



**MINISTRY OF EDUCATION AND HUMAN RESOURCES,  
TERTIARY EDUCATION AND SCIENTIFIC RESEARCH**

**QUALITY ASSURANCE AND INSPECTION DIVISION**

# **HANDBOOK FOR QUALITY ASSURANCE EXERCISE**

**May 2019**

## **PREFACE**

‘The Handbook for Quality Assurance Exercise’, which complements the ‘Quality Assurance Framework’, is a manual that serves as foundation to explore the various aspects pertaining to quality education. It is an instrument that will, through concerted effort, enable all State Secondary Schools to upgrade educational practices to the satisfaction of all stakeholders. Educators and Heads of Schools are provided with detailed benchmarks for the different domains set in the Quality Assurance Framework. Its concise and precise nature enables comprehensive understanding of its content which has been succinctly presented. The handbook undoubtedly is an essential tool for all Educators and Heads of Schools.

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## INTRODUCTION

This handbook provides guidance for Quality Assurance Exercise in State Secondary Schools. It sets out procedures for School Self-Evaluation and for External Evaluation by the Quality Assurance and Inspection Division (QAID).

**Part 1** of this handbook defines the procedures for the Quality Assurance Exercise and contains instructions and guidance for schools to carry out their Self-Evaluation and for Quality Assurance Officers to carry out the External Evaluation.

**Part 2** provides the focus areas and tools to carry out the Quality Assurance Exercise namely:

1. Key Result Areas
2. Performance Indicators
3. Level Descriptors in the five domains

**Part 3** lays down documents needed during the Quality Assurance Exercise.

**Part 4** sets the code of practice for Officers of the Quality Assurance and Inspection Division.

This handbook sets the tone for a system that is democratic, that respects the individual and believes in the perfectibility of the practitioner in a learning organisation.

## PART 1 – PROCEDURES FOR QUALITY ASSURANCE EXERCISE

1. A team of Quality Assurance Officers (QAOs), under the supervision of a Senior Quality Assurance Officer (SQAQO), shall oversee a number of schools. The team shall keep an updated profile and records that capture the specificity of each State Secondary School under its responsibility.
2. Every school shall be provided with a copy of:
  - *The Quality Assurance Framework.*
  - *The Handbook for Quality Assurance Exercise.*
3. The Quality Assurance Exercise shall comprise a School Self-Evaluation followed by an External Evaluation undertaken by the QAID in the following five domains:
  - *Student Attainment*
  - *Teaching and Learning*
  - *Leadership and Management*
  - *School Ethos and Climate*
  - *School Infrastructure.*
4. The Quality Assurance Exercise shall be carried out at least once a year.
5. Prior to the External Evaluation, schools shall be required to submit their performance data and the School Self-Evaluation report to the QAID.
6. The Quality Assurance team shall then visit the school for an External Evaluation. Schools shall be informed of the date of the External Evaluation.
7. Meetings shall be held with stakeholders to verify the reliability and validity of evidence collected. Such meetings shall take place in a spirit of openness and mutual respect.
8. At the end of the visit, the team led by the Senior Quality Assurance Officer or Quality Assurance Officer designated by the Director, shall meet the Head of the school to provide

feedback and agree on follow up actions. Notes of meeting will be taken by a designated member after consultation between the Rector and the visiting team.

9. The Quality Assurance team shall submit a report on the overall effectiveness of the school to the Director, Quality Assurance, who will then communicate with the school to discuss, where necessary, any follow-up action.
10. The school shall then devise its 'School Improvement Plan' which shall include follow-up actions agreed upon.
11. QAO(s) attached to the school shall carry out regular visits to monitor implementation of the 'School Improvement Plan' and to provide necessary support.  
QAO(s) shall, *inter alia*, monitor the quality of teaching and learning through class observations.
  - 11.1 QAO(s) may request to be accompanied by either the Rector or Deputy Rector or Senior Educator for lesson observation.
  - 11.2 Upon request of the QAO(s), the Educator shall produce the following documents: Syllabus, Schemes of work, Weekly Plans, Lesson plans, Mark Book/ Progress Book, Learners' Profile, Records of Work, Copies and Mark Schemes of assessments, Feedback on assessments carried out and other relevant documents for which sufficient time might be allowed to be produced.
  - 11.3 The QAO(s) shall follow the lesson, without disturbing or interfering to observe:
    - (a) the processes used to attain the objectives set for the lesson;
    - (b) teaching strategies used by the Educator;
    - (c) the measures taken by the Educator to address the learning difficulties of students;
    - (d) evaluation techniques used to assess learning.
  - 11.4 The QAO(s) shall also observe the ethos and climate in the classroom and the leadership skills of the Educator.
  - 11.5 The QAO(s) shall gather first hand evidence on the strengths and weaknesses of the lesson through class observations and verification of copybooks/ activity books/ project work of students. Formal meetings with students and Heads of Department/ Facilitators may also be held.

