

**Education Sector Support Programme in Nigeria
(ESSPIN)**

Input Visit Report

**Institutional Strengthening of Kwara State College of
Education, Oro: October 2009 Visit Report**

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Report Distribution and Revision Sheet

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Acronyms and Abbreviations

ECCE	Early Childhood Care and Education
ESSPIN	Education Sector Support Programme in Nigeria
NCCE	National Commission for Colleges of Education
NCE	Nigeria Certificate in Education
SESP	State Education Sector Project
SMoE	State Ministry of Education, Science and Technology
SMT	Senior Management Team
SSIT	State School Improvement Team
STL	State Team Leader

Abstract

The report outlines progress on (i) planning and management issues at Oro College, including the allocation of staff to new Schools (ii) development of a Teacher Career Path within Kwara State and (iii) development of SMOE's role in strategy and planning.

Executive Summary

Oro College

1. The majority of staff have been allocated to departments within the new School structure. Staff in the School of ECCE and Primary Education will now prepare for teaching NCE 1 students under the new curriculum starting in November 2009. Deans and Heads of Department have been appointed for a one year period in an "acting" capacity. New job descriptions for Deans and Heads of Department have been drafted. The performance of Deans, Heads of Department and staff will be monitored at the end of each semester.
2. The process of allocating staff to new Schools has highlighted a number of issues, including the need to review the distribution of workload of staff. An issue that might be discussed with NCCE in the context of curriculum reform is the disparity in workload expected of students on different elective courses.
3. The intake of NCE 1 students is reported to be of a higher quality than last year. New student numbers are estimated at 738 (287 in 2008-09).
4. The draft Institutional Plan has been considered at a meeting of all staff in the College and will now be finalised by the Planning Committee and submitted to the Colleges authorities for approval. A committee has been established to work with the Director of Works to formulate an Estates Strategy consistent with the Institutional Plan.
5. The new Registrar has identified, and has started to address, deficiencies in some basic procedures in the Registry Department.

Career Path

6. The report from the Task Team on recruitment, assessment and promotion systems has been further refined and will now be considered in the light of wider reform activities. It would then be timely to hold a stakeholder workshop to consider proposals from the Task Teams.

SMoE's role in strategy and planning

7. Discussions have continued with the Director of Higher Education with a view to clarifying priorities. A range of briefing documents has been prepared including a draft job description.

Purpose of the Consultancy

8. Objectives for the one year period are as follows:
 - Working with nominated State and Federal representatives, other ESSPIN State and national Teacher Education and Teacher Quality Specialists, and national education experts as appropriate, to support:
 - a. the further strengthening of planning and management structures and processes at Oro College;
 - b. the development and implementation of a Teacher Career Path within Kwara State;
 - c. the Kwara State Ministry of Education in the development and implementation of its role in strategy and planning;
 - d. the NCCE Task Group on college reform and such other federal and state initiatives on transformation as might be agreed.

Achievement of the terms of reference

TOR Tasks	Progress made and agreements reached (with whom)	Proposed/agreed follow up (by whom and when)
Oro College		
Support the recruitment and induction of new managerial staff.	<p>Discussions were held with the new Registrar. It is evident that the Registrar has identified some of the basic deficiencies in the way in which the Registry Department currently operates. He has started to address those deficiencies by making it clear what he expects from staff (eg the necessity to disseminate decisions following committee meetings).</p> <p>Other activities took precedence during the current visit, but on a future visit it is intended to work with the Registrar to more clearly define the areas in which he would most like assistance.</p> <p>A similar discussion will be held with the new Bursar.</p>	<p>On the next visit it is proposed to hold an “away-day” for senior staff at Oro. Not all posts are filled on a permanent basis, but it would probably now be timely to hold such an “away-day” so that senior managers can reflect on their roles, the situation of the College and the way forward. Jaap Kuiper and I might facilitate the process, but should disappear for some sessions - this should be an opportunity for the senior management team to interact and develop their roles without the presence of “external forces” or the need to “play to the gallery”. Ideally the Acting Provost would lead the process to establish his leadership style and give an opportunity for others to develop their own approaches in the context of the Acting Provost’s priorities and way of doing business. Having an Acting Provost makes this more difficult but I think it is worth a try. A more detailed note has been given to the STL.</p>

Support the implementation of a development plan for managerial and administrative staff.	See above in the context of discussions with the Registrar.	
Support continued enhancement of planning and management capacity.	<p><u>Institutional Plan</u></p> <p>For various reasons no progress had been made since the last visit. A meeting of the Planning Group was convened at which “next steps” were agreed.</p> <p>Copies of the draft Institutional Plan were made available for all staff in the College and a meeting of all staff was held at which members of the Planning Group, supported by the College Turn Around Task Team, presented the Draft Plan. Staff considered the Draft Plan in School groups and comments were fed back at a plenary session. The Planning Group will now consider those comments and incorporate them into the draft Plan as appropriate.</p> <p><u>Estates Strategy</u></p> <p>The Planning Group has established a committee to work with the Director of Works to produce an Estates Strategy. There already exists a “Master Plan” of the campus but plans for new developments must be consistent with the academic priorities in the College’s Institutional Plan.</p>	<p>Following finalisation of the draft Plan by the Planning Group, the draft Plan should be considered by the various College bodies. Work plans will then need to be formulated and monitoring arrangements made to ensure implementation (see “next steps” document attached to my last report).</p> <p>Following the allocation of staff to Schools, staff are now in a position to prepare lectures</p>

