



# UNIVERSITY OF GHANA SPECIAL REPORTER

**PUBLISHED BY AUTHORITY**

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NO. 799

FRIDAY, October 28, 2011

VOL. 49

NO. 5

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## **ACADEMIC QUALITY ASSURANCE POLICY DECEMBER 2009**

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## 1. Purpose of the Academic Quality Assurance Policy

The University's commitment to the assurance of the quality of its academic programmes is broadly expressed in its mission statement. The mission of the University is to “develop world-class human resources and capabilities to meet national development needs and global challenges through quality teaching, learning, research, and knowledge dissemination.

- *We are committed to build on our core strengths of a centre of excellence for high quality teaching and research, relevant institutions and good infrastructure and our unique competencies in the sciences, medicine, humanities, law and business, cultural studies, information technology and other emerging disciplines, to secure and sustain world-class competitive advantages in a stable democratic environment.*
- *We are committed to build deeper awareness of the needs of our consumers, especially students, the private and public sectors, government and the world community and re-orient our teaching, research and extension activities and harmonize synergies between disciplines to achieve operational excellence.*
- *We are committed to promote innovation, relevant and cutting-edge technology, leadership development and an enterprise culture, to enhance the delivery of value to our consumers and stakeholders.*

Our 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”.

The overall aim of this Academic Quality Assurance Policy (AQAP) is to demonstrate that the University of Ghana's responsibility for awarding its own degrees is being satisfactorily discharged. It is expected that students in turn would be committed to their education.

## 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 student 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, including ensuring that all staff are familiar with the University's quality assurance procedures and mechanisms.

In setting forward these objectives, it is realised that factors such as funding, logistics, availability of sufficient and well trained staff as well as current challenges in intra-institutional information flow militate against the full implementation of the AQAP. However our situation is similar to that stated on the University of Oxford webpage<sup>1</sup> on Quality Assurance Processes and Practice. "Over recent years the internal framework for quality assurance has undergone significant development, in tandem with national developments progressively replacing informal, custom-based procedures with formal, documented expectations accompanied by more tightly prescribed methods of monitoring". The University of Ghana requires a clearly stated position on its quality assurance position and methods to stay in touch with its collaborative partners.

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1. <http://www.admin.ox.ac.uk/epsc/summary.shtml>

### 3. Definitions of terms as used in this document

<b>Word/Term</b>	<b>Definition</b>
Academic Units	Comprises various departments, divisions, schools, institutes, colleges, faculties and other centres in the University offering programmes and courses leading to the award of 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	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 standard 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
VITAL	A specialised software used in management quality assurance systems

#### 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 quality 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. course approval and validation
- ii. course and departmental annual monitoring
- iii. subject review
- iv. partnership approval and review
- v. monitoring and review of all service areas including 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 lie in the range 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 bases 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
- v. National Accreditation Board (NAB)

### 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 own 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 bases for key information about quality. Student feedback is a critical part of the University's Quality Assurance Strategy and is obtained at 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 creates equal opportunity for the members of the University regardless of age, disability, ethnicity, gender or creed.

### 6.2 ***Academic Board (AB) College Board (CB) and Faculty Board (FB)***

The Academic Board is vested with the authority and responsibility for authorizing course additions, changes, and delegations. The Academic Board also ratifies degrees and approves courses/programmes as well approving the status of Affiliate Institutions. Papers to the Academic Board, emanate from the Graduate, College and Faculty Boards who are the first line of due diligence in the AQA process.

### 6.3 ***Academic Curriculum, Quality and Staff Development Committee (ACQSDC)***

Council has accepted the recommendations in the Visitation Panel Report on changes in operation of the Academic Board including the establishment and composition of the Academic Curriculum, Quality and Staff Development Committee (ACQSDC). This sub-committee of the Academic Board shall be charged with the following:

- i. oversight of all matters related to academic curriculum

- ii. approval of new courses
- iii. development of policy in support of the unit
- iv. establishment of a staff development programme for the academic staff

The membership of the Academic Curriculum, Quality and Staff Development Committee (ACQSDC) is as given in the Council Response to the Visitation Panel Report.

#### 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, to:

- i. advise the Academic Curriculum, Quality and Staff Development Committee on the determination and maintenance of acceptable levels of academic standards with respect to teaching, learning and research
- ii. conduct, in collaboration with the Planning & Management Information Services (PMIS) Directorate, 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 to periodically undertake tracer and employer surveys



- vii. perform any other functions relating to quality assurance as may be referred to it 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 academic credentials and efforts be made to assist/encourage their professional development. 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. Teaching staff appointed with just a second degree in exceptional circumstances, should register and obtain a PhD or terminal qualification within six years of 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 competence 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 needs 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 (Academic)**

The Pro-Vice-Chancellor (Academic) 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 examinations including moderation of questions, students' assessment and examination grading must be enforced ([hyperlink to Students Handbooks](#)). 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 Departments which do not ordinarily hold Departmental meetings for examination moderation. Existing procedures such as the system of Invigilators, Chief Invigilators and the Examination Superintending Committee are maintained.

