A Guide to Quality Assurance in Colleges of Education

A Publication of
Sa'adatu Rimi College of Education, Kumbotso, Kano



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A GUIDE TO QUALITY ASSURANCE IN COLLEGES OF EDUCATION

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A Publication of the Directorate of Quality Assurance,
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Published in 2018

By

Directorate of Quality Assurance
Sa'adatu Rimi College of Education, Kumbotso,
Kano State, Nigeria

Front cover photo by Bello Abubakar Muhammad, Dan Soja Photos, Darmanawa, Kano.

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FOREWORD

The debut of the book, *A Guide to Quality Assurance in Colleges of Education,* at this time when our College is revitalizing its efforts toward provision of quality education and service delivery to its students and the community in general is, indeed, a giant stride in the right direction. The pursuit of quality in all lawful human undertakings is a desirable thing, but the pursuit of quality education, which is a *sine qua non* for the effectiveness and efficiency of the undertaking, is more desirable.

The book, as its title suggests, is meant to guide academic and non-academic staff of colleges of education on important matters pertaining to quality assurance in education. It reflects the salient prescriptions of the 2012 Minimum Standards of the National Commission for Colleges of Education (NCCE). It also guides its readers on the scope and process of quality assurance in education, lesson planning and teaching methods, which emphasise a paradigm shift from the teacher-centred approach to teaching, to the more desirable and effective student- centred approach.

Without any hesitation, I would like to call upon the staff of our great College and other people that may have the opportunity to read this book to make the best use of it in contributing their quota to quality education and service delivery.

Finally, I wish to thank the authors and other contributors to this commendable work.

Dr. Yahaya Isa Bunkure
Provost, Sa'adatu Rimi College of Education, Kumbotso, Kano

PREFACE AND ACKNOWLEDGEMENTS

Based on the premise that quality in all aspects of human endeavour cannot exist without deliberate plans and efforts to facilitate it, it would not be out of place to write a book that can hopefully guide the staff and management of colleges of education and other institutions of learning on issues pertaining to quality assurance in education. This book, specifically, covers issues such as, the meaning, basis, process and scope of quality assurance in education. It also treats lecture planning and teaching methods and emphasises the adoption of the learner-centred approach to teaching and the use of varieties of teaching methods.

The book contains many appendices which, among others, are meant to guide teaching and non-teaching staff in colleges of education on the quality indicators and the relevant documents prescribed by the 2012 NCCE Minimum Standards, and to illustrate the ways of preparing scheme of work and lesson plan.

We are thankful to the Provost of our great College, Dr. Yahaya Isa Bunkure; his Deputy, Dr. Kabiru Ahmed Gwarzo; the College Registrar, Alh. Abdulmumini Bello Imam, for making this publication possible, and also for their support to the Quality Assurance Directorate. We are also thankful to other principal officers as well as the entire management and staff of the College.

We appreciate the priceless contributions of Dr. Ibrahim Rilwan Yalwa, Dean of the School of Science Education; Malam Bashir Lawan Bunkure, former Head of the Arabic Medium Department; Malam Sa'idu Sulaiman, former Dean of the School of Arts and Social Sciences; and Dr Suleiman A. Sarɓi, Sub-Dean of the School of Undergraduate Studies, for writing the sample lesson plans that appear in Appendix V. Our deep appreciation also goes to Malam Yahaya Sabo, former Director, Directorate of Quality Assurance, for reviewing the manuscript that forms the book.

Last, but not the least, we are grateful to other key staff of the Directorate of Quality Assurance, namely, Malam Muhammad Suleiman Isa, Malam Inuwa Ishaq Inuwa, Malam Muhammad Sani Nahannu, Malam Isma'il A. Kilishi and Malam Magaji Abdu, for their support and contributions to this publication and to the running of the Directorate.

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January, 2018 / Jumada Thani, 1439 A.H.

Chapter One

QUALITY ASSURANCE: ITS MEANING, BASIS, PROCESS AND SCOPE

The Meaning of Quality and its Superiority over Quantity

In all spheres of human endeavour, quality is frequently associated with efficiency, effectiveness, sincerity and endurance. Quality cannot exist without deliberate plans and efforts to facilitate it.

Quality shows those features that are used to judge the effectiveness of something, and in the context of education, one is said to have received quality education if one can perform tasks specified by given training, for example, ability to communicate well, solve complex problems or behave in line with established norms (Saulawa, 2007).

In explaining the concepts of quality and quantity in the education sector, Sulaiman (2015) submits that quantity, in relation to the provision of tertiary education, is concerned with the number of institutions established, classrooms and instructional materials provided or added to existing ones, the number of lecturers employed and students admitted. The concern here is whether the number is small, moderate or large. Quality is, however, concerned with how good or bad the institutions, the instructional materials, the lecturers and the admitted students are. The concern here is whether the quality is poor, low or high. Educational goals focusing on quantity are easier to attain than goals focusing on improvement in quality; that is why politicians tend to prefer the former while professionals committed to professional ethics and pursuit of excellence would prefer the latter. The bottom line is that both quantity and quality are required in the delivery of tertiary education but quality should be given priority over quantity.

The Meaning of Quality Assurance

Quality assurance is a set of preventive activities focused on the production processes; it is, therefore, a planned and proactive activity (Ijaiye, n.d.).When it is related to the production of quality graduates by colleges of education and other tertiary institutions, quality assurance entails

> preventive and proactive activities such as regulation of establishment of academic institutions, provisions of comprehensive and clear curriculum guides, accreditation of courses, controlling admissions to tally with the carrying capacities of institutions, among others (Sulaiman, 2015 p. 130).

The crisis of confidence in external examinations in Nigeria clearly illustrates the consequences of neglecting quality assurance in the entire education sector. The crisis is in terms of the problem of doubt in the reliability and validity of the senior school certificate and the UTME examinations used for admitting qualified students into the nation's tertiary institutions. In relation to this crisis, Dagoli (2008) asserts that individuals and the general public have lost confidence in the reliability of both internal and external assessments of learning achievements at all levels of the educational system in Nigeria because most school-based and national assessment of learning achievements lack credibility due to poor learning and examination environments, examination malpractices, poor administration, etc. Lawal (2012) regards mandatory defence of certificates presented by students seeking for

admission into higher institution by means of oral interviews and tests as one of the ways of minimizing problems militating against quality teaching of Hausa Language in Nigerian schools.

The Basis for Quality Assurance

In all nations, there are bodies responsible for ensuring the quality of education at the basic, secondary and tertiary levels. They do this through regulating the establishment of institutions of learning, accreditation, inspection and provision of curriculum guides. In Nigeria, the National Commission for Colleges of Education (NCCE) is responsible for regulating the establishment of colleges of education, accreditation of their courses and providing them with curriculum guides known as the Minimum Standards (Sulaiman, 2015). A curriculum guide is a structured document containing the philosophy, goals, objectives, learning experiences, instructional resources and assessments that comprise a specific educational program. Furthermore, it supports teachers in knowing how to achieve these goals and objectives and states what students should know and be able to accomplish (Bureau of Curriculum and Instruction, 2006).

The following points constitute the basis for quality assurance in institutions of learning:

1. Quality educational standards, which culminates in quality outcome of teaching and learning, if followed strictly, is a means of keeping the trust given to the management and employees of an institution by its owners, the community it is serving and other stakeholders. Thus absence of quality or attainment of low quality in what takes place in the institutions could be a sign of failure in keeping the trust.
2. Pursuit of quality makes the appropriate and optimal utilization of human, financial and material resources possible in every organization. Without quality, there will be wastage and mismanagement of resources while productivity and service delivery will remain inefficient and ineffective.
3. Production of low quality or half-bake graduates can lead to several problems such as falling standard of education due to the employment of half-baked teachers, collapse of buildings designed by low quality engineers, errors in diagnosis and treatment of diseases by half-baked doctors, etc.
4. Quality in education can promote self-reliance among learners and subsequently, enhance economic growth and development. Harbau (2012), for instance, argues that quality entrepreneurship education helps in reducing unemployment among graduates and increases general economic development. Half-baked graduates can hardly put the little they have learnt into practice in a way that will attract people to the businesses they would establish for self-reliance.
5. Quality graduates, being capable of performing tasks assigned to them by employers, and being able to face challenges of work and life in general, bring prestige to their alma mater and meet the needs of the society they belong to. A college that produces high quality graduates will obtain high ranking among institutions in a nation or at the global level.

The Process of Quality Assurance in Institutions of Learning

The process of quality assurance in schools, colleges and universities needs to involve the seven steps recommended by Sulaiman (2018). The figure below shows the steps:

Fig.1 Seven Steps in the Quality Assurance Process in Education

1. Setting Standards for quality indicators based on the philosophy, mission and vision of an institution, or the adoption of national and international standards (e.g. standards for quality indicators such as staff recruitment and development policy, admission requirement, entrance examination, teacher-student ratio, use of learner-centred methods of teaching, conduct of examinations, number of restrooms for staff and students, counseling services and clinics for students, etc.).

2. Establishment of institutions of learning or reshaping existing ones based on set standards for infrastructure, facilities, teaching- learning resources, staffing, etc.

3. Recruitment, motivation and continuous on—the—job training of qualified teaching and non-teaching staff.

4. Providing teaching and non-teaching staff with guidance, information and training on set standards to instill the quality culture among them, carrying them along in the tasks of quality assurance and enabling them to see how their work becomes crucial in achieving the quality assurance goals.

5. Admitting the right number of qualified students through screening their credentials and testing their knowledge, skills and aptitude, based on the carrying capacity of an institution (i.e. the available personnel, buildings, teaching–learning resources, etc. in an institution).