- 11.6 The QAO(s) shall use evidence forms to record evidence for feedback to be given to the Educator and for reporting.
  - 11.7 During the feedback session, the QAO(s), in the presence of the Head of School shall engage the Educator in an exercise of self-reflection on the lesson observed.
  - 11.8 The QAO(s) shall discuss findings and observations with the Educator, laying emphasis on both the positive aspects and the areas for improvement.
  - 11.9 QAO(s) shall submit to the SQAQO a report on their class observations and agreed follow up actions which shall be consistent with the notes of meetings taken at school.
  - 11.10 The SQAQO shall apprise the Director, Quality Assurance, on the findings of the teams. The Director, Quality Assurance, shall then decide on the course of action to be taken.
12. The Director, Quality Assurance, shall submit a comprehensive report on the overall effectiveness of State Secondary Schools to the Senior Chief Executive of the Ministry.

## **PART 2 – EVALUATION TOOLS**

### **KEY RESULT AREAS, PERFORMANCE INDICATORS AND LEVEL DESCRIPTORS**

Performance Indicators have been clearly defined for each of the following domains:

- *Student Attainment*
- *Teaching and Learning*
- *Leadership and Management*
- *School Ethos and Climate*
- *School Infrastructure*

## A Student Attainment

LEVEL DESCRIPTOR	CRITERIA
GREEN	There is evidence of significant progress
AMBER	There is evidence of sufficient progress
RED	Otherwise

SN	KRA	PERFORMANCE INDICATORS	GREEN	AMBER	RED
A1	Performance at Grade 7	In the pass rate at Grade 7 over the past three years.			
A2	Performance at Grade 8	In the pass rate at Grade 8 over the past three years.			
A3	Performance at Grade 9	In the pass rate at Grade 9 over the past three years.			
A4	Performance at Grade 10	In the pass rate at Grade 10 over the past three years			
A5	Performance at SC (Grade 11)	In the pass rate at School Certificate over the past three years.			
A6	Performance at Grade 12	In the pass rate at Grade 12 over the past three years			
A7	Performance at HSC (Grade13)	In the pass rate at Higher School Certificate over the past three years.			
A8	Overall Quality of attainment at Grade 9	In the quality of student performance at Grade 9 over the past three years.			
A9	Overall Quality of attainment at SC (Grade 11)	In the quality of student performance at School Certificate over the past three years.			
A10	Overall Quality of attainment at HSC (Grade 13)	In the quality of student performance at Higher School Certificate over the past three years.			
A11	Attainment in Non-Core subjects at Grade 7	In competency/ proficiency levels attained by students in non-core subjects at Grade 7 over the past three years.			



SN	KRA	PERFORMANCE INDICATOR	GREEN	AMBER	RED
A12	<b>Attainment in Non-Core subjects at Grade 8</b>	In competency/ proficiency levels attained by students in non-core subjects at Grade 8 over the past three years.			
A13	<b>Attainment in Non-Core subjects at Grade 9</b>	In competency/ proficiency levels attained by students in non-core subjects at Grade 9 over the past three years.			
A14	<b>Co/extra-curricular activities</b>	In students' participation at all levels in a wide range of co/extracurricular activities which support their overall development leading to demonstration of civic engagement, sense of responsibility, respect for others and care for the environment in line with educational outcomes.			

## B Teaching and learning

LEVEL DESCRIPTOR	CRITERIA
GREEN	There is clear and convincing evidence that
AMBER	There is sufficient evidence that
RED	Otherwise

SN	KRA	PERFORMANCE INDICATOR	GREEN	AMBER	RED
B1	<b>Preparation of Scheme of Work and Weekly Plan</b>	Educators prepare schemes of work and weekly plans with clear educational goals in line with curricular objectives set down in NCF/CIE.			
B2	<b>Preparation of Lesson Plans</b>	Educators prepare lesson plans for all lessons with clear learning outcomes, varied teaching strategies and appropriate evaluation tools.			
B3	<b>Knowledge of subject area</b>	Educators demonstrate the content knowledge necessary to challenge and motivate students to higher levels of learning.			
B4	<b>Profiling of Students</b>	Educators conduct proper profiling of their students with regard to their learning abilities and performance and adapt their teaching to respond to the needs of all learners.			

