

# **STATEMENT ON THE WITHDRAWAL OF STUDENTS FROM THE COLLEGES OF EDUCATION IN GHANA AT THE END OF THE 2014/2015 ACADEMIC YEAR BY THE PROFESSIONAL BOARD OF INSTITUTE OF EDUCATION, UNIVERSITY OF CAPE COAST**

## **Introduction**

The Institute of Education of the University of Cape Coast (UCC) was established in 1965 as “School of Education” in the then University College of Cape Coast to function as the foremost institution charged with the mandate to maintain continual improvement of teacher education in Ghana by collaborating with stakeholders in education including the Ministry of Education (MOE), Teacher Education Division (TED) of the Ghana Education Service (GES), Principals Conference (PRINCOF) etc. In 1973, the name “School of Education” was changed by the then Senate of the University to “Institute of Education”.

A major objective of the Institute of Education, among others, is to develop and periodically review the curricula of the various programmes in the Teacher Training Colleges (now Colleges of Education) as well as assess students and award them certificates and diplomas.

As the main examinations body for Colleges of Education in Ghana, the Institute of Education currently examines and awards diploma certificates to students of the thirty eight (38) public and eight (8) private Colleges of Education in Ghana.

## **Professional Board**

The Professional Board of the Institute of Education is the highest governing body of the Institute. It is a sub-committee of the Academic Board of the University of Cape Coast. Membership of the Professional Board comprises the following:

- Vice Chancellor of University of Cape Coast (Chairman)
- Pro-Vice Chancellor, University of Cape Coast
- Registrar, University of Cape Coast
- Deputy Registrar (Directorate of Academic Affairs)
- Provosts of the five (5) Colleges in the University of Cape Coast.
- Principals of the 38 public and 8 private Colleges of Education in Ghana.
- A representative of the Chief Director of the Ministry of Education.
- A representative of the Ghana National Association of Teacher (GNAT).
- Executive Secretary of National Council for Tertiary Education (NCTE).
- A representative of West African Examination Council (WAEC)
- Director of Teacher Education Division (TED) of the Ghana Education Service.
- Director of Institute of Education.

A major function of the Professional Board, among others, is to make policies to govern the operations of the Institute of Education and the Colleges of Education.

## **Programmes**

The Institute of Education offers the following programmes in partnership with the Colleges of Education and Teacher Education Division (TED) of the Ghana Education Service.

3-year Post-secondary Diploma in Basic Education (DBE) programme (Regular)

3-year Post-secondary Diploma in Early Childhood Education programme (Regular)

4-year Untrained Teachers Diploma in Basic Education (UTDBE)

2-year Diploma in Basic Education programme (Sandwich)

2-year Post-diploma in Basic Education programme (Sandwich).

### **Academic standards**

- The University of Cape Coast ensures high academic standards both within the University and in all its affiliate educational institutions. To maintain these standards, the university has institutionalised procedures for designing, approving, supervising and reviewing assessment strategies for the award of its certificates, diplomas and degrees. In particular, the University believes that assessment practices must be rigorous and implemented consistently to ensure that appropriate academic or professional standards for each award is set and maintained for students' performance to be measured against.

The Institute of Education is obliged to maintain this high standard in the assessment of all students who fall under its area of operation.

- Like all academic institutions desirous of maintaining high academic standards, the University of Cape Coast does not hesitate to withdraw students for poor academic performance.

Withdrawal of students for poor academic performance is therefore not a new development in the operations of the University of Cape Coast.

### **The New Academic Progression Policy**

In March, 2012, the Professional Board approved a new academic progression policy for use by the Colleges of Education in respect of the regular DBE programmes. The new policy is an adapted version of the university's policy on progression.

For a student to progress from **Level 100 to Level 200**, the **Student must:**

- a) Pass all courses taken (Obtain Grade A-D)*
- b) Attain a minimum C.G.P.A of 1.0*

*Students with G.P.A below 1.0 at the end of the First semester shall be cautioned by the Vice-Principal in charge of Academic Affairs in writing and referred to the Counselling Unit of the College for advice.*

### **Dismissal**

*A level 100 student who loses a total of twelve (12) credits or more registered for an academic year (either in the first, second*

*or in both semesters) will be dismissed for poor academic performance for that academic year. Such a student may, however apply for re-admission the following academic year.*

### ***Supplementary End-of-Semester Examination for level 100 Students***

*A level 100 student who loses 1 to 11 credits in either the first, second or both semesters shall be given an opportunity to write a supplementary end-of-semester examination before the start of the ensuing year. The supplementary end-of-semester examination for level 100 students shall be marked over 60 and shall be added to the continuous assessment score which the student would have obtained during the course of the semester. The student will be withdrawn for poor academic performance if he/she is unable to pass all the failed courses in the supplementary end-of-semester examination.*

*A Level 100 student who fails the supplementary end-of-semester examination and is withdrawn may re-apply for admission the following academic.*

Progression of students from Level 200 to Level 300 was regulated by the old policy which has been in use since 2007.

The policy states that, to progress from second year (Level 200) to third year (Level 300), the student must:

- a) Accumulate the minimum credits specified for second year*
- b) Attain a minimum CGPA of 1.0*

*c) Obtain not more than a total of three (3) 'Es' in the two semesters.*

*Students who satisfy conditions (a) and (b) and obtain not more than three (3) 'Es' shall trail the failed courses and redeem themselves before they would be certified (Not more than three supplementary papers after the main examinations).*

*A student who fails to satisfy any of (a), (b) and (c) above shall be deemed to have failed second year, and must repeat the second year courses. Such candidates need not rewrite courses already passed in the previous sitting. A repeated candidate shall be withdrawn from the programme if he/she fails the second time.*

## **Why The Need For A New Academic Progression Policy**

It became necessary for the Professional Board of the Institute of Education to replace the old policy with a new one for several reasons including the following:

- i. With the upgrading of the Colleges of Education in Ghana to the Tertiary Education Level status (Education Act 778 of 2008) and their affiliation to the University of Cape Coast, it became necessary, as part of the requirements for affiliation of the Colleges of Education to adhere to the policies of University of Cape Coast, especially in the area of assessment and quality assurance. This was to strengthen academic standards in the Colleges of Education.