6. Data collection on several quality indicators for assessment and evaluation. This is done though monitoring the work of teaching and non-teaching staff, research, financial and management audit, inspection, etc, by internal and external quality assurance units. The result of the evaluation is then used to provide management and proprietors of an institution with the information they need to make decisions when tackling observed anomalies, reviewing policies and consolidating achievements made.

7. Reviewing the set standards based on the results of assessment and evaluation on the indicators of quality, and subsequently, going back to step 1 again.

(Source: Sulaiman, 2018)

Scope of Quality Assurance in Nigerian Collages of Education and Other NCE-Awarding Institutions

Quality assurance is concerned with many areas on which standards were set by the NCCE, which is responsible for regulating the establishment of colleges of education and accreditation of their courses. The following is summary of key areas for which standards were set.

1. Teacher Standards: In the 2012 Minimum Standards, Teacher Standards represent the measureable and public statement of quality and professionalism regarding the knowledge, skills and attitude of teachers. Teacher standards should be the foundation and ultimate goal of an NCE –awarding institution. Areas of teacher standards include the following:

a) Professional Knowledge: teachers should know the learners, the contents of the curriculum and how learning takes place.
b) Professional practice: teachers should plan and assess effective learning, create challenging learning environment as well as varieties of learning techniques and resources.
c) Professional engagement: teachers should reflect on, evaluate and improve their professional knowledge and practice and be active members of their profession.

2. Internal Quality Assurance in Colleges of Education: All NCE –awarding institutions must establish an Internal Quality Assurance Unit to ensure compliance with guidelines given in the Minimum Standards and the Curriculum Implementation Framework for Nigeria Certificate in Education. The specified roles of the Internal Quality Assurance include the following (*Quality Indicators for Teacher Education* by NCCE, 2012 p. 41):

1. To provide guidance and support to other units in QA activities in the institution.
2. Support and promote the attainment of NCCE Minimum Standards.
3. Periodically organise internal mock accreditation.
4. Ensure quality of internal institutional data— collection, analysis, and dissemination— for management purposes.
5. Ensure institution conducts regular self –assessments of programmes (strengths and weaknesses).
6. Ensuring that College regularly updates self-assessment document.
7. Act as a liaison with NCCE on quality assurance issues in the institution.
8. Serve as co–ordinating organ of the institution in matters of logistics during external assessments.
9. Monitoring teaching.
10. Report to management on monthly basis or as need arises.

11. Provide information to the public and other interested partners about quality and standards.
12. Review external examiners reports and advice relevant action /implementation by management, Deans and HODs.
13. Coordinate tracer studies on the graduates of the institution.
14. Perform any other functions as may be required.

From these roles, it is evident that rather than being a fault–finding exercise, quality assurance entails guidance on prescribed standards and professional ethics given to the administrative, academic and other staff of a college. It also entails monitoring the observance of the prescribed standards through collection and analysis of data on several indicators of quality related to all sections and units of the college, and subsequently, reporting the results periodically to the college management, deans, directors and heads of departments who are responsible for studying the reports and taking appropriate measures to correct anomalies, review policies and improve upon achievements made.

3. Registration of Courses per Semester: Every full time student should register for a minimum of 18 and maximum of 24 credit units per semester, with exception of students on teaching practice or industrial attachment.

4. Teaching Practice: Standards set for teaching practice for college of education students include the following:

a) Teaching practice is a vital aspect of Teacher Education.
b) A pass in micro-teaching is a pre-requisite to Teaching Practice.
c) Each student – teacher shall be assessed at least 10 times (6 from his/her college, 4 from the hosting institution).
d) Teaching practice must last for least 18 weeks.

5. Assessments and Examinations: It is the duty of the Internal Quality Assurance Unit to collect, collate analyse and regularly update data on assessment gathered from schools, departments, examination offices, course outline, students' notebooks, etc. Assessments need to be reliable, valid and credible; they should be conducted regularly and include individual, group, written and practical tasks. Continuous Assessment (C.A.) should be 40% of students' total assessment for a course.

Lecturers are required to keep samples of Continuous Assessment Questions/tests for monitoring purposes. Students should be provided with the results of CA tasks or tests within 4 weeks, and with results of examinations within 8 weeks. CA result in a course must be submitted to the HOD and the Quality Assurance unit before conduct of the end of semester examinations (NCCE,2012). The table below indicates the number of questions to be set and attempted for essay and objectives questions:

Essay Questions		
No. of Credits Assigned to a Course	Max .No. of Questions to be Set	No. of Questions to be Answered
1	3	2
2	5	3
3	6	4
Objective of Multiple Choice Questions		
1	25	All
2	50	All
3	75	All

(Source: NCCE, 2012: p.41)

6. Lecture Attendance, Probation, and Withdrawal from College: To qualify for an examination, a student is required to fulfill all school and departmental requirements including 75% attendance at lectures for the course to be examined. A student with a Cumulative Grade Point Average (CGPA) that is below 1.00 at the end of a year of study earns probation for one academic session. A student with a CGPA that is below 1.00 after a probation period should be required to withdraw from the college.

7. External Moderation of Examinations: All examinations for NCE II and NCE III must be moderated externally by at least a Senior Lecturer in the Faculty of Education in a university or Principal Lecturer in a College of Education. Other essential areas for which standards were set by the NCCE are lecture planning and observation which are covered in the next chapter, and also teaching methods, learner–centred approach and the paradigm shift in methodology all explained in chapter three.

8. Ranks of Deans, Sub-Deans and Heads of Departments: Deans and sub-deans must attain the rank of Principal Lecturer and above, while heads of departments must attain the rank of Senior Lecturer and above.

8. ***Other Areas:*** Appendix I, which contains the names of documents to be kept for the purposes of self–assessment by an institution and also for assessment by external assessors during accreditation, and Appendix II dealing with quality indicators for teacher education, also show the scope of quality assurance in colleges of education.

Conclusion

This chapter shows the wide scope quality assurance and indicates that the task of quality assurance in colleges of education requires concerted effort by all staff, support by the management and co-operation by all directors, deans, heads of departments and units**.** It also requires preparation and keeping of several documents by all units of the college for analysis and evaluation by the Quality Assurance Directorate which will then be providing reports to guide further actions by management and the units as the case may be.

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Chapter Two

LESSON PLANNING AND LECTURE OBSERVATION

Introduction

The 2012 Minimum Standards requires lecturers in colleges of education to plan lectures/lessons for all courses they take. They are also to be observed by their mentors in their departments and by external assessors during accreditation of courses. Lecture planning and observation form part of the quality indicator dealing with the use of learner-centred approach and activity based teaching. It is captured under B.2 (NCCE, 2012a,p.6-7). The second and third items in the list of external assessors documents under the Curriculum and Organization are the lecturer's scheme of work and lesson plan, respectively (see Appendix I).

So many approaches can be used to evoke changes in behaviours, and this shows that learning has a variety of forms in which it can take place. These forms include trial and error learning which involves making effort by using different attempts until the problem is solved; associative learning in which an individual learns a task or solves problems by associating the past experiences with the present ones; and insight learning where an individual deeply explores a learning task or problem before suddenly acquiring an idea that will be used in solving the problem. Other forms of learning are learning by imitation which involves observing and adopting things that a learner finds fanciful and interesting (e.g. children learn most of behaviours through observation of their parents); and learning by doing which is a form of learning whereby an individual engages himself/herself in putting the learned task into practice (Sani, 2015).

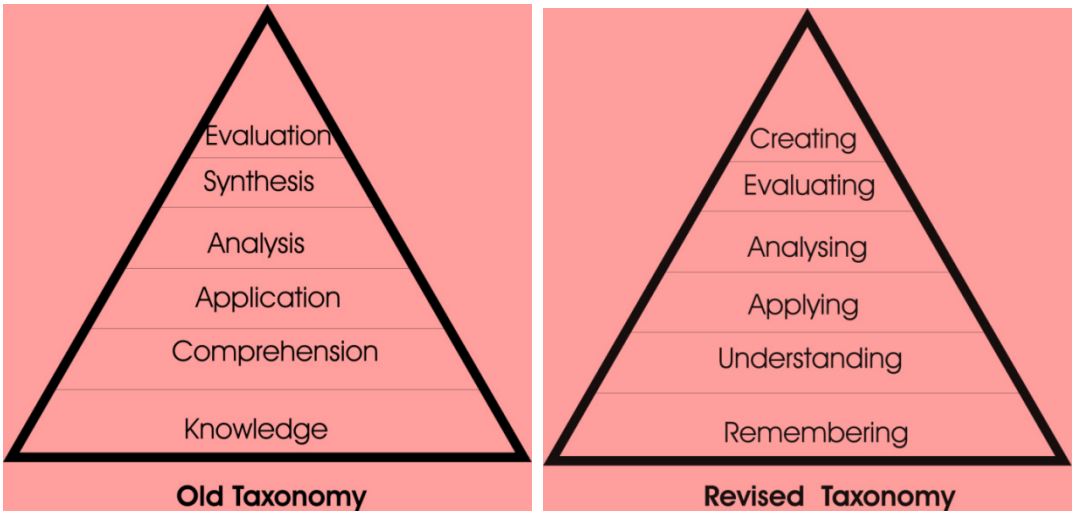
Several factors affect learning either positively or negatively, so knowing them will enable teachers and curriculum planners to organize learning in such a way that they can help in facilitating learning. The factors are classified into two: internal factors and external factors. Internal factors are those factors that reside within the learner or relate to the innate disposition of the learner, they include age, interest, motivation, intelligence, attitude, emotional state and physical health. External factors exist outside the learner; they include socio-economic background of the learner, the teacher, subject matter or materials to be learnt, methodology of teaching, learning environment and communal and religious tensions (Adakawa, 2015).