SN	KRA	PERFORMANCE INDICATOR	GREEN	AMBER	RED
B5	<b>Lesson Delivery</b>	Educators clearly communicate the learning objectives and outcomes of the lesson, testing previous knowledge of learners, making exposition of content clear and simple, interacting with students to ensure content is transacted and pedagogy is adapted.			
B6	<b>Class management</b>	<ul style="list-style-type: none"> <li>Educators maintain a classroom environment conducive to teaching and learning, and are perceived as enthusiastic and supportive instructors.</li> <li>Educators aim at encouraging and establishing student self-discipline through a process of promoting positive student achievement and behaviour.</li> </ul>			
B7	<b>Assessment &amp; Evaluation of Learning, Feedback and monitoring of Students' Progress</b>	<ul style="list-style-type: none"> <li>Educators develop and use appropriate assessment (for, as and of learning) strategies focused on students' acquisition of knowledge, development of their thinking skills, communication and application.</li> <li>Educators provide timely feedback to students (and parents) about the achievement of the learning goals and encourage students to respond to the feedback.</li> </ul>			
B8	<b>Remedial Education</b>	School Management and Educators take timely actions to remedy learning difficulties of students to help them in their learning.			
B9	<b>Reporting on Teaching and Learning</b>	<ul style="list-style-type: none"> <li>Educators carry out class wise performance analysis at the end of every term and submit a report to the HoD and the Rector.</li> <li>Educators report to their Heads of Department and Senior Educator on curriculum implementation, teaching strategies, assessment and remedial strategies and performance of students.</li> </ul>			

SN	KRA	PERFORMANCE INDICATOR	GREEN	AMBER	RED
B10	<b>Continuous Professional Development</b>	Educators attend induction and in-service courses held by recognised educational bodies, participate in local, national, international action groups to share best practices and take personal initiatives for continuous professional development to keep abreast with changes in the education arena.			
B11	<b>Professional sharing of skills</b>	Educators incorporate new skills and knowledge gained through professional development into the learning environment and share successful areas of practice with colleagues to enhance the quality of instruction.			

### C Leadership and Management

LEVEL DESCRIPTOR	CRITERIA
GREEN	There is clear and convincing evidence that
AMBER	There is sufficient evidence that
RED	Otherwise

SN	KRA	PERFORMANCE INDICATOR	GREEN	AMBER	RED
C1	<b>School Vision and Mission</b>	<ul style="list-style-type: none"> <li>The school vision and mission statements are clearly displayed in the school.</li> <li>The school vision and mission statements are aligned with the Ministry's vision and mission.</li> </ul>			
C2	<b>School Development Plan (SDP)</b>	<p>The School Development Plan:</p> <ul style="list-style-type: none"> <li>is focused on achieving the school's vision;</li> <li>is based on the review of student achievement and other information;</li> <li>includes objectives which are specific, measurable, achievable, results oriented and timely (SMART);</li> <li>is monitored regularly to gauge progress and adjust strategies accordingly.</li> </ul>			

SN	KRA	PERFORMANCE INDICATOR	GREEN	AMBER	RED
C3	<b>Monitoring of Curriculum implementation</b>	<ul style="list-style-type: none"> <li>The Head of School closely monitors the implementation of the curriculum and the coverage of the syllabus as prescribed for examinations.</li> <li>The Head of school ensures structures are in place to monitor the effectiveness of teaching practices and their impact on student learning.</li> </ul>			
C4	<b>Management and monitoring of Teaching and Learning</b>	The Head of School monitors tasks assigned to the Senior Educator, Heads of Department and Educators through regular meetings and class visits to get feedback on teaching and learning and hold discussions to foster improvement in the teaching-learning process.			
C5	<b>Assessment of learning</b>	The Head of School uses qualitative and quantitative data to make specific and observable decisions about teaching and learning and students' performance in order to meet targets set in the SDP and to support teaching and learning.			
C6	<b>Performance Management of Staff</b>	<ul style="list-style-type: none"> <li>The Head of School carries out an evaluation of the performance of all staff members in line with the Performance Management System and identifies training needs.</li> <li>The Head of School provides formal, specific and timely feedback to staff with the main purpose of improving individual and overall school performance.</li> </ul>			

