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REVISED ACADEMIC QUALITY ASSURANCE POLICY



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ASSURANCE POLICY**

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REVISED ACADEMIC QUALITY ASSURANCE POLICY (AQAP) DOCUMENT

1. Purpose of the Academic Quality Assurance Policy

The University of Ghana is committed to the assurance of the quality of its academic programmes. This assurance is expressed broadly in the University's mission statement "to create an enabling environment that makes University of Ghana increasingly relevant to national and global development through cutting-edge research as well as high quality teaching and learning." The overall goal of this Academic Quality Assurance Policy (AQAP) is to outline the principles and procedures adopted by the University to demonstrate that its institutional responsibility for awarding its degrees is being satisfactorily discharged. The quality of programmes of the University is shaped currently by a 10-year Strategic Plan (2014-2024) focused on nine priority areas that provide a mechanism to operationalise the University's mission and practices.

- i. Create a vibrant intellectual climate that stimulates relevant cutting-edge research and community engagement.
- ii. Promote academic excellence using the highest international standards of teaching, learning and leadership development.
- iii. Provide an environment that will ensure fulfilling experiences for internal stakeholders.
- iv. Create the best environment for equal opportunity in gender and diversity.
- v. Overhaul all governance arrangements to achieve greater effectiveness and efficiency.
- vi. Enhance the mobilisation and management of resources at unit and central administration levels.
- vii. Strengthen the management of the University's assets and facilities.

- viii. Maintain and enforce structures and processes for system-wide monitoring and evaluation.
- ix. Build Stakeholder confidence in the capabilities of the university.

The University adopted a Collegiate Governance System in 2014, which allows the monitoring of academic quality at an intermediate central administrative level in its four Colleges, namely, Basic and Applied Sciences, Education, Health Sciences, and Humanities. The University's operations are governed by the highest level of integrity, ethical standards, openness and fairness underpinned by a reward and recognition system that is performance driven. This institutional culture encourages students to become committed to academic excellence.

2. Aims

The aims of the Academic Quality Assurance Policy shall be to:

- i. satisfy the internal and external stakeholders, that the whole range of resources, across academic and support areas, is of the highest possible quality;
- ii. demonstrate that standards of awards are appropriate and that resources meet the requirements of the academic infrastructure and other external benchmarks;
- iii. ensure institutional commitment not only to quality assurance but also to the enhancement of the quality of the students' experience;
- iv. implement the University's approach to quality assurance and enhancement in an efficient and effective manner;
- v. adopt the approach of integrating, as far as possible, measures and methods into routine procedures to reinforce both the philosophy and the practice of quality assurance as integral parts of normal operation;
- vi. provide accessible and adequate infrastructure for dealing with quality assurance at all levels and for disseminating good practice;

- vii. ensure that all staff are familiar with the University's quality assurance procedures and mechanisms.

In setting these aims, it is realised that factors such as funding, logistics, availability of sufficient and well-trained staff as well as challenges in information flow militate against the full implementation of the AQAP. Although these limiting factors are common to all higher education entities, the University of Ghana requires a clearly stated position on its quality assurance position and methods to fulfil its aspiration and mission statement. We will adopt formal, documented expectations accompanied by more tightly prescribed methods of monitoring both online (virtual) and face-to-face teaching, learning and research.

Word/Term	Definition
Academic Units	Comprises various departments, divisions, schools, institutes, colleges, and centres in the University offering programmes and courses leading to the award of a qualification.
Affiliate Institutions	Academic institutions affiliated to the University of Ghana, where University of Ghana degrees are awarded.
Council	Council of the University of Ghana as established by the Act
Functions of Council	Includes powers and duties
Lecturer/Teaching Staff	Staff involved in the formal presentation of teaching material to students as well as the supervision of student long essays, theses and dissertations

Policy	A statement outlining non-discretionary principles and intentions governing University practice
Quality Assurance	Systems, procedures, resources, and information devoted to maintaining and improving standards and quality. It covers teaching, learning, research opportunities and student support services
Staff	All staff i.e., Junior Staff, Senior Staff and Senior Members unless otherwise specified
Support Services	Non-academic or ancillary departments of the University required for smooth operations of the University

4. Application & Scope

This policy shall apply to all academic areas and aspects of the operations of the University and its units as well as its affiliate institutions.

