SD DOMBO UNIVERSITY OF
BUSINESS AND INTEGRATED
DEVELOPMENT STUDIES

(SDD-UBIDS) WA

QUALITY
ASSURANCE
POLICY

DIRECTORATE OF ACADEMIC PLANNING
AND QUALITY ASSURANCE, **SDD-UBIDS**

2024

CONTENTS

Section Five

5. Assessment and Evaluations — **49**

Section Six

Section Seven

PREFACE

The quality assurance policy of Simon Diedong Dombo University of Business and Integrated Development Studies (SDD-UBIDS), Wa, consists of ten (10) sections. Section one is premised on the Law, Act 1001 (2019), which established it as a public university. This section also deals with adherence to eight principles of higher education institutions. The vision, mission, values, guidelines of this policy and definition of terms used therein make up the first section. The second section stipulates the aim of the policy, objectives, underlying principles, application, scope, expected outcome and responsibilities. The aim is to enhance effectiveness of learning, teaching, research, community service and management. These are the core mandate of SDD-UBIDS. The third section discusses quality assurance framework with the underlying principle of quality and quality assurance being the primarily the responsibility of higher education insititutions (HEIs) and autonomy, identity and integrity of HEIs being acknowledged and respected (ASG-QA). The framework considers internal and external quality assurance. Internal quality assurance is the foundation of the University. It is pivoted at departments and units. External quality assurance is ensured by Ghana Tertiary Education Commission, external examiners, external assessors of senior members' promotion, external professional bodies, alumni and other universities and institutions. The fourth section deals with administrative structure and management of quality assurance. Various agents and their functions are clearly outlined and supported with structural and administrative organograms. Section five (5) details assessment evaluations: sources of information for students and staff, assessment of courses, staff assessment, conduct of examinations, graduate studies, appeals, and complaints. The next section (6) considers quality assurance for distance learning. It takes into account enhanced learning, blended learning, distance education programmes, and affiliations. Section seven (7) describes staff recruitment, development and

appraisals. These shall be in consonance with SDD-UBIDS statutes and Appointment and Promotions policies. Capacity building, appraisals, qualification to lecture at the diploma, undergraduate and graduate levels are stipulated as well as supervision of students' dissertations and theses. Section eight (8) covers equality of opportunities. It ensures equal opportunities of participation and benefits, fairness, equity and social justice. The ninth section is devoted to award scheme for excellence. It discusses recognition of excellent performance by students and staff and the University's appreciation by way of awards such as staff promotion, additional increments, one-off payments or team awards. However, reprimand, suspension, removal from office of responsibility, criminal investigation, denial of benefits or possible dismissal are the opposite of tmediocre performance. The final section (10) looks at establishing new policies or amending existing policies. The details include policy procedure and implementation strategy. This policy document is to guide the University concerning academic planning and quality improvement and assurance. The SDD-UBIDS' Policy on quality improvement and assurance were borne out of the idea of total quality mooted by then Vice-Chancellor, Professor Philip Duku Osei, who also supported the work of the committee with quality assurance policy literature. Various discussions between then ProVice-Chancellor, Professor Emmanuel Kanchebe Derbile, and the Director of Academic Planning and Quality Assurance (DAPQA), Professor Kenneth Peprah, resulted in a proposed list of university staff to develop of the policy. The Registrar, Mr Job Asante, prepared the Terms of Reference and the Vice-Chancellor mandated the committee, through the Registrar, to develop the policy under the chairpersonship of the Director of DAPQA. DAPQA is very grateful to then Vice-Chancellor, ProVice-Chancellor, Registrar and the committee members: Professor Osumanu I. Kanton, Dr Lawrence Naaikuur, and Dr Joshua Sumankuuro, Dr Maxwell A. Aziabah, Dr Ishaque Mahama, and Dr Constance A. Akurugu. We are equally grateful to Mr Harrison Okoto (the Secretary). Many thanks to all.

ACRONYMS

APC	Appointments and Promotions Committee
APQA	Academic Planning and Quality Assurance
ASG-QA	African Standards and Guidelines for Quality Assurance
CV	Curriculum Vitae
DAPQA	Directorate of Academic Planning and Quality Assurance
DCOBI	Directorate of Community Outreach and Business Incubation
DEO	Departmental Examination Officer(s)
DoF	Director of Finance
DQAC	Department Quality Assurance Committee
DQAs	Departmental Quality Assurance Officers
EQA	External Quality Assurance
FQACs	Faculty Quality Assurance Coordinators
FQAs	Frequently Asked Questions
GPA	Grade Point Average
GRASAG	Graduate Students Association of Ghana
GTEC	Ghana Tertiary Education Council
GUSSS	Ghana Universities Staff Superannuation Scheme
HEIs	Higher Education Institutions
HoD	Head of Department
ICO	International Collaboration Office
ICT	Information, Communication and Technology
IGF	Internally Generated Funds
IMS	Information Management System

iOS	Internet Operating System
IQA	Internal Quality Assurance
JAR	Junior Assistant Registrar
LMS	Learning Management Systems
MAC	Media Access Control
MoU	Memorandum of Understanding
NAB	National Accreditation Board
NQF	National Qualification Framework
ODL	Open Distance Learning
ODoS	Office of the Dean of Students
PC	Personal Computer
Pro V-C	Pro Vice-Chancellor
QA	Quality Assurance
QAA	Quality Assurance Agencies
QAC	Quality Assurance Committee
SDD-UBIDS	Simon Diedong Dombo University of Business and Integrated Development
SGSR	School of Graduate Studies and Research
SRC	Students' Representative Council
SRSGB	School of Research and Graduate Studies Board
TQAEB	Total Quality Assurance and Enhancement Board
UQAC	University Quality Assurance Committee
VC	Vice-Chancellor

1. INTRODUCTION

1.1 BACKGROUND

The Simon Diedong Dombo University of Business and Integrated Development Studies (SDD-UBIDS) was named after an illustrious son of the Upper West Region. It was established by the Parliament of Ghana by ACT 1001, entitled the Simon Diedong Dombo University of Business and Integrated Development Studies Act, 2019, with a mandate as a public University. The direction of the University is well defined by ACT 1001 (2019) (see the aims). The University aims to provide higher education, disseminate knowledge related to business and development studies, and any other related studies, undertake research and foster relationships with persons outside the institution guided by the following principles:

    a) Making higher education equally accessible to all persons suitably qualified and capable of benefiting from that education.

    b) In determining the subjects to be taught, special emphasis shall be given to courses of special relevance to the needs and aspirations of the north-western part of the country, in particular, and the Country as a whole.

    c) Using critical tools that include information and communication technology for teaching, research, dissemination of knowledge and administration;.

    d) Instituting curricula and pedagogy within the context of learner-centred and problem-based learning techniques that are practical and relevant to national needs and aspirations in business and integrated development studies.

e) Using teaching methods that promote critical and independent thinking for the benefit of humanity.

f) Disseminating results of research through the publication of books, papers and other suitable means.

g) Undertaking research in courses which are within the mandate of the University, but with special emphasis on:

i) business and integrated development studies issues in the country and outside the country;

ii) subjects that relate to the social, cultural economic, scientific or technological aspects of business and integrated development studies within and outside the country; and

h) providing services through extension and consultancy in business and integrated development studies-related courses in higher education.

In order to achieve the aims of the University, there is a need for academic planning, quality assurance and quality improvement in teaching and learning, research and community engagement as well as curriculum development, students' progression, academic support services and staff welfare. Hence, the obligation to establish a robust quality assurance and enhancement system guided through a policy.

1.2   Vision, Mission and Values

1.2.1   Vision

The vision of DAPQA is to be efficient and effective, and total quality compliant in all aspects of higher education institution delivery. This vision supports the University's vision to be an internationally acclaimed centre of excellence in higher education.

1.2.2   Mission

The mission of DAPQA is to implement total quality management in teaching, learning, research, community outreach and student-centred administration. This will assist the University to achieve

its mandate spelt out by ACT 1001 (2019) to be an outstanding internationally acclaimed applied research and practical-oriented educational institution, dedicated to the development of business and integrated development studies and related matters. This is in line with the University's mission to provide quality teaching, learning, development-oriented problem-solving research and innovative practical training to qualified and capable persons and institutions through the deployment of ICT, and, a constant review of our programmes, curriculum and teaching methodology.

1.2.3 Values

The values of DAPQA include **respect (**openness and fair play), **excellence** (fineness, fit for purpose and value for money), **answerability** (responsible and accountable) and **integrity** (honesty and truthfulness).

These values support the core values of SDD-UBIDS: excellence, innovation, integrity, collaboration, sustainability, professionalism, transparency, accountability and inclusiveness.

1.3 GUIDELINES

The Quality Assurance Policy is pivoted on both internal and external quality assurance pillars and guidelines,which include:

- · ACT 1001 (2019) which establishes and provides the mandates of the University.

- · SDD-UBIDS STATUTES 2021-2025.

- · SDD-UBIDS STRATEGIC PLAN 2021.

- · Guidelines for the establishment of a Quality Assurance Unit by the National Accreditation Board (NAB).

- · African Standards and Guidelines for Quality Assurance in Higher Education (ASG-QA), AAU 2017.

1.3.1   African Standards and Guidelines for Quality Assurance in Higher Education

The African Union's guidelines on quality assurance are grouped into standards and guidelines for internal and external quality assurance. These guidelines apply to this policy and copies (soft and hard) are available at DAPQA.

1.3.2   Ghana Tertiary Education Commission Guidelines for Quality Assurance

The Ghana Tertiary Education Commission (GTEC) has, over the years, provided external quality assurance on behalf of the Ministry of Education. The following GTEC guidelines apply to the Quality Assurance Policy:

- Norms for universities;
- Library standards and guidelines;
- Standards for physical facilities:
- Minimum entry requirement;
- Academic audit reporting;
- Guidelines on quality assurance in online learning;
- Guidelines on joint award;
- Guidelines on anti-sexual harassment policy;
- Guidelines on the introduction of new programmes;
- Institutional review reporting; and,
- Institutional authorisation, accreditation, re-accreditation, registration and charter. check

These documents are available online at GTEC websites and copies could be accessed from DAPQA.

1.4   Definition of Terms

The definition of terms is included in the terms defined in the SDD-UBIDS Statutes. UNCLEAR

1.4.1   Quality Planning

Quality planning is results-driven as related to procedures or standards geared towards the achievement of specific objectives.

1.4.2   Quality Control

Periodic assessments of teaching and learning, research and community engagements as well as support services and structures to make sure that both internal and external quality assurance standards and guidelines are maintained.

1.4.3   Quality Improvement

A framework is used to systematically ensure that processes of teaching and learning, research and community engagements as well as support services and structures are delivered according to quality assurance standards and guidelines.

1.4.4   Quality Assurance

'An all-embracing term referring to an ongoing, continuous process of evaluating (assessing, monitoring, guaranteeing, maintaining, and improving) the quality of a higher education system, institutions, or programmes (ASHE, 2021)'.

1.4.5   Total Quality Assurance

Quality assurance is graded as follows:

Exceptional	Distinctive learner Excellence – High Standards learner Excellence – Minimum standards for learner
Perfection, Consistency	Zero Defects

Fitness for purpose	Customer specified mission Provider-specified mission
Value for money	Efficient/effective
Transformation	Enhancing and empowering the student

Source: Watty (2003)

1.4.6   Total Quality Management

This is a methodological approach to ensure that the University Management becomes a good implementer of external and internal quality assurance. This approach is established on the principles of assessment, compliance and accreditation.

1.4.7   Assessment

A systematic assessment to ensure good internal quality assurance compliance with the support assessment tools developed at various units to implement the quality assurance process. There shall be:

· Programme and course assessment.

