



## Theme 3

# Quality Assurance in the Context of NQF

THE CASE OF GHANA

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# OUTLINE OF PRESENTATION



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# Introduction

- The regulation and external quality assurance of the qualifications system emerged after the liberalisation of tertiary education, which widened access in the early 90s.

- This period also saw the establishment of regulatory bodies in the tertiary education landscape.



# Establishment of regulatory bodies

National  
Council for  
Tertiary  
Education  
(NCTE)

Tertiary  
Education  
Policy

National  
Accreditation  
Board (NAB)

External quality  
assurance

Council for  
Technical and  
Vocational  
Education  
and Training  
(COTVET)

TVET policy and  
Administration

National  
Board for  
Professional  
and Technical  
Examinations  
(NABPTEx)

Technical  
Examinations



# Educational Reforms 2020

**Merging of the regulatory bodies under the new Education Regulatory Bodies Act 2020 (Act 1023) for increased effectiveness**

The NAB and the NCTE have since 2020 been merged to form

Ghana Tertiary Education Commission (GTEC)

The NABPTEX and the COTVET merged to form

Commission for Technical and Vocational Education and Training (CTVET)

Both Commissions have accreditation, quality assurance, policy and administration functions, among others.



# Highlights of the qualifications system of Ghana

## Policy

The Education Sector Plan (ESP 2018-2030), The Ghana TVET policy (2020), The Tertiary Education Policy (2020) and others

## Reforms

Key reforms: Teacher Education, Curriculum Legal /Institutional, TVET, ICT in Education and others

## Providers

Public and private, local and foreign, providers at all levels across sub-sectors. Tertiary providers include universities, technical universities, colleges, institutes, training colleges etc



## Number of providers –Tertiary education

Public providers	Number of institutions	Private providers	Number of institutions
Regular universities and professional degree-awarding institutions	21	Chattered Universities	12
Technical Universities	10	University Colleges	107
Colleges of education	47	Colleges of education	4
Nurses training colleges	71	Nurses training colleges	14
Others	7	Others	14
<b>Total</b>	<b>155</b>	<b>Total</b>	<b>148</b>



## Highlights of the qualifications system of Ghana

### Regulatory space and QA

There are sector regulatory bodies- GTEC (tertiary) and CTVET (TVET)

### Qualifications

Various qualifications from diverse disciplinary areas

### Accredited programmes

Over 3,900 accredited programmes in the tertiary education sub-sector. The TVET Service has recognised over 500 CBT providers with various training qualifications.





# Challenges in the Qualifications system

- **Diverse** qualifications from different disciplinary areas, and differences in total credits required for graduation.
- **Difficulty** in understanding qualifications for academic progression and job placement
- **Mobility** of learners - lack of clear pathways/bridges for horizontal, vertical and diagonal progression within and across sub-sectors of education
- **Lack** of recognition of other non-conventional qualifications – micro-credentials and part qualifications
- **Issues** with inclusivity, equity and relevance of qualifications, among others.



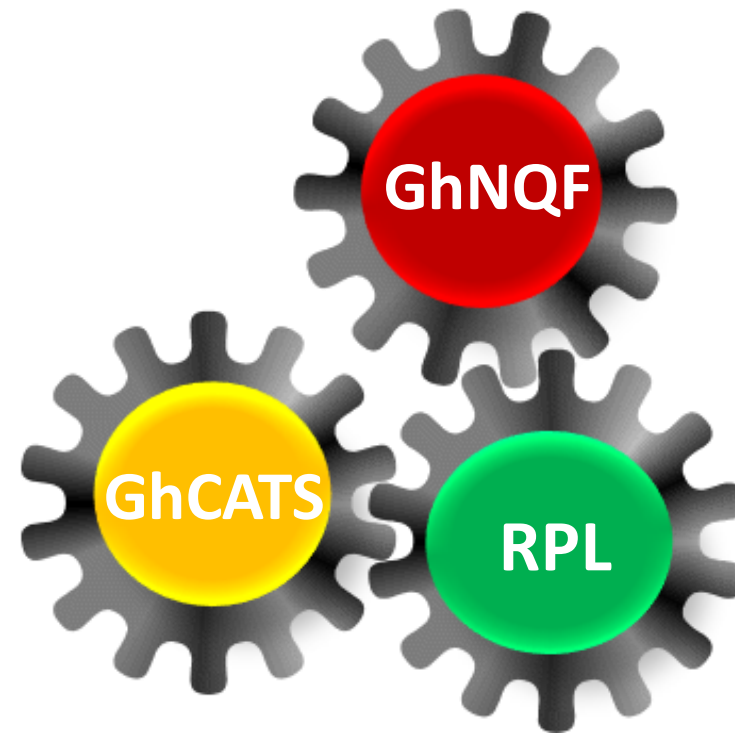
# The need for a National Qualifications Framework