5. Policy Principles

The implementation of the Academic Quality Assurance Policy is underpinned and shaped by the following key principles:

- i. rigorous and comprehensive coverage in evaluations;
- ii. internal and external peer review;
- iii. staff and student involvement;
- iv. rapid and effective feedback;
- v. evidence based assessment.

5.1 Rigorous and Comprehensive Coverage in Evaluations

The strategy aims to achieve rigorous and comprehensive coverage by addressing quality across the entire University. Thus, the process of assuring and enhancing quality is addressed through a comprehensive range of mechanisms such as:

- i. approval and validation of courses and research topics;
- ii. course and departmental annual monitoring;
- iii. subject review;
- iv. partnership approval and review;
- v. monitoring and review of all service areas, including hybrid (online and onsite) teaching and learning support;
- vi. monitoring and review of all research and specialist centres.

5.2 Internal and External Peer Review

Internal peer review is an important basis for assuring and enhancing quality. Elements of University's internal peer review shall include:

- i. course validation and review panels;
- ii. departmental validation.

Membership of review panels shall include staff from within and outside the host department. The number of panel members will differ from unit to unit, but would normally consist of three to five qualified persons. Peer observation of teaching provides a unique opportunity for staff to observe the teaching of a colleague, and to be observed themselves as the basis for dialogue about learning and teaching.

External peer review shall provide an independent assessment of standards and quality. These shall be achieved in a number of ways including:

- i. External examiners' reports, which are critical to the annual monitoring process;

- ii. validation and review of events involving external subject expertise;
- iii. reports of professional bodies, industry and alumni;
- iv. visitation by the Ghana Tertiary Education Commission (GTEC).

5.3 Involvement and Ownership

Staff and students have an obligation and responsibility to be fully involved in the quality assurance and enhancement of their work as well as that of the University. Additionally, UG shall involve all staff in quality assurance and shall provide support and training for their professional and personal development especially junior staff whose efficiency and added value to UG would be improved by further training.

5.4 Rapid and Effective Feedback

Rapid and effective feedback from both students and staff are the basis for key information about quality. Student feedback is a critical part of the University's Quality Assurance Strategy and is obtained at the course level, departmental and other levels and through a variety of mechanisms implemented by the support services. Staff feedback may be obtained through a range of methods including departmental meetings, committees, working groups, evaluations of staff development sessions, questionnaires about validation and review of events and consultation exercises about specific projects.

5.5 Evidence Based Assessment

Procedures, processes and practices within the University should be guided by objective criteria, verifiable data and other forms of hard evidence.

6. The main Academic Quality Assurance Institutions

6.1 Council

The Council of the University is responsible for determining the strategic direction of the University, monitoring the implementation of their decisions and ensuring the creation and maintenance of an environment that ensures equal opportunity for the members of the University regardless of age, disability, ethnicity, gender or creed.

6.2 Academic Board (AB), College Academic Board (CAB) and School Management Committee (SMC)

The University Academic Board is vested with the authority and responsibility for authorising course additions, changes, and deletions. The University Academic Board ratifies degrees and approves courses/programmes as well as approving the status of Affiliate Institutions. Papers to the University Academic Board, emanate from Colleges, Schools and Institutes/Centres, which are the first line of due diligence in the AQA process.

6.3 College Academic Quality Assurance Committees

The University Academic Board shall operate through the College Academic Board which will constitute the College Academic Quality Assurance Committees (CAQACs) to undertake tasks that can ensure academic integrity. The CAQACs shall be charged with the following:

- i. provide oversight of all matters related to the academic curriculum;
- ii. approve new academic programmes/courses;
- iii. support programmes to constantly engage faculty with new pedagogies;
- iv. develop policies and guidelines to ensure best practices for teaching, learning and research training.