SN	KRA	PERFORMANCE INDICATOR	GREEN	AMBER	RED
C7	<b>Distributed Leadership and Team Building</b>	<ul style="list-style-type: none"> <li>The school has a core management team in place to facilitate continuous improvement.</li> <li>The School Leader creates an atmosphere of high expectations collaboratively with teaching staff, non-teaching staff, parents and the community.</li> <li>There is effective two-way communication between the Head of School and Educators.</li> <li>The Head of School encourages staff members to assume leadership roles by developing a sense of commitment and ownership in them.</li> </ul>			
C8	<b>Monitoring school cleanliness and tidiness</b>	The Head of School ensures that the school is kept clean and tidy at all times, creating a conducive atmosphere for teaching and learning.			
C9	<b>Monitoring of discipline at school</b>	The Head of School ensures that a high level of both student and staff discipline prevails.			.
C10	<b>Promoting holistic development of learners</b>	The Head of School encourages, motivates and supports students to participate in co/extra-curricular activities at school, regional, national and international levels to improve their scholastic, social, emotional and life skills.			
C11	<b>Linkages with the community and other schools</b>	<ul style="list-style-type: none"> <li>The Head of School involves the community in decisions pertaining to improvement in school environment which impact on student achievement and progress.</li> <li>The school builds a collaborative learning culture and actively engages with other schools to constitute effective learning communities.</li> </ul>			
C12	<b>Staff Professional Development</b>	The Head of School has worked out a professional development plan aligned to reforms and innovations in education to support staff professional growth in instructional and managerial areas.			

SN	KRA	PERFORMANCE INDICATOR	GREEN	AMBER	RED
C13	<b>Conflict, Risk and Crisis Management</b>	School Management always tries to resolve conflicts and handles disagreement with policy and leadership decisions in the best interest of all stakeholders.			
C14	<b>Use of ICT</b>	School Management makes effective use of appropriate technological tools to manage and manipulate instructional and administrative information.			

## D School Ethos and Climate

LEVEL DESCRIPTOR	CRITERIA
GREEN	There is clear and convincing evidence that
AMBER	There is sufficient evidence that
RED	Otherwise

SN	KRA	PERFORMANCE INDICATOR	GREEN	AMBER	RED
D1	<b>Culture of high Expectations</b>	The school develops and maintains a culture of high expectations for all students and takes appropriate actions when performance is unsatisfactory.			
D2	<b>Learning Environment</b>	<ul style="list-style-type: none"> <li>The learning environment encourages and supports the active involvement and inclusion of every student (physically, academically and socially).</li> <li>Students show a sense of belonging to the school.</li> <li>Interactions among students and between students and Educators are respectful.</li> <li>Educators model, teach and reinforce positive character traits.</li> </ul>			
D3	<b>Safety at school</b>	The school fosters a safe, healthy and supportive learning environment by developing optimal working conditions for students, teaching and non-teaching staff.			

SN	KRA	PERFORMANCE INDICATOR	GREEN	AMBER	RED
D4	<b>Cleanliness and tidiness of school premises</b>	The school has a proper mechanism to ensure regular cleaning and maintenance of the school premises, equipment and devices.			
D5	<b>Partnership with the community</b>	The school creates and maintains an effective partnership with the community for the benefit of all students.			
D6	<b>Discipline at school</b>	<ul style="list-style-type: none"> <li>The school has an effective mechanism for maintaining discipline in line with the Ministry's policies.</li> <li>There is an established complaint procedure mechanism and concerns of stakeholders are dealt with promptly and fairly.</li> </ul>			
D7	<b>Staff and Students' Voice</b>	Staff and students are consulted and are involved in decision making for the smooth running of the school.			
D8	<b>Work Ethics</b>	<ul style="list-style-type: none"> <li>School Management and Staff demonstrate respect for human rights, without prejudice to individual cultural differences and maintain appropriate confidentiality of matters relating to all stakeholders.</li> <li>Regularity and punctuality of students and staff are continuously monitored and maintained at an optimum level.</li> <li>Celebration of successes occurs in a variety of ways.</li> <li>Staff members model professionalism in ethics, language and appearance.</li> </ul>			
D9	<b>Equity and Fairness</b>	The school treats all students, teaching and non-teaching staff fairly, equitably and with dignity in order to create and maintain a positive school culture.			