	<p>Annex C “Estates Strategy – headings” has been prepared at the request of the committee to help guide the process.</p> <p><u>Allocation of staff to Schools</u></p> <p>No progress had been made since the last visit and all the indications were that staff were struggling with the process of allocating staff to the new Schools. Some considerable time was spent during the visit in helping the Planning Group, augmented by the Acting Provost and Registrar, and supported by the College Turn Around Task Team, in resolving the various issues. The VSO at Oro College, Andrea Togher, attended the various meetings and was most helpful.</p> <p>Annex D provides a Briefing Note of the outcome of the various meetings including (i) details of the allocation of staff to Schools (108 of the current 140 staff have been allocated); (ii) student intake 2009 (current estimates are 738 with a pleasingly high standard); (iii) appointment of Acting Deans and Acting Heads of Department; and (iv) arrangements for monitoring.</p> <p>Annex D includes three appendices which</p>	<p>consistent with the new curriculum for NCE 1 students commencing in early November.</p> <p>Deans and Heads of Department have been identified and should now be appointed through the College procedure. It was agreed that these appointments should be “Acting” for one year. The Senior Management Team and probably the Turn Around Task Team should hold a meeting with them to underline their role in the reform process.</p> <p>Job descriptions for Deans and Heads of Department (appendix C of Annex D) need to be considered by the College authorities and College Turn Around Task Team.</p>
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	<p>explain:</p> <p>(A) the basis of staff allocations to departments including the calculation of staff:student ratios (which is a necessary precursor to the allocation of staff). This section was the result of detailed discussion with a sub-group of the Planning Committee and was circulated to members of the Planning Group and College Turn Around Task Team as background to the allocation process;</p> <p>(B) a note of issues which emerged during the process of allocating staff to the new Schools;</p> <p>(C) draft job descriptions and person specifications for Deans and Heads of Department.</p> <p>These documents may provide a useful briefing for Jaap Kuiper as background to his next visit (copies have been sent).</p> <p><u>Oro College Governing Council</u></p> <p>In preparation for a possible workshop for Council members on the role of the College Council, Council minutes for the last two years were reviewed.</p> <p>I think it unwise, however, to report my findings. To do so would, according to the current law,</p>	
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	make me liable for up to two years imprisonment or a fine of N400 or both !	
Support effective implementation of quality assurance arrangements.	<p>It was agreed by the Acting Provost, Planning Group and College Turn Around Task Team that staff allocated to the new Schools should be monitored with an appraisal being conducted at the end of each semester. A review of the allocations would be undertaken at the end of the year. This would be undertaken in the first instance by Heads of Department and Deans and evaluated by senior management of the College in conjunction with the College Turn Around Task Team.</p> <p>This represents an initial development in the establishment of quality assurance arrangements.</p>	
Career Path		
Support the work of the Task Groups charged with the development and implementation of a Teacher Career Path.	<p>A meeting of Task Team B (Recruitment, Promotion, Assessment) reviewed a preliminary draft of "general rules" and agreed minor changes.</p> <p>It has always been recognised that the work of the Task Teams will, at some stage, need to be compared and integrated with other ongoing</p>	<p>The initial Career Path Report was considered by stakeholders at a workshop in April 2009. The principles were agreed as a basis for further work. Now that the Task Teams have put details to those principles it is probably timely to hold another workshop at which the details are considered.</p>

	activities in order to ensure consistency within the overall reform process. It would now be timely to undertake that comparative process and a more detailed briefing note has been submitted to the STL.	
State Ministry of Education		
Support the development of the Ministry's strategic role in the direction of Oro College and the development of teacher education.	E mail exchanges took place with the Director of Higher Education between visits with a view to supporting initial activities and providing draft documents. The Director was on leave for part of the visit but two meetings were held at which a draft job description and priority areas were discussed and briefing documents prepared on some key issues (eg monitoring of institutions, concepts of autonomy and accountability that impact on the Ministry's relationship with institutions). During discussion with the Director of Higher Education, and subsequently with the Commissioner, additional <u>Oro College</u> -related issues were identified, including (i) the existence of a private college of education and (ii) relationships between Oro College and the State University. The State University will have a Faculty of Education and intends to offer degree	The Director will review the various documents on her return from leave and will either contact me by e mail or discuss with the STL (who has copies). The issue related to the Faculty of Education at the State University is a matter that might be considered by Jaap Kuiper in the context of curriculum reform. It is consistent with some preliminary thought on progression and has a bearing on emerging comments (from the Chairman of Oro College Council amongst others) that students following the new curriculum at Oro College should have an opportunity to progress to degree awarding
Support the Director of Higher Education in the formulation of a tertiary education sector plan.		
Support the establishment of a teacher supply and demand model.		
Support the development of a funding model for colleges.		
Support the development of an in-service funding model.		
Support the development of quality assurance procedures.		

	programmes in education available to NCE qualified students. However, staff may not be familiar with the recent curriculum reform activities. At the request of the Commissioner, initial contact was made with the Vice-Chancellor of the State University by way of a telephone conversation and e mail discussions may follow..	programmes.
Other		
Support the NCCE Task Group to analyse, disseminate and implement as appropriate good practice and the lessons learned from the education reform process in Kwara State, and other States as appropriate, in the context of (i) College of Education reform and (ii) the establishment of a professional standards framework for teachers and associated activities.	No activity during this visit.	The visit in December might be an opportune time to have another meeting with NCCE to discuss eg accreditation and quality assurance systems in the context of NCCE's review of the Commonwealth of Learning Toolkit to which reference was made at a previous meeting.
Support the work of other federal and state agencies, as appropriate, in identifying issues and developing policies and practices to build upon the experience from Kwara State in the context of strategic, planning, managerial and funding reform.	A presentation was made to the SSIT group in Kwara, primarily about Oro College reforms, but including a progress report on Career Path developments.	

Monitor the College Transformation and the Career Path developments with a view to supporting the mutually beneficial development at institutional, state and federal levels.	On-going.	
Undertake such other tasks as may, from time to time, be agreed.	Briefing documents on Oro College and Career Path developments were drafted for an anticipated meeting with the Governor. Presenter (with Lilian Breakell, David Strawbridge and John Kay) at a two-day planning meeting, held in Abuja, for school improvement Quality Teams.	

Background

9. The visit was undertaken during the period 11-30 October 2009 and represented the second of six anticipated visits over a period of one year from 1 August 2009.
10. Most aspects of the assignment represent on-going activity and build upon previous assignments.

Findings and Issues Arising

11. These have been covered within the section above on Achievement of the Terms of Reference and in the various annexes.

Options and next steps

12. Detailed notes of immediate follow-up action have been sent to the STL.
13. The next visit will be for three weeks and will commence at the end of a separate mid-term evaluation of SESP commencing on 15 November. It will continue activities in accordance with the agreed annual work plan and terms of reference. More specifically consideration might be given to:
 - a. The facilitation of an “away-day” for the Senior Management Team at Oro College, perhaps incorporating a session on the role of the College Council;
 - b. a workshop to present findings from the Career Path task teams;
 - c. continuing support to the Director of Higher Education;
 - d. a review meeting with NCCE.

