



accra
business
school



POLICY MANUAL

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01

ACCEPTABLE USE OF
INFORMATION
TECHNOLOGY (IT)
FACILITIES POLICY AND
GUIDELINES FOR
STUDENTS



Purpose

ABS provides Information Technology facilities (IT facilities) to support its teaching and learning, Research, administrative and business activities. IT facilities include all computing and communication equipment, software, services, data and dedicated building space used in connection with information technology, which is owned by, leased by or used under licence or agreement by ABS. ABS recognises its responsibility to ensure the appropriate use of its IT facilities and that it must be protected from damage or liability resulting from the unlawful or inappropriate use of its IT facilities.

Scope

This policy applies to ABS students or prospective students accessing ABS's IT facilities (users):

- (a) with authorised accounts (as defined below in section 1) and;
- (b) whether they are using an ABS provided computing device, a personally owned computing device or a third party owned computing device (such as might be found in a public library or internet cafe).

Definitions

Unless otherwise defined in this document, all capitalised terms are defined in the [glossary](#).

Details

1. Users with Authorised Accounts

- 1.1 It is a requirement that every person who accesses ABS IT facilities must have an authorised user account for their exclusive use. The user account will be provided to students by ABS.
- 1.2 Authorised accounts will only be issued to currently enrolled students, or other recognised affiliates of ABS. In addition, access to particular systems and types of use may require authorisation by the relevant Head of Department.
- 1.3 All users with an authorised account must comply with this policy when using ABS's IT facilities.

2. Other Users

- 2.1 This policy recognises that some ABS IT facilities are provided for the use of members of the general public who do not have any formal relationship with ABS. Examples of such

facilities are ABS websites that are not subject to some form of access control, and limited access to the electronic information resources accessible from the ABS Library where this is permitted by license.

- 2.2 These users will not be issued with user accounts, and will only be subject to sections 3.3 and 3.4 of this policy. In addition, their use of ABS IT facilities must comply with State and Commonwealth laws and any additional guidelines issued by ABS in relation to their use of the facilities.

3 Acceptable Use

- 3.1 IT facilities are provided to support ABS's teaching and learning, research, administrative and business activities.

- 3.2 IT facilities are not provided for recreational or personal use unless specifically stated otherwise in the guidelines in [Appendix A](#).

- 3.3 Users of ABS IT facilities must comply with ABS's requirements for acceptable use. Specific activities that constitute unacceptable use include but are not limited to:

- (a) deliberate, unauthorised corruption or destruction of IT facilities (including deliberate introduction or propagation of computer viruses);
- (b) deliberate, unauthorised access to IT facilities;
- (c) unauthorised use of data or information obtained from the use of IT facilities;
- (d) use of IT facilities to access, create, transmit or solicit material which is obscene, defamatory, discriminatory in nature, or likely to cause distress to some individuals or cultures, where such material is not a legitimate part of teaching and learning or research (if the material is a legitimate part of teaching and learning or research, an appropriate warning should be given);
- (e) transmission or use of material which infringes copyright held by another person or ABS;
- (f) violation of software licensing agreements;
- (g) use of IT facilities to transmit unsolicited commercial or advertising material;
- (h) deliberate impersonation of another individual by the use of their login credentials, email address or other means;
- (i) violation of the privacy of personal information relating to other individuals;
- (j) unauthorised disclosure of confidential information;

- (k) use of IT facilities to harass, threaten or otherwise engage in unwelcome attention towards other individuals;
- (l) unauthorised attempts to identify or exploit weaknesses in IT facilities;
- (m) unauthorised attempts to make ABS IT facilities unavailable;
- (n) use of ABS IT facilities to gain unauthorised access to third party IT facilities;
- (o) use of ABS IT facilities in unauthorised attempts to make third party IT facilities unavailable;
- (p) use which deliberately and significantly degrades the performance of IT facilities for other users (including the downloading of large video files not related to teaching and learning and research).

3.4 Users must also comply with ABS's other policies, procedures and guidelines as released on the ABS website.

3.5 If any unacceptable use of ABS IT systems is detected, it must be reported to the Manager of Information Technologies. Students can report suspected unacceptable use of ABS IT systems via the quality@abs.edu.gh email address.

