



UNIVERSITY OF CAPE COAST



DRAFT TEACHING & ASSESSMENT POLICY 2024

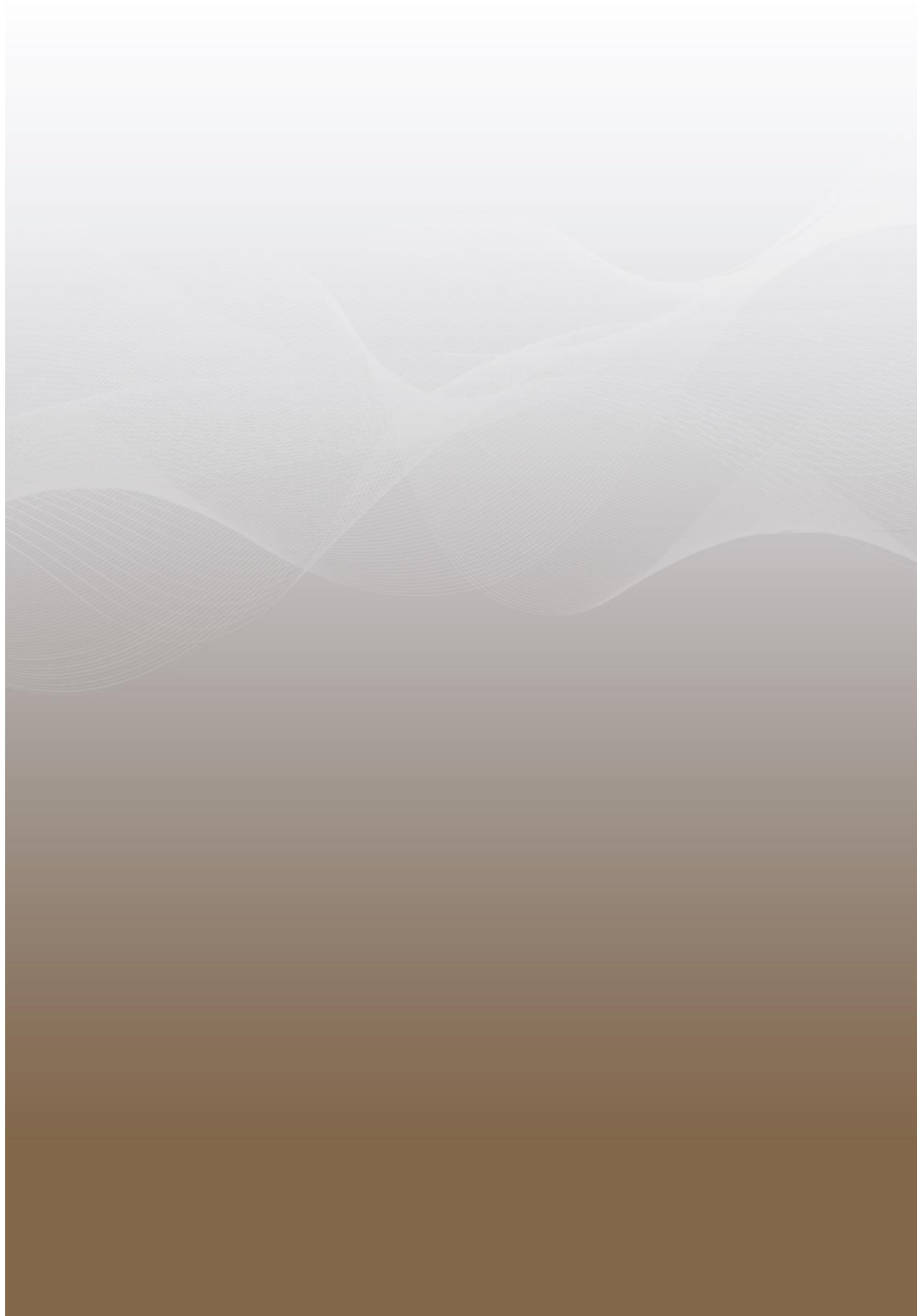


TABLE OF CONTENTS

	Page
1.0 Introduction.....	1
2.0 Policy Goal.....	4
3.0 Guiding Principles	7
4.0 Objectives and Strategies.....	8
5.0 Roles and Responsibilities	36
6.0 Monitoring and Evaluation of the Teaching and Assessment Policy	50
7.0 Resource Implications.....	57
8.0 Policy Review	58

1.0 Introduction

The University of Cape Coast (UCC) was established in October 1962 as a University College and affiliated to the University of Ghana, Legon. By the University of Cape Coast Act, 1971 (Act 390) which was later re-enforced with the University of Cape Coast Law, 1992 (PNDC Law 278) the University attained full status and independence. The University therefore had the authority to confer its own degrees, diplomas and certificates.

The vision of the University is to be a university with worldwide acclaim that is strongly positioned for innovative teaching, research, outreach and professional development. The mission of the University is to be an equal opportunity University uniquely placed to provide quality education through the provision of comprehensive, liberal and professional programmes that challenge learners to be creative, innovative and responsible citizens. In pursuit of the attainment of its vision and mission, the University shall be guided by its core values which are Excellence, Empowerment, Equal

Opportunity, Ethical behaviours and Environmental Consciousness.