Annex 1: Terms of Reference

Title of assignment: Institutional strengthening

Areas of work:

- Oro College Planning and Management
- Teacher Career Path (Kwara State)
- SMOE strategy and planning (Kwara State)
- NCCE Task Group
- Such other areas and in other States as might be agreed

Consultant: Institutional Development Specialist

Main Place of Work: Kwara State

Indicative duration and dates:

Up to 120 days between 1 August 2009 and 31 July 2010 including UK days as agreed; six visits, each of between 3 and 4 weeks.

Background

Despite the possession of considerable oil wealth, a rising population, inefficient government investment in front line public services and years of neglect have left the Nigerian education system in a poor state. Education indicators are amongst the lowest in Sub-Saharan Africa, particularly for girls. Currently it is estimated that there are 7-9 million school aged children not attending school, a disproportionate percentage of whom are girls.

Since legislation was passed in 2004 establishing nine-year compulsory Universal Basic Education, the main sectoral focus of Federal and State governments has been an expansion of basic education to meet the Millennium Development Goals. There has been a significant increase in investment in the basic education sector through State governments and through Federal sources such as the Universal Basic Education Commission (UBEC). Access remains a problem, as do the low quality of education outcomes and the stark inequities in the system.

The Education Sector Support Programme in Nigeria (ESSPIN) is a six year DFID programme of education development assistance and is a part of a suite of programmes aimed at improvements in governance and the delivery of basic services. ESSPIN's aim is to have a sustainable impact upon the way in which government in Nigeria delivers education services and is directed at enabling institutions to bring about systemic change in the education system, leveraging Nigerian resources in support of State and Federal Education Sector Plans and building capacity for sustainability. It is currently operating in five States (Kano, Kaduna,

Kwara, Jigawa and Lagos) and at the Federal level. ESSPIN builds upon previous technical assistance projects in education, in particular the Capacity for Universal Basic Education Project (CUBE). ESSPIN will run in parallel with World Bank credit-funded projects in four of the States (the State Education Sector Project (SESP) in Kano, Kaduna and Kwara and SESP II in Lagos).

Kwara State

Located in western Nigeria, Kwara State has a population of 2,371,089 (2006) with 48% of its population being under 15. Its economy is based on subsistence farming, with some small-scale manufacture, and government-driven economic activity. Its capital, and only sizable city, is Ilorin. It is among the six poorest states in Nigeria and is also characterised by a substantial poverty gap, again being among the six worst States; additionally it is among the few States to experience a worsening incidence of poverty between 1996 and 2004. On a more positive note, the current State Government is noted for its commitment to a reform agenda.

The Commissioner of Education, with the Governor's support, is committed to the reform of the education sector and has launched an education campaign called Every Child Counts, which constitutes a vision for the development of basic education within the State and focuses upon improving learning outcomes.

Objectives of the assignment

Working with nominated State and Federal representatives, other ESSPIN State and national Teacher Education and Teacher Quality Specialists, and national education experts as appropriate, to support:

1. the further strengthening of planning and management structures and processes at Oro College;
2. the development and implementation of a Teacher Career Path within Kwara State;
3. the Kwara State Ministry of Education in the development and implementation of its role in strategy and planning;
4. the NCCE Task Group on college reform and such other federal and state initiatives on transformation as might be agreed.

Tasks

An indicative work plan is attached in the appendix.

Oro College

1. support the recruitment and induction of new managerial staff;
2. support the implementation of a development plan for managerial and administrative staff;

3. support continued enhancement of planning and management capacity;
4. support effective implementation of quality assurance arrangements.

Teacher Career Path

5. support the work of the Task Groups charged with the development and implementation of a Teacher Career Path, namely:
 - a. Professional Standards Framework and in particular the attachment of salary scales to career stages;
 - b. Recruitment, posting and promotion processes;
 - c. Appraisal and assessment processes;
 - d. Identification of staff development needs;

State Ministry of Education

6. support the development of the Ministry's strategic role in the direction of Oro College and the development of teacher education;
7. support the Director of Higher Education in the formulation of a tertiary education sector plan;
8. support the establishment of a teacher supply and demand model;
9. support the development of a funding model for colleges;
10. support the development of an in-service funding model;
11. support the development of quality assurance procedures;

Other

12. support the NCCE Task Group to analyse, disseminate and implement as appropriate good practice and the lessons learned from the education reform process in Kwara State, and other States as appropriate, in the context of (i) College of Education reform and (ii) the establishment of a professional standards framework for teachers and associated activities;
13. support the work of other federal and state agencies, as appropriate, in identifying issues and developing policies and practices to build upon the experience from Kwara State in the context of strategic, planning, managerial and funding reform;
14. monitor the College Transformation and the Career Path developments with a view to supporting the mutually beneficial development at institutional, state and federal levels;
15. undertake such other tasks as may, from time to time, be agreed.

Outputs

1. Strengthened management and planning processes at Oro College.
2. Revised institutional plan for Oro College.
3. Agreed procedures to support the implementation of the proposed Teacher Career Path, including salary scales for each career stage and revised recruitment, posting, promotion, appraisal, assessment and staff development processes.
4. Strengthened strategic role of the State Ministry of Education.
5. Tertiary Education Sector plan.
6. Teacher supply and demand model.
7. Funding model for colleges.
8. In-service funding model.
9. Strengthened quality assurance arrangements.
10. After each visit, a brief visit report which lists progress against these terms of reference, together with the draft documents as described.

Institutional/administrative arrangements

The consultant will report to the ESSPIN Kwara State Team Leader, the Lead Specialist Educational Quality, and liaise closely with the Commissioner of Education, both directly and through his nominated representatives. A brief report will be submitted at the end of each visit to the ESSPIN State Team Leader and to the ESSPIN Lead Specialist for Educational Quality for discussion with the State Ministry of Education. As far as time allows, the report will be discussed before departure with the Kwara State Team Leader and the ESSPIN Lead Specialist for Educational Quality. The consultant will be based mainly in Ilorin.

Competencies

Qualifications/experience

1. A minimum of a higher degree in a relevant area and 10 years' experience of working in institutional reform in developing countries.
2. Extensive practical experience of Education Management, Institutional Analysis, Organisational Development and Public Administration Reform.
3. Experience of providing professional inputs in development assistance programmes.
4. Experience of working with Nigerian government and parastatal officials.

Knowledge

1. Practical knowledge of educational development issues in Nigeria and other countries.
2. Knowledge of current international literature on Governance and Institutional Development and the delivery of public services.
3. Knowledge of Nigerian Government and parastatal structures and systems.
4. Knowledge of the capacity constraints that may hamper effective and efficient action.