Membership of these Committees shall constitute representatives from the different Schools within the College. Academic quality at the Department level will be the responsibility of the Head of Department

6.4 Academic Quality Assurance Unit

The Academic Quality Assurance Unit is the main institution with direct responsibility for overseeing academic quality in all academic units, programmes and all institutions which award University of Ghana degrees and is charged with the following duties:

- i. advise university management on the determination and maintenance of acceptable levels of academic standards with respect to teaching, learning and research training;
- ii. conduct, in collaboration with the University of Ghana Computing Systems (UGCS) student evaluation of courses and teaching staff every semester;
- iii. conduct departmental reviews at least every five years, to be preceded by self-assessment exercises and quality audits;
- iv. facilitate and oversee the preparation of quality audits, self-studies, quality assurance reviews, surveys, staff training and development initiatives;
- v. disseminate on a regular basis, matters related to quality enhancement to the wider community and beyond;
- vi. organise annual exit surveys of graduating classes and periodically undertake tracer and employer surveys;
- vii. perform any other functions relating to quality assurance on teaching and learning as may be directed by the University Council or the Academic Board.

7. Quality of Teaching Staff

Academic staff qualification is essential for the quality process. Academic staff should have the requisite online/virtual and face-to-face teaching credentials and efforts should be made to assist/

encourage their professional development in these areas through training and re-training. The University units charged with the responsibility of ensuring that the quality of staff employed is of the highest calibre are the Appointments Board and the Human Resource and Organisational Development Directorate. The role of External Assessors is central to the proper function of the process of appointment.

7.1 Appointments Board

The Appointments Board should be responsible for ensuring that prospective academic staff are qualified and competent in both online/virtual and face-to-face teaching and learning. Teaching staff appointed with a second degree in exceptional circumstances, should register and obtain a Ph.D. or terminal qualification within three years of the date of employment. Failure to meet this stipulation would result in sanctions as given in the Conditions of Service. The Board should articulate clearly promotion processes based on excellence in teaching, research, scholarship, and service for promotion from one rank to the other.

7.2 Human Resource and Organisational Development Directorate (HRODD)

HRODD should ensure that staff recruitment and appointment procedures include the means of making certain that all new staff have the required level of online/virtual and face-to-face teaching and learning competencies, supported by documentary evidence. Academic staff should be given opportunities to develop and extend their teaching and research capacities and should be encouraged to upgrade their skills. The University should provide underperforming academic staff with opportunities to improve their skills to an acceptable level; and should have the means to remove them from their teaching duties if they continue to demonstrate ineffectiveness. The Directorate should also assist the Appointments Board to execute their duties. To this end, the proper

use and submission of Annual Academic Record Forms need to be enforced by Provosts, Deans and Directors.

7.3 External Assessors

There should be an independent assessment of standards and quality by peers in a number of ways, e.g., external assessors' reports. These should form a critical element of the appointment and promotion process. All validation and reviews should involve external subject expertise as stated in the University statutes.

7.4 Office of the Pro-Vice Chancellor (ASA)

The Pro-Vice-Chancellor (ASA) should oversee the implementation, monitoring, evaluation and review of the Academic Quality Assurance Policy. The office must also ensure that adequate resources are in place to support quality teaching and research.

8. Examinations

Examinations in the University are an essential component of quality assurance and should be seen as such by all major stakeholders: students, faculty and staff. Regulations relating to rules governing both online/virtual and face-to-face examinations including moderation of questions, students' assessment and examination grading must be enforced. Every effort should be made to guarantee the credibility and integrity of examinations. Departmental Examination Moderation Committees made up of senior and experienced members of the teaching staff must be established in all Departments and charged with the responsibility of moderating all examination questions in accordance with the moderation guidelines and report to the Dean of the School. Existing procedures such as the system of Invigilators, Chief Invigilators and the Examination Superintending Committee are maintained. Academic Affairs Directorate will develop comprehensive guidelines for the conduct and monitoring of examinations in collaboration with the AQAU.

8.1 Academic Integrity

All work submitted must be the student's own efforts. UG will investigate and penalise any activity which gives students an unfair advantage. Actions that constitute an offence include, but are not limited to: cheating, attempting to cheat or assisting someone else to cheat, substitution for an examination or completing an assignment for someone else. The University policy on plagiarism and other forms of academic misconduct shall be enforced.

9. Assessment of Students for Admission

9.1 Admissions Board

The assessment of all potential undergraduate students for admission to the University shall be governed by the Admissions Board. The Admissions Board is to regulate and be responsible for the implementation of the admissions policy. The Admissions Board ensures that key policies and procedures relating to the requirements and admission of all students are consistent with each other. The Board is chaired by the Dean of the respective School and it includes all Heads of Departments or their representatives, and the Director of the Academic Affairs Directorate. In the case of disabled students; there shall be a liaison officer from the Office of Students with Special Needs.