· Faculty and staff assessment/evaluation.

· Students' assessment of courses, teaching and learning environment.

· Lecturers' assessment of the conduct of courses as regards students' attendance, comportment, performance and institutional facilities.

These assessments shall be carried out under the assessment committee system:

i.   Admissions committee in Faculties./Schools

This committee will scrutinise admissions application lists and select qualified students to be admitted.

ii. Graduate Studies and Research Board

This board shall examine postgraduate programmes and research guided by the Graduate Studies and Research Handbook and various accreditation documents for postgraduate programmes.

The board shall grant or deny permission to develop new academic postgraduate programmes and approve the graduation list for awards.

iii. Academic Affairs

Admission of undergraduate students and related matters guided by programmes accreditation documents and undergraduate handbook.

iv. Faculty/School Board

The Board shall oversee departmental examinations and results, preparations to begin a trimester, monitor performance of departments, screen faculty employment before and short-list for interviews and related matters.

v. Departmental Boards

These boards are responsible for examining undergraduate and postgraduate admissions, teaching, learning, examinations and marking schemes. This Board moderates or selects members to moderate lower-level examination questions and course outlines. Also, this Board sees to it that additional teaching resources are available for use by staff and students for example, projectors, laptops, markers, dusters and other teaching aids, organisation of field trips and reports.

vi. Course Review Committee

This is a departmental-based committee consisting of three lecturers, two students (undergraduate and postgraduate) and one industry player,which shall meet once a year to review courses of the department.

vii. Academic Board

This board grants permission to develop new undergraduate programmes. After permission is granted, departments will develop new programme and seek the departmental boards' and Faculty/School boards' approval. The new programmes developed using GTEC forms shall be sent to the Academic Programmes Committee/Executive Committee of the Academic Board for approval. The document will be sent to DAPQA for compliance check regarding completing the GTEC forms and to the Registrar for submission to the GTEC.

viii. Executive Committee of Academic Board

This committee may give permission to develop new academic programmes and approve such programmes on behalf of the Academic Board subject to the Academic Board's acceptance or rejection of such approval.

ix. Academic Programmes Committees

This committee shall scrutinise all new programmes and advise both School of Graduate Studies and Research Board and Academic Board accordingly. This is before the Boards approve for further processing and submission to GTEC.

x. External Examiners

External examiners shall be responsible for the moderation of examination questions, assessment of marked scripts, marking schemes and long essays, assessment of postgraduate theses, assessment of faculty promotion documents, and participation of employment interviews.

xi. Audit Committee

This committee shall audit staff development, curriculum vitae and certificates; and align staff to the appropriate needs of the University.

The Audit Committee shall ensure that all internal quality assurance processes, procedures and tools are available and functional at the appropriate levels.

1.4.8 Audit

This involves academic and human resource audits of procedures aimed at improving teaching and learning as well as quality work output for the University by all employees.

1.4.9 Programme Review

Programmes shall be reviewed after carefully informed data gathering from regular surveys conducted on student and staff satisfaction, tracer studies and periodically-arranged institutional audits and external stakeholders' views.

1.4.10 Stakeholder

Stakeholders are defined here as interest-holding individuals and/or groups who affect the University and/or are affected by the University including The University Council, Principal Officers, Administrative and Academic Units, all Staff, Students and Affiliated/External partners. All stakeholders are to contribute their quota to ensure that this Policy works for the betterment of this University, Upper West Region, Ghana and the global community.

2. AIM AND OBJECTIVES OF THE POLICY

2.1 AIM

The aim of the Quality Assurance Policy is to enhance the effectiveness of SDD-UBIDS' core mandate of learning, teaching, research, community service and management. The policy addresses all areas of the University's activities focusing on their contribution to and alignment with the University's strategic goals.

2.2 OBJECTIVES

The primary aim of the Quality Assurance Policy is to assure the effectiveness of the quality of the University's core activities of learning, teaching, research, community service and management.

The objectives of the Policy are to:

i. Enhance SDD-UBIDS' position as a world-class centre of excellence by providing faculty and staff with an opportunity to contribute to the global exchange of information, ideas, culture, experiences and research.

ii. To increase opportunities for learning, research and collaboration with other institutions, both local and abroad;

iii. Guide in the development and implementation of internal and external quality assurance procedures and practices;

iv. Ensure that the quality of academic programmes at SDD-UBIDS meet standards expected by all stakeholders.

v. Enable SDD-UBIDS to assure itself, stakeholders and the GTEC that the University's policy, systems and processes for the development, maintenance and enhancement of quality in all its service provisions are functioning effectively.

vi. Guide in identifying internal and external standards and criteria consistent with internationally recognised standards;.

vii. Assist in maintaining and developing the quality of academic programmes through enhanced support processes.

viii. Facilitate the development of a culture of continuous quality improvement to achieve academic excellence.

ix. Enable the SDD-UBIDS to identify areas of strength and excellence as well as areas in need of focused attention for continuous improvement in the short, medium and long term.

x. Strengthen the independent role played by the Academic Planning and Quality Assurance Directorate in quality management and enhancement through university structures.

2.3 PRINCIPLES UNDERLYING THE POLICY

The implementation of the Quality Assurance Policy is underpinned and shaped by key principles below. The principles relating to the quality assurance framework and processes outlined in this policy document are:

i. Holistic approach.

ii. Quality teaching, learning, research and administrative services.

iii. Benchmarking and evidence-based approach.

iv. Rigorous and comprehensive coverage in evaluations.

v. Internal and external peer review.

vi. Staff and student involvement.

vii. Rapid and effective feedback.

viii. Continuous improvement as a core value.

2.4   Application

This Policy shall apply to all academic and administrative areas and aspects of the operations of the University and its units as well as its affiliate institutions. The policy shall also apply to all Faculties/Schools/Directorates/Institutes/Centres/Units/Departments, and both academic and administrative staff of the University.

2.5   Scope of the Policy

The Quality Assurance Policy shall be all-embracing and cover the operations of the following:

i.   Schools, Faculties, Directorates, Institutes, Centres, Departments and Units.

ii.   All categories of staff members (permanent as well as temporary) who provide services in teaching, research, administration and support services.

iii.   All registered students of the University.

iv.   All physical infrastructure, facilities and teaching and learning resources.

v.   The entire governance and institutional set-up, social amenities and information dissemination structures.

Regular internal audits shall be conducted to ensure that the Quality Assurance Policy is implemented. Internal quality assurance mechanisms are departmentally generated and are continuous. The mechanisms shall be coherent with the quality assurance framework outlined in this Policy and approved by the Governing Council of the University and shall include mechanisms to assess the following areas:

i.   Quality of programmes and courses.

ii.   Quality of academic and administrative staff.

iii.   Quality of teaching and learning experience.

iv.   Quality in student assessment – internal moderation.

v.   Quality in administrative and support services.

vi.   Quality of resources and facilities.

vii. Quality of research.

viii. Quality of assessments and evaluations.

ix.   Quality programme review process.

To ensure high-quality standards are maintained, external mechanisms shall be utilised. The quality of educational programmes shall be assured through External Academic Review by any of the following bodies:

- External Examiners.

- External Professional Bodies.

- External Accreditation Agencies (for professional programmes that have recognised, credible professional accreditation agencies).

- Employers.

- Former Students.

- Other Universities/Institutes/Centres of Teaching and Research.

2.6   Expected Outcomes

Successful implementation of this Policy is expected to result in the following:

i.   Staff Efficiency: improved performance of academic, administrative and supporting staff.

ii.   Degree Awards and Examination Results: higher student achievement and success in learning.

iii. Innovations: higher valued and striking research.

iv.   Students' Services: better stakeholders' satisfaction.

v.   Staff benefit and affiliation: enhanced trust and community confidence, hence attracting internal and external support.

vi. Technology: improved institutional image.

vii. Security + Safety and sustainable environment: improved capacity to compete favourably with other higher education institutions nationally and internationally.

viii. Staff efficiency and Students' Services: enhanced staff and students' confidence level.

ix. Staff benefits: highly motivated and focused approach to the execution of the University's strategic goals.

2.7 RESPONSIBILITIES

All members of the University community – Management, Staff and Students – have individual and collective responsibilities to ensure high quality teaching, research, learning and community outreach services. Positive attitude of all members of the University community, directly or indirectly, would lead to the realisation of the policy objectives and, in turn, produce positive outcomes for the University. The University's academic and administrative provisions form the basis for defining the responsibilities of different members of the University community in a quality assurance management system. These provisions are the responsibility of academic and administrative units.

2.7.1 Responsibilities of University Management

Commitment from University Management is an essential prerequisite for an effective quality assurance system. Members of University Management are the fore-bearers and anchors of quality assurance. In this respect, Management of the University shall perform the following responsibilities:

i. Guide the University to review the organisational performance of quality assurance.

ii. Establish a clear mission, articulate core values, and communicate high expectations of performance at all levels.

iii. Create and sustain an educational and administrative environment that promotes ethical values and equity for all stakeholders.

iv. Encourage research and innovation and pursue current and future opportunities for improvement.

v. Provide an enabling environment and resources to support scholarship and professional development of both staff and students.

vi. Ensure optimum functioning of support services and facilities.

vii. Institute reward systems that recognise excellence, dedication, honesty and loyalty for staff and students.

viii. Ensure the university is strategically positioned to achieve its Mission and Vision.

2.7.2   Responsibilities of Academic Board

The University commits itself to promoting quality teaching, research, learning and community outreach through its Academic Board. The responsibilities of the Academic Board include:

i. The Academic Board shall be responsible for students' admission, programmes and research.

ii. Approval of all results, including those of graduating students.

iii. Approval of a calendar detailing the dates by which functions associated with teaching and assessment and circulation to all academic and relevant support units.

iv. Approving all regulations for teaching, learning, research and programmes.

v. Nomination of external Examiners for moderation purposes on recommendation by Deans for appointment by the Vice-Chancellor.

2.7.3   Responsibilities of Academic Programmes Committee

The purpose of the academic programme reviews and development process is to ensure understanding and a standardised approach concerning curriculum review in respect of both content and standards. The Academic Programmes Committee (APC) has the following responsibilities:

   i.   Approval of all additions, deletions, and changes (including changes in the method of delivery) of programmes/courses.

   ii. Determining the procedure for reviewing and determining approval of programmes/courses.

   iii. Approval of new programmes that draw on existing courses.

2.7.4   Responsibilities of School of Graduate Studies and Research Board

The University is committed to promoting quality research and postgraduate training through its School of Graduate Studies and Research Board (SGSRB), which has the following responsibilities:

   i.   Postgraduate admissions, programmes and research.

   ii. Supporting expansion and strengthening of postgraduate programmes in areas that build on the strengths of undergraduate programmes and have a unique educational focus to prepare students for viable careers.

   iii. Recommending External Examiners for students' dissertations and theses.

NB: The procedures that govern the operation of the School of Graduate Studies and Research are in the Graduate Students' Handbook approved by the SGSRB.

2.7.5   Responsibilities of Boards of Faculties/Schools

Boards of Schools and Faculties and Schools have a responsibility to maintain professional standards appropriate to their mandates and functions. These include:

i. Planning, managing and reviewing programmes/courses to ensure that they align with Faculty/School mandate and priorities, supporting and adding to the quality of teaching, research and learning experience.

ii. Ensuring that the teaching and learning environment meets students' and staff's needs.

iii. Promoting contact with employers and the wider academic community.

iv. Ensuring that there is an effective liaison with partners in offering collaborative programmes,

v. Identifying and disseminating good practice within and from outside the Faculty/School.

vi. Ensuring that course planning committees and review teams are adequately supported by senior staff experienced in the evaluation and programme development and that new and revised programmes receive thorough internal scrutiny before progressing to validation or review.