The University, as an institution committed to fostering intellectual growth and nurturing future leaders, recognises the vital role that effective teaching and assessment practices play in achieving its educational mission and vision. Accordingly, the development of the teaching and assessment policy is well-informed by the vision, mission, and core values of the esteemed UCC. Embracing UCC's vision to become a global beacon of academic excellence and the regulatory frameworks established by the Ghana Ministry of Education, the Ghana Education Service (GES), and the Ghana Tertiary Education Commission (GTEC), the policy represents a concerted effort to elevate the university's esteemed reputation, whole upholding educational standards, and empowering both educators and learners. Thus, the policy also seeks to provide a comprehensive framework that not only meets regulatory requirements but also nurtures a culture of continuous improvement and innovation.

The teaching and assessment policy of UCC applies to faculty, students, administrative staff, quality assurance bodies, and external stakeholders. It sets expectations for faculty in curriculum design and assessment methods, outlines students' responsibilities, guides administrative tasks, ensures quality through monitoring, and addresses external requirements for programme accreditation and relevance. As the teaching and assessment policy of UCC underscores the collective responsibility of all stakeholders in fostering a culture of excellence and integrity in teaching and learning, it is expected that all stakeholders within and outside the university community familiarise themselves with the policy, understand its principles, and apply them in their daily activities.

In the subsequent sections of this policy document, the policy delves into policy goal, specific guiding principles, objectives, strategies, and guidelines aimed at enhancing teaching effectiveness, improving assessment practices, and ultimately, enriching the educational experience for all stakeholders involved. By embracing the principles of equity, quality, and inclusivity, the university reaffirms its

dedication to building a brighter future for Ghana through education.

2.0 Policy Goal

To promote effective, efficient, and inclusive student-centered teaching practices, and to enhance assessment systems by implementing best practices that support learning and uphold the principles of reliability and validity.

Definition of Key Terms

Student-centered teaching

“Student-centered teaching”, also known as learner-centered teaching, is an instructional approach that places the student at the center of the learning process. In a student-centered teaching environment, the focus is on the needs, interests, and abilities of the individual student, aiming to actively engage and empower learners in their educational experiences.

Inclusive teaching

“Inclusive teaching” refers to an educational approach that strives to create a learning environment where all students, regardless of their background, abilities, or characteristics, feel welcome, respected, and valued. The goal of inclusive teaching is to provide equitable access to learning opportunities and foster a sense of belonging for every student. Key elements of inclusive teaching include:

Assessment

In the context of an assessment policy goal, “assessment” refers to the systematic process of collecting, analysing, and interpreting information or data about students' learning, skills, or abilities. It encompasses various methods, tools, and techniques used to evaluate student performance, progress, and achievement within an educational setting. Assessments can range from formal examinations, quizzes, and standardised tests to more informal observations, projects, and portfolios.

Reliability

“Reliability” as used in the policy goal refers to the consistency and stability of the results obtained from the assessment process. A reliable assessment consistently measures whatever it intends to measure and produces similar results when administered under consistent conditions. A reliable assessment tool or method yields dependable and reproducible results, ensuring that fluctuations in the testing conditions or administration do not significantly impact the outcomes.

Validity

“Validity” as used in the context of the policy goal refers to the extent to which an assessment measures what it is intended to measure. A valid assessment accurately and truthfully reflects the knowledge, skills, or abilities it is designed to evaluate. It ensures that the assessment results provide a genuine representation of the targeted learning outcomes or qualities, allowing for meaningful interpretations and decisions based on the assessment data.

3.0 Guiding Principles

- a. **Student-Centered Teaching:** An instructional approach that positions students as active participants in the learning process by adapting content, methods, and pacing to their individual needs, interests, and learning styles.
- b. **Inclusive Teaching:** A teaching practice that acknowledges and accommodates student diversity by fostering equitable access, participation, and a supportive environment for all learners regardless of their background or abilities.
- c. **Active Learning:** A teaching approach that engages students directly in the learning process through activities such as discussion, problem-solving, collaboration, and reflection, encouraging them to construct knowledge rather than passively receive information.
- d. **Commitment to Continuous Improvement:** A professional orientation that involves the ongoing evaluation and enhancement of both teaching and

assessment practices through self-reflection, feedback, innovation, and continuous learning.

- e. **Quality Assessment:** An approach to assessment that ensures validity, reliability, and fairness by accurately measuring intended learning outcomes, eliminating bias, and providing equitable opportunities for all learners.
- f. **Practical and Supportive Assessment:** A form of assessment that is purposeful, manageable, and learner-oriented, offering timely, constructive feedback that motivates students and supports their academic development.

4.0 Objectives and Strategies

4.1 Policy Objective 1

To ensure effective teaching, learning and assessment in both face-to-face and online environments.

Strategies

- a. Upgrade and maintain classrooms and lecture halls to ensure they are well-ventilated,

adequately lit, and equipped with modern teaching aids (e.g., projectors, smartboards, PA systems).