9.2 School of Graduate Studies

The University commits itself to promote quality research and graduate training. The School Graduate Studies shall be responsible for graduate admission, programmes and research training. The School supports the expansion and strengthening of graduate programmes in areas that build on the strengths of undergraduate programmes, have a unique educational focus and prepare students for viable careers. The procedures that govern the operation of the School are given in the Graduate Handbooks and the Research Policy of the University.

9.3 Academic Affairs Directorate

The Academic Affairs Directorate includes the Admissions Unit. The Directorate shall among other functions be responsible for the operation of all admission procedures to all undergraduate programmes at the University of Ghana and have oversight responsibility on the admissions of Affiliate Institutions. The Director implements decisions of the Admissions Board. This includes the validation of student entry qualifications and the observance of admission quotas.

10. Assessment of Teaching of Courses

10.1 College Academic Board/ School Management Committee

The College Academic Board and the School Management Committee are responsible for developing and regulating internal guidelines related to academic programmes, including teaching, learning, research, and assessment. The Board and the Committee shall have oversight responsibility for all committees established for these purposes. They will receive advice and recommendations on issues pertaining to teaching, learning, research and assessment at the College/School level, and report to relevant University committees.

10.2 Departments, Institutes, Centres and other Academic Units

Departments, Institute, Centres and other Academic Units shall be responsible for undergraduate and graduate level teaching and research. In undertaking these responsibilities, these Units will adhere to any guideline, provided by the College Academic Board and School Management Committees as well any teaching standards adopted by the University.

10.3 Programme/Course Review and Accreditation Committees

All Academic units must have in place Programmes/Course Review and Accreditation Committee comprising at least three faculty

members, one undergraduate and one post-graduate student, a representation from industry where appropriate, for the purpose of conducting curriculum reviews in accordance with the University policy guidelines.

10.4 Course Review and New Course Development

The purpose of the Course Review and Development Procedure is to ensure understanding and a standardised approach concerning curriculum changes and that the appropriate standard of content is assured. The Academic Board approves all additions, deletions, and changes (including changes in the method of delivery) of courses for the University of Ghana using the procedure for Reviewing and Determining Approval (See Annex 1 & 2). The review process will include departmental recommendations as well as School Management Committee/College Board and the School Graduate Studies where appropriate, as well as the CAQAC. It should be noted that even where a new programme draws on existing courses, there is the need for accreditation by the Ghana Tertiary Education Commission (GTEC). This additional time element needs to be allowed for in the planning for the introduction of new programmes.

10.5 External Examiners

In line with the policy of the University of Ghana, the services of external examiners will be restricted to graduate programmes for only external examination of course, dissertations and theses. The services of an External examiner shall be extended to undergraduate programmes only at the request of Academics in exceptional circumstances, e.g. arbitration, moderation, etc. External examiners shall be nominated by the College Academic Boards on the recommendation of an Academic Unit and shall be appointed by the Academic Board of the University. Annual reports from external examiners should primarily be submitted to Heads of Department, Deans and Provost, with the Pro-Vice-Chancellor, Academic and Student Affairs copied.

11. Student Evaluation of Teaching and Courses

Student evaluations of course instructors' teaching and course content is important for the teaching and learning process. It helps course instructors modify their educational methods to align with student learning needs and can be used as the basis for evaluations of teaching effectiveness in administrative decisions such as promotion. Rubrics for evaluating teaching will be provided by the AQAU. However, Academic Units are encouraged to develop internal measures to assess and improve the quality of teaching and learning during the semester. Faculty-led evaluation of teaching may include soliciting feedback from students after the first lecture, mid-semester evaluation or after key milestones defined by the course instructor/lecturer. The AQAU may periodically request for such reports. Such faculty-led evaluation processes may also include online media on the UG LMS such as Blogs, Electronic surveys, Focus Group Discussions, informal feedback. Heads of Departments must take into consideration international best practices and ensure that course instructors/lecturers emphasise the seven principles of good practice and effective teaching, which are:

- i. Encourage student-faculty contact;
- ii. Develop reciprocity and cooperation among students;
- iii. Use active learning techniques;
- iv. Give prompt feedback;
- v. Emphasise time-on-task;
- vi. Communicate high expectations;
- vii. Respect diverse talents and ways of learning

11.1 Student Evaluation of Courses and Programmes

End of Semester Evaluation Process

The University through the AQAU should ensure that there is a procedure in place for dealing with student evaluation of teaching and courses at the end of every semester and the results communicated to the lecturers for that course. All students taking

the course should complete a questionnaire that will be prepared by the AQAU. The questionnaire will be analysed by the AQAU and the results sent back to the lecturer through the College, School/ Centre and Departments. The Head of Department is to ensure that key issues that impact on the course and teaching quality are discussed with the lecturer involved. Where it is determined that an issue cannot be addressed by the Department, the Head of Department should ensure that it is brought to the attention of the University via the Dean to the Provost of the College. Everything should be done under strict confidentiality. The Provost of the College would serve as a discussant in cases where Deans are the course instructors. The findings should be communicated to students indicating any actions to be taken to address any problems raised, or reasons for not taking action.

Response Rate and Reporting Structure

The AQAU will undertake course and lecture evaluation at the end of every semester. The response rate for an evaluation should be more than 40%. The AQAU should consider ways in which the response rate might be improved in situations where the response rate is low. Course and lecturer evaluation reports should be forwarded to the lecturer involved through the College, School/ Centre and the Department.

Annex 1: Guidelines for Introducing Programmes and Courses

A. Programmes

Introduction

Name the programme and outline its envisaged contribution to the mission of the University.

Rationale

- i. Must explain what motivated the programme proposal by giving a brief history of its conception, including proposals by Departmental Programmes Review Committees (DPRC) as well as antecedent events and contributions and inputs of individuals providing the basis for the proposal.
- ii. Survey the programmes already on offer in the School/Centre and the University at large in order to feature the gap to be filled by a new one. Explain why the current offerings of the School/Centre are insufficient to meet the objectives of the new programme proposed. Show how this programme will contribute to a tighter integration of the interdisciplinary goals of the University. Describe, for instance, how its adoption by the School will enhance the realisation of the School's mission and its efforts to collaborate with other Schools, or detail how the programme will outreach beyond the University's current limitations in servicing potential employers and students both local and foreign.
- iii. Describe the intended beneficiaries, i.e. explain where and how the new programme fits into existing or anticipated scholarly demands or creative, and non-academic market-driven needs. Explain what the programme will offer its graduates which they would otherwise not be able to procure.
- iv. List the positive implications of running the programme for the School/Centre and the University overall.

Eligibility Criteria

- i. Specify exactly how the intended targets will access the programme.

State the eligibility requirements including pre-requisites.

- ii. Make explicit the purpose of the programme vis-à-vis particular categories of students.

Mission, Aims and Objective

In the light of the mission of the School/Centre and the University,

- i. state the mission of the programme;
- ii. state what the scope of academic performance will be and what students are expected to know and value;
- iii. describe what students are expected to do (at cognitive, affective and psychomotor domains).

Programme Structure and Design

- i. Spell out the courses comprising the programme.
- ii. Ensure coherence, consistency as well as thematic progression and avoid redundancy of the course content.
- iii. Rationalise the allocation of credits both for internal coherence and compatibility with other programme offerings.
- iv. Provide a detailed reading list for each course proposal. Focus on the currency of texts where appropriate and avoid redundancies. Be sure that the seminal works in the field for each course are captured.

Programme Feasibility

Evaluate the capacity of the College/School to accommodate the demands of the new programme in terms of credit allocation, financial needs, space demands and infrastructural pressures. Detail how the programme might avail existing resources. Evaluate the potential of faculties and other institutes that may benefit from the programme to gauge whether there is the potential for sharing costs and other resources. State how the programmes initiated by funding from external agencies, will be sustained when such funds expire.

Programme Appraisal and Monitoring

State briefly the mechanisms of appraising the programme's progress and effectiveness in meeting its aims and objectives. State the diagnostic measures that might supplement the standard course evaluation structures to track the programme's impact throughout and beyond its duration.