- **Considering** the challenges in the qualifications system, which necessitate a national system to facilitate effective comparability, mobility, articulation, and lifelong learning,
- **Inspired** by global, continental and national policies/agenda for quality, equitable, inclusive and relevant education, (SDG 4, CESA, Agenda 2063, ESP 2018-2030, National tertiary education and TVET policies),
- **Motivated** by global and continental developments in qualifications systems,
- **Authorised** by the Education Regulatory Bodies Act 2020 (Act 1023),
- **Strengthened** by the existing National TVET qualifications framework,
- **Realising** the interrelatedness of NQFs, CATS and RPL policies
- **Supported** by the ACQF/ETF experts



# Development of the Ghana National Qualifications Framework (GhNQF)

- Ghana is developing a comprehensive NQF, which includes all sectors (General education, Higher education, TVET, Professional and Micro credentials) with related policies on Recognition of Prior Learning (RPL) and Credit Accumulation and Transfer System (CATS).





# Development of the Ghana National Qualifications Framework (GhNQF)

- This creates an 'eco system' that promotes **transparency, progression, mobility, social inclusion and lifelong learning.**
- Draft 2 versions of the three policy documents are ready due to be completed in November, 2024.



# QA systems to support implementation of the new GhNQF

A NQF without an accompanying **quality assurance system** is unlikely to be effective in ensuring transparency and quality as well as building trust in national qualifications

The quality assurance system in Ghana seeks to promote the principles of **transparency, mutual trust** and **equity** in the qualifications system.



# QA of the qualifications system

Ghana adopts a two tier quality assurance system in the tertiary education sector





# External QA in the qualifications system

- Accreditation
- Post accreditation quality assurance
- Institutional support
- Monitoring and Evaluation
- Credential evaluation and qualifications audit
- Tracer studies and graduate employability
- National standards and norms for tertiary education
- International Cooperation & Partnership





# Accreditation

- Accreditation is the first layer of QA and its based on minimum requirements. Both institutions and programmes are accredited.

**Institutional  
Accreditation**

**Programme  
Accreditation**

**Reaccreditation**

**Presidential  
Charter**

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# Post accreditation quality assurance

**Academic  
Audit**  
(Non-chartered TEIs)

**Cyclical  
Review**  
(Chartered TEIs)

**Quality  
monitoring/  
reviews**  
(all TEIs)

All these QA activities focus on governance, academic delivery, processes and procedures, internal QA system, QA policies and students participation in the governance and academic delivery.



# Institutional support

To help build an effective institutional quality culture, recognised institutions are given further technical support and advise on all external QA and regulatory activities.

GTEC has representatives on institutional Governing Councils.



# Monitoring and Evaluation

- M & E collects information on institutions' performance and progress of implementation of relevant policies, norms and procedures.

- Data collected are analysed to inform policy.



# Credential evaluation and qualifications audit

- Verification and evaluation of local and foreign certificates of newly appointed staff tertiary education institutions is mandatory.
- This yet to be fully implemented in the entire public sector.

- To build trust and confidence in qualifications held by individuals for job placement and academic progression, credential verification (local certificates) and evaluation (foreign certificates) services are offered to all (individuals, organisations, institutions etc).



## Tracer studies and graduate employability

- Institutions are required to conduct tracer studies to monitor the relevance and employability of their graduates to the job market. Feedback from such studies are also useful for future programme reviews.
- The EQA also conducts studies on graduate employability.



# National standards and norms for tertiary education

- There is a National Standards and Norms for Tertiary Education accreditation, academic delivery, quality assurance and administration.

- The national standards and norms reflects relevant national and continental policies (Tertiary Education Policy, the African Standards and Guidelines for Quality Assurance – ASG)



# Internal Quality Assurance

- Development of a framework for establishment of Internal Quality Assurance Units (IQAU) in recognised institutions
  - IQAU officers are given periodic training by the EQA (GTEC)
- Structures of IQAUs in institutions- Directorates, departments, units etc, headed by both academics and professionals.
- The IQAUs as custodians or ambassadors of quality also serve as the link between the institution and the EQA
  - They also support the institution in preparing for external reviews and assessments



# Conclusion

- The implementation of the GhNQF will be a game changer in the qualifications system of Ghana as it would engender trust and facilitate mobility, hence the need to further enhance the existing QA system and build capacity of stakeholders (**regulators, providers and users**).

- Additionally, effective stakeholder engagement and partnership will be needed to facilitate adoption and general buy-in.

- Last but not the least, continued engagement with political leadership to strengthen the legislative backbone of the GhNQF.





THANK YOU

OBRIGADO