- b. Expand campus internet connectivity to ensure reliable and high-speed Wi-Fi access across all teaching and learning spaces, including student hostels and libraries.
- c. Establish and support Learning Management Systems (LMS) for effective delivery of online teaching, assignments, discussions, and assessments.
- d. Ensure reliable power supply and backup systems (e.g., generators, solar panels, UPS) to support uninterrupted teaching and learning activities.
- e. Provide and regularly update computers and ICT equipment for both students and staff in computer labs, libraries, and resource centers.
- f. Develop and maintain virtual libraries and e-resources to support online and blended learning across all disciplines.

- g. Establish smart classrooms and multimedia studios to facilitate the creation and delivery of high-quality digital instructional content.
- h. Ensure all facilities meet accessibility standards to accommodate students and staff with disabilities (e.g., ramps, elevators, assistive technologies).
- i. Regularly assess infrastructure needs and usage through audits and stakeholder feedback to guide planning, upgrades, and resource allocation.
- j. Provide training opportunities for lecturers to develop strong communication skills for clear and concise delivery of content.
- k. Identify, acquire, and effectively utilise appropriate technologies to enhance face-to-face and online teaching, learning, and assessment.
- l. Provide opportunities for synchronous (real-time) and asynchronous (self-paced) learning.
- m. Organise orientation sessions and ongoing training for students on the effective use of digital learning platforms, academic resources, and support services.

- n. Provide continuous professional development and hands-on training for staff on the effective use of digital tools, learning management systems, and instructional technologies.
- o. Promote flexibility and adaptability in the teaching and learning environment.
- p. Employ inclusive teaching approaches to serve students with diverse learning needs.
- q. Use student feedback and learning data to evaluate and improve teaching practices and learning outcomes continuously.

4.2 Policy Objective 2

To develop and implement instructional strategies that align with curriculum goals.

Strategies

- a. Tailor instructional materials to accommodate diverse learners to ensure inclusivity.
- b. Incorporate interactive and hands-on activities to engage students actively in the learning process.

- c. Integrate multimedia elements to enhance content delivery.
- d. Promote the use of formative assessments to gauge student understanding.
- e. Foster collaborative learning experiences to encourage students to promote peer-to-peer knowledge sharing.

4.3 Policy Objective 3

To establish and maintain a positive and inclusive classroom environment conducive to learning.

Strategies

- a. Communicate classroom expectations and behavioural norms to students.
- b. Implement positive reinforcement strategies to encourage desired behaviors in the classroom environment.
- c. Maintain fair rules to promote equitable learning environment.
- d. Build positive relationships with students through effective communication.

- e. Employ effective conflict resolution strategies to address interpersonal conflicts among students.

4.4 Policy Objective 4

To use high-quality assessment products and services

Strategies

- a. Organise regular workshops, seminars, and training sessions for educators and assessment specialists.
- b. Provide adequate resources to support professional development.
- c. Roll out online courses with necessary resources on assessment literacy for lecturers.
- d. Educate faculty on best practices for designing assessments.
- e. Establish certification programmes or credentials in assessment design and evaluation.
- f. Educate relevant faculty to pursue certification programmes in assessment.
- g. Encourage faculty to engage in peer learning and mentoring.

- h. Develop clear and comprehensive guidelines and standards for assessment.
- i. Implement peer review processes for assessments
- j. Engage external experts to conduct reviews of assessment practices and products.
- k. Encourage a culture of continuous improvement in assessment. Regularly assess the effectiveness of assessment practices and make necessary revisions based on data and feedback.
- l. Promote participation in professional networks of practice related to assessment.
- m. Encourage collaborations among faculty from different disciplines.

4.5 Policy Objective 5

To promote and ensure equity and fairness in assessments.

Strategies

- a. Provide training and professional development opportunities for faculty on issues related to equity and fairness in assessments.

- b. Encourage the use of a variety of assessment item types (e.g., multiple-choice, short answer, essays, projects).
- c. Ensure that assessment materials are accessible for all students.
- d. Update assessment materials to meet acceptable standards.
- e. Organise academic support services to assist students in preparing for assessments.
- f. Encourage faculty to use anonymised grading or blind grading practices.
- g. Review assessment practices and materials to address equity or fairness concerns.
- h. Promote diversity in assessment development and review.
- i. Evaluate the impact of equity and fairness initiatives in assessments

4.6 Policy Objective 6

To ensure the highest level of integrity in the conduct of examinations in the University.

Strategies

- a. Develop and communicate clear and comprehensive academic integrity policies on academic misconduct.
- b. Implement secure examination protocols.
- c. Use plagiarism-detection software to identify and deter academic dishonesty in written assignments.
- d. Diversify assessment methods to reduce opportunities for cheating (both online and face-to-face assessments).
- e. Randomly assign questions or exam versions to students to reduce cheating in examinations.
- f. Use secure online assessment platforms.
- g. Leverage technology for remote proctoring and monitoring during online exams.
- h. Establish clear reporting mechanisms to report suspected academic misconduct.
- i. Ensure confidentiality and provide protections against retaliation for those who report misconduct.