Abilities

1. Ability to manage change through other people.
2. Possession of inter-personal skills and the ability to deploy them as and when necessary.
3. Ability to provide constructive feedback and clear advice to senior members of government.
4. Ability to lead and inspire colleagues and to act as member of a team.

DRAFT WORKPLAN

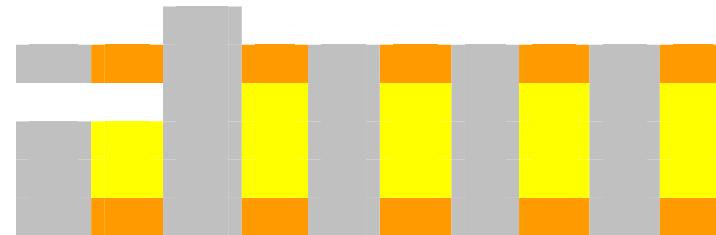
JULY 2009 – JUNE 2010

The following work plan is indicative and is based on an estimated input from the Institutional and Teacher Education experts of 120 days each per year in blocks of approximately 3/4 weeks including in-country and home-based work.

		INDICATIVE											
		July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Periods where both the Institutional and the Teacher Education Specialist are involved with the specified activity	Institutional Specialist weeks		4		3		3		4		3		3
	Teacher Education weeks		4		3		3		4		3		3
Activity CATEGORY	Sub-activity												
1. Oro Management Transformation	Recruitment and induction of new staff												
	Staff development for administrative staff												
	Enhancement of operational management												
	Institutional Plan												
	Embed reforms & quality assurance												
2. Oro Curriculum Transformation	Learning Materials												
	Assessment system												
	Curriculum resource management												
	Institutional Structure & programmes												
	Embed reforms & quality assurance												
3. State Ministry of Education	Support in establishing SMoE strategic role												
	Tertiary Education Sector Plan												
	Teacher Supply and Demand Model												
	Funding Model for Colleges												
	Quality assurance												

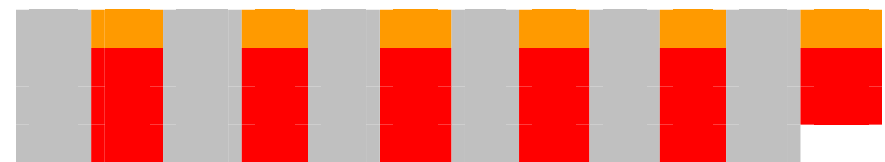
4. Kwara Teacher Career Path

Professional Standards Framework
Salary scales
Recruitment / posting / promotion processes
Appraisal and assessment processes
Staff development



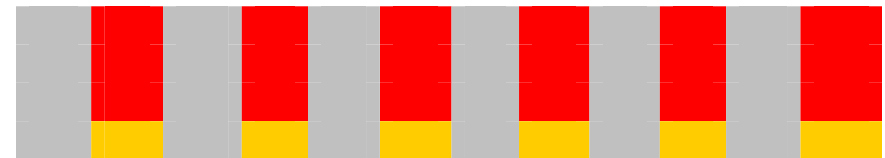
5. Kwara In-service Programme

In-service (finance) model
Qualification structure & framework
Curriculum development
Provisioning plan



6. NCCE

Teacher Standards
Curriculum Review
Quality Assurance
Support to Task Group on College reform



7. Other States College Transformation

Generic Themes
Federal implications



8. Other Federal Processes

Federal policies on Career Path
Federal policies on teacher/tertiary financing
Federal Policies on Qualification Framework



Annex 2: Programme of Activities

Date	Activity
October 11	Travel from UK to Abuja
12	Arrive in Abuja and travel to Ilorin Orientation Meeting with Lilian Breakell about planning meeting for Quality Teams
13	Review meeting with STL Meeting with Mr Woru Chairman of College Turn Around Task Team Meeting with Ahmed Salihu, Chairman of Career Path Task Team Documentation and planning
14	Meeting with the College Turn Around Task Team Meeting with Mrs Oyawoye, Director of Higher Education Documentation
15	Travel to Oro College for meeting with the Planning Group attended by the College Turn Around Task Team Documentation
16	Meeting with the Career Path Task Team Meeting with Mrs Oyawoye, Director of Higher Education Meeting with the Commissioner (with STL) Documentation
17	Meeting with the Registrar, Oro College and Ahmed Salihu Documentation
18	
19	Travel to Oro College for meetings with (i) a sub-group of the Planning Group (ii) Registrar (iii) Chairman of Council
20	Documentation Meeting with Mr Woru, Chairman of College Turn Around Task Team
21	Travel to Oro College for: Meeting of all Oro College staff to present and discuss the Draft Institutional Plan Meeting with the Planning Group, College Turn Around Task Team, Chairman of the Governing Council and STL
22	Meeting of the Planning Group and College Turn Around Task Team

Date	Activity
23	Meeting of the Planning Group and College Turn Around Task Team
24	Preparation for SSIT presentation Documentation
25	
26	Presentation to SSIT on Oro College reforms Documentation
27	Travel to Abuja Meeting with Lilian Breakell
28	Presenter (with Lilian Breakell, David Strawbridge and John Kay) at a planning meeting for school improvement Quality Teams (two days)
29	
30	Return to UK

Annex 3: Estates Strategy

Oro College

ESTATES STRATEGY

Possible approach

At a meeting of the College Planning Group and Turn Around Task Team on 23 October, a sub-group was appointed to work with the Director of Works on the development of an Estates Strategy for the College.

The starting points for consideration of the Estates Strategy should be:

- a. Institutional Plan
- b. Current Master Plan which shows the location and use of all buildings on site.

Although not wishing to be prescriptive, it may be helpful if the sub-group formulated the strategy in the following sequence. This could form section headings in its report.

1. The current site

- a. Are there any constraints in developing the current site?
- b. Are there any buildings that are redundant or under-used?
- c. What developments are currently underway or approved? Has funding been approved for them?

