards, course representatives, and representations through the students. Union to raise issues for improvement.

5.8.3 Roles of Academic staff

a) Accra Business School confidence in the quality of its programmes rests mainly on its expectations with regard to the professionalism of individuals, who are aggregated in programmes and course teams, organized and managed in departments and faculties and act within a policy framework laid down at institutional level. The majority of these guidelines relate to the institutional policy and procedural framework, but the professionalism of individuals is of great importance.

b) Individual staff are normally members of subject group of a department but may contribute to several programmes. Departmental structures vary and though roles of subject groups and programme teams are set out separately below. The separation of responsibilities is not clear-cut. Staff have responsibilities both for the development of the research or subject area and for the coherence and quality of programmes as experienced by students.

5.8.4 Roles of Individual, subject group and programme team responsibilities

a) It is the responsibility of individual academic staff to:

- Undertake scholarly activities which underpin teaching and research,
- Be well prepared for teaching,
- Provide students with clear information and academic guidance in accordance with University regulations, both through written information and by making themselves accessible to students,
- Where relevant, maintain contact with professional practitioners, professional and subject associations and wider academic community,
- Pursue professional development whether in the subject area or in pedagogic techniques which supports teaching.

b) It is the responsibility of subject groups to develop systems which ensure that:

- The scope, content, learning outcomes and recommended reading and other sources for units in the subject remain current.
- Courses are developed and enhanced to serve the needs of all programmes to which they contribute
- Programme and course content and learning strategies are appropriately matched to students. Knowledge and skills at entry.
- Units are monitored
- Course guides accord with University guidelines and are fit for purpose
- Subject area external examiner comments are considered, appropriate action initiated, and response made

5.8.5 Role of the Quality Assurance Committee in Best Practice.

- i. The Quality Assurance Unit shall share best practice with key stakeholders in quality assurance implementation at Accra Business School. This shall be done by organizing Workshops to disseminate lessons learned, successful innovations, and difficulties encountered in implementing quality assurance system. The unit shall also put in place mechanism for an annual conference on quality assurance implementation and research for the University.
- ii. The Unit shall develop website to provide information to students, staff and employers about the quality teaching and research and other key performance indicators expected of Accra Business School.

5.8.6 Support Services Departments

Support services Departments equally have a responsibility to maintain professional standards appropriate to the service function, and to plan, manage and review the services they provide to ensure that those services align with institutional priorities, support academic developments and add to the quality of the student experience. Support Departments which provide services directly to students have an additional responsibility to:

- i. Gather information on student needs and priorities to inform the planning of the service,
- ii. Consider student feedback, through local surveys or through the student satisfaction survey,

iii. Develop an ethos of customer service.

5.8.7 Management Function

Commitment from the top management is an essential pre-requisite for an effective quality assurance system. Members of top management are the bedrock, the anchors of Quality Assurance.

The Leadership/Management roles will be as follows:-

- Guide the University in reviewing the organizational performance for quality assurance.
- Establish a clear mission, articulate core values, and communicate high expectations of performance at all levels.
- Create and sustain an educational environment that promotes ethical values and equity for all stakeholders at Accra Business School.
- Encourage research, innovations and pursue current and future opportunities for improvement.
- Establish priorities for quality improvement to ensure that Accra Business School Mission is successfully achieved.
- Ensure the University is strategically located to achieve its Mission and Vision.