## 9. **Assessment of Students for Admission**

### 9.1 **Admissions Board**

The assessment of all potential undergraduate students for admission to the University ([hyperlink to Admission Policy](#)) 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 Faculty and 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 Research and Graduate Studies***

The University commits itself to promoting quality research and graduate training. The School of Research and Graduate Studies shall be responsible for graduate admission, programmes and research. The School supports the expansion and strengthening of graduate programmes in areas that build on 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 in 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/Faculty/School Boards***

The College/Faculty/School Boards are responsible for developing and regulating internal guidelines related to academic programmes, including teaching, learning, research, and assessment. The Boards 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/Faculty/School level, and report to relevant University committees on these issues.

### 10.2 ***Departments and other Academic Units***

Departments shall be responsible for undergraduate and graduate level teaching and research. Where appropriate, Institutes and Centres, in

addition to promoting multidisciplinary research and the provision of extension services, shall be responsible for any undergraduate and graduate level teaching that they carry out.

### 10.3 ***Programme/Course Review Committees***

All Academic units must have in place Programmes/Course Review 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 standardized 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 method of delivery) of courses for 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 Faculty/College Board and the School of Research and Graduate Studies where appropriate, as well as the ACQSDC. It should be noted that even where a new programme draws on existing courses, there is the need for accreditation by the National Accreditation Board. This additional time element needs to be allowed for in the planning for introduction of new programmes.

### 10.5 ***External Examiners***

At this present time, University policy has restricted external examiners to graduate programmes. However, where exceptional circumstances warrant, such as a request from a Faculty or College Board, external examination can be extended to undergraduate programmes. External examiners have an important role in assuring the standards and academic quality of courses. They are required to submit an annual examiners report to the Vice-Chancellor on the conduct of the course and issues related to standards and assessment. They are nominated by Faculty Boards on recommendation from Departments. The University of Ghana appoints external examiners for moderation and arbitration purposes. They also serve as examiners for student Dissertation and

Thesis in addition to other internal examiners. The rules governing appointments of external examiners and their mode of operation are given in the University's Examination Regulations.

#### 11. **Student Evaluation of Teaching and Courses**

This policy touches on the minimum requirements that Departments should meet concerning the collection and evaluation of feedback from students on teaching by lecturers and the content of courses. Meanwhile, departments are not limited by these minimum requirements but are encouraged to go further where necessary.

Student-Staff Consultative Committees should be formed in every department with representation from all Levels. The Student-Staff Consultative Committee should meet at least once a semester. It is considered good practice that such meetings take place prior to Departmental meetings so that any issues raised can be addressed at these meetings.

Departments should at least, seek feedback on individual courses as well as lecturers within programmes of study at the end of each semester or academic year. It should be noted that both qualitative and quantitative responses are vital for evaluation. This regular assessment of lecturers and courses will help the departments to know whether the purpose for which the course was introduced has been achieved.

Departments should institute tracer studies to find out the fate of their graduating students.

##### 11.1 ***Student Evaluation of Teaching***

There are several methods for evaluating teaching by students and these include;

- Paper questionnaire
- Electronic questionnaire
- Staff-student liaison committees
- Informal feedback
- Open meetings with the student body
- Focus groups

The choice of method will depend on the specific circumstances for a particular course.

#### *Informal feedback*

- i. Students may call at a lecturer's office, Academic Advisor, Head of Department or the Departmental Office to discuss problems in person, or drop their written comments in a suggestion box provided by the Department for this purpose.
- ii. Departments should ensure that students have the opportunity to provide feedback on the teaching of a course during the course on those issues that can be dealt with immediately.

#### *Response Rate and Reporting Structures*

A specific response rate is not required, but it is expected that the majority of students will provide feedback on teaching when requested. Where feedback is low, Departments should give consideration to ways in which the response rate might be improved. Departments should monitor the response rate and take it into account when evaluating the feedback and developing the action plan. A response of at least 60% should be considered adequate. The reports and action plans arising from feedback questionnaires should be approved by the Faculty Board. Where it is felt 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 Faculty Board.

### 11.2 ***Student Evaluation of Courses and Programmes***

#### *Process of evaluation*

The University should ensure that all departments have a procedure in place for dealing with student evaluation of courses, and that this is clearly communicated to students. All students taking the course should complete a questionnaire that will be prepared by the AQAU and administered by the Department. The questionnaire will be analysed by the AQAU and the results sent back to the departments. The findings should be communicated to students indicating any actions to be taken to address any problems raised, or reasons for not taking action. The Head of Department should designate a person or group for the course under review to confirm that the report provides

an appropriate summary of the feedback and response. The process should be monitored by the appropriate Faculty Board which should ensure that feedback is sought for all courses and programmes on a regular basis.