- ii. It was observed that the guidelines regarding progression and withdrawal of students were not harmonised across the different programmes run by the Institute of Education. It was therefore considered appropriate and fair to apply a common or the same policy on academic progression to students who receive the same type of certificates from the University of Cape Coast but study in different modes. This was to ensure parity of standards and esteem.

### **Implementation of The New Progression Policy**

- The new academic progression policy was approved by the Professional Board for implementation with effect from the 2012/ 2013 academic year beginning with first year students.
- Implementation of the policy was however delayed for two years to enable the Colleges to sufficiently educate and sensitize their students to the policy. Available evidence suggests that this was done. The Colleges have since gone ahead to incorporate the policy in their students' handbooks.
- The implementation began with students who gained admission to the Colleges in the 2014/2015 academic year.

From the above, it should be noted that:

- Two different policies on academic progression were applied to students at the end of the 2014/2015 academic year:

- i. A new policy for Level 100 students progressing to Level 200
  - ii. An old policy (which is phasing out) for Level 200 students progressing to Level 300.
- Two categories of students were affected by the two academic progression policies at Colleges of Education at the end of the 2014/2015 academic year:
  - i. Level 100 students progressing to Level 200
  - ii. Level 200 students progressing to Level 300

The distribution of students (both Levels 100 and 200) by results of the end-of-semester examinations for the 2014-2015 academic year (both first and second semesters) is shown in tables 1 and 2 below.

Table 1: Level 100 Results

	<b>Description of status</b>	<b>Number</b>	<b>Percentage (%)</b>
1.	Passed in all courses	11,719	85.5
2.	Withdrawn	670	4.9
3.	Made external student	1,310	9.6
	<b>Total</b>	<b>13,699</b>	<b>100</b>

- A total of 13,699 first year (Level 100) students wrote both the first and second semester examinations (2014 – 2015 academic year)
- A total of 11,719 (85.5% of the candidates) passed all courses and therefore progressed to Level 200
- Based on the new policy, all first year (Level 100) students who failed in some courses were given the

opportunity to redeem themselves through a re-sit examination in September, 2015. Those who wrote the re-sit examinations but could not redeem themselves were withdrawn. This category of students together with those who performed abysmally numbered 670 (4.9% of candidates)

- First year (Level 100) students who refused or failed to write the re-sit examinations for various reasons (9.6% of candidates) have been made external students. Such students will be given another opportunity to redeem themselves at a re-sit examination to be conducted this academic year (2015/2016) to enable them to progress to the second year (Level 200) if they pass.

Table 2: Level 200 Results

	<b>Description of status</b>	<b>Number</b>	<b>Percentage (%)</b>
1.	Passed in all courses	15,439	95.1
2.	Withdrawn	0	0
3.	External students	792	4.9
	<b>Total</b>	<b>16, 231</b>	<b>100</b>

- Contrary to misinformation in some circles, no continuing student (i.e., 2<sup>nd</sup> year or Level 200 student) progressing to Level 300 has been withdrawn as can be seen from table 2
- Those who passed all the courses they took (95.1% of the candidates) have progressed to the third year (Level

300). Those who failed up to three (3) courses have also progressed to the third year and are in the “out” component of their programme (i.e., Teaching Practice). Students who failed in four (4) or more courses (4.9% of candidates) have been asked to repeat the failed courses as second year (Level 200) students and are required to redeem themselves before progressing to the third year.

### **Causes Of Withdrawal/External Candidacy Of Students**

The following constitute some of the factors/reasons for the withdrawal or external candidacy:

1. Weak entry characteristics of some students (some students enrolling onto programmes for which they did not have the relevant background preparation at the Senior High School Level in terms of elective subjects)
2. Low academic performance of some students in some courses especially English, Science and Mathematics.
3. Outright refusal of some students to write the re-sit examinations held in September 2015

### **Concessions Given**

- Notwithstanding implementation of the new policy, a number of concessions were granted to students to whom the policy was being applied to for the first time in the Colleges of Education. These concessions were as follows:
  1. Even though the policy on progression from Level 100 to Level 200 states that “*A level 100 students who loses a total of twelve (12) credits or more registered for an academic year (either in the first, second or in*

*both semesters) will be dismissed for poor academic performance for that academic year. Such a student may, however, apply for re-admission the following year”, this was not rigidly applied. All level 100 students, regardless of the number of credits they lost, were allowed to write the re-sit examinations in September, 2015.*

2. First year (Level 100) students who failed or deliberately refused to write the re-sit examinations and should have been withdrawn from College in line with the policy which states that “*A candidate who fails to attend any part of an examination except on medical or other legitimate grounds shall be deemed to have failed the examination*” have been made **External Students** and therefore have another opportunity to redeem themselves

3. All first year (Level 100) students who failed in only one course either at  
*i) the main end-of-first semester or end-of-second semester examinations*

**or**

*ii) the September, 2015 re-sit examinations and have been withdrawn from the Colleges*

have been given an opportunity to register and take another re-sit examination on 21<sup>st</sup> December, 2015.

It is to be noted that these concessions will not be granted again in future.

**Chairman  
Professional Board of Institute of Education  
University of Cape Coast.**

**11<sup>th</sup> December, 2015**