- j. Develop standardised procedures for investigating and addressing allegations of academic misconduct.
- k. Ensure that investigations are fair, objective, and transparent.
- l. Implement and promote student honor codes or academic integrity pledges that emphasise personal responsibility and a commitment to honest academic conduct.
- m. Encourage students to report instances of cheating among their peers.
- n. Clearly outline consequences and penalties for academic misconduct in the university's policies.
- o. Ensure that penalties are consistently applied and proportionate to the severity of the offense.
- p. Regularly review and assess the effectiveness of academic integrity measures and make adjustments as needed.

4.7 Policy Objective 7

To ensure a cost-effective process of delivering and supervising any type of assessment within the University.

Strategies

- a. Invest in a robust digital assessment platform that allows for efficient creation, delivery, and grading of assessments.
- b. Utilise e-learning management systems for automated grading.
- c. Shift a portion of assessments to online formats, which can reduce costs associated with printing, paper, and physical supervision.
- d. Implement secure online proctoring solutions to monitor online exams.
- e. Develop a repository of reusable assessment materials to reduce effort in creating new assessments.
- f. Encourage faculty to share and collaborate on assessment resources.

- g. Standardise assessment formats and procedures across courses and departments.
- h. Use common assessment templates, rubrics, and guidelines to ensure consistency.
- i. Encourage faculty to align assessments with learning outcomes to enhance efficiency.
- j. Implement technology-assisted grading for subjective assessments, reducing grading time.
- k. Optimise in-person proctoring processes by scheduling multiple assessments in a single session to reduce staffing costs.
- l. Explore remote proctoring options to minimise the need for physical supervision.
- m. Encourage sharing of assessment-related resources.
- n. Establish a culture of continuous improvement in assessment processes to identify areas for cost-saving measures.

4.8 Policy Objective 8

To ensure that the procedures for scoring assessments and evaluation are well-defined.

Strategies

- a. Provide training for lecturers to develop clear and comprehensive rubrics or scoring guides for each assessment type.
- b. Use double-blind grading to reduce bias.
- c. Implement quality assurance measures to assess scoring consistency.
- d. Use technology-assisted grading and analytics to identify trends and outliers in assessment scores that may require further investigation.
- e. Communicate grading procedures and expectations to students at the beginning of each course.
- f. Establish a mechanism for students to request clarification or feedback on their grades.
- g. Encourage peer review of assessment scoring.
- h. Create opportunities for graders to discuss and resolve scoring discrepancies through consensus.
- i. Periodically review and audit the grading process to identify and rectify any discrepancies or issues.

- j. Conduct regular reviews of rubrics and grading procedures to incorporate feedback and adapt to changing educational needs.
- k. Consider including self-assessment and peer-assessment components in the evaluation process.
- l. Maintain detailed records of grading processes, including who graded each assessment, when, and any relevant comments or notes.
- m. Periodically invite external experts or reviewers to assess the assessment scoring procedures and provide recommendations for improvements.

4.9 Policy Objective 9

To promote effective ways of communicating assessment results and feedback to various stakeholders.

Strategies

- a. Provide training and professional development opportunities for faculty on effective feedback and communication strategies.

- b. Encourage faculty to share best practices for communicating assessment results with colleagues.
- c. Communicate assessment policies to students at the beginning of each course.
- d. Provide timely, clear and constructive feedback to students on their assessments.
- e. Encourage faculty to offer one-on-one or group feedback sessions for students who need additional support.
- f. Establish multiple channels for students to receive feedback.
- g. Encourage students to provide feedback on assessment processes and the clarity of feedback they receive.
- h. Encourage the sharing of assessment results and feedback with parents and guardians where necessary.
- i. Develop user-friendly assessment reports and dashboards that allow stakeholders to track and monitor student performance over time.

- j. Ensure that these assessment reports are accessible online.
- k. Publish aggregated assessment data and outcomes on the university's website or in annual reports to promote transparency with the public.
- l. Encourage students to create digital portfolios that showcase their achievements and growth over time.
- m. Encourage peer review of faculty feedback to ensure consistency and effectiveness.
- n. Conduct surveys to collect feedback from students, faculty and parents about the effectiveness and clarity of assessment feedback.
- o. Use survey results to make improvements in communication practices on assessment results.
- p. Recognise the diversity of the student and parent population, and ensure that assessment feedback and information are available in multiple languages when needed.
- q. Ensure that communication materials are accessible to individuals with disabilities.

- r. Encourage faculty to utilise feedback from students about the quality and fairness of assessments.

4.10 Policy Objective 10

To ensure the highest level of trustworthiness and credibility in credentialing and certification in the University.

Strategies

- a. Establish clear and rigorous standards for credentialing and certification in various academic programmes and fields.
- b. Document and publicise credentialing and certification standards to stakeholders.
- c. Align credentialing and certification processes with accreditation standards and requirements.
- d. Regularly review and update processes.
- e. Establish independent review panels or committees to validate credentialing and certification processes.

- f. Conduct regular audits and quality assurance checks of the credentialing and certification processes.
- g. Use external auditors or accreditation agencies for an impartial evaluation.
- h. Develop and enforce ethical standards in the credentialing and certification process.
- i. Educate students and staff on academic dishonesty.
- j. Implement plagiarism-detection tools to ensure academic honesty.
- k. Comply with data protection laws and regulations to safeguard sensitive information.
- l. Encourage regular reviews and updates based on feedback and emerging best practices.
- m. Establish feedback mechanisms for students and graduates to provide input on the credibility and relevance of the credentialing and certification processes.