2.7.6   Responsibilities of Departments

To ensure successful implementation of this Policy, Departments have the following responsibilities:

i. Promoting scholarships and providing excellent instruction to students.

ii. Strengthening staff-student consultative meetings at departmental levels.

iii. Responding promptly to academic quality assurance issues.

iv. Allocating individual roles and ensuring that staff are prepared for those roles.

v. Developing programme portfolios to optimise academic and training opportunities.

vi. Supporting and providing quality and reliable teaching and research to promote scholarship.

3. QUALITY ASSURANCE FRAMEWORK

3.1 UNDERLYING PRINCIPLES

The framework for the establishment of the University's Quality Assurance Policy is underpinned by two key principles of the African Standards and Guidelines for Quality Assurance in Higher Education Institutions (ASG-QA), namely: *quality and quality assurance are primarily the responsibility of HEIs; and the autonomy, identity and integrity of HEIs are acknowledged and respected.*

The Policy standards and guidelines are structured to reflect internal quality assurance (IQA) and external quality assurance (EQA) needs of the University, and apply to all Faculties/Schools/Directorates, as well as both academic and administrative staff.

3.2 INTERNAL QUALITY ASSURANCE

Internal quality Assurance mechanisms are generated by departments and units within the institution and are continuous. These are designed mainly to assure the internal quality of the functions and operations of departments and units within the university system, and also for purposes of self-assessment in order to attain quality enhancement. Internal quality assurance in SDD-UBIDS shall focus on the areas specified in the subsections that follow.

3.2.1 Human Resources and Management

The University shall have in place policies on human resources that are inclusive, non-discriminatory and guarantee recruitment and retention of sufficient numbers of qualified and competent staff

to achieve the University's mission and execute its legal mandate. Specifically, the following should be adhered to:

- There must be explicit policies and procedures that guarantee equal opportunities, gender equality in human resource recruitment, motivation and retention, and the promotion of staff based on qualification, competence and skills.

- The University must have core full-time staff while keeping up-to-date records of staff numbers in terms of qualifications and employee turnover rates.

- Clear contractual agreements with staff that outline their conditions of employment and are aligned with the Labour Act of 2003 (Act 651), International Labour Conventions and any other legislative requirements of employment in Ghana.

- There shall also be clear policies and procedures for continuous staff development.

- The University shall take necessary steps to provide adequate staff support facilities and services including office accommodation, lecture rooms, laboratories and demonstration studios, well equipped with internet and video conferencing facilities.

- Periodic monitoring, evaluation, and appraisal of staff should be undertaken at specified intervals.

- The University must ensure it complies with GTEC norms for student-faculty ratios that support student-centred learning.

3.2.2 Financial Resources and Management

The University recognises that financial sustainability is the backbone for continued survival of any academic institution. As such, the SDD-UBIDS shall ensure that it takes the necessary steps to secure adequate financial resources and put in place prudent financial management practices that are aligned to its mission and mandate in consonance with Ghana's Public Financial Management Act of 2016 (Act 921) to

ensure quality education delivery. Specifically, the institution shall ensure it has:

a. Adequate financial resources to pursue its mandate and objectives effectively and efficiently.

b. That there is a diversified financial and sustainable resource base in place, and that there is a balanced allocation of resources to the core functions of teaching and learning, research, and community engagement.

c. A prudent financial management system made up of strategies, policies and procedures for budgeting, resource allocation, repairs and maintenance of infrastructure, asset management, debt management and financial reporting.

d. A timely response system to adequately address the risks, gaps and challenges identified for continuous improvement.

e. Monitoring, evaluation (through financial audits) and standardisation processes for the financial management system using international best practices or some other basis of accounting appropriate for the University.

3.2.3   Infrastructure and Facilities

The University shall have adequate and appropriate infrastructure, facilities and resources to support teaching, learning and research. For quality higher education experience, a range of resources that assist students' learning must prevail. Adequate infrastructure and facilities align with the goals and aims of higher education institutions, the programmes on offer, the teaching and learning strategy, as well as research. To meet the requirements for obtaining quality higher education, the University must have in place, the following:

a. Availability of academic, administrative and recreational facilities (lecture theatres, seminar rooms, staff offices, laboratories, studios, workshops, etc.) adequate for the number of students and staff.

b. A well organised library equipped with facilities and resources (physical and/or electronic) sufficient for the number of students and staff;.

c. Adequate Information and Communication Technology (ICT) infrastructure, including affordable, high speed and dedicated connectivity.

d. Facilities that conform to appropriate national health and safety provisions.

e. Facilities accessible for persons with disabilities.

With respect to E-learning, the University shall ensure:

a. Sufficient infrastructure exists to address technical support in terms of:

    i.   Server space,

    ii. Redundancy or load balancing,

    iii. Technical help desk,

    iv. Reliable internet access,

    v.   Reliable technical services in terms of back-up and remote services, and

    vi. Resources to develop the knowledge and skills of their ICT practitioners.

b. It has an ICT plan for purposes of:

    i.   Maintaining and upgrading of technologies; and

    ii. Ensuring reliability, privacy, safety and security.

c. There is consistency and coherency of the technical framework for students and academic staff, which ensures that any shift in technology is introduced in a manner that limits its impact on students and academic staff. Consequently, the University shall have:

    i.   A clear structure for communicating changes in software programmes, hardware or technical system/procedure

when a student or staff proceeds from one course to another.

ii. A training programme/process for both staff and students as and when new software or a new system is adopted/introduced.

iii. Access to training by off-campus or virtual students.

iv. A learning policy on new software when a student or tutor proceeds from one course to another.

d. Since hardware, software and technical support are important elements of e-learning, the University shall have the following in place:

i. A help desk that operates 24 hours and 7 days a week,.

ii. A system for monitoring and supporting a range of hardware/software.

iii. Clearly stated technical expectations.

iv. A system for Frequently Asked Questions (FAQs), which should be assessed and feedback given to students.

3.2.4 Students' Admission, Support Services and Certification

The University shall have pre-defined, published and consistently applied policies and procedures that guarantee fair and equitable admission, progression, certification and support services through all phases of the student's life-cycle, and in matters regarding students' entrepreneurship and future employability.

Additionally, the university shall have documented policies and strategies that promote students' welfare and guidance in curricular, vocational and personal/social areas. To realise these objectives, the University shall have the following strategies in place:

a. A clear strategy for marketing/promoting the institution and its programmes, recruitment, student admission, selection and registration.

b. A diversity admissions policy that mainstreams gender and gives consideration to minority and disadvantaged groups, and persons with disabilities, where applicable.

c. An elaborate admissions policy that specifies the minimum general and programme specific entry requirements.

d. A monitoring, evaluation and benchmarking strategy for improvement of student enrolment and management.

e. A system for collection and compilation of student database on admission, performance, and graduation rates

f. A rigorous process for issuance and storage of certificates.

g. A robust storage system of detailed students' records and transcripts, indicating the list of courses, units and grades.

h. A deliberate policy and strategy that takes account of the needs of a diverse student population (including mature, part-time, employed and international students as well as students with disabilities) and the shift towards student-centred learning and flexible modes of teaching and learning, in planning, allocating and providing learning resources and student support.

i. Adequate provision to offer appropriate guidance, advice and assistance to students in curricular, vocational and personal domains. Potential students will be adequately informed and advised during the application and enrolment phases. The promotion of student learning will be operationalised by instituting:

  · A one-stop student desk offering student advice on academic issues.

  · A student financial support and information unit.

  · A student health and personal counselling services unit.

  · A career guidance and entrepreneurship counselling unit.

3.2.5 Development, Approval, Monitoring and Evaluation of Academic Programmes

The University shall institute policies and systems that ensure the development, monitoring and evaluation of quality, relevant study programmes that are learning outcomes-centred and aligned with the needs of stakeholders that contribute to the achievement of the University's mission, and are commensurate with national, regional and international standards.

In the case of open and distance learning (ODL) programmes, the University shall have in place mechanisms for pre-testing or piloting learning materials and delivery strategies to ensure that they commensurate with the learners' level and expectations which students will be able to use without difficulty.

To achieve the foregoing objectives, the University shall implement the following measures:

a. Institute procedures and processes for introducing new programmes with learning outcomes that are competence-based, and meet the standards of currency, quality and relevance.

b. Ensure academic programmes align with its mission and objectives and address expectations and needs of stakeholders by ensuring that programmes show range, depth, coherence, quality and relevance; are up to date and adequate in content and scope; promote core content, ideas, values and the acquisition of entrepreneurial and employability skills, such as work-related learning/attachment/internship/traineeship; delivered through standardised mechanisms in line with the institution's academic quality standards.

c. Ensure programme structures and credit hours/units conform to international norms for the amount of study required for each qualification it offers (or for the level of the

qualifications awarded); and programmes are approved by the GTEC and other professional bodies, where applicable.

d. Cause to exist effective mechanisms for stakeholder participation (particularly industry players) in curriculum design, review and validation, including feedback from students, alumni and employers.

e. Ensure learning outcomes are clearly defined and documented for all programmes and courses, and that programme specifications are accessible to students (or stakeholders).

f. Put in place structures and procedures for the approval of programmes by the GTEC and other professional bodies and authorities such as professional bodies, if applicable.

g. Ensure the University's programmes are delivered by qualified, competent and adequate staff who possess the requisite pedagogical skills.

h. Have appropriate formal agreements for all programmes offered in partnership with other institutions, specifying in detail the roles and responsibilities of both partners, including teaching commitments and QA arrangements.

i. Have formulated learning outcomes that are benchmarked against level descriptors of national or regional Qualifications Frameworks, as applicable.

Given that pre-testing of learning materials is essential for ensuring students are able to achieve the objectives or intended learning outcomes, the Universityshall ensure that it meets the following requirements in the case of ODL:

i. That students understand the objectives and language of presentation of the study programme.

ii. That there is clarity in the explanation of concepts, ideas and theories, and that the use of examples as illustration is intelligible to lstudents.

iii. Activities and practice exercises are given, and feedback provided to students.

iv. Navigational devices for online materials are provided and clarified.

v. Students' motivation and interests in programmes offered are sustained in a creative manner.

vi. Didactic concepts in writing modules are applied.

3.2.6 Teaching, Learning and Assessment

The University shall have in place, policies and procedures that promote learning and acquisition of appropriate knowledge, competencies and skills, consistent with its vision and mission; and assure fair and transparent assessment based on student-centred assessment. The assessment principles, standards and procedures shall be explicit and made available publicly to both students and staff.

Teaching and learning constitute an important component of the core activities of a higher education institution, and it is crucial that academic staff and facilitators ensure quality student experience to enable them obtain appropriate knowledge, competencies and skills. The University shall ensure that:

a. Teaching, learning and assessment strategies are student-centred and flexible, inspire students' self-reflection and facilitate engagement in the learning process.

b. The environment and resources are appropriate and adequate to support each student.

c. There are systems in place for periodic monitoring, assessment and evaluation of the teaching and learning methodologies for quality improvement.

d. That there exist mechanisms for students to provide feedback on their learning experience.

With respect to ODL:

i. The choice of the medium/channel of delivery should be guided by the following:

· Accessibility to distant education learners.

· Cost of using such media, namely institutional at installation and maintenance costs, as well as learner cost.

· Teaching capacity in relation to specific content.

· The capacity to create inter-activity.

· Organisational requirements for development.

· Its novelty and innovation.