The fact that there are different approaches to facilitating learning and that several factors can engender or endanger it, is, itself, a good reason for teachers or lecturers to plan their lessons. They need to go to their classes with plans on what to teach, how to teach it and with what resources. They need to state the objectives of their lessons in clear, measurable or behavioural terms; they also need to specify what the learners will do and how learning will be evaluated.

This chapter explains the Bloom's taxonomy of educational objectives because of its relevance to lesson planning. It also lists the essential criteria for lecture planning and lecture observation as recommended by NCCE (2012a).

Educational Objectives

Bloom's taxonomy of educational objectives developed by Benjamin Samuel Bloom (1913-1999) is one of the mostly applied and cited works. Bloom took part in discussions during the 1948 Convention of the American Psychological Association, subsequently; he spearheaded a group of educators that undertook the task of classifying educational goals and objectives. Eight years later, the work on the cognitive domain was completed and a book commonly called Bloom Taxonomy, was published. In 1990s, Lorin Anderson, former student of Bloom, led a new group of experts representing cognitive psychologists; curriculum theorists and instructional researchers; and testing and assessment specialists to revise the Bloom's Taxonomy. The group spent six years to do the job, so the revision came out in 2001 with changes occurring in terminology, structure and emphasis (Forehand, 2005).



(Source: Forehand, 2005)

The highest three levels in Bloom's taxonomy are analysis, synthesis and evaluation. The lowest level is knowledge (or remembering in the revised version). This means teaching that is limited to enabling learners to memorize facts, for example, names of organs of human beings and their functions, or learn a poem by heart, is the simplest thing to accomplish, while teaching that leads learners to evaluate (or create) something is the most complex, desirable achievement. Bloom's taxonomy is hierarchical. Each level is subsumed by the higher levels: a learner who is able to apply what was taught is also able to remember and comprehend it. The new terms in the revised taxonomy are defined as follows (Anderson and Krathwohl, 2001,pp.67-68 in Forehand, 2005):

***Remembering*:** Retrieving, recognizing and recalling relevant knowledge from long term memory.

***Understanding*:** Constructing meaning from oral, written and graphic messages through interpreting, exemplifying, classifying, summarizing, inferring, comparing and explaining.

***Applying*:** Carrying out or using a procedure through executing or implementing.

Analyzing: Breaking material into constituent parts, determining how parts relate to one another and to an overall structure or purpose through differentiating, organizing and attributing.

***Evaluating*:** Making judgments based on criteria and standards through checking and critiquing.

Creating: Putting elements together to form a coherent or functional whole, reorganizing elements into a new pattern or structure through generating, planning, or producing.

To ensure the quality of education provided in institutions of learning, and also in informal settings, there is the need for teachers to aim for higher learning outcomes rather than just limiting the outcomes to rote learning or remembering formulas, names of things, principles or characteristics related to a given phenomenon. In teaching literature, for instance, the teacher should not aim at enabling learners to remember a story only, but also to apply its good messages to their lives. Alternatively, the teacher can aim for higher learning outcomes: enabling learners to analyze the story, evaluate it or even create a similar story, which is the highest learning outcome. This is possible when learners have the requisite readiness and knowledge to be admitted into a programme, teachers are qualified to impart knowledge and use appropriate teaching methods, and when learning resources are adequate.

Instructional or learning objectives should be stated in observable, behavioural terms. Verbs to be used in the statements should, for example, include to name, recall, state, recognize, identify, arrange, organize, compare, contrast, explain, critique, create, produce, etc. Verbs, such as to understand, know and appreciate are not acceptable because understanding, knowing and appreciation cannot be observed let alone be quantified to assess the level of success achieved in learning. The following are examples of the type of bevioural objectives that should be used by teachers:

1. To enable learners to name parts of the ear (Biology).
2. To lead learners to explain biotic factors affecting agriculture (Agric. Science).
3. To enable learners to demonstrate the Hajj rites of *tawaf* (Islamic Studies)
4. To help learners to discover the components of culture in their locality (Social Studies)
5. To enable learners to list the needs of a firm according to its priorities (Economics).
6. To enable learners to compare and contrast Frued's psychoanalytic theory with the Islamic perspective on personality development (Educational Psychology).
7. To lead learners to critique the use of proverbs in a short story (Language Literature).
8. To enable learners to create a seed planter that uses car batteries (Technical Education).

Lecture Planning

Lecture planning begins with the study of the course outline given to a lecturer. It should be understood that all necessary reference materials need to be identified and subsequently consulted by the course lecturer so that a balanced, rich and up to date lecture notes can be prepared. A new, inexperienced lecturer may need to show his /her lesson notes to his/her mentor or Head of Department for guidance. Where a lecturer has been teaching a course for

many years, lecture planning includes revising the notes. The next task in lecture planning is breaking the prescribed minimum course outline into topics that can be covered in specified weeks of a semester, arranging them from simple to complex, and where needed, supplementing them with additional topics to provide learners with holistic understanding of the subject matter. This is what is called *scheme of work*. It is part of lecture planning because it states topics and sub-topics to be covered on weekly basis, with lesson contents, objectives, materials and methods to be used and activities to be carried out by learners. It is usually prepared in tabular form (see Appendix III, for illustration).

The next stage of planning is the lesson planning which is a plan for what will take place in a period during which a lesson is presented. The plan is made with the consideration of available time, objectives of the lesson and teaching/learning resources, learners' capabilities and involvement, appropriate introduction, teaching methods and evaluation techniques.

Evaluation techniques include standardized tests (e.g. NECO and WAEC), teacher –made or classroom tests, assignments, seminar presentation, oral questions, interviews, discussions, peer rating and observations. Others are experience summaries made after field trips to determine extent of learning, and self-report technique by which learners record and report their behaviours, attitudes, etc.(Kani, 2014).

Different formats of lesson planning have been used for several years. The formats can vary from one discipline to another. The Madeline C. Hunter 8-step lesson plan, which has been adopted by many schools in the 20th century, may end up being replaced by another type of lesson planning. Some of the changes we see in lesson planning are just a matter of style and choice of terminologies. In the Hunter's lesson planning, as described by Kani (2014), the anticipatory set needed to put a learner into receptive frame of mind, is simply introduction, the stages of input and modelling entail presentation of concepts and skills through the use of instructional materials. Guided practice (step 5) stands for activities to be carried out by learners while checking for understanding (step 6) is just another, but long name for evaluation. The main components of a lesson plan remain the same: introduction is always needed, so are statement of measurable objectives, teaching methods, lesson presentation, learner's participation, resources and evaluation techniques. While inexperienced, student-teachers will need detailed lesson plans such as the Hunter's 8–step lesson plan; lecturers may be okay with brief, tabular lesson plan such as the ones given in Appendix IV.

The following are the assessment criteria for lecture planning recommended by NCCE (2012b, 2012c):

1. Do the objectives cover the content for the lecture?
2. Are the objectives measurable?
3. Is the lecture content sufficient in depth? Does it state any key teaching point?
4. Do the lecture notes show a variety of teaching styles/methods, such as group work, discussions, presentations, demonstrations, paired work, etc.?
5. Are appropriate teaching/learning materials listed for use?
6. Is the assignment given to students linked to the content and the objectives? Does it state exactly what they will do (e.g. questions to answer, class presentation, essay writing, group work, points to write, etc.)?

Assessment Criteria for Lecture Observation

Each of the following items is assessed and awarded grades ranging from 3 to 0 by an assessor (NCCE, 2012b, 2012c):

1. Introduction.
2. Active participation of students during lesson.
3. Questioning throughout the period.
4. Class management.
5. Content of lecture.
6. Teaching methodologies used throughout the lecture.
7. Teaching and learning materials.
8. Evaluation of learning taking place during the lecture.
9. Communication throughout the lecture.
10. Time management throughout the lecture.
11. Summary/ Plenary session.
12. Personal appearance and presence of the lecturer**.**

The assessment criteria for lesson planning and lecture observation are also used during self-assessment when institutions preparing for accreditation or trying to improve the quality of lesson delivery by their teaching staff assign qualified, experienced staff (appointed as mentors) to observe and assess the work of other teaching staff while in their classrooms. Form QAD 1 and form QAD 2 are used for assessing lesson planning and lecture observation, respectively (see Appendix V and Appendix VI).

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Chapter Three

LEARNER- CENTRED APPROACH TO TEACHING AND THE USE OF VARIETY OF TEACHING METHODS

Introduction

This chapter states the salient features of the learner–centred approach to teaching and explains the paradigm ship in methodology of teaching enshrined in the 2012 Minimum Standards. It also explains various teaching methods and recommends the adoption of the learner–centred approach and the use of variety of teaching methods.

Learner- Centred Approach

The 2012 Minimum Standard calls for a shift from teaching programme (teacher–centred approach) to learning programme (learner–centred approach). The salient features of the learner–centred approach include the following (NCCE, 2012):

1. The learning programme should describe the learning resources, activities and methods to be used.
2. It should also describe the assessment strategies to show evidences of achievement of learning goals and objectives.
3. Lecturers should become facilitators of learning as opposed to being transmitters of contents.
4. The methodology should provide students with varied learning experiences through lecturing, group work, self–learning, peer–assessment, self–assessment, role– play, games, debates, discussion, brainstorming, excursions, etc.
5. Assessment of learning should enable students to showcase their understanding of concepts, principles, skills and attitudes.

Paradigm Shift in Methodology

Paradigm shift from a methodology that promotes rote learning and mastery of subject matter to a constructivist methodology is needed to ensure quality of learning that takes place in schools and enable learners to apply acquired knowledge, skills and attitudes to real life situations, problems and challenges. The constructivist methodology is what enables learners to construct their knowledge through activity–based learner centred approaches. (NCCE,2012)

Learning is not restricted to mastery of contents; it should also include learning of skills and attitudes. A variety of learning opportunities should be provided to students. These include classroom, group and individual activities; learning resources such as charts and high quality textbooks; assessment process; regular assignments; giving room for students questions; opportunities for practicing skills through demonstrations; practical works; micro-teaching and teaching practice; etc. (NCCE,2012).