### *Feedback*

As feedback from students is intended to enhance the current as well as future student experience of their courses, the opportunity to provide feedback should be well-timed. The Departments should grant students the chance to provide feedback:

- i. Immediately, so that problems that arise during a course can be addressed as quickly as possible. Feedback can be provided, for example, by discussions with the lecturer or the Head of Department or through the Joint Staff-Student Consultative Committee.
- ii. At the end of a course so that students can provide their opinions on all aspects of the course and the lecturer. It is expected that such feedback will be derived by means of a questionnaire.

### *Course evaluation*

- i. Each course should be reviewed at least once every other year, although some departments may be obliged by professional or accrediting bodies to obtain feedback from students on a more regular basis.
- ii. All new courses should be reviewed at the end of their third year of operation. Departments should however be aware of the risk of 'questionnaire fatigue' and are advised to structure course questionnaires carefully to avoid the same cohort of students being asked for their views continually and in the same format. Departments should ensure that it is clear to all staff and students which module will be reviewed during the course of the academic year.

### *Programme evaluation*

It is recommended that Departments consider evaluating programmes they run every other year. This should be carefully co-ordinated with the other evaluations to avoid questionnaire fatigue.

### 11.3 ***Communicating the Results of Evaluation***

At the end of every evaluation process, the University will ask the various departments to comment on the feedback from students, how it is gathered and the usefulness of it to the development and operations of programmes through an Annual Programme Monitoring Process. The results of any evaluation should be made available to students along with any comments a lecturer may wish to make in response. Feedback on evaluations should be communicated to students and to the lecturer as soon as possible to promote a process of continual improvement.

### 11.4 ***Evaluation of Teaching***

A summary of the analysed data (the objective portion of the instrument) and a copy of the *unedited* subjective/written portion are sent to the Lecturer concerned. Copies of the same materials are sent to the Lecturer's Head of Department and Dean. The Director of the Academic Quality Assurance Unit is required to send comments on the analyzed data to the Dean concerned. *Everything is done under strict confidentiality.* Heads of the departments are required to discuss their evaluation report with teaching staff. Deans are required to talk to teaching staff whose teaching is found to be below expectation. [The Deans could delegate; i.e., making use of experienced and respected senior members to talk to the staff concerned]. The Pro-Vice Chancellor (Academic) would serve as discussant in cases where Deans have a teaching load.

### 11.5 ***Evaluation of Courses***

Students are required to complete both sections of the Course Evaluation form. The objective section of the instrument is analyzed by the Academic Quality Assurance Unit. Copies of the analyzed data and copies of the *unedited* subjective section are sent to the Head of the Department and the Dean. The Head is required to discuss the two reports at a Departmental meeting. Comments and suggestions on possible remedial actions to be taken are sent to the Dean.



## **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 Faculty/School 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 Faculty/School 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 Faculty/School will enhance the realisation of the Faculty/School's mission and its efforts to collaborate with other Faculties, 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 Faculty/School 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 Faculty/School 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 exactly 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 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/Faculty/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 run out.

### **Programme Appraisal and Monitoring**

State briefly the mechanisms of appraising the programme's progress and effectiveness in meeting set 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/Faculty/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 explaining briefly the provenance or history of the intention to mount the course (DPRC), 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 Faculty and other Faculties, to eliminate redundancy and that a genuine gap exists.
- v. 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.
- vi. List the positive implications of running the course for the Faculty/School and the University overall. Explain whether it will attract students from other departments with minors and combined majors. Will it serve students beyond the Faculty? 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 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 week by week. 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 by 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, 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) 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
2. **A Syllabus Containing:**
- i. the course code (e.g., ADMN 101), title, and schedule
  - ii. Academic Unit's name, office location, 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
  - 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 Academic, Curriculum, Quality and Staff Development Committee (ACQSDC), Faculty and School Boards 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 (ACQSDC) 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 (ACQSDC) 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 Programmes/Courses and Revisions to Programmes/Courses

### 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 ACQSDC through the College/Faculty/School Board.

### b. *The Review Process*

- i. **Academic Unit Review:** The faculty in the academic unit, or units if the course is interdisciplinary, will review the proposal 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. **College/Faculty/School Review:** A complete proposal must be distributed to members of the College/Faculty/School Board, at least one week prior to the meeting of the Board at which the proposal will be reviewed.

The College/Faculty/ School Board will review the proposal and ensure

- (a) the adequacy of the academic unit's review and
  - (b) that the proposal is consistent with the broader goals and programmes of the College/Faculty/ School and the mission of the University of Ghana.
- iii. **ACQSDC Review:** The ACQSDC will review the proposal and ensure
    - (a) the adequacy of the departmental and school reviews and
    - (b) that the proposal is consistent with the policies and mission of the University.



- iv. The Academic Board: The Academic Board must approve all new courses and revisions to existing courses before they can be implemented.
- (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/Faculties/ Schools, (ACQSDC), and Academic Board. The list will indicate actions such as approvals and returning proposals to lower levels with instructions for changes.