· Speed within which the system can be set up.

ii. Face-to-face engagements to provide general orientation and introduction to the course materials at the commencement of the course; .

iii. Special face-to-face sessions are organised for difficult aspects of the course during the programme/course.

iv. Face-to-face sessions to offer some revision work to students prior to examinations.

Student assessment is one critical element of higher education because the outcomes of such assessment have a profound effect on students' progression and future career. Consequently, it is vital assessment is conducted professionally at all times. This implies that:

a. The assessment and procedures are published and consistently applied, and shall include:

i. A series of assessment methods (for example, coursework, projects, research, dissertation/term paper and examinations to serve formative and summative assessment purposes).

ii. Internal and external moderation.

iii. Procedures for invigilation.

iv. Monitoring of student progress.

v. Validity and reliability of assessment practices.

vi. Recording of assessment results and resolving disputes.

vii. Rigour and security of assessment system.

b. Assessment standards are clearly specified for each programme, and are competence or outcomes-based, where applicable.

c. Assessment is conducted by competent and impartial examiners.

d. Examination malpractices are prevented in order to ensure the integrity of examinations and award of degrees.

e. There is regular objective feedback to students on their strengths and weaknesses, and appropriate counselling support for improvement.

f. There is a disciplinary and appeals process for students who may feel aggrieved.

g. There is a quality assurance handbook that is known and made available to staff and students.

3.2.7 Research and Innovation

The University shall inspire, promote, and engage in innovative research consistent with its policies and strategic plans, and address national, regional, continental, and international needs. The University shall encourage innovation in its teaching, learning and research and shall also ensure that management of postgraduate education is conducted within an approved framework of institutional policies and plans that ensure quality ethical research.

Research is one core activity of a higher education institution, and the University has an institution-wide research and innovation policy and a research agenda wity focus areas that set the direction for research. This policy should focus on both institutional and research-programme levels (postgraduate studies) to ensure proper

engagement in research. To realise this, the University shall ensure that:

a. There is a shared understanding of the nature, role and goals of research.

b. There is an institutional review policy specifying standards, procedures and processes for the approval of research proposals, and theses, and the conduct and supervision of research studies.

c. There are policies, research management systems and strategies, adequate infrastructure and resources that facilitate all staff to undertake innovative research, and publish research results.

d. There are standards and processes for the approval of research proposals and theses, in line with the research needs of the national or regional context, and capacity building possibilities for researchers, management of research partnerships and research contracts, handling of intellectual property and commercialisation of research, and effective and trustworthy management of research information.

e. There is adequate academic integrity through the establishment and use of appropriate research committees and boards to ensure academic integrity.

f. The research undertaken is relevant and responsive to the needs for academic advancement and community development expectations.

g. There is effective monitoring and evaluation of the overall research system in place.

3.2.8 Community Outreach

The University shall encourage engagement in community outreach programmes as part of its social responsibility.

A higher education institution is not only responsible for teaching, learning and research, but also for serving society. The University shall ensure that community engagement activities are carried out within institutional policies and strategies that facilitate collaboration between the institution and its larger communities (local, national, regional, continental and global) for mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.

For the benefit of students, the university and society, SDD-UBIDS incorporates community engagement in its activities, with the objective of:

a. inspiring scholarship, research, and creative activities;

b. enhancing teaching and learning;

c. enabling citizen engagement with academia and other interest groups;

d. strengthening democratic values and civic responsibility in students; and

e. addressing critical societal issues and contributing to public good.

Overall, the University should ensure that there are mechanisms for partnering with other stakeholders in the community for sustainable development.

3.1.9   Public Relations and Communications

The University shall publish information about its activities, including programmes, in a clear, accurate and objective manner. The publication and communication of such information shall not contravene the University's general policy on publications. Such information shall be up-to-date and accessible to the users of same. The promotion of programmes and activities of the University shall be carried out in a manner that is fair and ethical, consistent with acceptable practices, and in compliance with all relevant legislation.

Information about the University's activities is useful for prospective and current students, alumni and other stakeholders, and the public at large. Such information includes programmes offered, selection criteria, expected learning outcomes, degrees awarded, teaching and learning procedures, graduation rates, learning opportunities, and information about the employment of graduates. The University and its departments shall ensure that:

a. Promotional materials give a clear and accurate view of programmes, their provision, objectives and outcomes, including regarding:

   i. identification of the programme;

   ii. the body awarding the qualification and its accreditation status;

   iii. mode of delivery;

   iv. level of the programme on the National Qualifications Framework (NQF), where applicable;

   v. charges involved;

   vi. terms and conditions relevant to the programme,

   vii. conditions for withdrawal from the programme;

   viii. financial agreements with the provider; and

   ix. rights, obligations and commitments expected of the student.

b. Students are fully informed of the issues that affect them with regard to the management of the programme, such as:

   i. language/medium of communication;

   ii. requisite access to technologies, in the case of ODL;

   iii. technical competencies of students required to enroll in the programme, in the case of ODL;

   iv. timeframe within which the programmes are offered and nature of learning outcomes;

v.   required texts and access to reference materials;

vi. understanding of independent learning expectations;

vii. schedule for face-to-face interactions, in the case of ODL;

viii. schedule for examinations;

ix. schedule for submission of assignments; and

x.   collection of certificates.

3.2.10 Collaboration, Staff and Student Mobility

The University shall put in place mechanisms that promote collaboration with other HEIs, professional bodies, research institutions, interdepartmental and inter-faculty collaborations and partnerships with other relevant social actors at the national and international levels to facilitate mobility of students and staff. The main purpose of building such links with other education providers in Ghana and beyond is to facilitate enhancement of educational opportunities and experience for both staff and students, while leveraging on income-generation opportunities presented by some of the partnerships. There shall be institutional policies that promote mobility of academic staff, researchers and students in joint programmes of study, research and innovation both locally and internationally.

In the case of joint degree/diploma/certificate programmes, the awarding institution shall ensure appropriate and high-quality delivery of programmes at the partner institution. The collaborating institutions shall also ensure:

a. Programmes under collaboration meet the required standard, thoroughness and rigour as those of the parent institution.

b. Students are exposed to, and benefit from the same standard of resources as those for the regular students of the awarding institution.

c. Responsibility to assure the quality of the educational provision under collaboration is borne jointly by the collaborating and awarding institutions.

d. Collaborating institutions are approved by the GTEC and other relevant QAA/professional bodies and are subject to periodic quality audits.

e. Students are fully informed of the nature and status of the collaboration between the institutions concerned.

In all cases where programmes are offered through collaborative arrangements, the University shall clearly define the rights and responsibilities of all parties, legal ownership, accreditation status of the programme, and resources available for the programme.

Collaboration Models in the University

Collaboration with the SDD-UBIDS may take the following arrangements; cooperation/partnership and affiliation.

Cooperation/Partnership

Cooperation/partnership means collaboration existing between partner institutions for purposes of creating a supportive environment in which students and academic staff are willing to engage. There must be a cooperative understanding of collaboration/partnership between institutions. An instance of a cooperation/partnership relationship is a joint award of a qualification. That is, an award given following jointly-executed tasks of teaching, supervision and examination, or any other such multi-disciplinary responsibilities shared between and among more than one department in the University and other relevant and recognised universities.

The significance of cooperation/partnership includes:

a. Exploiting relevant and related expertise towards the provision of a course of study, degree award or other related specialities.

b. Building partnerships between different institutions for their reciprocal rewards in respect of:

   i. human resource utilisation;

   ii. technological advantage;

   iii. research cooperation and innovation;

   iv. partnership with the private sector;

   v. inter-disciplinarity of knowledge; and

   vi. attracting funding.

Cooperation/partnership should be seen as an avenue to promote mutual learning, strengthen collaboration via research exchange, and create national and international visibility through excellence in research on global issues.

Affiliated Institution

Under the Education Regulatory Bodies Act of 2020 (Act 1023) of Ghana, tertiary institutions/colleges that affiliate with chartered institutions must be weaned off within a four-year period, with a grace period of additional two years. Affiliated institutions are, thus, understood to mean institutions without a charter that are not permitted to award certificates, diplomas or degrees on their own accord.

Prior to granting of affiliation status of the University to any institution, the Academic Board must satisfy itself that:

   a. A Faculty, School or Institute in the University is prepared to administer in like manner as the internal awards, the external award or awards of the University for which affiliation is sought.

   b. The institution is recognised by the GTEC under the Education Regulatory Bodies Act of 2020 (Act 1023).

   c. The academic faculty designated to teach courses for awards of the University have the academic competence and

requisite qualifications consistent with the requirements of the GTEC.

3.3 External Quality Assurance

External quality assurance (EQA) is founded on an institution's responsibility for the quality of its academic programmes and other provisions. It is periodic and complements an effective IQA system and, thus, supports the higher education institution to:

a. Appreciate the link between IQA and EQA.

b. Adhere to established QA principles, standards and guidelines in the higher education sector.

c. Develop and embed an institutional quality culture by instituting mechanisms for continuous quality improvement/ enhancement.

d. Provide a basis to benchmark inputs, processes and outputs with other HEIs both nationally and internationally.

e. Determine the institution's capacity to offer academic programmes.

f. Assess institutional compliance with legal and other requirements;.

g. Offer independent evidential information to its stakeholders, the general public and international community that it is offering quality higher education.

h. Be recognised and accepted nationally, regionally, continentally and internationally.

3.3.1 External Academic Review

Quality of educational programmes shall be assured through External Academic Review via any of the following bodies:

i. GTEC - accreditation and re-accreditation of programmes

ii. External examiners

iii. External assessors of Senior Members;

iv. External Professional bodies

v. Alumni

vi. Other universities and institutions

3.3.1.1 Accreditation and Re-Accreditation of Programmes by Ghana Tertiary Education Commission

Section 8 of the Education Regulatory Bodies Act of 2020 (Act 1023) confers on the GTEC the responsibility for accreditation of Public and Private Tertiary Education Institutions; and Programmes of Public and Private Tertiary Education Institutions. Consequently, the University must adhere to:

· GTEC standards of physical infrastructure, governance systems, human resources and financial sustainability in the tertiary education sector.

· Programmes and requirements for efficient and effective operation of a tertiary education institution and maintenance of acceptable levels of academic/professional standards in the institution.

· Levels of all qualifications awarded by recognised or accredited institutions, including professional institutions in the country or elsewhere.

3.3.1.2 External Examiners

External examination is one sure way of guaranteeing academic excellence in universities. In this regard, external examiners are contracted to evaluate programme content and the process of student assessment. External examiners' reports serve as reference points upon which a university may be evaluated and accredited. As an assessment tool, it measures the academic standard of staff and graduates of a particular university. The SDD-UBIDS shall engage external examiners to assure the quality of its programmes and assessment processes.

Generally, external examiners are expected to comment on the validity of assessment instruments, the quality of student performance and standard of student attainment, reliability and trustworthiness of the marking process, and any concerns or anomalies with regard to compliance with university regulation.

The external examination process should be guided by the following general principles:

- To provide external and impartial evaluation of the fairness and suitability of the SDD-UBIDS' student assessment process consistent with examinations regulations of the Academic Board.

- To verify that student assessment methods are reliable, valid, acceptable and feasible within the resources available.

- To attest that student performance standards are appropriate for the award for which the external examiner has been appointed.

- Work with the University to uphold the high academic standards of its programmes and awards.

- The respective departments shall identify and nominate external examiners for each academic programme and nominations shall then be forwarded to the Faculty Board for appointment.

- The principles and guidelines on external examining should be made public so that they can be accessed by students, staff and other stakeholders.

3.3.1.3 External Assessors of Senior Members

The University shall compile and keep a database of qualified and competent external assessors for purposes of assessing applications of candidates for promotion to Senior Member ranks as well as other ranks in the University. The procedure for the appointment of external assessors shall be in accordance with ptrovisions in the University's Statutes' for such appointments.