Teaching Methods

The term teaching method has been explained as the general principles, pedagogy and management strategies intended for classroom instruction. One's choice of particular teaching method depends on educational philosophy, classroom demography, subject areas

and school mission statement (Teach.com, undated). Research into higher education shows that students learn best when they are actively participating, whether that be through focussed listening, discussion, problem solving or explaining to others (https://www.nottingham.ac.uk/teaching/teaching/methods/index.aspx).

The following teaching methods have been explained and subsumed under the student-centered methods of instruction (Teach.com, undated):

1. Differentiated instruction: Differentiated instruction is the practice of tailoring instruction to meet individual student needs. Teachers can differentiate how students access contents; the types of activities students do to master a concept, what the end product of learning looks like, and how the classroom is set up. Having students read books at their own reading levels or meeting in small groups to re-teach topics are examples of differentiated instruction.

2. Inquiry–based Learning: The inquiry-based learning is a teaching method that portrays a teacher as a supportive figure who provides guidance to students throughout their learning process, rather than being a sole authority figure. The teacher encourages students to ask questions and considers what they want to know about the world around them. Students find information and sources that explain key concepts and solve problems they may encounter along the way. The findings might be presented as self-made videos, websites, or formal presentations of research results.

The inquiry method is also called problem solving method, project method and problem based learning. Stages involved in the problem–solving method include problem identification or problem statement; formulation of hypothesis, a tentative solution to a problem to guide the gathering of relevant data; and data collection. Other steps are testing the hypothesis with the appropriate statistics; and finally, accepting or rejecting the hypothesis (Kani, 2014). Some advantages of the method include developing workload and time management skills; getting good at working with other people; enabling students to become critical thinkers in evaluating their reading sources; and improving their communication skills (University of Nottingham, undated).

3. Expeditionary Learning: Expeditionary learning is a form of project-based learning in which students go on expeditions and engage in in-depth study of topics that impact their schools and communities. The learning in this model includes multiple content areas so that students can see how problem-solving can happen in the real world. A student, for example, might study the problem of pollution in his city or town, read information about its effects, and travel to sites that have been affected by the problem. After understanding the circumstances, students and teachers can work together to find a solution to the problem.

4. Personalized Learning: Personalized learning exists where teachers allow students to follow personalized learning plans that are specific to their interests and skills. Student self-direction and choice in the curriculum are the hallmarks of this method. Assessment is also tailored to the individual because schools that use this method use competency-based progression so that students can move onto the next standards or topics after mastering what they are currently working on, while students who need additional help have that time built into their daily schedules as well. Personalized learning is extremely student centred, but teachers are required to look at frequent assessment data and meet with students to make any necessary changes to their learning plans.

5. Game–based Learning: Game–based learning comes from the desire to engage students in more active learning in the classroom. As they require students to be problem solvers and use soft skills that they will need as adults, games are a great way to encourage a "mastery" mindset, rather than a focus on grades. In a game-based learning environment, students work on the need to accomplish a specific goal (learning objective) by choosing actions and experimenting along the way. Game-based learning requires a lot of time and planning on the teachers' part.

Other Teaching Methods

Other teaching methods which relate to teacher–centred and learner–centred approaches include the following:

1. The Lecture/Expository Method: The lecture method or expository method involves oral presentation of facts and principles, with the students being responsible for listening and note-taking. Lectures are a common teaching strategy in universities and other higher institutions. Kani (2014) explains that the lecture method is characterized by one-way communication with the teacher presenting ideas or concepts, developing and evaluating them and then summarizing their main points at the end while the students are listening and jotting down notes.

To encourage higher levels of thinking and reasoning, lectures need to be designed to support students to utilise and build on their existing understanding. They need to also transform what they hear into their own ways of knowing and thinking. Many teachers enjoy lecturing and many students enjoy good lectures. Lectures can be used to give broad contextual information, highlight the important or interesting aspects of a topic, demonstrate problem solving techniques, and show the relative strengths of two sides of a controversial issue. Lectures which are based around a set text should be used to clarify, expand, or explain the content of the text rather than merely repeating it (Flinders University, undated – a).

While delivering a lecture, do not tell students all you know, instead guide their learning by revising previous learning; presenting an overview outlining aims, objectives, and key ideas; providing handouts; flagging the stages of the lecture; repeating the important points; mapping relationships between ideas; and summarizing key points (Flinders University, undated –b). The teacher needs to observe the following suggestions in order to maintain or present a good lecture (Brown, Oke and Brow in Kani, 2014):

(a) Use simple and clear language.

(b) Explain new concepts or difficult words at the beginning of a lesson.

(c) Do not dominate the class with talks as this may cause some students to sleep or lose interest in the lecture.

(d) Face the class while explaining a point.

(e) Give room for few questions.

(f) Avoid distracting mannerisms like walking to and fro and throwing chalk up, but make effective use of body language.

(g) Be alert on signs of boredom and confusion in your students.

(h) Provide concrete examples and include humour and excitement.

2. Demonstration Method: Demonstration is basically an activity oriented method which combines telling, showing and doing for the benefit of an audience. It allows students to see the teacher as a model and it is more suitable in subjects involving skill learning, such as physical and health education, geography, computer education and vocational subjects. Demonstration method also can be used to illustrate points or procedures, stimulate students' interest in a particular topic for them to observe real things and see how they work (Kani, 2014).

3. Role-Playing: In role-playing, students take the role of persons affected by an issue and study its impact on human life and/or the effects of human activities on the world around them from their own perspective. In certain cases, students can take on the roles of some phenomena, such as part of an ecosystem, to make a lesson more interesting. Role-playing is useful to students as it emphasizes the "real-world" side of science and challenges them to deal with complex problems with no single "right" answer, and giving them a valuable opportunity to learn not just the course content, but other perspectives on it. In using the role-play method, the teacher needs to decide the context for an exercise and the role(s) that the students will play. Lessons need to be carefully explained and supervised to enable students to learn as much as possible from the experience (Teed, undated).

4. Study/Field Trips: Field trips generally consists of planned visits to places of interest outside the school premises to enable students see in practice or reality what they have studied in class. Places such as factories, farms, financial institutions, museums, zoological gardens, and railway stations can be visited by students and their teachers. Study trips are educationally useful. They are not just a waste of time and energy or an excuse to get out of regular classes (Kani, 2014).

5. Teaching with Data: In teaching with data, data includes raw and derivative data collected by students or professionals, and simulated data derived from models. Teaching with data is any learning process that uses observations as a fundamental component to the learning enterprise in a way that a) supports student inquiry and participation in the scientific method, b) supports effective evaluation of data uncertainties and applicability, and c) improves students' quantitative and critical thinking skills. Teaching with data can cultivate the broad learning attributes valued by employers while promoting deeper and more persistent disciplinary content understanding. A teacher who intends to use this teaching method will need to answer three broad questions about the type of experience he/she would like the students to have: how will they engage themselves with data, what research strategy they will use (experimentation, description, modeling, etc.) and what kind of data will they work with (Grawe, undated).

6. Teaching with Simulations: When students use a model of behaviour to gain a better understanding of that behaviour, they are doing a simulation. Students can use simulations to make predictions about the social, economic, or natural world. An example of teaching with simulation is when students are assigned roles as buyers and sellers of some goods and asked to strike deals to exchange the goods. In this case, the students are learning about market behaviour by simulating a market. Another example is when students create an electric

circuit with an online program. Here, the students are learning about physics theory by simulating an actual physical set-up (Blecha, undated).

Effective simulations require the following (Blecha, undated):

a) *Instructor preparation.* The good news is that instructional simulations can be very effective in stimulating student understanding. However, many simulations require intensive lesson preparation.
b) *Active student participation*. The learning effectiveness of instructional simulation rests on actively engaging students in problem-solving.
c) *Post-simulation discussion.* Students need sufficient time to reflect on the simulation results.

7. Discussion Methods: When two or more people interact with each other verbally, we say they discussing something. In a discussion method, the leader, who may be the teacher or an appointee of the class, regulates the activities of the discussion and ensures that all participants take part fully in the discussion to preclude domination by anybody. A good quality discussion requires that the discussants stick to the topic under discussion, respect the viewpoints of others, listen carefully when others are speaking and use facts to support statements. They should also ask questions on what is not understood. The topic to be discussed should be within the experience of the students. Types of discussion include whole–class discussion, small group discussion, round-table discussion, and brainstorming which may be used to develop or clarify ideas or to explore feelings, and provide an opportunity to obtain a wide sample of opinion on any issue. There is also the devil's advocate discussion in which one spokesman (the devil) is in direct confrontation with the majority of the students in the class by taking the unpopular standpoint on any issue; and a debate, which usually focuses on the pros and cons of an issue/topic under discussion (Kani,2014).

Conclusion

The learner–centred approach to learning is more suitable with small classes just as some teaching methods are more suitable with small classes or groups of learners. Teaching large classes will certainly pose greater challenges to teachers that are willing to adopt the learner–centred approach. While teachers should devise ways of meeting these challenges, colleges should admit students based on their carrying capacities to ease the adoption of the learner-centred approach, and subsequently, ensure quality in teaching and learning.

The use of particular teaching method or a combination of methods to teach a given subject or topic will depend on several factors such as, the size of a class, students' abilities, available resources and time, nature of the subject or topic, etc. The use of a variety of teaching methods and the use of ICT (e.g. computer, Internet, smart phone, smart boards and TVs, digital projectors, etc.) in teaching are highly recommended.