## E School Infrastructure

LEVEL DESCRIPTOR	CRITERIA
GREEN	There is clear and convincing evidence that
AMBER	There is sufficient evidence that
RED	Otherwise

SN	KRA	PERFORMANCE INDICATOR	GREEN	AMBER	RED
E1	<b>Security and safety</b>	<ul style="list-style-type: none"> <li>• Access to school premises is under control.</li> <li>• Specialist rooms adhere to security and safety standards.</li> <li>• Writing-off of unserviceable furniture, equipment and expired chemicals is carried out regularly.</li> <li>• The school compound is free from hazards which can cause injury to users.</li> <li>• Accommodation is provided for SEN students.</li> </ul>			
E2	<b>Health and Wellness</b>	<ul style="list-style-type: none"> <li>• The school canteen operates in line with the Ministry's regulations and abides by the Food Act.</li> <li>• School users have access to adequate and hygienic sanitation facilities.</li> <li>• Water tanks are regularly cleaned.</li> <li>• Water analysis is carried out by mandated Health Officers.</li> <li>• Fire Extinguishers are regularly serviced.</li> <li>• Classrooms, specialist rooms, audiovisual rooms and multi-purpose hall are spacious, clean and well ventilated.</li> <li>• Student Screening is conducted by health authorities on a yearly basis.</li> <li>• First Aid facilities are up to date.</li> </ul>			



SN	KRA	PERFORMANCE INDICATOR	GREEN	AMBER	RED
E3	<b>Maintenance of Infrastructure</b>	<ul style="list-style-type: none"> <li>Classrooms, specialist rooms, audiovisual rooms, multipurpose hall, library, administrative block and toilets are cleaned on a daily basis.</li> <li>The school yard is cleaned on a daily basis.</li> <li>Trimming of grass is carried out regularly.</li> <li>Minor repairs are done on a timely basis.</li> <li>Sports, Laboratory and IT Equipment and facilities are properly maintained.</li> </ul>			

### LEVEL DESCRIPTORS FOR EACH DOMAIN

A: STUDENT ATTAINMENT	BENCHMARK
<b>GOOD</b>	GREEN in at least three of A3, A5, A7, A13, A14 and at least AMBER in remaining KRAs
<b>ADEQUATE</b>	At least AMBER in at least three of A3, A5, A7, A13, A14 and RED in at most two KRAs
<b>COULD DO BETTER</b>	Otherwise
<b>For Schools having no intake at Grade 7, the following applies:</b>	
<b>GOOD</b>	GREEN in at least three of A5, A7, A9, A10, A14 and at least AMBER in remaining KRAs
<b>ADEQUATE</b>	At least AMBER in at least three of A5, A7, A9, A10, A14 and RED in at most two KRAs
<b>COULD DO BETTER</b>	Otherwise
<b>B: TEACHING &amp; LEARNING</b>	
<b>GOOD</b>	GREEN in at least five of B1 to B9 and at least AMBER in remaining KRAs
<b>ADEQUATE</b>	At least AMBER in B1 to B9 and RED in at most one of remaining KRAs
<b>COULD DO BETTER</b>	Otherwise

<b>C: LEADERSHIP &amp; MANAGEMENT</b>	<b>BENCHMARK</b>
<b>GOOD</b>	GREEN in at least four of C2, C3, C4, C8, C9 and at least AMBER in remaining KRAs
<b>ADEQUATE</b>	At least AMBER in C2, C3, C4, C8, C9 and RED in at most two of remaining KRAs
<b>COULD DO BETTER</b>	Otherwise
<b>D: SCHOOL ETHOS &amp; CLIMATE</b>	<b>BENCHMARK</b>
<b>GOOD</b>	GREEN in at least three of D2, D3, D4, D6, D8 and at least AMBER in remaining KRAs
<b>ADEQUATE</b>	At least AMBER in D2, D3, D4, D6, D8 and RED in at most two of remaining KRAs.
<b>COULD DO BETTER</b>	Otherwise
<b>E: SCHOOL INFRASTRUCTURE</b>	<b>BENCHMARK</b>
<b>GOOD</b>	GREEN in at least two KRAs and AMBER in the remaining KRA
<b>ADEQUATE</b>	At least AMBER in the three KRAs
<b>COULD DO BETTER</b>	Otherwise

## Overall School Effectiveness

The overall school effectiveness will depend on the status reached by the school in each of the five domains following the external evaluation exercise. A school will thus be classified as 'GOOD', 'ADEQUATE' or 'REQUIRES IMPROVEMENT' based on criteria set as follows:

OVERALL SCHOOL EFFECTIVENESS	CRITERIA
GOOD	GOOD in B, GOOD in A or C, and at least ADEQUATE in remaining domains
ADEQUATE	At least ADEQUATE in A, B, C, and D or E
REQUIRES IMPROVEMENT	Otherwise

## PART 3 - DOCUMENTS NEEDED DURING QUALITY ASSURANCE EXERCISE

For a Quality Assurance Exercise the following documents shall be required:

1. Performance Audit and Performance Analysis for all classes for the last 3 years
2. Breakdown of School Certificate results for the past 3 years
3. Breakdown of Higher School Certificate results for the past 3 years
4. Evidence of students' participation in co/extra-curricular activities
5. Schemes of Work for all departments, Weekly Plans, Lesson Plans, Mark Books/ Progress Books, Learners' Profile, Records of Work, Copies and Mark Schemes of assessments and feedback on assessments carried out
6. Evidence of adequate classwork and homework set to cater for the needs of all learners
7. Evidence of regular checking and marking of all students' copy books/ activity books with relevant feedback
8. Evidence of identification of learning difficulties and follow up action based on performance analysis of data by Heads of Department/ Facilitators and Educators
9. Evidence of departmental meetings
10. Evidence of monitoring of remedial actions by Educators

11. Evidence of communication with parents on students' achievements, behaviour and well being
12. List and record of practical and demonstration classes for practical based subjects
13. Evidence of use of technology in the teaching/learning process
14. School Development Plan/School Improvement Plan, Curriculum Structure, School Time Table and individual teacher's timetable for current year
15. Evidence of HOD/ Pedagogical meetings
16. Evidence of involvement of each Educator in co and extra-curricular activities
17. Evidence of optimum use of the library
18. Evidence of Continuous Professional Development of each Educator
19. Evidence of participation in school based professional development programs, workshops and seminars organised by educational institutions
20. Notes of staff meetings and meetings with Heads of Department/ Facilitators
21. Evidence of teachers' observation and advice tendered
22. Evidence of monitoring and evaluation of the SDP/ SIP
23. Evidence of organisation of school based professional development programs for staff
24. Evidence of monitoring of use of Information Technology in teaching and learning
25. Evidence of planning and monitoring of co and extra curricular activities
26. Evidence of monitoring of use of laboratories, specialist rooms and workshops in practical based subjects
27. Evidence of conflict resolution, if any
28. Evidence of implementation of 'School Behavior Management Policy'
29. Evidence of involvement of Student Council and Prefect Body in promoting student Welfare
30. Evidence of monitoring of Attendance and Punctuality of staff
31. Record of meetings with parents and other stakeholders
32. Other documents such as Attendance Register, Movement Book, Staff list, Occurrence Book, Record of lateness of students and staff, Log Book for visitors, Clearance Certificates from Fire Services, Ministry of Health, Municipality/ District Council.

## PART 4 - CODE OF PRACTICE FOR QUALITY ASSURANCE OFFICERS

Quality Assurance Officers should abide by the ‘Code of Ethics for Public Officers’ in Mauritius which sets out the standards of correct conduct expected of Public Officers. The three guiding principles of the Code are as follows:

- (1) Public Officers shall fulfill their lawful obligations to Government with professionalism, integrity and loyalty;*
- (2) Public Officers shall perform their official duties honestly, faithfully and efficiently while respecting the rights of the public and their colleagues; and*
- (3) Public Officers shall not bring the Civil Service into disrepute through their private activities.*

Moreover, Quality Assurance Officers are expected to:

1. Carry out their work with professionalism, integrity, objectivity, impartiality and honesty while dealing with Educators and other staff members involved in the Quality Assurance Exercise.
2. Be well conversant with government policies
3. Have a good rapport with colleagues, Educators and other stakeholders in education
4. Demonstrate impartiality in judgment and ensure that these are based on:
  - Evidence
  - Direct observation and not hearsay
  - Agreed and consistent assessment procedures
  - Recommendations on facts which are valid and comprehensive, thus avoiding pre-conceived judgments
5. Safeguard the interest of students and staff
6. Be unbiased in collecting information during evaluation and keep same confidential
7. Submit reports that are relevant and accurate
8. Avoid using positional power to get advantages from schools
9. Avoid seeking or accepting information which does not relate to the professional performance of members of the staff.