4.11 Policy Objective 11

To promote a culture of continuous improvement by outlining processes for using teaching and assessment data to inform changes in instruction, programmes, or policies.

Strategies

- a. Ensure that faculty and staff have the necessary skills and knowledge to implement the policy effectively.
- b. Establish feedback mechanisms that allow staff, students, and other stakeholders to provide input and insights on the teaching and assessment policy's effectiveness.
- c. Monitor the implementation and compliance with the teaching and assessment policy.
- d. Evaluate whether teaching and assessment processes align with the policy's guidelines and standards.

- e. Ensure that faculty, departments, and programmes adhere to the policy's requirements and guidelines.
- f. Compare the institution's teaching and assessment policy and practices with those of peer institutions to identify best practices.
- g. Review and revise the teaching and assessment policy based on data and feedback.
- h. Communicate the results of monitoring efforts to relevant stakeholders, including staff, administrators, and students.
- i. Review and update the policy to ensure compliance with changing standards, legal and ethical requirements.

4.12 Policy Objective 12

To ensure that relevant legal and ethical frameworks continuously inform the teaching and assessment practices.

Strategies

- a. Review teaching and assessment practices to reflect changing legal and ethical standards.
- b. Provide regular training and professional development opportunities to staff about legal and ethical standards in teaching and assessment.
- c. Establish a system for monitoring changes in teaching and assessment-related laws and regulations at the local, state, national, and international levels.
- d. Seek feedback from staff, students, and legal experts during policy development.
- e. Keep records of compliance efforts, including legal reviews and ethical approvals.
- f. Ensure that all assessment materials, including online resources and platforms, are accessible to individuals with disabilities in accordance with relevant laws, such as the Americans with Disabilities Act (ADA) or Section 508 of the Rehabilitation Act.

- g. Conduct regular accessibility assessments and updates.
- h. Implement robust data privacy and protection measures in accordance with data protection laws such as General Data Protection Regulation (GDPR).
- i. Educate staff and students about data privacy and their rights.
- j. Before conducting research involving human subjects, ensure that ethical reviews and approvals are obtained following the Institutional Review Board (IRB) requirements and applicable ethical guidelines.
- k. Adhere to protocols for informed consent and confidentiality.
- l. Promote continuous education and awareness among all stakeholders regarding the importance of adhering to relevant laws and ethical standards in assessment.
- m. Emphasise the ethical responsibilities of educators and researchers.

- n. Establish mechanisms for reporting violations of laws, regulations, or ethical standards related to assessments.
- o. Ensure that reporting mechanisms protect whistleblowers and maintain confidentiality when necessary.

4.13 Policy Objective 13

To promote research that enhances understanding and effective use of assessments and educational programmes.

Strategies

- a. Create funding opportunities, such as research grants and scholarships, to incentivise faculty, researchers, and students to conduct research on assessments and educational programmes.
- b. Form partnerships with research institutions and universities to facilitate collaborative research projects on assessments and educational programmes.

- c. Organise research competitions or awards to recognise and reward outstanding research contributions in the field of assessments and educational programmes.
- d. Offer research fellowships or positions for individuals interested in conducting research related to assessments or educational programmes within your institution.
- e. Host or sponsor research conferences, seminars, or symposia focused on assessments and educational programmes.
- f. Establish research committees or working groups within your institution to guide and oversee research initiatives in this area.
- g. Provide access to research resources to facilitate research on assessments and educational programmes.
- h. Encourage the sharing of assessment data and research findings among researchers and institutions to facilitate collaborative research efforts.

- i. Implement a robust research ethics framework and review process to ensure that research conducted aligns with ethical standards and guidelines.
- j. Develop mentorship programmes that pair experienced researchers with junior researchers or students interested in conducting research on assessments and educational programmes.
- k. Offer support for the publication of research findings in reputable academic journals and conferences.
- l. Organise seminars, webinars, or workshops to disseminate research findings to a wider audience, including educators, policymakers, and the public.
- m. Assess and measure the impact of research conducted on assessments and educational programmes to understand its effectiveness.
- n. Establish mechanisms for collecting feedback from researchers to continuously improve research support services and initiatives.

- o. Advocate for research-informed policies and practices in assessments and educational programmes at the institutional, regional, or national level.
- p. Collaborate with relevant industry partners or educational technology companies to support research initiatives and access resources.
- q. Encourage interdisciplinary research by facilitating collaboration between researchers from different academic disciplines.
- r. Develop a long-term research agenda or roadmap that outlines research priorities and areas of focus in assessments and educational programmes.

4.14 Policy Objective 14

To ensure adherence and compliance with the assessment policy.

Strategies

- a. Clearly communicate the assessment policy to all stakeholders, including faculty, staff, and students.