2. Institutional Plan

- a. What are the general needs of the College in terms of provision for 3000 pre-service education? EG
 - i. Library
 - ii. Examination arrangements
 - iii. Hostel accommodation
- b. This consideration should not be primarily about additional resources. The College is reducing in size, so what space will be made available by this reduction? The question should be “how can we make maximum use of available space?” Sometimes space needs can be addressed though changing the timetabling of lecturers rather than erecting a new building.
- c. When the College develops in-service provision, what, if any, additional factors would need to be taken into account?
- d. What does the Institutional Plan say about the need for physical resources? What developments are envisaged that will need to be represented in an Estates Strategy eg Counselling Centre.
- e. Drawing upon the Institutional Plan, the sub-group should allocate priorities to each of the needs identified in the plan. It could do this taking an overall College perspective or it might do this under the headings of, say:
 - i. School of Education
 - ii. School of ECCE and Primary Education

- iii. School of Junior Secondary Education
- iv. Student and staff welfare
- v. Administrative departments
- vi. General, eg roads, water and sanitation

The Deans might wish to consult their heads of department.

- f. If a School approach has been adopted, the emerging list of priorities will need to be integrated to form one list of priorities for the College.

3. Siting and Costing

- a. Consideration will need to be given to the siting of these priorities. Questions might include:
 - i. Can redundant space be converted?
 - ii. Does the facility need to be near another facility?
 - iii. How can the layout of the campus support academic integration and staff and student well-being?
- b. These priorities will need to be costed and placed within a time frame for implementation. This process may influence the final list of priorities. If, say, N100m is available and the list of priorities indicates Priority A costing N100m and ten other priorities each costing N10m what would be the comparative impact on the College of going ahead with Priority A compared with going ahead with the other ten priorities?

Annex 4: Staff Allocations to Schools

Oro College

Allocation of Staff to Departments within new Schools

Appointment of Deans and Heads of Department

Student intake in 2009

Monitoring

BRIEFING NOTE

The following is a summary of discussions between the College Planning Group (including the Acting Provost and Registrar) and the College Turn Around Task Team.

Staff allocation

The priority has been to ensure that there are sufficient staff allocated to the teaching of NCE1 students in the School of ECCE and Primary Education in time for the start of the new academic year. It is this group of staff who will be primarily involved with delivering the new curriculum.

Of the 140 current staff, 108 named staff have been allocated to departments within the three new Schools of Education, ECCE and Primary Education and Junior Secondary Education. A further 17 posts as minimum requirements were identified but no named staff were allocated to these posts at this time. Summary figures are shown in table A. (Staff by department are shown in table B.)

The final column of table A shows a long-term guideline for staff numbers calculated on the basis of a College of 3000 students and equal staff : student ratios between Schools. There are likely to be good arguments for varying from these guidelines, but those arguments need to be made and analysed, otherwise there will be no rational basis for staff allocations.

The calculations underpinning these guidelines were undertaken on the basis of discussion with a sub-group of the College Planning Committee and a paper was presented to the meeting of the College Planning Committee and College Turn Around Task Team. An explanation of the calculations is provided in Appendix A. These calculations are only a snapshot on the basis of current information. The details will inevitably change, but the important point is that Appendix A represents an approach that has to be adopted if there is to be a rational distribution of staff between departments.

On the basis of a College of 3000 students divided 1800:1200 between the School of ECCE and Primary Education and the School of Junior Secondary Education, the impact of the current allocation (table A), would be to have a significantly higher student : staff ratio in the School of ECCE

and Primary Education. For 2009-10, however, the numbers entering the School of ECCE and Primary Education will be comparatively few (see below).

Appendix B itemises some of the issues that have arisen during the process of allocating staff to the new Schools. These issues were shared with members of the College Turn Around Task Team.

Student intake in 2009

The projected NCE1 intake in 2009 is currently 738 of whom 208 are in the School of ECCE and Primary Education. This compares with a target entry of 1000 students with 600 being in the School of ECCE and Primary Education. Of the 208 students in the School of ECCE and Primary Education, 46 are in ECCE.

Appointment of Deans and Heads of Department

Names were suggested for appointment as Deans of the three new Schools and for appointment as Heads of Department. These will be submitted to the college authorities for appointment.

It was noted that there were no adequate job descriptions or person specifications for Deans or Heads of Department given the new role that they were being required to perform as part of the reform agenda. Consequently, it was agreed that these should be drafted and considered by the College authorities and the Turn Around Task Team. (Drafts are attached as Appendix C).

Because of their changed roles and the need to appoint Deans and Heads of Department as a matter of urgency, it was agreed that all Deans and Heads of Department should be in an acting capacity for one year. Their performance would be monitored by the College authorities and College Turn Around Task Team in the light of agreed job descriptions and person specifications.

Monitoring of staff

It was agreed that the allocation of staff to the new Schools should be monitored with an appraisal being conducted at the end of each semester. A review of the allocations would be undertaken at the end of the year. This would be undertaken in the first instance by Heads of Department and Deans and evaluated by senior management of the College in conjunction with the College Turn Around Task Team.

It was also agreed that consideration should be given to the workload of staff. It is understood that each member of staff lectures for between 4-8 hours per week.

Table A: Allocation of staff to new Schools: summary

	Named staff allocated	Required posts not yet allocated	Total	Staff allocation guideline
School of Education	24	4	28	49
School of ECCE & Primary Education	32	3	35	55
School of Junior Secondary Education	52	10	62	36
College totals	108	17	125	140

Table B: Allocation of staff by department within new Schools

School / Department	No of Staff		School total	
	Named staff allocated	Required posts not yet allocated	Named staff allocated	Required posts not yet allocated
SCHOOL OF EDUCATION				
Curriculum Studies & Educational Technology	4	3		
Educational Foundations	9			
Educational Psychology	5	1		
General Studies Education	6			
TOTAL: SCHOOL OF EDUCATION			24	4
SCHOOL OF ECCE AND PRIMARY EDUCATION				
ECCE	7	2		
Numeric & Mathematics	2			
Literacy & Languages English 4; Arabic 2; Yoroba 2; French 1	9			
Science, Technology & Agriculture	7			
Social Studies	3			
Physical & Health Education	1	1		
Religion & Civic Education	3			
Creative Development	0			
TOTAL: SCHOOL OF ECCE & PRIMARY EDUCATION			32	3

SCHOOL OF JUNIOR SECONDARY EDUCATION				
Languages English 2+2; Arabic 4; Hausa 2; Yoroba 3; French 2	13	2		
Mathematics	1	2		
Computer Science	4			
Integrated Science	7			
Social Studies	7			
Religious Studies & Civic Education	5	2		
Physical & Health Education	4	1		
Vocational Education	11	3		
Creative Arts & Culture	0			
TOTAL: SCHOOL OF JUNIOR SECONDARY EDUCATION			52	10
COLLEGE TOTAL			108	17

APPENDIX A

Oro College

Note on the calculations underlying the distribution of staff to Schools

Student load

1. Staff cannot be allocated to departments or Schools until there is a reasonable idea of the teaching load that will fall on a department / School. Otherwise, there will be imbalance between departments in terms of staff : student ratios, and hence work load. (Some imbalance may well be acceptable, but the rationale for such imbalance needs to be argued from a factual base.)
2. The figures in the tables below are the result of discussion at a meeting with a sub-group of the College Planning Committee on 19 October.