Generally, the work of external assessors should be guided by the following principles: impartiality in the evaluation of academic qualifications, scholarly publications, teaching (in the case of academic staf), proven ability and commitment to work, community/ outreach service, and promotion of work, among others.

3.3.1.4 External Professional Bodies

To assure quality in the area of professional programmes run by the University, external professional bodies shall perform the assessment/ evaluation component of the training involving professional practice. Such external professional bodies should also be consulted in the development of professional programmes to better align such programmes to industry needs. External professional bodies engaged for purposes of injecting quality into programmes of the University shall be recognised, registered and acknowledged as such by fellow practitioners in the respective fields.

3.3.1.5 Alumni

Alumni of higher education institutions all over the world have been recognised as key stakeholders and ambassadors of their respective institutions. The University shall institute measures that allow its alumni to play a role in the institution's quality assurance drive. In particular, effective mechanisms for stakeholder participation in curriculum design, review and validation, including feedback from students and alumni should be instituted.

3.3.1.6 Other Universities and Institutions

External academic review can be achieved through engagement with other universities and institutions in the education space. The University shall collaborate with other universities and institutions for purposes of peer review of its internal processes, including its programmes, staff capacity, assessment processes, certification and qualification for purposes of ensuring that its programmes, assessments and qualifications meet international standards.

4. Administrative Structure and Management of Quality Assurance Policy

4.1 Directorate of Academic Planning and Quality Assurance

The Directorate of Academic Planning and Quality Assurance (DAPQA) shall be responsible for total quality assurance and enhancement at the University. The Total Quality Assurance and Enhancement Board (TQAEB), as shown in the organogram (Figure 1), shall be the highest body to manage quality assurance and enhancement. Board meetings will be chaired by the Vice-Chancellor and in his/her absence by the ProVice-Chancellor, and, in the absence of the latter, the Director of DAPQA with expressed permission of the Vice-Chancellor. The Director of DAPQA shall oversee the day-to-day activities of DAPQA on behalf of the Vice-Chancellor.

4.2 Responsibilities of Director of Directorate of Academic Planning and Quality Assurance

Besides the duties of the Director of DAPQA as captured in the University Statutes (Statute 43), other responsibilities shall include:

i. Providing leadership for Academic Planning and Quality Assurance at the University.

ii. Accountable for implementing the DAPQA initiatives, managing its details and bringing it to successful implementation.

iii. Leading the development and oversee the implementation of University-wide quality assurance initiatives.

iv. Leading, co-ordinating and supporting Quality Assurance and Enhancement Management System across the University.

v. Contributing to the identification, development and promotion of the University's quality assurance protocols and mechanisms.

vi. Contributing to the formulation of the University's Quality Assurance and Enhancement Policies and Practices, their implementations, monitoring across the University and, where appropriate, in collaboration with partner institutions.
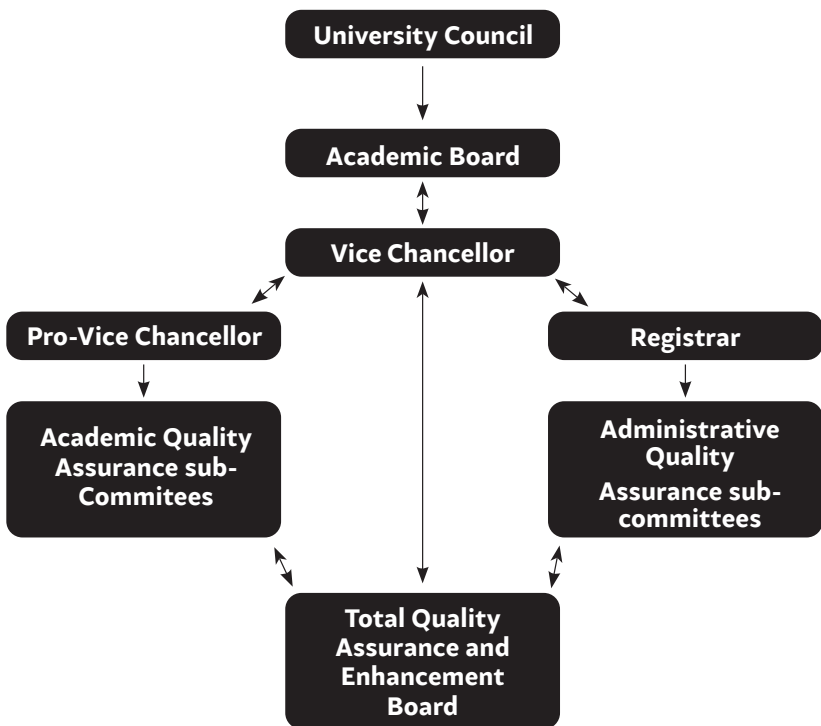
Figure 1: Organogram of DAPQA

4.3 Structure of Directorate of Academic Planning and Quality Assurance

For successful achievement of the goals and objectives of the Quality Assurance Policy, all relevant sections throughout the University shall constitute Implementation Units (IUs) with clearly defined functions/roles pertaining to the assurance of quality in the core business of their respective mandates. Activities of the IUs shall be coordinated centrally by the DAPQA Directorate, as shown in Figure 2.

4.4 Total Quality Assurance and Enhancement Board

There shall be a Total Quality Assurance and Enhancement Board (TQAEB).

4.4.1 Membership

The TQAEB shall be composed of the following members: Vice-Chancellor (Board Chair), ProVice-Chancellor, APQA Director, Faculty/School representatives and other representatives drawn from University-wide directorates, centres and units (see Figure 1). The TQAEB shall hold quarterly meetings. However, if necessary, the board may hold emergency meetings to oversee matters that pertain to institutional and programme quality assurance, both internal and external, as well as accreditation.

4.4.2 Functions

Functions of the TQAEB shall include:

i. Considering and recommending new course and programme proposals to the Academic Board for consideration.

ii. Giving policy support for the work of the APQA Directorate.

iii. Advising the Academic Board on implementation and updating of the University's strategic plan.

iv. Administering any funds the University makes available for the support of teaching and curriculum development.

v. Providing a framework for greater emphasis on staff training.

vi. Promoting and encouraging learning, research and teaching in the University.

vii. Advising the Academic Board on all matters relating to teaching (including academic standards, admissions and academic practice) with particular regard to issues concerning resources.

4.5 Faculty/School Quality Assurance Committees

All Faculties/Schools shall form quality assurance committees to work with Deans/Directors to ensure that the University and Faculties'/Schools' quality assurance standards are maintained at the Faculty/School levels.

4.5.1 Membership

Membership of Faculties/Schools' Quality Assurance Committees shall consist of:

i. Deans/Directors

ii. Faculty Quality Assurance Coordinators (FQACs)

ii. Departmental Quality Assurance Officers (DQAs)

iii. One representative of support staff (Administrative staf)

iv. Two student representatives (Undergraduate and Postgraduate).

4.5.2 Functions

The functions of Faculties/Schools' Quality Assurance Committees are:

i. Promoting the University quality culture within the Faculties/Schools.

ii. Establishing and monitoring quality standards and practices.

iii. Reviewing and evaluating quality assurance structures and procedures

iv. Attending to specific recommendations from University Quality Assurance Committee on quality assurance issues.

v. Handlling irregularity issues relating to staff and students.

4.6 Departmental Quality Assurance Committee

There shall be Departmental Quality Assurance Committees (DQUACs) to work with Heads of Departments to ensure that the University's and Faculties' quality assurance standards are maintained at the level of Departments.

4.6.1 Membership

Membership of DQUACS shall consist of:

i. Heads of Departments as Chairpersons

ii. Faculty Quality Assurance Officers

iii. Departments' 'Graduate Thesis Coordinators'

iv. A representative from each Department's Examinations Committees (DEOs)

v. Two student representatives (Undergraduate and Postgraduate)

4.6.2 Functions

The functions of DQUACS are to:

i. Promote the University quality culture within the Departments.

ii. Monitor the quality of the courses offered by the Department.

iii. Receive and vet course outlines.

iii. Monitor the quality of teaching and learning within each Department.

iv. Handle irregularity issues relating to staff and students.

iv. Rreview reports on students' assessments of lecturers.

4.7 Administrative Quality Assurance Committee (equivalent of Faculty/School QAC)

There shall be an Administrative Quality Assurance Committee that shall have the same status as Faculty Quality Assurance Committees.

4.7.1 Membership

The composition of this committee is as follows:

i. Director, DAPQA (Chairperson)

ii. One representative from Vice-Chancellor's Office

iii. One representative from Registry

iv. One representative from Faculties'/Schools' Quality Assurance Committee

v. One representative from Internal Audit

vi. One representative from Accounts Office

vii. One representative from University Security Services

viii. One representative from the University Hospital

ix. One representative from the Works and Municipal Services

x. On representative from IMS

xi. One representative from Directorate of Research

xii. One representative from Procurement Unit

xiii. One representative from Transport Unit

xiv. One representative from Public Relations

xv. One representative from Legal Office

xvi. One representative from the Library

xvii. One representative from Office of Dean of Students

xviii.   One representative from Sports

xix. Two representatives from students (one undergraduate and one postgraduate)

xx. Junior Assistant Registrar, DAPQA (rapporteur)

4.7.2   Functions

The functions of this committee are to:

i. Promote the University quality culture within the Central Administration.

ii. Establish and monitor quality standards and practices.

iii. Review and evaluate quality assurance structures and procedures.

iv. Attend to specific recommendations from UQAC on quality assurance issues.
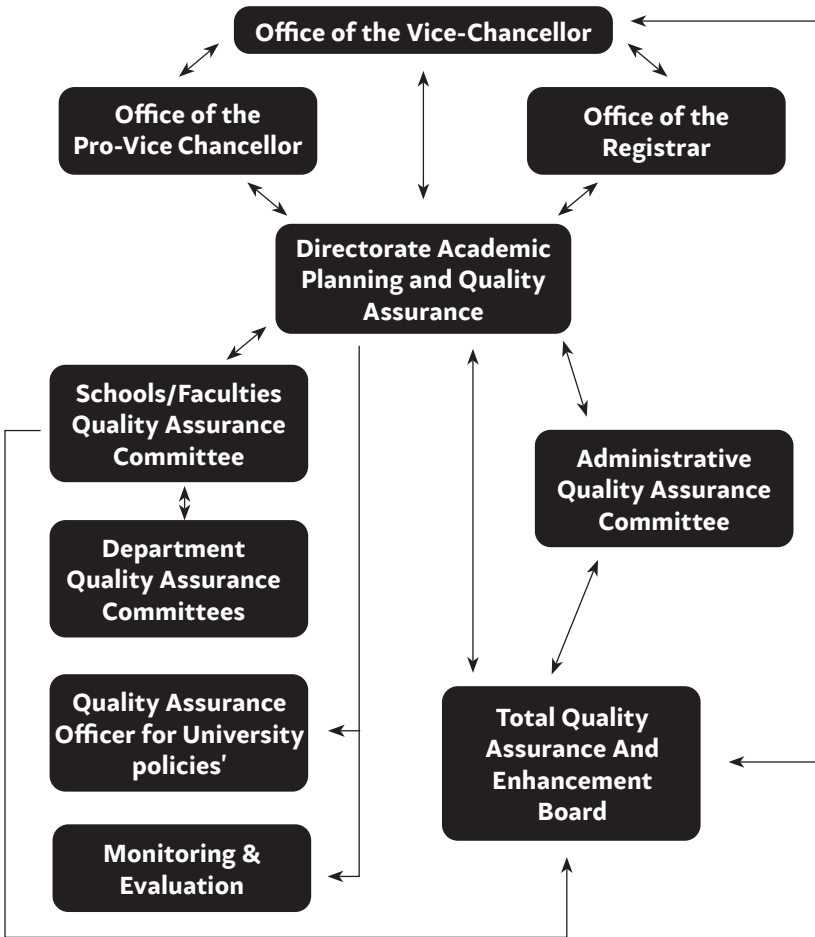
Figure 2: Administrative Organogram of DAPQA

4.8 FINANCING OF THE DIRECTORATE OF ACADEMIC PLANNING AND QUALITY ASSURANCE

The University shall integrate its quality assurance management systems in the budgetary provisions for each fiscal year and allocate funds from Internally Generated Funds (IGFs) and subvention for activities of the DAPQA. The DAPQA will, in turn, allocate funds to the various Faculties/Schools in the University for quality assurance

activities at Faculty level. DAPQA will also develop proposals to attract funding.