- b. Regularly review and update the assessment policy to ensure it remains relevant and aligned with institutional goals and evolving educational standards.
- c. Maintain a well-documented assessment policy that is easily accessible to all stakeholders.
- d. Establish clear mechanisms for holding individuals and departments accountable for policy compliance.
- e. Implement a system for ongoing monitoring and reporting of compliance with the assessment policy.
- f. Encourage feedback from stakeholders about the policy's implementation and effectiveness.
- g. Promote a culture of compliance and accountability within the institution.
- h. Develop clear and concise procedures and guidelines that accompany the assessment policy.
- i. Implement quality assurance measures to ensure that assessment practices meet the standards outlined in the policy.

- j. Offer ongoing training and professional development opportunities related to assessment practices and policy compliance.
- k. Encourage faculty and staff to stay current with best practices.
- l. Encourage peer review and collaboration among faculty and departments to ensure that assessment practices align with the policy.
- m. Maintain transparency in reporting assessment outcomes and results to relevant stakeholders, including students, faculty, and administrators.
- n. Recognise and reward individuals or departments that consistently demonstrate strong adherence to the assessment policy.
- o. Clearly define consequences for non-compliance with the assessment policy.
- p. Establish a continuous improvement cycle for the assessment policy and practices.
- q. Consider external reviews or accreditation processes to provide an objective assessment of policy compliance and quality assurance.

- r. Involve students in the assessment process and policy compliance efforts.
- s. Ensure that institutional leadership actively supports and advocates for policy compliance.

5.0 Roles and Responsibilities

The successful implementation of the Assessment Policy within the University of Cape Coast requires the active participation and collaboration of several key role players. These individuals or groups play crucial roles in promoting ethical behaviour, ensuring compliance with the policy, and fostering a culture of integrity within the university community. The key role players include:

5.1 Internal Stakeholders

5.1.1 Council

The University Governing Council shall:

- a. Approve the processes and plans for implementing the Teaching and Assessment Policy.

- b. Approve sufficient resources to support the implementation of the Teaching and Assessment Policy.

5.1.2 Vice-Chancellor

The Vice-Chancellor shall:

- a. Have oversight responsibility over the implementation of Teaching and Assessment Policy.
- b. Be the key implementor and chief disciplinarian of the Teaching and Assessment Policy.
- c. Commit financial and technical resources to the implementation of the Teaching and Assessment Policy.
- d. Implement programmes to further manage awareness

5.1.3 Pro Vice-Chancellor

The Pro Vice-Chancellor shall assist the Vice-Chancellor in implementing the Teaching and Assessment Policy.

5.1.4 Registrar

The Registrar shall have the overall administrative responsibility in implementing, monitoring and evaluating the Teaching and Assessment Policy.

5.1.5 Provosts, Deans, Directors, Heads of Department

- a. Disseminate and sensitise staff on the Teaching and Assessment Policy through advocacy, awareness creation, sensitisation and outreach.
- b. Promote and uphold ethical behaviour within their respective areas by implementing, monitoring and evaluating the Teaching and Assessment Policy.
- c. Develop specific guidelines or protocols relevant to their areas to ensure ethical conduct is embedded in teaching and assessment activities.
- d. At various levels, develop, assess reports and report on implementation progress.

5.1.6 Directorate of Academic Affairs

- a. Disseminate the policy to all stakeholders.
- b. Offer guidance and support to faculty members for aligning teaching and assessment practices.
- c. Ensure administrative compliance with policy guidelines, including exam scheduling and record-keeping.
- d. Collaborate with DAPQA to monitor policy implementation and identify areas for enhancement.

5.1.7 Directorate of Academic Planning and Quality Assurance

Monitor the compliance level of students and staff and at all academic and administrative levels of the University

5.1.8 Directorate of Human Resource

- a. Create awareness on the policy through effective education, workshops, fliers etc.

- b. Assess and monitor on the Teaching and Assessment Policy. Appraise the employees of the University periodically.
- c. Provide employee award programmes so that those who stand out would be awarded to motivate others.
- d. Communicate in a transparent manner ethical infraction and ensure sanctions and disciplinary action follow laid down procedures.
- e. Periodically report on the breach of conduct in terms of adherence to the Teaching and Assessment policy.

5.1.9 Staff:

All teaching and nonteaching staff the university are essential stakeholders in the successful implementation of the Teaching and Assessment Policy and are responsible for acquaint themselves with the policy, adhering to its principles and guidelines, and actively promoting ethical behaviour within their respective roles.

5.1.10 Students:

Students are integral to the university community and play a vital role in upholding ethical standards and are expected to familiarise themselves with the Teaching and Assessment Policy and comply with its provisions, and contribute to maintaining an ethical and respectful learning environment. Student organisations and associations must also promote ethical behaviour among their peers.

5.1.11 Internal Auditors:

- a. Assess the effectiveness of the policy's implementation,
- b. Provide recommendations for strengthening ethical practices and control measures within the university.

5.1.12 University Teachers Association of Ghana (UTAG)

- a. Advocate for fair, pedagogically sound teaching and assessment policies that respect academic freedom.
- b. Provide constructive feedback on policy drafts.
- c. Support the professional development of its members in contemporary teaching and assessment practices.