School of ECCE and Primary Education

3. Figures are shown in table A. For the purpose of these calculations it has been assumed that all 1800 students in the School of ECCE and Primary Education will be pursuing programmes in Primary Education.
4. In reality, however, the College is developing a programme in ECCE and has established a separate ECCE Department. This will reduce the student load in departments delivering the Primary Education curriculum. (A reduced student load implies a reduction in staffing level.)
5. By way of example, supposing the ECCE department grew to an annual intake of 100 students (ie 300 students in total), it might be expected that the student load in the Department of Literacy and Languages would reduce from 378 (as shown in table A) to 315, a difference of 63 (the equivalent of 2-3 members of staff).

Table A: School of ECCE and Primary Education – distribution of student load

School of ECCE and Primary Education				
1800 students				
A	B	C	D	E
	Number of credits per year	Number of credits over 3 year programme ie column B x 3 (4)	% of a student's time spent within each department ie Column C as % of Grand Total – 171 (5)	Student load 1800 students x column D
Departments in the School of Education				
Education	15	45	26%	468
General Studies Education (1)	6	18	11%	198
TOTAL: School of Education	21	63	37%	666
Departments in the School of ECCE and Primary Education (2)				
Numeric and Mathematics	7	21	12%	216
Literacy and Languages (3)	12	36	21%	378
Science, Technology, IT and Agriculture	8	24	14%	252
Social Studies	4	12	7%	126
Physical and Health Education	3	9	5%	90
Religion and Civic Education	2	6	4%	72
TOTAL: School of ECCE and Primary Education	36	108	63%	1134
GRAND TOTAL	57	171	100%	1800

Notes

1. There was a discussion as to whether staff delivering courses in GSE should be in the School of Education or the School of ECCE and Primary Education. The Group preferred GSE to be in the School of Education and the tables are compiled on that basis.
2. It was suggested at the meeting that there should also be a Department of Creative Development.
3. 5 languages are offered, and have to be staffed, but students study 3 out of the 5.
4. The number of credits in each department is identical for each of the three years of the programme.
5. A student's time allocation is represented by the number of credits undertaken in each department.

School of Junior Secondary Education

6. The structure of the School of Junior Secondary Education is such that students attend compulsory courses in Education and General Studies Education and courses in two out of nine elective subjects.
7. Table B shows the number of credits in Education and General Studies Education.

Table B: School of Junior Secondary Education: credits in the School of Education

School of Junior Secondary Education				
	Year 1	Year 2	Year 3	Total
Education	14	14	19	47
General Studies Education	8	4	3	15
TOTAL	22	18	22	62

8. Thus a student in the School of Junior Secondary Education undertakes 62 credits in the School of Education (compared with 63 credits for students in the School of ECCE and Primary Education).
9. In the School of ECCE and Primary Education all students undertake an addition 108 credits. In the School of Junior Secondary Education, however, students have a choice of electives. The two electives which they choose will consist of between 134 and 183 credits.
10. Thus, in the School of ECCE and Primary Education 63 credits represent 37% of a student's time. In the School of Junior Secondary Education, however, 62 credits represent a varying percentage of a student's time depending on the electives chosen. For example:
 - (i) for a student choosing electives amounting to 134 credits, the 62 credits in the School of Education will amount to 32% of the student's time ie 62 as a percentage of 196 (ie 134+62);

- (ii) for a student choosing electives amounting to 183 credits, the 62 credits in the School of Education will amount to 25% of the student's time ie 62 as a percentage of 245 (ie 183+62).

Staff allocation

11. Since the purpose of the current calculations is to provide a basis for discussion about the distribution of staff between departments and Schools, it was agreed that an average figure of 35% for all students should be used as the percentage of a student's time spent in the School of Education.
12. Using this 35% figure, table C shows:
 - (i) the distribution of student load between the three Schools;
 - (ii) the percentage of student load in each of the three Schools;
 - (iii) a notional allocation of staff between the three Schools on the basis of ensuring a similar staff : student ratio between Schools.

(Because of the averaging implied by using a figure of 35% the figures in table C inevitably differ slightly from those in table A.)
13. It is possible that there will be an argument that the nature of teaching and programme requirements is such that staff : student ratios will have to differ between Schools. That will be a subjective argument. The purpose of this exercise is (i) to provide a calculated baseline as a starting point for discussion and (ii) to provide data to underpin discussion on the scale and nature of the issues to be addressed.
14. The figures in table C demonstrate two other issues:
 - (i) the staff : student ratio is 1:21 compared to NCCE minimum guidelines of 1:25.
 - (ii) The figures are based on a student population of 3000. This is significantly in excess of likely actual numbers. In 2010, NCE 1 is less than 300; NCCE 2 is likely to be less than 800.

Table C: Distribution of student load and notional distribution of staff between Schools

	Student numbers	School of Education 35% of student load	School of ECCE and Primary Education 65% of student load	School of Junior Secondary Education 65% of student load
ECCE and Primary Education	1800	630	1170	
Junior Secondary Education	1200	420		780
TOTAL	3000	1050	1170	780

% of total student load		35%	39%	26%
Staff distribution	140	49	55	36
Staff:student ratio		1 : 21.4	1 : 21.3	1 : 21.7

15. These figures relate to the distribution of staff between Schools. They can be extended to the distribution of staff between departments within Schools.
16. For instance, a reasonable estimate on the basis of tables A and B would be a distribution within the School of Education of:
- (i) Education – 25% ie 35 staff
 - (ii) General Studies Education – 10% ie 14 staff

APPENDIX B

Oro College

Issues arising from the process of allocating staff to Schools

Background

1. A meeting of the Planning Group was held on 15 October attended by all members of the College Turn Around Task Team. An issue that arose related to the allocation of staff to the three new Schools. The papers presented indicated:
 - (i) a staff allocation of 165 compared with current staffing numbers of 140;
 - (ii) a staff allocation in the ratio 44:56 between the School of ECCE and Primary Education and the School of Junior Secondary Education compared with a student ratio of 60:40;
 - (iii) individual allocations of staff to departments which the College Turn Around Task Team thought required further consideration.