4.9 Structure of the Secretariat of Directorate of Academic Planning and Quality Assurance

The structure of the DAPQA Secretariat includes offices of the Director, two sectional heads one for monitoring and evaluation, and one for data synthesis (academics), head of administration (deputy or assistant registrar) and two administrative support staff. These units are:

i. Quality Assurance Coordinator for monitoring and evaluation

   a. Administrative and Academic Units performance (quality of organisational management and performance): Daily quality enhancement of all administrative and academic units, lectures, examinations, availability of logistics for delivery of output, judicious use of resources and results and achievement of work targets/aims/objectives of the units.

   b. Students services, Security, Health and Gender (quality of University support services' performance): Daily total quality services to students, security for all staff and clients of the University as well as property, health for all and constant reminders on and achievement of gender standards.

   c. Infrastructure, vehicles, parks and gardens (quality of infrastructure and environmental management and performance): Maintenance culture, quality controls, abuse and misuse of property, and beautification.

ii. Quality Assurance Coordinator for data synthesis and job performance

   d. University policies' implementation, accreditation, affiliations, letters of agreement and memorandum of

understanding (quality of documentation, diligence and pragmatism): Availability of appropriate policies, their implementation, review and results.

e. University Staff performance and duty delivery (all staf) (quality of human resource performance): Assessment of staff performance, presence at duty posts and actual delivery, and orientation of new staff (regular and part-time).

The DAPQA Secretariat's administrative head is a Deputy/Assistant Registrar directly responsible to the Director. The Head is supported by two administrative staff in-charge of administration and monitoring and evaluation, and data synthesis and job performance. The three administrators provide daily office management and administrative needs of the two sections under the Director.

5. Assessment and Evaluations

5.1 Fundamental Principles

Faculties/Schools/Departments must collect certain classes of information regarding the standards and quality of their programmes and publish some of this information. This is to enable the general public and, more specifically, prospective and current students, to have access to up-to-date, consistent and reliable information about the standards and quality of programmes offered. The University is committed to its developmental aims and academic integrity. As such, routine assessment of students, course delivery, and lecturers is essential. The evaluation aims to engender a creative, innovative, dynamic, and purposeful quality assurance culture grounded on adequate information availability and accessibility.

5.2 Sources of Information

The University esteems an open-book policy and, thus, shall provide relevant information for students, staff and the general public through:

i.   The University website (https://ubids.edu.gh),

ii. University Statutes

iii. Students' Handbook

iv. Course Brochure

v.   GUSSS information pack

vi. Staff Conditions of Service information pack

vii. Guidelines for Staff Promotion

5.2.1   Information for Students

Information for students will be contained in the Students' Handbook and Course Brochure. Accurate and reliable information will assist students in understanding requirements for the award of the degree they are seeking. These documents will also assist students to understand their responsibility within the University community. Consequently, the Office of the Registrar and Dean of Students must ensure students are provided with the relevant information pack. As noted earlier, relevant information for students is contained in the Students' Handbook and course brochure, primarily to:

i.   Understand the University's regulations and codes of behaviour.

ii. Recognise and accept their responsibilities.

iii. Know what University services are available, and any requirements users must satisfy.

iv. Understand procedures for complaints, appeals and claims for mitigating circumstances.

NB: Dean of Students, in collaboration with relevant departments, and experienced senior members must prepare the Student Handbook. At registration, students sign a declaration that they agree to be bound by the University's regulations.

5.2.2   Information for Staff

Information for staff shall be made available to newly-recruited staff of the University by the Registry. Relevant information will be contained in:

i.   University Statutes.

ii. Staff conditions of service.

iii. Social security scheme (GUSSS information pack).

iv. Staff assessment and promotion guidelines.

5.3   Assessment of Courses

The University emphasises, encourages, and defines clear pathways towards ensuring academic integrity and adherence to GTEC provisions. As such, courses shall be assessed.

5.3.1   Students' Assessment of Courses and Lecturers

The DAPQA shall organise student assessment of courses and teaching on a trimester basis. As efforts to improve upon the quality of teaching and research, the assessment will offer students the opportunity to provide feedback in various courses and teaching programmes. Structured interviews through students' portals and any other appropriate tools and methods shall be employed to capture students' experiences and views about lecturers' conduct, adequacy of course content and attendance to lectures. Results of such assessments shall be communicated to lecturers and students. The findings from the assessment shall be coordinated by DAPQA and appropriate strategies mapped to improve and avert future occurrences.

5.3.2   Departmental Assessment of Courses Taught in a Trimester

A trimester-based evaluation of courses taught shall be conducted by the various Departments. The crux of the assessment shall be on students' attendance, comportment, performance and institutional facilities for quality teaching and learning.

5.4   Staff Assessment

The University shall implement measures to assess both teaching and non-teaching staff. The purpose of the evaluation is to ensure adherence to university policy, commitment to responsibilities, and ways of improving the status quo for sustained academic work.

5.4.1   Teaching Staff Assessment

DAPQA shall organise a trimester-based assessment of teaching through the various Faculty/School quality assurance committees

chaired by quality assurance officers. The evaluation will seek to track course outlines preparation and adherence, lecturers' attendance, students' class assessments, examination questions and question moderation, marking schemes, scoring rubrics, and adequacy of examinations questions.

Deans and (HoDs shall be responsible for staff performance reviews, while the FQAOs/Faculty Quality Assurance Committees will assess course outlines and lecturers' attendance.

5.4.2   Non-teaching Staff Assessment

The non-teaching staff refers to administrative staff, Security staff, and unskilled, drivers, labourers, and other categories of staff. They must be assessed through annual performance reviews and commitment to duties. The Office of the Registrar and Human Resources Department shall be responsible for conducting evaluations of non-teaching staff.

5.5   CONDUCT OF EXAMINATIONS

Examinations form a central part of the University. Given their essence, various departments, Faculties'/Schools' examinations' offices must ensure examnations are conducted every trimester. Regulations relating to rules governing 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. Examination Moderation Committees must be established in the various Faculties/Schools. Membership shall be the Faculty Quality Assurance Officers, the HoDs, and Faculty/School Examinations Officers. DAPQA and examinations offices shall be responsible for timetabling, managing and monitoring examinations run centrally for the University in the examimation period at the end of each trimester. Trimester monitoring reports shall be analysed for quality improvement in conducting future examinations.

The academic integrity procedure shall ensure the academic integrity of examinations for all taught courses and workshop/seminar-related courses.

DAPQA and examinations offices may:

i. Liaise with the various HoDs and Deans to ensure examinations are conducted within acceptable academic integrity procedures.

ii. Have an external agency to run an examination on behalf of the University.

iii. Decide that an examination be administered and supervised online (in case of disease outbreak or distance learning courses).

iv. Request a Faculty/School to arrange to have a practical examination (herein referred to 'seminar', workshops, internship) conducted in consultation with students, course coordinators and Faculty/School quality assurance officers.

Academic integrity procedures are:

i. Scheduling examinations and production of the examinations timetable;

ii. preparation and dispatch of examination papers.

iii. Students to attend examinations at specific locations, and processes for students to request a change of examination location;

iv. Ensuring the integrity of examinations run by a Faculty/School.

v. Ensuring the integrity of examinations where some students in a subject have to sit the examination at a different time from other students (for example, in case of special circumstances such as hospitalisation or some reasonable excuse).

vi. Materials students can and cannot have in examinations.

vii. Referral of a student to the student misconduct process if they disrupt the examination, or examnation supervisors believe they have cheated or colluded in cheating.

viii. Actions that a HoD can take when necessary, for reasons of safety, to cancel an examination or end it early.

DAPQA and Student Administration will maintain and approve the detailed instructions for students and examination supervisors to ensure examinations' integrity and smooth running.

Grades

There will be grades for all examinations and assessments that students participate in order to:

i. Record a student's level of academic and professional achievement in a course

ii. Provide feedback on a student's level of academic or professional achievement in an individual assessment task

iii. Record the grant of credit (in grades) to a student in coursework.

The Faculty/School Board shall review and approve grades.

5.6 Graduate Studies

The University aims to promote quality research and postgraduate training. The Graduate School and various Research Centres/Units are responsible for postgraduate admission, programmes, and research. The various Faculties and Schools shall ensure the expansion and sustainability of postgraduate programmes in areas that build on the strengths of undergraduate programmes and must ensure the content are unique and tailored to national priorities and international standards. Programmes must be designed with a focus on preparing students for viable careers. The procedures that govern the operation of the Faculties/Schools are in the Students' Handbook and University Statutes.

Academic staff will ensure timely feedback on assessment of students' work in courses and thesis.

Staff must:

a. give students timely, supportive feedback on assessment tasks during delivery of a course, to enable them to improve their performance; and

b. where a student's assessment performance suggests the need for support, a course lecturer, postgraduate supervisor or course coordinator shall refer them for support.

Review of marks or request for remarking

Request for mark review is an essential component of examinations in the University. As such, the University shall establish committees to sit on review requests. A student may request a review of a mark for a course taken. The HoD or nominee for such decisions will allocate the assessment work for which the mark is to be reviewed to a reviewer other than the original marker. The outcome of the review of a mark may be the same mark, a higher or a lower mark. The new mark will be used to calculate the student's final grade in the subject in place of the original mark. To access this component, a student must make a payment of an amount to be determined by the Board then the HoD makes arrangnments to have an independent lecturer do the marking.

5.7 APPEALS AND COMPLAINTS

The University is committed to promoting fair access to support services. As such, there shall be modalities for lodging complaints and making appeals on unconvincing verdict on cases.

5.7.1 Students misconduct

Students misconduct rule reinforces the standards of behaviour expected of students in the University. Students misconduct and appropriate sanctions is contained in the Students' Hand Book. The University's definition of misconduct is categorised into three:

i. Academic misconduct and types of academic misconduct.

ii. General misconduct and types of general misconduct.

iii. Research misconduct and types of research misconduct.

The Students' Handbook states procedurally fair processes for:

i. Investigating allegations of student misconduct.

ii. Deciding whether misconduct has occurred and, if so, what penalties will be applied.

iii. Under certain circumstances, temporarily restricting or suspending a student from attending activities, being on premises or contacting persons until a misconduct allegation can be resolved.

The misconduct conditions apply to all University students and staff, including students in courses of the University delivered by another institution or organisation, and staff of a partner institution or organisation that delivers a course of the University.

i. A partner institution or organisation that delivers a course of the University may apply its own general misconduct rules to students in a course who are alleged to have committed general misconduct.

ii. The Rule applies to students in that it defines processes for finding whether student misconduct has occurred and penalising it, and for temporary restriction orders and suspension orders against students.

iii. The Rule applies to staff in that it defines processes that staff must follow in reporting student misconduct, finding whether this has occurred and penalising it, and applying temporary restriction orders and suspension orders against students.

iv. Allegations of misconduct by a student who is a staff member explains the process to be followed where a staff member who is also a student commits misconduct in their role as a student.