5.2 External Stakeholders

External stakeholders play a vital supportive and regulatory role in ensuring the effectiveness, relevance, and accountability of the university's teaching and assessment policy. Their contributions help align academic practices with national standards, industry expectations, and global best practices. The roles they should play include:

5.2.1 Ministry of Education (MoE)

- a. Provide policy direction that emphasises quality, relevance, and fairness in university teaching and assessment.
- b. Ensure that national education strategies support continuous improvement in teaching practices and assessment standards.

5.2.2 Ghana Tertiary Education Commission (GTEC)

- a. Ensure standards for effective teaching, learning, and assessment
- b. Monitor university compliance with approved teaching and assessment frameworks.
- c. Review and approve academic programmes

5.2.3 National Teaching Council (NTC) (*for faculties of education*)

Guide universities in aligning their teaching and assessment practices with national teacher standards.

5.2.4 Parliament of Ghana (Education Committee)

- a. Enact or review legislation to support innovative and quality-driven teaching and assessment in tertiary institutions.
- b. Allocate adequate funding to support teaching improvement and assessment reforms.
- c. Monitor implementation of teaching and assessment policies through public accountability mechanisms.

5.2.5 Professional Regulatory Councils (*e.g., Nursing and Midwifery Council, Ghana Bar Association, Medical and Dental Council, etc.*)

- a. Define programme-specific teaching and assessment standards that universities must adhere to for professional licensure.
- b. Review and approve curricula and examination practices for regulated programmes.
- c. Engage with universities to align educational outputs with industry expectations.

5.2.6 Ghana Employers Association (GEA)

- a. Provide feedback to universities on the competencies employers expect, helping shape learning outcomes and assessment strategies.
- b. Participate in curriculum review panels or advisory boards.
- c. Advocate for workplace-relevant assessment methods (e.g., project-based learning, problem-solving tasks).

5.2.7 Association of Ghana Industries (AGI)

- a. Offer industry insights to guide practical and applied assessment methods.
- b. Collaborate with universities in co-developing assessment tools that mirror real-world work demands.
- c. Support student internships and workplace-based assessments.

5.2.8 T-TEL (*Transforming Teaching, Education & Learning*)

- a. Provide technical assistance to improve university-level pedagogy and assessment, especially in teacher education institutions.
- b. Fund projects and training workshops that enhance lecturer capacity in student-centered teaching and alternative assessment methods.
- c. Advocate for data-informed policy development.

5.2.9 Development Partners (*e.g., World Bank, UNESCO, British Council, UNICEF*)

- a. Support the development of national frameworks and quality standards for university teaching and assessment.
- b. Fund innovations in assessment design, implementation, and digital learning tools.
- c. Offer global best practices and support research initiatives.

5.2.10 Africa Education Watch (Eduwatch)

- a. Independently monitor the implementation of university teaching and assessment policies.
- b. Advocate for transparency, equity, and accountability in grading and assessment practices.
- c. Publish findings and recommendations for policy improvement.

5.2.11 Alumni Associations

- a. Offer practical feedback on how teaching and assessment prepared them for professional life.
- b. Serve on advisory boards or external review panels.
- c. Mobilise support for teaching and learning innovation through funding or mentorship.

5.2.12 National Union of Ghana Students (NUGS)

- a. Represent student voices in the development and review of teaching and assessment policies.

- b. Advocate for fair and transparent assessment procedures.
- c. Participate in quality assurance forums to ensure teaching meets learner needs.

5.2.13 Parents and Guardians (*especially at the undergraduate level*)

- a. Provide feedback through consultations or public forums on the quality of teaching and fairness of assessment outcomes.
- b. Encourage accountability and transparency in grading and academic support.
- c. Support student learning through engagement with university outreach.

5.2.14 Other Stakeholders

- a. Providing national policy direction and strategic guidance for university teaching and assessment.
- b. Setting and enforcing minimum standards for curriculum content, teaching quality, and assessment practices.

- c. Accrediting academic programmes and monitoring compliance with regulatory and quality assurance frameworks.
- d. Offering professional and industry-specific input to ensure assessments reflect real-world demands and professional licensure requirements.
- e. Participating in curriculum and assessment reviews to promote relevance and graduate employability.
- f. Providing funding and technical assistance to support innovation in pedagogy and assessment.
- g. Supporting capacity-building initiatives for academic staff in modern teaching and assessment strategies.
- h. Advocating for fairness, transparency, and accountability in university assessment systems.
- i. Conducting independent research and evaluation to inform policy and improve practice.
- j. Offering feedback on graduate performance, workforce readiness, and skills relevance.

- k. Supporting the integration of national teacher standards and licensure requirements in education-related programmes.
- l. Engaging in stakeholder consultations, advisory panels, and collaborative platforms for continuous improvement of teaching and assessment policies.

6.0 Monitoring and Evaluation of the Teaching and Assessment Policy

Monitoring and evaluating of the Teaching and Assessment Policy is essential to ensure its effectiveness, identify potential gaps or areas for improvement, and maintain an ethical culture within an organisation. It is important for the University to regularly review the Teaching and Assessment Policy to stay current with evolving legal and regulatory requirements. Here are some steps to help monitor and evaluate the policy in the University:

- a. Yearly appraisal on the conduct and attitude of staff at all levels.

- b. Periodic reports from the various departments on teaching and assessment.