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APPENDIX I

EXTERNAL ASSESSORS DOCUMENTS

These are documents to be kept for the purposes of self-assessment by an institution and also for assessment by external assessors during accreditation. They are listed under the five areas of quality assurance as contained in *External Assessors Documents* by NCCE (2012)**.**

LEADERSHIP, MANAGEMENT AND ORGANIZATION UNIT

1.Enabling law	7.Annual report
	8.Committees : list of committees, terms of reference, membership of committees, meetings (agenda, minutes, reports, evidence of feedback), Council, Academic Board, Management Committee, Finance and General Purposes Committee Appointments and Promotions Committee, School Boards, Disciplinary Committee- action reports.
2.Regulations and standing orders	9.Reports from workshops
3. Academic calendar	10.Evidence of implementation of decisions
4.Organogram: office structure, school structure, committee structure.	11.Staff: Conditions of service. Salary Scales Job descriptions Staff development policies List of staff attending conferences/training activities Guidelines for staff recruitment Recent advertisements Disciplinary guidelines Appraisal reports Profile of management staff
5.Numbers: -staff : academic and non-academic, numbers by school/department, names and grades by school and department. -students : numbers, enrolment, graduate output by school/department/year for the last five years, drop-out rate and reasons for drop-out, demographic profile of students: age, sex, entry qualification (e.g. .pre-NCE, SSCE). -Staff: Students ratios by school/department -Statistical returns to NCCE and other bodies	12. Students: Students' Handbook Disciplinary Guidelines 13. Records of projects
6.Institutional plan-including vision/mission, physical plan, master plan.	14.Finance: Audited reports for the last three years Annual budget including IGR Income and expenditure accounts Monitoring reports
.	15Assessment; Students' assessment of teaching.

CURRICULUM AND ORGANIZATION UNIT

1.Minimum standards	15.Projects
2.Scheme of work	16.Samples of student work
3.Lesson plans	17.Teaching practice records/reports
4.List of teaching methods	18.TP Timetable
5.List of learning experiences offered	19.TP Supervisors comments
6.List of ICT facilities	20.List of TP partner schools
7.Time table and allocation of courses	21.TP Pass rate
8.Marking schemes	22.Student Teacher's journal
9.External moderators reports	23.TP Mentoring reports
10.Marked Sheets	24.Professional development records
11.Marked Scripts	25.Reports to Deans/SMT relating to curriculum issues
12.Class observation reports/timetable and outcomes	26.Evaluation of planning
13.Samples of material available to students	27.Tutorial timetables
14.CA questions	

INFRASTRUCTURE AND PLANNING UNIT

1. List of students' population
2. List of staff
3. Student – teacher ratio
4. Classrooms and furnishings
5. Existence of CET resources
6. Labs / resources
7. List of sporting facilities
8. Master plan of road network
9. Book / journal stock in library
10. No. of conveniences
11. No. of offices
12. List of vehicles
13. Utilities list / quality
14. Land available for expansion

ASSESSMENT AND EVALUATION UNIT

1. Annual calendar	12.Tracking results of a number of students in each year (assignments, tests, end of year exam)
2. Lecture attendance records	13.Exam results
3. Records of CA questions	14.Student projects
4. CA records	15.TP assessment forms
5. Exam questions	16.TP results
6. Marking schemes	17.Minutes of dept. meetings
7. CV of external examiners & letters of appointment	18.Minutes of School meetings
8. External moderators' reports	19.Minutes of Academic Board meetings
9. Exam script	20.Minutes of exam mal-practice

	committee meetings
10.Exam timetables	21.Records of final results
11.Supervision arrangements	22.Statement of results

STUDENT'S SUPPORT AND PROGRESSION UNIT

1. Examination results indicating students' progression by cohort	13. Schedule of fees and charges
2. List of active clubs & societies	14. Data on numbers of students per academic adviser
3. Students' union / association arrangements	15. Admissions policy statement.
4. List of presidents/officials of Unions	16. Admissions publicity statements
5. List & use of recreational facilities	17. Application forms
6. Rewards of orientation	19. Programme of orientation
7. Timetable for students' week	20. Students feedback from orientation
8. Feedback mechanisms and evidence of application	21. Documentation and handouts given to students
9. Records of Guidance Counseling services – Arrangements for running Counselling services	22. Report from NCCE representative
10. Data on usage of CS	23. Students accommodation-income and expenditure statements
12. Funding of CS – income and expenditure statements	24. Students comments.

APPENDIX II

QUALITY INDICATORS

The following quality indicators are sourced from NCCE (2012) *Quality Indicators for Teacher Education*, pp. 3-11.

Quality indicators	**Indicative Sources of evidence**	**Indicative Interviews/ meetings**	**Performance Level**
A. leadership, management and organization An institution worthy of accreditation will be able to show evidences that:			
A.1 it is acting in accordance with enabling law	Relevant statutes	Provost Registrar	**Compulsory**
A.**1 it has effective leadership and management** <u>Sub indicators are as follows</u>: (i) Transparent style of leadership and management (ii) Evidence of effective staff participation in decision making machinery of the institution. (iii) Evidence of effective student participation in decision making machinery of the institution (iv) Clear and appropriate job descriptions for staff (v) Effective performance appraisal of staff	Organogram Meeting minutes Reports of SMT to Council Schedule of staff duties Performance monitoring Repots. Performance Appraisal Reports(APER FORMS) Responsibilities: held by gender Staff lists (male and female staff radio) Staff list (staff ratio academic/Non academic) Guidelines for disciplinary procedures Disciplinary committee minutes and records Student Handbook	SMT Academic and Administrative staff Students President of Staff Union (COESU,SSA and NASU) Staff Congress Dean of Student Affairs Student Union Executives Registrar	**Compulsory**

(vi) Evidence of progress towards implementing policies and good practice relating to gender sensitivity (vii) Appropriate academic/administrative staff ratio (viii) Effective disciplinary procedures for staff (ix) Effective disciplinary procedures for students			
A.3 it is operating a functional internal quality assurance system <u>Sub-indicators are as follows:</u> (1) Existence of an effective QA unit (2) Practice of appraising its work regularly through self-assessment	Reports on audit of programmes Minutes Reports from schools/Dept Student assessment of teaching Schedule of activities	Provost Head of QA unit	**Compulsory**
A.4 it has an effective governing council for the governance of the institution <u>Sub-indicators are as follows:</u> (i) The governing council is properly constituted	Membership list Meeting minutes Council conclusion and directives	Registrar Staff	

(ii) Role of the council and its relationship with the SMT is understood and operationally effective (iii) Council meetings are regularly held and minutes taken (iv) Council policies are effectively implemented			
A.5 It has effective administrative structures and procedures <u>Sub-indicators are as follows</u> <u>:</u> (i) Regulations and standing orders are in place and operational (ii) Duties of administrative staff are clearly defined (iii) Relevant committees are properly constituted (iv) Committees have appropriate terms of reference and are operationally effective (v) Effective communication between committees (vi) Prepares and adheres to a comprehensive academic calendar	Organogram List of administrative staff, schedule of duties List of comminutes and their schedule Schedules of duties Committee membership lists Terms of reference for committees Minutes Reports Conclusions issued and implemented Academic calendar	Registrar Chairmen of Committees as appropriate	
A.6 It is implementing			

effectively an Institutional Plan <u>Sub-indicators are as follows</u> <u>:</u> (i) A clear statement of the vision and mission of the institution (ii) Clear statement of priorities (iii) Sufficient statistical data to support the plan (iv) Clear and appropriate allocation of responsibility for implementation (v) Evidence that resources are allocated in accordance with priorities (vi) Strong evidence of achievement of priorities	Institution Plan List of key people responsible for implementation Budget and expenditure statements	SMT Deans HoDs Directors	
A.7 It has appropriate staff <u>Sub-indicators are as follows:</u> (i) Appropriate staff: student ratio in all areas (ii) Appropriate staff turn over (iii) Appropriate qualifications, experience, rank (iv) Appropriate procedures for assessing the institution's staffing needs (v) An effective process for staff	Staff lists Guidelines for staff recruitment Advertisements Minutes and reports Monitoring reports	Registrar Deans HoDs	

recruitment			
A.8 There are effective funding arrangements <u>Sub-indicators are as follows:</u> (i) Sufficient funds to support programmes (ii) Transparent system of financial management (iii) Effective budget preparation for capital and recurrent expenditure (iv) Effective resource allocation system and procedures (v) Effective monitoring of expenditure (vi) Timely and accurate income and expenditure statements (vii) Adherences to only officially recognized fees and levies (viii) All sources of income are legitimate and known (ix) Regular internal auditing (x) Regular external auditing	Budget statements Resources allocation schedule Income/expenditure accounts List of all sources of internally generated revenue Periodic (monthly) monitoring Reports of income/expenditure Minutes and reports (eg Council, Finance and General Purposes) Auditors' reports: internal/external	SMT Deans HoDs Heads of Units	
A.9 It is operating an effective management information system <u>Sub-indicators are as follows:</u>	Schedule of reports over a year Sample of reports	SMT	

(i) Effective capturing of appropriate data (ii) Effective and timely analysis and use of information (iii) Provision of timely statistical returns to NCCE, including those on first job of newly qualified NCE holders (iv) Comprehensives feedback systems in place (v) Effectives use of ICT	Statistical returns to NCCE	Head of QA unit	
A.10 It has a good relationship with local community and other stakeholders	Minutes and reports Records of activities	Provost PRO Local community and stakeholder representatives	
A.11 It has effective networking with other institutions	Record of visits, debates, conferences, sport MOUs	SMT	
A.12 It has an effective policy for staff development <u>Sub-indicators are as follows:</u> (i) Staff development policy in place and being implemented for academic and non-academic staff (ii) Opportunities for on the job training (iii) Opportunities to attend, as appropriate, conference, seminars, workshops etc (iv) Evidence of feedback from	Staff development policy document Number of staff attending staff development activities Records of in-service training Budget allocation to staff development	Provost Registrar Deans Academic staff	

staff development activities (v) Research opportunities are made available as appropriate			
A.13 It has clearly defined and operational staff support <u>Sub-indicators are as follows:</u> (i) Effective remuneration and reward system (ii) Access to loans (iii) Recreational facilities for staff – staff common room/club/garden	Conditions of service Salary scales Incentive schemes Site visits – eg clinic, club, quarters	Provost Registrar Deans Academics staff	