5.7.2   Penalties for misconduct

Degrees of penalties

Three levels of penalty can be applied when a student is found to have committed misconduct. The levels are:

a. First degree penalties may be applied by an appointed officer or student misconduct committee if they find that a student has committed misconduct.

b. Second-degree penalties may be applied by:

    i.   A student misconduct committee.

    ii. An appointed officer if a respondent had admitted to misconduct that warrants a second-degree penalty.

    iii. The Vice-Chancellor in cases where alleged misconduct is by a student who is also a staff member.

    iv. Third-degree penalty may only be applied by the University Council on the recommendation of the Vice-Chancellor.

5.7.2.1 First degree (D1) penalties

First degree penalties are:

a. For any type of misconduct:

    i.   A reprimand.

    ii. A direction that the respondent student writes an undertaking not to continue or repeat the behaviour or activity that has been found to be misconduct.

    iii. An order to make an apology in a form satisfactory to the decision-maker.

    iv. An order that the student undergo counselling from the counselling unit.

    v.   A direction that the student undertake a course or other learning activity

b. For general misconduct:

   i. A rule that the student be barred temporarily or permanently from membership of a club or society.

   ii. A fine of up to an amount to be determined by the Board.

   iii. A direction to pay for repair or replacement of damaged or lost property up to an amount to be determined by the Board based on an independent estimate of these costs.

   iv. A direction not to approach, contact or try to contact a staff member or another student.

   v. Restrictions or conditions on access to or use of any University or placement/internship provider area, building, residential facility or service, including information and communication technology, for a period of up to one full trimester.

c. For academic misconduct or research misconduct:

   i. A direction that the student complete or repeat the online academic integrity module and the online research integrity module.

   ii. Reduction of the student's mark for an assessment task, including reduction to zero.

   iii. An invitation to resubmit an assessment task in a coursework subject for a maximum mark of 50 per cent, or else receive a mark of zero for the assessment task if the student does not resubmit.

   iv. Reduction of the student's final grade for a coursework subject, including reduction to a fail (zero per cent).

A penalty that reduces a student's mark for an assessment task, or their grade for a subject, prevents the student from making any other application concerning that mark or grade, such as a special consideration application or application for review of the mark or grade.

i. Where the student has already made such an application, the penalty terminates the application or, where a decision has been made on the application, overrules the decision.

ii. Student can appeal following the processes set out in the appeals section.

5.7.2.2 Second degree (D2) penalties

A. Second degree penalties are:

a. For any type of misconduct:

   i. Exclusion from a subject or course for a specified period.

   ii. Termination of a scholarship held by the student.

   iii. Suspension from undertaking an activity such as research, fieldwork or workplace learning in connection with a subject or course for up to two sessions.

   iv. Permanent exclusion from a course or termination of higher degree by research candidature

   v. Exclusion from the University for a period of up to five years.

   vi. A determination that the respondent student will not be conferred with the relevant award for the course or courses in which they were enrolled at the time the misconduct occurred.

   vii. Expulsion from the University.

5.7.2.3 Level 3 penalties

The only level 3 penalty is revocation of an award the University has conferred on the respondent student.

Suspended penalties

A decision-maker may apply a suspended penalty, with or without conditions, unless the penalty is:

a. Suspension, temporary or permanent exclusion, or expulsion (level 2 penalties).

b. Revocation of an award that the University has conferred on the respondent student (the level 3 penalty), or the respondent has previously been given a suspended penalty for the same or similar misconduct.

A decision-maker may set one or more conditions when suspending a penalty that the respondent must comply with. Conditions may include:

i. Undertaking to do or not to do something that will reduce the risk of further misconduct or to the health, safety or welfare of any person.

ii. Undertaking counselling, training or other action to reduce the likelihood of future misconduct, such as completing a relevant subject, community service or meeting with representatives of external communities.

iii. Making an apology in a form that is satisfactory to the decision-maker, either verbally or in writing, to a specified person, people or group.

iv. Contacting or reporting to a specified staff member at specified intervals.

v. Any other reasonable condition that the respondent student accepts.

If the respondent student fails to comply with a condition on a suspended penalty, then the decision-maker who applied the suspended penalty or the Manager, Safe and Fair Communities will:

i. arrange for the penalty to take effect, and

ii. notify the respondent student as to when it will take effect.

5.7.3   Factors in deciding penalties

A penalty must be proportionate to the type and circumstances of the misconduct. In deciding penalties, the decision-maker (herein

referred to as the *University Committee on Misconduct*) must take into account:

 i. The nature, severity, and impact of the misconduct.

 ii. Any previous finding of misconduct against the respondent student.

 iii. The respondent student's personal circumstances and level of experience.

 i. The need to deter the student and others from misconduct in future.

 ii. The need to protect the University community and the integrity, good governance and reputation of the University.

 iii. Any University policies, conventions, or guidelines on standards of behaviour (including academic integrity and conduct) expected of students.

5.7.4 Penalties for misconduct in student residences

A penalty will apply under misconduct that occur within a student residence, does not preclude any other action concerning the respondent student continuing as an occupant of the student residence.

The committee shall award penalties according to the severity of the offence.

5.7.5 Appeals

Appeals and the associated appeals procedure are designed for students of the University who wish to either appeal or review a decision made by the University. The University Management shall constitute a committee with representation from all faculties to handle matters of misconduct, academic, and other related matters, among students and staff. This will include:

 i. An appeal or review of an academic decision of the University in accordance with a student's studies at the University.

ii. An appeal or review of an administrative decision of the University in accordance with a student's activities in the University.

Appeals aims to establish the expectations and the approach that the University will take when reviewing and assessing students' appeal applications in alignment with the Tertiary Education Standards, and the African Standards and Guidelines for Quality Assurance in Higher Education (ASG-QA).

5.7.5.1 Expectations for students

All students of the University:

i. Have the right to request for an appeal or a review of a decision made by the University in accordance with this policy and the **procedure for appeals,** without fear of reprisal.

ii. Will be afforded procedural fairness by an original decision-maker as outlined in the procedure for lodging procedure.

iii. Have a fair opportunity to present their case (including to respond to any material that is before the original decision-maker).

iv. Have the right to have a decision made by an unbiased original decision-maker.

v. Will act in accordance with the provisions, duties and responsibilities of students detailed in the Student Handbook and not submit an appeal application or seek a review of decision for frivolous or vexatious reasons.

vi. When submitting an appeal application or seeking a review of decision, must provide a rationale or argument and/or factual evidence in support of their application.

5.7.5.2 Expectations for staff

Original decision-makers, appeal decision-makers and committee members must always:

i.   Act fairly, reasonably and without bias.

ii. Disclose promptly any actual or potential conflict of interest and manage that conflict in accordance with the professional codes of conducts and acceptable ethical procedures, and

iii. Treat any application, submission, review, or decision under **appeals** as strictly confidential and only discuss them with another person to the extent that this is necessary for the purposes of seeking legal or other professional advice.

iv. Original decision-makers, appeal decision-makers and committee members should act as quickly as possible, but in accordance with this policy.

v.   Wherever possible, an appellant student must be notified promptly of delays in or deciding, in relation to their appeal application.

5.7.6   Appealing and reviewing decisions

The University shall allow students and staff to appeal panel decisions on alleged or confirmed misconduct against them. The terms under which such be relevant and applicable include:

i.   There are a number of decisions on matters in the University that do not allow for internal appeal by students. A list of University decisions that can be appealed under this policy is located in the appeals section.

ii. The decision of the appeal decision-maker or University Student Appeals Committee is final and overrules any previously made decision. There is no further avenue of internal review or appeal against the decision within the University, nor can the decision be overruled or overturned by any other internal policy or procedure.

iii. The decision of the appeal decision-maker or University Student Appeals Committee takes effect on the date deemed appropriate by the appeal decision-maker or the University Student Appeals Committee.

iv. The appeals process within the University should be exhausted before a complaint is lodged to the University Council.

v. Where an appellant remains dissatisfied with the outcome of a final decision of the Committee, the appellant may seek external avenues of review, including lodging a complaint to the GTEC.

5.7.7 Onus of proof

i. In applying for an appeal of a decision, the student bears the onus of proof and is responsible for establishing that they meet the grounds for appeal.

ii. It is the responsibility of the student to identify all the grounds for appeal they believe they meet and provide all relevant evidence from the beginning of the appeal process.

iii. The student must present their case in writing and provide the appeal decision-maker or University Student Appeals Committee with all information relevant to the decision.

iv. The appeal decision-maker and University Student Appeals Committee shall make their decision based on the material before them as appropriate and adequate.

v. The appeal decision-maker and University Student Appeals Committee may decide to assess an appeal on any ground stated in the **Procedure for Appeals**.

5.7.8 Support people and advocates

An appellant student may bring a support person or an advocate to speak on their behalf at an appeal hearing. The support person or advocate cannot be a currently practising lawyer or solicitor, and must be available at the date and time specified in the notice of hearing.

5.7.9   Student enrolment

A student will remain enrolled in their course of study at the University whilst the internal appeals process is ongoing unless a student:

i.   behaves in a way that tends to harm or undermine the good order and governing of the University,

ii.   unreasonably hinders other students and staff concerning teaching and learning or in participating in the life of the University,

iii.   fails to pay an amount that they are required to pay the University to undertake or continue their course of study as stated in a written agreement or admission letter or notice of school fees, or

iv.   damages the reputation of the University or hinders its ability to comply with legislative requirements, or as otherwise determined by the appeals decision-maker or **University Student Appeals Committee**.

If a student's enrolment is suspended in the above cases, and the appeals process finds in favour of the student, the student's enrolment in their course of study is to be reinstated as it may deem appropriate. A student is prohibited from making a special consideration application for a course. At the same time, the internal appeal process is ongoing if the student's subject is involved or implicated in the decision under appeal. A decision made in accordance with the appeals procedure shall overrule any prior decision made regarding a course(s) for special consideration application for a course if the student's course is involved or implicated in the decision under appeal.

5.7.10   Privacy and confidentiality

Appeal applications under this policy are confidential and must be conducted in private. All documentation relating to student appeals and reviews will be kept confidential and shall be disclosed only to those persons who have a right to the information by virtue of their role in the appeal or review process, or as required by any internal

rule, policy, procedure, or as required by law. The Chair of, or nominee to the committee will, as required by relevant policies, and without identifying individual appellants or providing details of circumstances that would allow them to be identified:

    a.   Give reports on data on appeal applications and outcomes, to the University Council.

    b.   Publish data on appeal applications and outcomes to the University community.

Information from a student's appeal application may be disclosed where an appropriate office has approved the extent and wording of the disclosure, or if it is required by law to do so.

5.7.11   Authority and delegations

The appeals decision-maker and University Student Appeals Committee has:

    a.   The authority to hear and decide an appeal and change a penalty.

    b.   The authority to place a student's academic record on hold, until the outcome of the appeal application is made.

    c.   The authority to quash, vary, or replace an original decision made by the University.

    d.   The authority to summon any document that was previously before the original decision-maker.

    e.   May summon any staff member or student to provide information for any hearing.

    f.   May obtain advice or help from another person, or authorise another person to assess an appeal application, but will remain responsible for the assessment.

5.8   Complaints

A student submitting an appeal application may also have a complaint about their treatment, quality of a service or conduct of staff or

students. In such instances, the student may make a complaint in accordance with the procedure for lodging the complaint, which will be considered separately from the appeal of the original decision.