6.1 Central-level monitoring

Central-level monitoring of Teaching and Assessment Policy involves the establishment of a committee or governing body at the university level to formulate, enforce, and oversee standards of good and acceptable teaching and assessment procedures and practices across the institution.

6.2 College-level monitoring

College-level monitoring of the Teaching and Assessment Policy focuses on ensuring adherence to the policy and promoting acceptable teaching and assessment procedures and practices within specific academic colleges or schools at the university, often through the involvement of college administrators and faculty members. This is to be achieved with the active participation of college administrators and faculty members.

6.3 Faculty-level monitoring

Faculty-level monitoring of Teaching and Assessment Policy involves individual faculty members actively adhering to and promoting assessment standards. It also includes the monitoring of the impact of teaching and assessment strategies on student learning outcomes.

6.4 Directorate-level monitoring

Directorate-level monitoring of Teaching and Assessment Policy includes the establishment of mechanisms within each directorate to ensure compliance with assessment standards, promote acceptable and ethical teaching and assessment behaviours among students and staff.

6.5 Departmental-level monitoring

Departmental-level monitoring of Teaching and Assessment Policy entails the establishment of mechanisms within each academic department to ensure compliance with the teaching and assessment policy, promote ethical behaviour among staff and students, and address ethical issues related to teaching and assessment

in the department. This also includes the assessment of the suitability of assessments within the department's curriculum and makes adjustments to enhance the quality of evaluations.

6.6 Data collection and research

Define Key Performance Indicators (KPIs): Measurable KPIs that align with the objectives of the Teaching and Assessment Policy shall be established. These could include metrics such as the number of reported teaching and assessment issues, response and resolution times, students and staff awareness and understanding of the policy, training completion rates, or feedback from stakeholders.

6.6.1 Regular Data Collection:

Collect relevant data and information to assess the performance of the Teaching and Assessment Policy. This should involve gathering data from various sources, such as incident reports, feedback surveys, training records, student and staff interviews or focus groups.

6.7 Incident Reporting and Analysis:

Analyse reported incidents related to teaching misconduct and assessment violations within the university to identify patterns, trends, and areas of concern. Evaluate the severity and frequency of teaching and assessment-related incidents, categorise types of violations, and investigate any common factors or systemic issues that may require attention. This process aims to enhance the integrity and effectiveness of the university's teaching and assessment procedures by addressing and mitigating issues identified through incident reporting and analysis.

6.8 Feedback and Perception Surveys:

Conduct surveys or interviews to gather feedback from students, staff, and other stakeholders to gauge their perceptions of the effectiveness and implementation of the Teaching and Assessment Policy. This will provide insights into the awareness, understanding, and satisfaction levels among the target audience.

6.9 Training and Education Assessments:

The evaluation of Training and Education Assessments (TEA) should encompass the examination of the excellence of training materials, the rates of training completion, assessments conducted before and after training to measure knowledge and attitudes, as well as feedback from participants. This process serves to assess the efficiency of training programmes or educational initiatives.

6.10 Compliance Audits and Reviews:

Conduct periodic audits or reviews to evaluate adherence to the Assessment Policy and applicable regulations. This process includes scrutinising procedures, records, and documentation to confirm compliance with established standards and identify any deficiencies or instances of non-compliance.

6.11 Benchmarking and Best Practices Research:

Evaluate the university's Teaching and Assessment Policy and procedures by comparing them with regulatory

standards or requirements, and best practices in the field of assessment. This analysis aims to provide valuable insights into potential areas for enhancement or identify innovative approaches that can contribute to the continuous improvement and the overall effectiveness of the Teaching and Assessment Policy.

6.12 Evaluation of Teaching and Assessment

Practices:

To undertake an evaluation of the university's assessment practices within the framework of the Teaching and Assessment Policy. This comprehensive review should encompass the examination of methodologies, procedures, and tools utilised in the teaching and assessment of student learning outcomes. This also involves incorporating feedback mechanisms, data analysis, and stakeholder input to ensure alignment with the objectives outlined in the Teaching and Assessment Policy, fostering a continuous improvement approach and enhancing effectiveness in the evaluation process.

7.0 Resource Implications

Ensuring the effective and successful implementation, monitoring, and enforcement of the Teaching and Assessment Policy necessitates the allocation of adequate financial and technical resources. This involves dedicating staff time to policy development, coordinating training, and monitoring compliance. Additionally, resources will be directed towards training initiatives, communication campaigns, compliance monitoring, the policy review processes, reporting, documentation, and, if necessary, seeking external expertise. Adequate resource allocation is crucial to support the Teaching and Assessment Policy's successful implementation and enforcement. The resource implications encompass the following:

- a. Budget for printing and distribution of the Teaching and Assessment Policy
- b. Budget for training and sensitisation
- c. Media to serve as a dissemination platform

8.0 Policy Review

The Teaching and Assessment policy should be comprehensive enough to address a wide range of ethical considerations while remaining flexible to accommodate unique circumstances and emerging ethical issues. The aim is to reflect socio-cultural, legal, political and technological trends. Accordingly, this policy is a living document that will be reviewed every five years to ensure its continuous relevance and effectiveness.