Quality Indicators	Indicative sources of evidence	Indicative interviews/meeting	Performance Level
B. Curriculum Organisation and Implementation An institution worthy of accreditation will be able to show evidence that:			
B.1 It has and understands the current edition of the NCCE Minimum standards	Current edition of NCCE Minimum standards Minutes and repots Learning programmes	SMT Deans HoDs	**Compulsory**
B.2 It delivers effectively the approved NCE programmes using a learner-centred approach (i.e. activity-based teaching; learner participation; etc) <u>Sub-indicators are as follows:</u> (i) Well-prepared,	Observation Lesson planning/notes Entrepreneurial activity Deans/HODs QA reports Academic board minutes/reports Students' materials	Provost Deans HoDs Head of QA unit Staff Students	**Compulsory**

effective lesson planning for all courses (ii) Comprehensive materials for all students to support their learning (iii) A clearly defined and effective process of teaching observation (iv) The curriculum is flexibly structured to meet the needs and challenges of the basic education teacher (v) Teachers provide a variety of quality learning experiences (vi) There is appropriate use of ICT			
B.3 There is adequate coverage of minimum content in accordance with the NCCE minimum standards <u>Sub-indicators are as follows:</u> (i) An efficient timetabling system which provides appropriate time allocation for courses and examinations (ii) Appropriate distribution between theory and practice	Observe lectures Lesson planning/note Students' notes	Deans HoDs Head of QA unit Teacher trainers Students	**Compulsory**
B.4 It is operating effectively quality			**Compulsory**

procedures for micro-teaching, practicum and teaching practice <u>Sub-indicators are</u> <u>follows:</u> (i) quality and comprehensive school based experiences (ii) teacher trainers are professional models	Observation Supervisor's comments HT/schools comments TP committee reports External moderator reports Timetables	Deans HoDs Head of QA Unit Teacher Trainers Students	
B.5 There is progression in the implementation of the curriculum	Academic calendar Lesson planning/notes	Deans HoDs Head of QA unit Teacher trainers Students	
B.6 There is effective utilization of quality learning resources in (i) micro-teaching (ii) teaching practice (iii) classes <u>Sub-indicators are as follows:</u> (i) Teaching and learning resources are skillfully produced (ii) Quality teaching and learning resources are available to teacher trainers and students (iii) Effective use of teaching and learning resources	If micro-teaching is not observed, the institution should provide dated evidence of student assignments, evaluations and possibly video clips of micro teaching Observation Budget allocations	Deans HoDs Head of QA Unit Teacher trainers Students	
B.7 The quality of its NCE graduates meets the needs of society	Letters of commendation. Records and evidence to demonstrate that the quality of its NCE graduates meets the needs of society.	Alumni Employers Experienced teachers Stakeholders	

	Data on first job of NCE holders		

Quality indicators	Indicative sources of evidence	Indicative Interviews/meetings	Performance Level
C. infrastructure and learning resources An institution worthy of accreditation will be able to show evidence that:			
C.1 It has physical infrastructure that supports effective implementation of programmes	Institution plan Estates strategy Document Site visits Time-tables	Director of works Deans HoDs	
C.2 It has library provision that supports effectively teaching and learning Sub-indicators are as follows: (i) Central library (ii) School/departmental libraries (iii) Electronic library	Site visits List of stock, relevance Library capacity Analysis of usage Minutes and reports Budgetary allocations Expenditure statements	Librarian Director of work Deans HoDs Staff Students	
C.3 It has learning resources that are available, functional and used effectively Sub-indicators are as follows: (i) Laboratories (ii) Studios (iii) Resources centres (iv) Centre for Educational Technology (v) Lecture rooms and theatres	Site visits Time-tables Analysis of usage Minutes and reports Budgetary allocations Expenditure statements	Director of works Deans HoDs	
C.4 It has well furbished offices	Site visits	Director of works staff	
C.5 It has well maintained infrastructure			

Sub-indicators are as follows: (i) A good road network (ii) Adequate safety measures (iii) Well maintained environment (iv) Adequate electricity and water and sanitation	Site visits Estates strategy document Minutes and reports	Director of works	

Quality indicators	Indicative sources of evidence	Indicative interviews/meetings	Performance Level
D. Assessment & Evaluation An institution worthy of accreditation will be able to show evidence that:			
D.1 Assessment and certification is consistent with current pre-service student-teacher standards	Examination regulations and arrangements Results data Minutes and reports Tracking student progress against pre-service student-teacher standards	Registrar Head of QA Unit Examination officers	
D.2 There are effective examination procedures in place Sub-indicators are as follows: (i) appointment of qualified external examiners (ii) receipt and analysis of reports from external examiners (iii) appropriate examination questions in terms of standards and coverage of content	Examination regulations and arrangements Timetables Supervision arrangements Minutes and reports External examiners' reports Analysis of external examiners' reports Questions and marking schemes Site visits to examination halls	Registrar HoDs Head of QA Unit Examination officers Staff Students	

(iv) students' scripts effectively assessed with a consistent and fair marking scheme (v) prompt release of examination results (vi) effective arrangements for examination records (vii) examination system provides for adequate redress in case of alleged irregularities			
D.3 There are adequate continuous assessment procedures for evaluation of students in terms of frequency and effectiveness linked to pre-service student-teacher standards	Samples of CA questions/tests Assessment schedule List of assignments Pre-service student-teacher standards Tracking results of a number of students in each year	HoDs Head of QA Unit Examination officers Students	

Quality indicators	Indicative Sources of evidence	Indicative Interviews/meeting	Performance Level
E. Student support and progression An institution worthy of accreditation will be able to show evidence that:			
E. It has an effective Academic Advisory System	Scheme arrangements List of duties of advisers List of academic advisers Data on numbers of students per adviser Schedule of meetings Minutes and reports	Deans Dean of students HoDs Staff Students	
E.2 It has quality Student Support Services	Site visits Staff lists Schedules of opening		

Sub-indicators are as follows: (i) effective, well structured Guidance and counseling Unit (ii) well equipped and well staffed clinic (iii) adequate student accommodation	hours Minutes and reports Analysis of usage Budget allocations Income and expenditure statements	Director of works Bursar Deans Dean of Students HoDs Head of Counseling Service Head of Clinic Staff Students	
E.3 There is an appropriate and effective admission policy Sub-indicators are as follows: (i) effectively implements the defined admissions criteria and procedures (ii) admission policy is clear, inclusive and widely publicised	Policy statement Publicity statements Application forms Admission evidence form JAMB	Registrar PRO Admission Officers Students Staff	
E.4 It has adequate infrastructure for social, cultural and leisure activities for the students, such as recreation centre, sporting facilities	Site visits Time-tables Analysis of usage	Director of works Dean of students Director of Sports Students	
E.5 Comprehensive orientation given to students about the institution and programmes	Programme of orientation Student feedback Report from NCCE representatives Documentation and handouts	Registrar Deans Dean of Students Guidance & Counseling Unit HoDs PRO Students	

APPENDIX III: SAMPLE SCHEME OF WORK

SCHEME OF WORK FOR HISTORY OF ECONOMIC THOUGHT (ECO.323 1 CREDIT, ELECTIVE)

Dept: Economics **Level :** NCE III **Course Lecturer:** Sa'idu Sulaiman **Session:** 2016/2017 **Semester:** Second

Week	Course content	Topic	Lesson objectives	Resources	Methods	Evaluation Technique	Remarks
1 (2hours per week)	Nature, scope and methodology of History of Economic Thought	Nature, scope and Methodology of History of Economic Thought	Students should be able to: -define the term history of economic thought, explain its scope and methodology, and state the limitation of the methodology - Mentions five points on the importance of studying history of economic thought,	-Main reference textbook - main points written on flip chart paper	-Lecture and discussion method	Oral Questions	
2	The pre-classical economic ideas: Mercantilism and Physiocracy	Economic Ideas of Mercantilists	Students should be able to: -explain mercantilism and state the means of achieving its objectives. -State and evaluate the economic ideas of Thomas Mun and Von Justi.	-Main textbook - Main points on flip chart paper	Lecture and discussion method	Class test at a later date to form part of students Continuous Assessment (C.A.)	
3	The pre-classical economic ideas: Mercantilism and Physiocracy	Economic Thoughts of Physiocrats	Students should be able to: -State and evaluate the economic thoughts of the physiocrats such as Quesnay and Turgot	-Main textbook - Main points on flip chart paper	Lecture and discussion method	Oral questions	
4	The Classical economic ideas and tenets: Contributions of Adam Smith and David Ricardo and Rev. Thomas R. Malthus	Contributions of Adam Smith and David Ricardo to Economic Thought	Students should be able to: -State, explain and evaluate the economic ideas and tenets(teachings) of Adam Smith and David Ricardo	-Main textbook - Students handsets for browsing the Internet	Discussion and activity method	Assignment on sourcing related information from the Internet.	