It was agreed that the College would give further thought to these issues and would meet the Task Team again during the following week.

2. On 15 and 16 October I had phone conversations with Andrea Togher (VSO at Oro) who expressed concerns about the difficulties that the College was experiencing in preparing for the new session with a new curriculum.
3. On 17 October I met the Registrar (with Ahmed Salihu) and discussed the difficulties. It was agreed that I should meet a small sub-group and try to go through the process in detail.
4. On 19 October a sub-group of the Planning Group met with me to talk through the problems and processes necessary to allocate staff to departments. Helpfully, Andrea Togher attended the meeting.
5. Term was due to start in three weeks. NCE 1 students would follow the new curriculum (NCE 2 and 3 students remain on the old curriculum). Staff had not yet been allocated to new Departments and Schools. Therefore, the staff due to deliver the new curriculum this year had not been notified and no lectures had been prepared.

Issues

6. The following paragraphs itemise some of the issues that emerged from discussions about the allocation of staff to departments in the new Schools.
7. There are two conceptual issues.
 - (i) Staff believe that comparatively more staff are needed to teach in the School of Junior Secondary Education because they see subject-based teaching as more in-depth than in the School of ECCE and Primary Education. The suggestion that students in the School of ECCE and Primary Education need equally in-depth instruction on eg the way in which children learn, which is the equivalent in time and effort to subject-based

teaching in Junior Secondary Education, is not understood (or accepted). (This is of concern because it is at the heart of the curriculum reforms.)

- (ii) The School of Education (a service School providing courses for students in the School of ECCE and Primary Education and the School of Junior Secondary Education) will comprise staff who will teach courses the equivalent of about 35% of a student's time. This leaves 65% of student time to be taught in the two other Schools. Staff in these two Schools argue that they still have to teach 3000 students (rather than 65% of 3000) and need to be staffed accordingly.
8. There is a practical issue. Notwithstanding the conceptual problem outlined above, there is a genuine problem in the School of Junior Secondary Education in that students have the choice of two major subjects out of nine. This inevitably restricts the number of students studying each subject, but even departments with few students need to be fully staffed. This problem is exacerbated by 10 below.
 - (i) This problem also contains within it an NCCE prescribed credit allocation issue. Courses are allocated credits (which represent lecture hours, etc). The number of credits in each subject is specified by NCCE. Students have to pass a number of credits for the award of the NCE. However, the number of credits differs between subjects. This does not matter for compulsory subjects because all students take compulsory subjects, but it does matter for electives. Each student in the School of Junior Secondary Education has to choose two out of nine electives. As an example and using two extremes, student A may choose two electives with a combined credit of 183. Student B may chose two electives with a combined credit of 134. Consequently, there is a disparity in workload expected of students – and also a disparity in staffing levels between departments that offer electives.
 - (ii) Internationally, credit systems are used to ensure equality of workload expected of students. For example, under the European Credit Accumulation and Transfer Scheme (ECTS) all students in each year of a programme will undertake 60 credits, each credit representing 25-30 hours of student work. Thus, on a three year course, a student will undertake 180 credits. There will be choice of electives within programmes, but programmes will be designed so that all students undertake courses to the value of 60 credits per year, whether in history, physics, education, etc.
 9. There is a technical issue. Staff do not have experience in (or an understanding of) the calculation of student load. This calculation is an essential first step in determining the number of staff that should be allocated to each department / School.
 10. There is an issue of scale. A simplified theoretical example might be the best way of explaining this problem. In the past, suppose, there had been 25 students studying, say, French. With a staff:student ratio of 1:25 one member of staff could undertake the necessary teaching. Suppose 13 of these 25 students are in the School of ECCE and Primary Education and 12 are in the School of Junior Secondary Education. Under the new arrangements, in which staff are allocated to only one School, there is now a need for two lecturers in French.
 11. There is a specific ECCE issue. There is a range of courses to be delivered to ECCE students requiring a number of specialist lecturers. But this is a new programme with comparatively few students: only a handful in 2008 but increasing in 2009 (46 is the latest estimate).

12. There are two staff issues.

- (i) The College has undertaken a staff audit. That audit considered issues such as authenticity of certificates, validity of contracts, disciplinary record. No assessment was made as to whether staff are competent to deliver the new curriculum. Presumably (and it is not my area) the skills necessary to teach a particular subject discipline (eg mathematics) are different from the skills necessary to teach eg the concepts of how primary children learn. What is the evidence that current staff have the necessary skills to adapt to the new curriculum? What staff development is needed to help them adapt?
- (ii) The discussion has also raised issues about the workload of staff. It appears that staff lecture for between 4-8 hours per week. The remainder of their time is said to be taken with research and administration. This raises a number of issues including (i) the research output expected of staff and (ii) the balance of administrative tasks between academic and administrative staff.

APPENDIX C

ORO COLLEGE

DRAFT JOB DESCRIPTIONS

for

DEANS and HEADS OF DEPARTMENT

DEANS

1. The Dean of a School is appointed by the Council of the College upon the advice of the Appointments and Promotions Committee.
2. The Dean will be a member of the Senior Management Team of the College and in this capacity will:
 - a. represent the views of his/her School
 - b. have a responsibility for the strategic direction of the College
 - c. will support the Provost in maintaining good order in the College, including the maintenance of discipline among students and members of staff
 - d. will support the Provost in the management of the College including the establishment of School systems, structures and procedures for effective management, including the monitoring of performance and progress.
3. The Dean will be responsible to the Provost for the effective management of his/her school. In undertaking these responsibilities the Dean will:
 - a. provide transformational leadership of the School within the context of the need to improve the quality of basic education in the State of Kwara. This will include:
 - i. establishing a vision for the School over the period of his/her deanship, consistent with the Institutional Plan of the College;
 - ii. establishing and implementing a work plan for the School to implement the College's Institutional Plan;
 - iii. establishing and implementing the role of the School in terms of pre-service and in-service provision, research and scholarship activities and service to the community and the teaching profession;
 - iv. foster a culture of quality throughout the School, to be evidenced in the achievements of staff and students and the standards of provision and support;
 - v. encourage the development of staff and students based on principles of equity.