Costing

- i. List all the costs of the programme to the College/School and the University: i.e. what financial resources, teaching personnel, supporting staff, space, logistics, books, related teaching materials will be deflected for the programme.
- ii. Determine the initial outlay of expenses in setting up the programme and prepare an itemised budget.
- iii. Indicate the size of academic staff and supporting administrative and junior staff requirements.
- iv. With respect to academic staff, suggest some areas of expertise to guide recruitment outreach.
- v. Project appropriate figures, as if for a stable currency over a five-year period, to reflect total staff emoluments, recurrent expenditures and overhead costs of the programme.

B. Courses

Introduction

Label and define the course offering following standard University practice. Provide a brief introductory description (two or three sentences) as it might appear in a course handbook.

Rationale

- i. Justify the proposal either by briefly explaining the provenance or history of the intention to mount the course by citing an overview of conditions, events and intentions that led to the proposal. Alternatively, explain whether it relieves a course already established whose content has become overstretched; or replaces or reconstructs an outmoded course offering; or consolidates other established and undersubscribed courses with outmoded or ill-articulated syllabi.
- ii. Survey the status quo of the Department's offerings and those of others in the School and other Schools, to eliminate redundancy and to establish that a genuine gap exists.
- iii. Describe the intended beneficiaries, i.e., explain where/how the new syllabus fits into anticipated scholarly demands or creative and non- academic market-driven needs.
- iv. List the positive implications of running the course. Explain whether it will attract students from other departments with minors and combined majors. Will it serve students beyond the School? Will it especially serve foreign students interests? Will it provide a future need of local students?

Eligibility Criteria

Specify exactly how the intended targets will access the course. State the eligibility requirements including Pre-requisite, Aims, Objectives, and Intended Learning Outcomes.

- i. Make explicit aims and objectives (cognitive, affective and psychomotor) of the course.

- ii. State the anticipated level of achievement.
- iii. Suggest indicators of minimal and maximal attainments for students at the end of the course; i.e. describe the sorts of skill or experience or scholarship or breadth of reading the student would have been expected to accomplish.

Course Outline

Provide a sample of lecture topics (or practical and technical skills for creative art courses) in ordered chronology in a weekly schedule. Indicate which of these lend themselves to tutorial support utilising teaching assistants if appropriate. As may be applicable, indicate the curriculum design: chronological, problem-solving, debate-structured, text-centred and/or skill-centred. This will justify the mode of assessment.

Additional Teaching/Learning Resources

Indicate equipment presupposed for effective teaching: overhead projectors, computer access, tape recorders, theatre access, library use, motor vehicle for fieldwork, etc. Determine if other Departments, Faculties or Institutes whose students might be utilizing the course can assist in the provision of equipment.

Assessment and Evaluation

Briefly spell out measures put in place for student performance evaluations, apart from or in lieu of a final examination, if any, i.e., term papers, fieldwork, continuous assessment test, group projects, and homework assignments. Offer possible mechanisms for assessing the course's effectiveness in meeting set objectives and learning outcomes. Give diagnostic measures that might supplement the standard course evaluation structures to track the course's impact throughout and beyond its duration.

Costing

State the resources (human, financial, physical) required for the introduction of the course. Further, present curriculum vitae of faculty earmarked to teach the course or present areas of specialisation appropriate to guide recruitment.

Annex 2: General Guidelines for the Approval of Programmes Courses and Review of Existing Programmes/Courses

All proposals for programmes/courses must contain the following:

1. A written statement by the Department(s)/Centres presenting the Proposal that addresses the following issues.

(a) For New Programmes/Courses:

- i. What are the purpose and objectives of the programme/course?
- ii. How does it contribute to the general programme/course offerings of the Academic Unit?
- iii. Is the course a core or an elective?
- iv. How does it contribute to the general course offerings of the University?
- v. Is it primarily a service course for the Core Curriculum or for majors in other departments?
- vi. How will the course be taught (general pedagogy) and therefore contribute to the general educational objectives of the University - e.g., connect course to mission of the department, School, and University.
- vii. What career paths does the programme/course offer?

(b) For Changes to Existing Programmes/Courses:

What is the purpose of the change and how will it affect the issues described in the previous section for new courses? Provide evidence to support revision or modification of programme/course, the purpose of the change and how it will affect the issues described in the previous section for new courses. Provide evidence to support revision or modification of programme/course.