Week	Course content	Topic	Lesson objectives	Resources	Methods	Evaluation Technique	Remarks
5	The Classical economic ideas and tenets: Contributions of Adam Smith and David Ricardo and Rev. Thomas R. Malthus	Contributions of Thomas R. Malthus to Economic Thought	Students should be able to: -State, explain and evaluate the economic ideas and tenets of Rev. Thomas R Malthus	Main textbook - Main points on flip chart paper	Lecture and discussion method	Oral questions	
6	Marxian economics and its relevance to modern economic development.	The Economic Thoughts of Karl Marx	Students should be able to: -State, explain and evaluate the economic thoughts of Karl Marx	-Main textbook - Main points on flip chart paper - Students handsets for browsing the Internet	Lecture and discussion method	Assignment on the three ratios used by Marx to compute organic composition of capital, rate of exploitation of workers and rate of profit, based on given figures (to form part of C.A.)	
7	Contributions of the Marginalists School to Economic Thought	Contributions of William Stanley Jevons and Alfred Marshal to Economic Thought	Students should be able to: -State, explain and evaluate the contributions of William Stanley Jevons and Alfred Marshall to economic thought.	-Main textbook - Main points on flip chart paper	Lecture and discussion method	Oral questions	
8	Contributions of Pareto and Edgeworth to Economic Thought	The contributions of Pareto and Edgeworth to economic thought	Students should be able to: -State, explain and evaluate the contributions of Pareto and Edgeworth to economic thought	-Main textbook - Main points on flip chart paper	Lecture and discussion method	Oral questions	

Week	Course content	Topic	Lesson objectives	Resources	Methods	Evaluation Technique	Remarks
9	Keynesian revolution and its relevance to contemporary economic development: -the main features of the classical economic thought.	Main Features of the Classical Economic Thought	Students should be able to: -State the main features of the classical economic thought in preparation for discussion on the Keynesian revolution	-Main textbook - Main points on flip chart paper	Lecture and discussion	Oral questions	
10	Keynesian revolution and its relevance to contemporary economic development: -the contributions of John M. Keynes to economic thought	The contributions of John M. Keynes to economic thought	Students should be able to: -State, explain and evaluate the contributions of John M. Keynes to economic thought	- Main textbook -Main points on flip chart paper - Students handsets for browsing the Internet	Lecture and student activity on finding current world interest rates from the Internet and comparing them with almost zero interest rate recommended by Keynes for recession periods.	Evaluating the relevance of Keynesian revolution to contemporary globalization by students under guidance of the lecturer.	
11	Contributions of Nigerians to economic thought	Contributions of Abdullahi Danfodio and Philip Asiodu to Economic Thought	Students should be able to: -State, explain and evaluate the contributions of Abdullahi Danfodio and Philip Asiodu to economic thought	-Main textbook - Diagrams and charts	Lecture and discussion with students	Evaluating the contributions of Danfodio and Asiodu to economic thought by students with guidance of the lecturer..	

Week	Course content	Topic	Lesson objectives	Resources	Methods	Evaluation Technique	Remarks
12	Contributions of Nigerians to economic thought	Contributions of Sam Aluko to Economic Thought	Students should be able to: -State, explain and evaluate the contributions of Sam Aluko to economic thought	-Main textbook - Diagrams and charts	Discussion method, and also a short debate by students in support or in opposition of the views of Sam Aluko on family finance.	Oral questions	
13	Contributions of Nigerians to economic thought	Contributions of Lawal Bello Dogarawa to Economic Thought	Students should be able to: -State, explain and evaluate the contributions of Lawal Bello Dogarawa to economic thought	-Main textbook - Diagrams and charts	Lecture and discussion with students	Evaluating the contributions of Dogarawa to economic thought by students with guidance of the lecturer.	

APPENDIX IV: SAMPLE LESSON PLANS

1. Tabular Lesson Plan for Arts and Social Sciences

Subject: Economics **Course:** History of Economic Thought (ECO 323) **Topic:** Contributions of John M. Keynes to Economic Thought **Time:** 2 Hours **Class:** NCE III **Lecturer:** Sa'idu Sulaiman **Date:** 23rd October, 2017	
Lesson objectives	To enable students to state, explain and evaluate the main contributions of John M. Keynes to economic thought.
Learning Resources	Main textbook, main points written on flip chart paper, and also students' handsets to be used in browsing the Internet.
Introduction	The lecturer will go over the previous lesson by asking students some questions on features of the classical economic thoughts, and then inform them on the importance of learning the Keynes' critique of the thoughts.
First Stage of the Lesson:	The Lecturer will fix the flip chart paper containing key points on the contributions made John Maynard Keynes to economic thought on the board, and explain the points together with the students by asking them to recall points in the Keynesian theory they have learnt in Macroeconomics.
Second Stage of the Lesson:	Students will be given chance to ask questions and make contributions to the lesson and then copy the main points of the lesson from the flip chart paper.
Students Activities/Participation	Students will participate in evaluating the relevance of the contributions of Keynes to present time. They will also be guided to use their handsets to find out current interest rates fixed by the central banks of prominent nations to see how close they are to the almost zero interest rate recommended by Keynes in periods of recession.
Evaluation techniques	Oral questions will be thrown to the students to determine their ability to state, explain and evaluate some of the contributions of Keynes to economic thought.

2. Tabular Lesson Plan for Natural Sciences

Subject: Chemistry **Course**: Introduction to Inorganic Chemistry (CHE 122) **Topic**: Transition Metals **Time**: 2Hours **Class:** NCE I **Lecturer**: Dr. Ibrahim Rilwanu Yalwa **Date**: 17th Oct, 2017	
Lesson Objectives	To enable students to define transition metals, state and explain at least three properties of transition metals.
Learning Resources	Periodic table, some common transition metals e.g. iron, copper etc, some compounds of transition metals in bottles and some compounds of non-transition metals also in their bottles to distinguish between the two groups.
Introduction	The lecturer will ask the students some questions concerning their previous knowledge of metals, non-metals and periodic table. The teacher will then mention that among the metals there are some called transition metals due to some properties they have in addition to the general ones.
First Stage of the Lesson	The teacher will fix the periodic table on the board and display the bottles of the transition and non-transition metal compounds. The teacher will define transition metals; show the transition and non-transition metals in their respective positions in the periodic table and then explain the properties of the transition metals.
Second Stage of the Lesson	The transition and non-transition metals with their compounds would be displayed for the students to see and possibly ask questions. The teacher will write note for the students to copy. Students would be allowed to make contributions throughout the lesson.
Students Activities/Participation	Students would be asked to identify the positions of some transition metals in the periodic table and required to distinguish between the compounds of transition metals and those of non-transition metals.
Evaluation Techniques	The students would be asked some oral questions on definition and properties of the transition metals. Some questions would also be written on the board for the students to answer with the help of the teacher e.g. why is calcium a non-transition element? The teacher will also give an assignment to the students e.g. list four examples of coloured compounds of transition metals, give two common oxidation numbers of iron.

3. Tabular Lesson Plan for Languages (Written in Hausa)

Darasi: Hausa **Kwas:** Nahawu (HAU 112) **Batu:** Ma'anar Sifa da Rabe-rabenta **Lokaci:** Awa Biyu **AJI:** NCE I **Lecturer:** Dr. Suleiman A. Sarɓi **Kwanan Wata:** 15/12/ 2017	
Manufofi	A jagoranci ɗalibai ta yadda za su iya kawo ma'anar sifa da rabe-rabenta ta fuskar nahawu tare da misalai. Daga ƙarshe ɗalibai su iya gina jimloli da kalmomin sifa.
Kayayyakin Koyarwa	Katina, maka da littattafan rubutu
Gabatarwa	Malami zai gabatar da batunsa ta hanyar yin tambayoyi ga ɗalibai dangane da batun da ya gabata a kan suna domin fargar da su a kan amfanin sifa wajen bayani a kan suna .
Mataki na I	Malami zai bayar da dama ga ɗalibai su gwada bayyana ma'anar sifa kafin daga bisani ya yi musu gyara kuma ya bayar da cikakkiyar ma'anar sifa.
Mataki na II	Malami zai ba ɗalibai dama su yi amfani da sanin makamarsu wajen kawo rabe-raben sifa, yana ƙoƙarin ɗora su a kan hanya. Zai bayar da katina ga wasu ɗalibai domin rubuta rabe-raben sifa su kuma nunawa sauran ɗalibai. Daga nan malami zai zaɓi raben-raben da suka dace, ya rubuta su a kan allo domin ɗalibai su juye su a littattafan rubutunsu.
Mataki na III	Malami zai jagoranci ɗalibai wajen gina jimloli da kalmomin sifa
Ayyukan Ɗalibai	Malami zai kasa ɗalibai zuwa rukunai uku, ya kuma raba musu aiki dangane da waɗannan sifofi: a) Sifa mai nuna launi (misali: fari, fara, farare) b) Sifa mai nuna hali (misali: mugu, muguwa, mugwaye) c) Sifa mai nuna kama (misali: siriri, siririya, sirara) Sannan ya umarci kawone rukuni ya kawo misalan irin kalmonin sifar da aka ba shi, ya kuma gina jimloli da su.
Gwaji	Malami zai lura da irin misalan kalmomin sifa da aka kawo a kowane rukuni sannan ya ba kowane rukuni wasu kalmomin daban domin su gina jimloli da su.