- b. ensure effective leadership of departments within the School by encouraging, co-ordinating and monitoring the work of Heads of Department within the School. This will include:
 - vi. ensuring an equitable distribution of work between members of the department;
 - vii. ensuring that staff appraisal and promotion procedures are conducted effectively and in a timely manner;
 - viii. ensuring that the College's agreed "Policy on Design, Delivery and Monitoring of a Quality Teacher Education Curriculum" is delivered effectively and in accordance with the undertakings outlined in that Policy relating in particular to:
 - teaching standards
 - learning programmes
 - learning materials
 - student assessment
 - teaching practice
 - quality assurance
 - ix. the development of research activities with meaningful outcomes;
 - c. ensure that all activities of the School operate in accordance with College regulations and are undertaken efficiently and effectively, including:
 - i. student registration procedures
 - ii. student examination processes
 - d. foster the welfare of students and staff in the School;
 - e. ensure the efficient and effective use of all resources allocated to the School including financial, staff, equipment and space.
4. The Dean will be *ex-officio* a member of the College's Academic Board and the Board of Examiners.
5. The Dean will be the Chairman of the School Board and will be a member of all committees that are established within the School. The Dean will be the chairman of such committees unless he/she appoints another member of the School to act as chairman.
6. In his capacity of chairman, the Dean will ensure that the School Board and all committees of the School run efficiently and effectively. The Dean, in conjunction with the Registrar, will manage the work of the School administrator on a day to day basis, to ensure:
 - a. adequate notice of meetings;
 - b. preparation of agenda and documentation in preparation for meetings;
 - c. circulation of agenda and documentation in good time for meetings;
 - d. the keeping of minutes of meetings;
 - e. the circulation of minutes of meetings to members of the committee;
 - f. notification of decisions of meetings to all appropriate persons normally within two days of the meeting;

- g. provision of reports to the School Board and the Academic Board as appropriate.
(The School Administrator will be a member of the Registry Department and, as such, he/she will be professionally responsible to the Registrar, but on a day to day basis will be managed by the Dean.)

7. The Dean will be an ambassador of the School and College and, as such, will:
 - a. foster good relationships with government, schools, communities and local enterprises;
 - b. foster the reputation of the School at Federal, State and Local level;
 - c. represent the School on external bodies as appropriate;
 - d. establish linkages between the School and external organizations for mutual benefit;
 - e. be an advocate of the School and will establish mechanisms to enhance internal and external communication with a view to marketing the activities of the College and School.
8. Undertake such other duties as are specified in legislation or which the Provost may reasonably from time to time assign to him/her.

PERSON SPECIFICATION

1. Be committed to the current reform process with evidence of effective involvement in a transformational process.
2. Have a proactive approach to School leadership with an ability to identify, initiate and implement necessary reforms within the wider context of College transformation.
3. Have the ability to work as a member of the Senior Management Team to provide strategic leadership of the College.
4. Have strong inter-personal skills with the ability to motivate and inspire staff and students.
5. Have a successful track record of academic achievement.
6. Have demonstrable academic management and leadership skills.

HEADS OF DEPARTMENT

Heads of Department are appointed by the Council of the College upon the advice of the Appointments and Promotions Committee.

1. Heads of Department will be responsible to the Dean of his/her School for the effective management of his/her department. In undertaking these responsibilities the Head of Department will:
 - a. provide transformational leadership of the department within the context of the need to improve the quality of basic education in the State of Kwara. This will include:
 - i. establishing a vision for the department over the period of his/her headship, consistent with the Institutional Plan of the College;

- ii. establishing and implementing a work plan for the department, as part of a work plan for the School, to implement the College's Institutional Plan;
 - iii. establishing and implementing the role of the department in terms of pre-service and in-service provision, research and scholarship activities and service to the community and the teaching profession;
 - iv. foster a culture of quality throughout the department, to be evidenced in the achievements of staff and students and the standards of provision and support;
 - v. encourage the development of staff and students based on principles of equity;
 - b. ensure effective management of the department. This will include:
 - i. ensuring an equitable distribution of work between members of the department;
 - ii. ensuring that staff appraisal and promotion procedures are conducted effectively and in a timely manner;
 - iii. ensuring that the College's agreed "Policy on Design, Delivery and Monitoring of a Quality Teacher Education Curriculum" is delivered effectively and in accordance with the undertakings outlined in that Policy relating in particular to:
 - teaching standards
 - learning programmes
 - learning materials
 - student assessment
 - teaching practice
 - quality assurance
 - iv. the development of research activities with meaningful outcomes;
 - v. ensuring that all activities of the department operate in accordance with College regulations and are undertaken efficiently and effectively, including:
 - student registration procedures
 - student examination processes
 - c. foster the welfare of students and staff in the department;
 - d. ensure the efficient and effective use of all resources allocated to the department including financial, staff, equipment and space.
2. Heads of Department will be *ex-officio* members of the College's Academic Board and the Board of Examiners.
 3. Heads of Department will be the Chairman of the Departmental Academic Board, Departmental Promotions Committee and Departmental Examinations Committee and will be a member of all committees that are established within the Department. Heads of Department will be the chairman of such committees unless he/she appoints another member of the Department to act as chairman.
 4. In his capacity of chairman, Heads of Department will ensure that all committees of the School are run efficiently and effectively and that decisions are recorded and reported to appropriate persons and authorities.
 5. Heads of Department will be ambassadors of their Department and, as such, will:
 - a. foster good relationships with schools, communities and local enterprises;

- b. foster the reputation of the Department;
 - c. represent the Department on external bodies as appropriate;
 - d. establish linkages between the Department and external organizations for mutual benefit;
 - e. be an advocate of the Department and will establish mechanisms to enhance internal and external communication with a view to marketing the activities of the Department.
6. Heads of Department will undertake such other duties as are specified in legislation or which Council or the Dean may reasonably from time to time assign to him/her.

PERSON SPECIFICATION

- 1. Be committed to the current reform process.
- 2. Have a proactive approach to Departmental leadership with an ability to identify, initiate and implement necessary reforms within the wider context of College transformation.
- 3. Have the ability to work with senior colleagues to provide strategic leadership to their School.
- 4. Have strong inter-personal skills with the ability to motivate and inspire staff and students.
- 5. Have a successful track record of academic achievement.
- 6. Have demonstrable academic management and leadership skills.