2. A Syllabus containing:

- i. the course code and title, credit, lecture period and venue;
- ii. the name of course instructor, office location and hours, and instructions on how to communicate with the instructor;
- iii. full bibliographic citations for all textbooks and other reference material, with a clear indication of whether each one is a required reading or is a recommended reading, and reference material should include local references;
- iv. the standard course description to be used in the University Handbook;
- v. a brief statement of the purpose of the course, a prominent reference to the University of Ghana Academic Integrity Statement (a copy of the Academic Integrity Statement should be attached to all syllabi when they are given to students);
- vi. a complete description of how the student's performance will be assessed (the grading system);
- vii. the schedule of assignments and examinations;
- viii. mark allocation for assignments and examinations;
- ix. the policy on attendance.

3. Changes to Existing Courses that do not Require Approval

- i. Changes in required textbooks that remain consistent with the stated objectives of the course and coverage of topics generally included in equivalent courses at other institutions do not require approval by the

University.

- ii. Changes in the quantity and relative weights of graded assignments and examinations do not require approval by the University.

4. Periodic Review of Existing Programmes/Courses

Academic units must submit all their courses for review by the College Academic Quality Assurance Committee (CAQAC), School Management Committee at least once every five years. This review will be done on a rotating basis, such that a designated number of academic units will undergo this review in a particular year. The (CAQAC) shall establish a schedule for which Academic units will undergo the review each year.

This review must include the preparation of the standard documentation required for the proposal of a new course. The (CAQAC) shall determine which of the existing courses have undergone sufficient change to also require approval by the University.

5. Expiration of Approval

Courses that are not offered during a five-year period may not be offered again until they are submitted for approval.

6. Procedures for Approval of New and Revised Programmes/Courses

Courses that are not offered during a five-year period may not be offered again until they are submitted for approval.

(a) Responsibility for Initial Proposals

The primary responsibility for preparing a proposal for creating a new programme/course or revising an existing course lies with the academic unit. The assignment of a course number and

definition of both the short and full titles of the course shall be communicated to CAQAC through the College Academic Board/School Management Committee.

(b) The Review Process

- i. Academic Unit: The faculty in the academic unit, or units if the course is interdisciplinary, will review the proposal within 30 days and ensure that the proposal is consistent with the unit's goals and programmes and that it includes a clear definition of student learning outcomes that can be assessed.
- ii. School Level: A complete proposal must be distributed to members of the School Management Committee (SMC), at least one week prior to the meeting of the SMC at which the proposal will be reviewed.

The SMC will review the proposal within 40 working days and ensure:

- (I) the adequacy of the academic unit's review
 - (II) that the proposal is consistent with the broader goals and programmes of the School and the mission of the University of Ghana.
 - (III) that the proposal follows the format provided by GTEC
- iii. CAQAC Review: Within 30 days upon receipt of the proposal, the CAQAC will review the proposal and ensure:
 - (I) the adequacy of the departmental and School reviews
 - (II) that the proposal is consistent with the policies and mission of the University.
 - (III) that the proposal follows the format provided by GTEC
 - iv. College Academic Board: A complete proposal must be distributed to members of the College Academic Board, at

least one week prior to the meeting of the Academic Board at which the proposal will be reviewed.

The College Academic Board will review the proposal within 40 working days and ensure:

- (I) the adequacy of the School's review
 - (II) that the proposal is consistent with the broader goals and programmes of the College and the mission of the University of Ghana.
 - (III) that the proposal follows the format provided by GTEC
- v. The University Academic Board: The University Academic Board must approve all new courses and revisions to existing courses before they can be implemented. University Academic Board's decision will be communicated to the Provost and copied to the Dean and Head of Department concerned within 3 weeks.
- vi. GTEC: All programmes must be submitted for review by GTEC through a two-stage process, before they can be implemented. Phase 1 is for approval of programmes at the national level, subject to accreditation. Phase 2 is for national accreditation.

(c) Tracking Programme/ Course Proposals under Review

The Registrar shall maintain a list of course proposals under review. This list will include notations on all actions taken by the Colleges/ Schools, (CAQAC), and University Academic Board. The list will indicate actions such as approvals and returning proposals to lower levels with instructions for changes.