4. Tabular Lesson Plan for Education (Arabic Medium)

تحضير درس التابولر

المادة : التربية **الكورس :** علم الإجتماع التربوي **الموضوع :** إسهامات إبن خلدون في مجال علم الإجتماع **الزمن :** ساعتان **المستوى :** المستوى الثاني **المحاضر :** بشير لون بنكورى **التاريخ :** 23- نوفمبر - 2017م	
أهداف الدرس :	تمكين الطلاب من تحديد وشرح وتقويم إسهامات إبن خلدون في مجال علم الإجتماع
مصادر التعلم :	كتاب مقدمة إبن خلدون ، النقاط الرئيسية في إسهامات إبن خلدون في مجال علم الإجتماع ، يسمه للطالب إستخدام الإنترنت للبحث حول الموضوع
التمهيد :	يتم التمهيد للدرس عن طريق مراجعة الدرس السابق في أهمية علم الإجتماع ومدى إسهامات المفكرين الغربيين في علم الإجتماع ، وتقديم عنوان الدرس الجديد والذي هو عبارة عن إسهامات إبن خلدون في مجال علم الإجتماع من خلال كتابه : مقدمة ابن خلدون .
الخطوة الأولى للدرس:	يعرض المحاضر رسما بيانيا لأهم النقاط في إسهامات إبن خلدون في مجال علم الإجتماع من خلال كتابه : مقدمة ابن خلدون
الخطوة الثانية للدرس:	إتاحة الفرصة للطلاب في إلقاء ما لديهم من الأسئلة والمشاركات في الدرس، وبالتالي يطلب منهم المحاضر بنقل أهم النقاط في إسهامات إبن خلدون في مجال علم الإجتماع من خلال كتابه : مقدمة ابن خلدون
نشاطات أو مشاركة الطلاب :	- يطلب المحاضر من الطلاب بتقديم ما لديهم من مشاركات في تقييم مناسبة إسهامات إبن خلدون في علم الإجتماع من خلال كتابه : مقدمة ابن خلدون لواقع حياتنا اليوم . - يقوم المحاضر بتوجيه الطلاب وإرشادهم عن طريق إستخدام مواقع المعلومات العنكبوتية للتعرف على مزيد من البيانات حول إسهامات إبن خلدون في علم الإجتماع من خلال كتابه : مقدمة ابن خلدون.
أساليب التقويم :	يلقي المحاضر عددا من الأسئلة الشفوية على الطلاب للتعرف على مدى قدراتهم على تحديد وشرح وتقويم بعض ما قدمه العلامة إبن خلدون من إسهامات في مجال علم الإجتماع.

APPENDIX V: CRITERIA FOR ASSESSMENT OF LECTURE PACKAGE

QUALITY ASSURANCE DIRECTORATE

SA'ADATU RIMI COLLEGE OF EDUCATION, KUMBOTSO,

KANO STATE

Form QAD 1

Lecturer's Name:…… Course Code……..

Course Title:……Semester:……Session……Year:…….

Grade each aspect of the lecture package. Good=3, Satisfactory=2, Needs improvement=1, Fail=0	Grade	Comments/Action needed
1. Appropriate title, code, credit load and status		
2. Stated objectives and topics		
3. Arrangement of course outline		
4. Definition of terms (where necessary)		
5. Relevance of the content to the stated objectives/topics		
6. Coverage of the course content		
7. Appropriateness of the listed teaching/learning materials		
8. Are assignments/test questions linked to content and objectives of the course?		
9. Clarity of the language used		
10. Typing accuracy		
11. Acknowledgement of sources		
TOTAL SCORE		
AVERAGE		
FINAL GRADE (Good, Satisfactory, Need Improvement, Fail)		

Name of Assessor:……Rank:……Sign:……..Date:……...

Name of H.O.D:……Sign:……Date:……..

APPENDIX VI: CRITERIA FOR ASSESSMENT OF LECTURE OBSERVATION

QUALITY ASSURANCE DIRECTORATE

SA'ADATU RIMI COLLEGE OF EDUCATION, KUMBOTSO,

KANO STATE

Form QAD 2

Lecturer's Name:……Course Title……..

Semester:…… Session:……Date……Time:……

Grade each aspect of the lecture package. Good=3, Satisfactory=2, Needs improvement=1, Fail=0	Grade	Comments/Action needed
1. Introduction		
2. Active participation of students throughout the period		
3. Questioning throughout the period		
4. Class management		
5. Content of the lecture		
6. Teaching methodology used throughout the lecture		
7. Teaching and learning materials		
8. Evaluation of learning taking place during the lecture		
9. Communication throughout the lecture		
10. Time management throughout the lecture		
11. Summary/ plenary sessioon		
12. Personal appearance and presence of the lecturer		
TOTAL SCORE		
AVERAGE SCORE		
OVERALL GRADE (Good, Satisfactory, Need Improvement, Fail)		

Name of Assessor:……Rank:……Sign:……Date:……...

Name of H.O.D:……Sign:…… Date:……..

APPENDIX VII

LIST OF UNITS UNDER THE QUALITY ASSURANCE DIRECTORATE

AND THEIR MEMBERS

Based on the five key areas of quality assurance provided in the grouping of quality indicators and the external assessors documents specified in the documents of the National Commission for Colleges of Education, the Executive Committee of the Directorate of Quality Assurance created five units for the proper functioning of the Directorate. The Executive Committee is made up of the Director, Malam Sa'idu Sulaiman (Economics Dept.), the Deputy Director, Malama Halima Muhammad Kano (Educational Foundations Dept.) and the five heads of units. The Committee takes decisions on major issues pertaining to the functions or mandates of the Directorate.

The five units and their members drawn from the current twenty three (23) members of the Directorate are as follows:

1. LEADERSHIP, MANAGEMENT AND ORGANIZATION UNIT

   i. **Halima Muhammad Kano (Educational Foundations) (Head of Unit)**
   ii. Muhammad Sani Nahannu (Chemistry)
   iii. Inuwa Ishaq Inuwa (Social Studies)
   iv. Magaji Abdu (English)
   v. Ibrahim M.Y. Bichi (Bursary)
   vi. Saminu Zubairu Harbau (Student Affairs)
   vii. Muhammad Bala Gundutse (Registry)

   The main functions of this Unit include sourcing and keeping external assessors documents related to the Unit (e.g. enabling laws, regulations, academic calendar, organogram, committees and their members, staff development policy, staff: student ratios, annual budgets and audit reports, students handbook, etc); feeding the Assessment and Evaluation unit with periodic data /summary of reports for analysis and submission to college management; and any other duty assigned to the Unit.

2. CURRICULUM ORGANIZATION AND IMPLEMENTATION UNIT

   I. **Muhammad Suleiman Isah (PHE) (Head of Unit)**
   II. Magaji Abdu (English)
   III. Ismail A. Kilishi (History)
   IV. Sani Isah (FAA)
   V. Inuwa Ishaq Inuwa (Social Studies)
   VI. Muhammad S. Nahannu (Chem)
   VII. Fatima Mukhtar (Hausa)
   VIII. Maryam Hassan (Eng)
   IX. Hussaini Abdullahi (TED)

X. Fatihu Yahaya (ANF)
XI. Yususf Bala Takai (SPS)
XII. Ibrahim Sani (Arabic Medium)
XIII. Hadiza Umar (Curriculum)
XIV. Shuaibu Muhammad (Geography)

Main functions of this Unit include monitoring teaching (punctuality of lecturers, lesson planning, coverage of syllabus, use of learner–centred methods, use of ICT and other resources in teaching, etc) and monitoring examinations (punctuality of invigilators, standard of questions, adequacy of materials and venues, external moderators reports, etc). Other functions are ensuring adherence to the curriculum and lecture timetable; gathering the specified external assessors documents related to the Unit; providing the Assessment and Evaluation unit with periodic data /summary of reports for analysis and submission to college management; and any other duty assigned to the Unit.

3. INFRASTRUCTURE AND LEARNING RESOURCES

I. Inuwa Ishaq Inuwa (Social Studies) (Head of Unit)
II. Muhammad Suleiman Isah (PHE)
III. Ismail A. Kilishi (History)
IV. Fatima Mukhtar (Hausa)
V. Engineer Ali Garba (representative of Works Dept.)

The main functions of this Unit include sourcing and keeping external assessors documents related to the Unit (e.g. list of teaching and non-staff by department or sections, list of students by departments, teacher: student ratios by department, number of lecture rooms, theatres, laboratories, toilets, college vehicles, staff offices, etc); inspecting places like studios, laboratories, markets, students' center, lecture venues, etc. to assess their functionality, hygienic conditions and adequacy of water and electricity; providing the Assessment and Evaluation unit with periodic data /summary of reports for analysis and submission to college management; and any other duty assigned to the Unit.

4. ASSESSMENT AND EVALUATION UNIT

I. Muhammad Sani Nahannu (Chemistry) (Head of Unit)
II. Shu'aibu Muhammad (Geography)
III. Inuwa I. Inuwa (Social Studies)
IV. Ismail A. Kilishi (History)
V. Dr. Lukman Tajo Suraj (Business Education)

The main functions of this Unit include sourcing and keeping external assessors documents related to the Unit (e.g. annual calendar, lecture attendance records, records of continuous assessment questions and marks, examination questions and

moderators reports, examination timetables, examination results, teaching practice assessment form and results, minutes of academic board, school and department and examination malpractice committee meetings, etc). Other functions of the Unit are evaluation, analysis and graphic representation of periodic data /summary of reports it receives from other units for submission to college management and the NCCE; and any other duty assigned to it.

5. STUDENTS SUPPORT AND PROGRESSION UNIT.

I. **Ismail A. Kilishi (History) (Head of Unit)**
II. Dr. Lukman Tajo Suraj (Business Education)
III. Magaji Abdu (Eng)
IV. Saminu Zubairu Harbau (Student Affairs)
V. Bilkisu Umar Abubakar (Representative of SUG)
VI. Khamis Hannafi Adam (Representative of MSS)

The main functions of this Unit include sourcing and keeping external assessors documents related to the Unit (e.g. students' admission policy statement, copy of admission form, examinations results showing students progression by group or course, list of clubs and societies, orientation programmes being organized, timetables of students' weeks, data on utilization of counseling services and use of college clinic, list of toilets and recreational facilities, students comments on facilities, teaching and service delivery, etc; Other functions of the Unit are providing the Assessment and Evaluation unit with periodic data /summary of reports for analysis and submission to college management; and any other duty assigned to it.