6. Quality Assurance for Distance Learning

6.1 Enhanced Learning

This is a learner-centred approach where the University is particular about the learner not the teacher by using available technological support to enhance learning by the learner by applying existing technologies such as Moodle.

6.2 Blended Learning

The quality assurance tools shall be put in place to ensure blended learning (face-to-face and online learning put together) are used without the usual technological hitches. The Directorate of Information Management Services (DIMS) shall ensure that blended learning is rolled out based on the University Learning Management Systems (LMS).

The University shall provide Zoom licences to academic staff to aid them deliver online learning. Zoom is a cloud-based Video Conferencing System, which combines online meetings, group messaging, online classroom meetings with the ability to screen share and annotate on the fly in one-easy-to-use platform. Zoom is compatible with PC, MAC, iOS, Android, Blackberry and Linux.

The University shall deploy Moodle Learning Management System hosted on cloud. Moodle is a learning management system designed to provide educators, administrators and students with a single robust, secure and integrated system to create personalised learning environments. Some features of the Moodle Learning Management System that stand out include easy-to-use, free with no licencing fees, always up-to-date. Moodle is in multiple languages, highly flexible and

fully customisable, scalable to any size, robust, secure and private, use anytime, anywhere, on any device, extensive resources available. The Directorate of IMS shall manage the learning management software and provide training from time to time on the learning management system as well as Zoom to academic staff and students.

6.3 DISTANCE EDUCATION PROGRAMMES

Based on the University's strategic plan, distance education shall be rolled out and reviewed periodically according to the needs of beneficiaries. DAPQA shall assess student retention and completion rates, examinations and results. The development of courses and programmes shall follow laid down University procedures. Special programmes shall require staff training, which shall be assessed by DAPQA. The distance education shall be subjected to internal quality assurance by quality assurance representative and a committee.

6.4 AFFILIATIONS

Affiliations shall have various forms such as:

i. **Cooperation/partnership**

   This form of affiliation shall be guided by a Memorandum of Understanding (MoU) or a Letter of Agreement between the University and its partner(s), which shall benefit staff and students and keenly monitored and evaluated periodically by DAPQA.

ii. **Affiliated Institutions**

   This form of affiliation shall involve the University mentoring the affiliated institution. DAPQA shall evaluate the affiliation application and report to the Vice-Chancellor after the appropriate Departments, Faculties/Schools have given approval to the affiliation. Examination, results and other quality assurance processes of the affiliated institutions shall conform to that of the University and DAPQA shall monitor conformity.

7. STAFF RECRUITMENT, DEVELOPMENT AND APPRAISALS

7.1 RECRUITMENT

Recruitment of staff shall be in consonance with the University's Statutes and appointments and promotions (A&P) policies as well as the service scheme for all universities in Ghana. The A&P Committee shall be responsible for ensuring that prospective staff (academic and non-academic) have the requisite academic qualification credentials and competence. The A&P shall be assisted by the Human Resource Directorate of the University in discharging its mandate.

7.2 CAPACITY BUILDING

The University shall assist any member of staff who wants to pursue professional development. For academic staff, the University shall consider providing training required for them. This shall be guided by the Statutes and Staff Development Policy of the University and shall be implemented by the Human Resource Directorate of the University with the DAPQA complementing efforts to attract and retain high-calibre staff.

7.3 APPRAISALS

The following instruments shall be designed for staff annual appraisals:

i. Staff annual progress appraisal forms.

ii. Instruments for students to assess their lecturers.

iii. Appointments and Promotions guidelines.

Points ii) and iii) are already in the system, but i) has to be designed. This instrument, when designed, shall assist in evaluating, supporting and developing staff capabilities as well as promoting a culture of self-evaluation and sense of responsibility.

7.4   QUALIFICATION TO BE A LECTURER

*A directive from GTEC insists on a minimum qualification to be Doctor of Philosophy (PhD) degree. However, holders of research masters degrees, preferably Master of Philosophy (MPhil), could also lecture at the University level, but only at the diploma and undergraduate levels. *

Note that globally in academia, there are several types of doctoral degrees equivalent to PhD whose holders teach in universities.

7.5   SUPERVISION

A supervisor cannot supervise a candidate pursuing the degree the supervisor is currently holding. For example, PhD holders cannot supervise PhD candidates unless the supervisor is a senior lecturer in addition to holding a PhD. Hence, a lecturer with a PhD cannot supervise a PhD candidate just as a lecturer or an assistant lecturer with an MPhil cannot supervise a candidate pursuing MPhil or MSc research degree.

8. Equality of Opportunities

8.1   Basic Principles

This section examines the University's practices for quality assurance related to equality of teaching and learning opportunities for both students and staff as well as employment. The University is committed to equality of opportunities and shall ensure that policy formulation processes and outcomes, procedures and activities and implementation give equal opportunities to all in terms of participation and benefiting. The University is committed to providing equality for all students, staff and clients, irrespective of dis/ability, race, gender, ethnicity and creed in all facets of academic and social life.

8.2   Fairness and Equity

The University shall be guided by the principles of fairness and equity in terms of recruiting students and staff and in its conduct with clients. To ensure equity of outcomes, every student and staff shall receive resources and attention they require to facilitate optimum performance. Thus, persons with disability, women and groups that are considered disadvantaged shall be accorded the needed attention in order to overcome any bottlenecks to their active participation in the University's activities and optimal performance.

8.3   Social Justice

The University is committed to social justice and shall create an enabling teaching and learning environments for students and staff. Social justice in higher education shall be the guiding principle, irrespective of ethnicity, gender, creed or learning abilities. Students and staff with special needs shall be equipped with necessary facilities and resources to enhance teaching and learning.

9. AWARD SCHEME FOR EXCELLENCE

9.1 UNDERPINNING PRINCIPLES

Awards shall be created and given to members of the University community who excel in their various fields, which shall be guided by relevant policies and conditions of service of staff. The University shall also recognise outstanding performance and contribution of staff - through promotion, additional increments, once-off payments or team awards.

However, staff who fail to measure up to the quality assurance standards of the University shall be subject to reprimand, suspension, removal from office of responsibility, criminal investigation, denial of benefits or possible dismissal.

9.2 GRADUATING STUDENTS

  i. Graduating Students' Awards in the form of monetary and non-monetary awards shall be allocated on the basis of academic merit, such as highest grade point average (GPA) and, in some cases, other forms of earned merit.

  ii. Graduating Students Awards supported by donor funds may have additional eligibility requirements.

9.3 TEACHING STAFF

Awards shall be given to deserving staff by Faculties/Schools in recognition of their development of opportunities for students to engage at a high level within their areas of study to significantly improve their employability prospects. Two categories of awards have been proposed to give special recognition to two academic

staff members for their extra efforts and special contributions. These awards include Outstanding Lecturer Award and Outstanding Scholar Award.

The Outstanding Lecturer Award recognises an individual who is a compelling, effective lecturer in his/her field and who demonstrates, through specific activities or other aspects of teaching, commitment to the core mission of providing an exceptional educational experience to his/her students.

The Outstanding Scholar Award celebrates an academic staff member whose accomplishments include a demonstrable commitment to research in their field.

9.4 Non-Teaching Staff

Two categories of awards have been proposed to give special recognition to two non-teaching staff members for their extra efforts and special contributions. These awards include Excellent Service and Rising Star Awards.

The Excellent Service Award recognises a staff member who demonstrates a commitment to the University and its internal and external customers by making significant professional contributions and providing quality service.

The Rising Star Award recognises a new staff member (1-3 years of service) who has gone over and above in demonstrating excitement and commitment to their roles, raising the bar to a high level of excellence

9.5 Research, Innovation and Grantsmanship

This Award shall be given in recognition of exceptional engagement with external bodies leading to significant achievements in shaping commercial and government policy.

9.6 Community Outreach

The University shall constantly monitor and evaluate services rendered to the community by staff and students, with a view to assuring the highest possible quality in terms of the:

i.   relevance of the priorities set centrally and by the individual units;

ii. adequacy and the quality of outputs in community service provision; and

ii. overall impact of the university on the community.

The assessment of community outreach shall be two fold. The first consists of assessment of students in the Third Trimester programme by the Directorate of Community Outreach and Business Incubation (DCOBI). The second assessment entails activities of staff in their service to the community. Particular attention is paid to community service during promotion of staff. Under the auspices of the DCOBI, a bi-annual University directory of community outreach carried out by staff shall be provided.

10. Establishing New Policies or Amending Existing Policies

10.1 Guiding Principles

In the process of suggesting or proposing a new policy or an amendment of an existing policy, the proposer shall consider:

i. Change expected to be affected by the new policy or the amendment of an existing policy.

ii. Course of actions in the near future and their repercussions.

iii. Cross-cutting nature of the policy across the University's Faculties/Schools and other sections.

iv. Risk evaluation of the policy.

v. Adherence to all existing rules and regulations.

vi. Whether existing policies could be amended to take care of the suggestions/issues.

vii. Reflection of the University's mission, vision, values and principles.

10.2 Policy Procedure

10.2.1 Policy Structure

The structure of a new policy include:

i. Policy Number and Name

ii. Policy Category:

a. General

b. Academic

c. Academic-Student

d. Financial

e. Human Resource

f. Research

g. Governance

iii. Related Policies

iv. Purpose and Scope

v. Definitions

vi. Sections of the Policy (Policy)

10.2.2 Policy Process

All new policies and policies to be amended should follow:

i. A new policy or an amendment to existing policy should be initiated by a Responsible Officer from a Responsible Office in prior consultations with all affected sections of the University. 'Responsible' here means the officer and office proposing a new or amended policy.

ii. The draft policy must consider:

a. Conflict, overlaps and impacts with operating policies.

b. Legal implications with the larger Ghanaian society.

c. Health, safety, sanitation, diversity, gender, discrimination and inclusion.

d. Equality analysis and should cater for minorities and vulnerable groups.

e. Relationships with others outside the University setting, if needed.

f. Monitoring and evaluation of the policy.

iii. A new or an amended policy must first seek and get unit/
departmental, Faculty/School and Academic Board's
approval. In the case of governance policy, University
Council's approval is required.

10.3 Policy Strategy

The policy strategy is a separate document from the policy stating
the procedural approach to implementing the policy. Under no
circumstances should the policy implementation strategy be included
in the policy itself. It is advised that once an approval is given for
a policy to be developed, the policy implementation strategy is
developed alongside the policy.

10.4 Review of Policies

A policy shall be reviewed after five years of implementation. This
is without prejudice to review periods stated in such policies. The
review processes should be in line with directions under amending
existing policies of this policy.

References

AAU (2017). African Standards and Guidelines for Quality Assurance in Higher Education (ASG-QA), Africa Union, Addis Ababa.

ASHE (2021). Quality Assurance and Accreditation: A Glossary of Basic Terms and Definitions, Croatia.

Watty, K. (2003). When Will Academics Learn About Quality?, Quality in Higher Education, Vol. 9, No. 3..

GIMPA. (2017). Quality Assurance Standards and Accreditation Planning (QAAP) Policy. Ghana Institute of Management and Public Administration.

Kis, V. (2005). Quality Assurance in Tertiary Education: Current practices in OECD Countries and a Literature Review on Potential Effects. Institut d'Etudes Politiques de Paris (Sciences Po), France.

Kyambogo University. (2014). Quality Assurance Policy. Uganda.

Makerere University. (2007). Quality Assurance Policy Framework, Kampala, Uganda

Parliament of Ghana. (2019). Simon Diedong Dombo University of Business and Integrated Development Studies Act, 2019, Parliament of Ghana.

UDS. (2015). Quality Assurance Policy. University for Development Studies, Tamale, Ghana.