3.6 Behaviour which breaches this policy may also breach Commonwealth and State law. All users must comply with all relevant State, Federal and International law as well as ABS policy, procedures and guidelines.

4. User Accounts and Passwords

4.1 All user accounts must have one person nominated as the person responsible for that account.

4.2 Users are responsible for all activity initiated from their accounts, unless it is established that the activity was done by a third party who gained access to the user's account through no fault of the user.

4.3 Users must select passwords that cannot be easily guessed and they must not divulge passwords to others, including ABS Staff and students.

4.4 Passwords are complex and adhere to the password criteria outlined in the procedure.

4.5 Users must not attempt to determine another user's password.

4.6 If the security of a password is compromised, it must be changed immediately.

4.7 Users are recommended to change their account passwords every 90 days.

4.8 Users are not permitted to authorise others to login using their account.

4.9 Users are prohibited from using another user's account.

5. ABS Responsibility

- 5.1 ABS will take reasonable steps to maintain and secure its IT facilities and protect its IT facilities from unauthorised and unacceptable use.

6. Monitoring Use

- 6.1 ABS reserves the right to monitor any and all aspects of its IT facilities to determine if a user is acting unlawfully or violating this policy, the associated documents listed this policy, or any other ABS policy or rule. Such monitoring may include, but is not limited to, individual login sessions, the internet sites visited by users and the content of electronic communications. Monitoring may be done with or without prior notice to the user. Procedures relating to monitoring use are listed in [Appendix A](#).

7. Compliance

- 7.1 Users of ABS IT facilities are responsible for adhering to the provisions of this policy and guidelines.
- 7.2 ABS may take remedial action and suspend user access with or without prior notice in response to suspected breaches of this policy or guidelines.
- 7.3 Breaches by students that constitute misconduct will be addressed by the relevant staff and student disciplinary procedures. ABS will identify the most appropriate ABS policy applicable which may be the Student Code of Conduct Policy or Academic Integrity policy.
- 7.4 Sanctions for failing to comply with this policy and guidelines or the associated forms/policies, may include:
- (a) immediate withdrawal of access to IT facilities, with or without prior notice;
 - (b) action taken under ABS's relevant disciplinary procedures for students;
 - (c) criminal or other penalties imposed by State or Commonwealth legislation;
 - (d) financial compensation sought by ABS.

8. Exceptions

- 8.1 Requests for exceptions to this policy must be authorised by the President or the Vice President such requests must be made in writing to ABS quality@abs.edu.gh and will be evaluated based on the case, and supporting evidence/documentation, presented to support it.

9. Implementation and Review

- 9.1 All Heads of Department or equivalent will be responsible for the dissemination of this policy and guidelines in their respective areas of responsibility.
- 9.2 The President and the Vice President have authority to amend this policy and any guidelines issued.
- 9.3 Both the guidelines referred to in [Appendix A](#) and any additional guidelines are afforded the status of policy.

10 Learning Management System Services

ABS provides the LMS as a service to the school and to the student in order to facilitate the programme. The name of our LMS is HomeUni (www.homeunionline.com) You are required to use the HomeUni to participate in your entire programme with ABS, such as to attend class sessions or discussions, obtain faculty feedback, or submit assignments. You agree that ABS may record, archive and make available recordings of live class sessions through the LMS (the “Recordings”) for your reference. The Recordings may be made available to other users who access the LMS who have a need to view the Recordings as part of their participation in any respective programme.

In addition, by using the LMS, you acknowledge and agree that ABS may communicate with you and send you administrative messages and service announcements regarding your participation in the programme (the “Program Communications”). You are not permitted to opt out of receiving the Program Communications while enrolled in a programme.

10.1 LMS Materials; Use Restrictions

The LMS contains copyrighted material (including but not limited to text, graphics, videos, images, music, sounds, source code, user generated content, and compilations of individual data), trademarks, trade names, other proprietary information, and other content such as text, graphics, images, photographs, illustrations, logos, information obtained from ABS’s licensors (collectively, “LMS Materials”). You acknowledge and agree that ABS and/or the School retains all ownership, rights, title and interest to and in the LMS Materials. You represent and warrant that you will not: (i) copy, modify, publish, transmit, distribute, publicly perform, publicly display, reverse engineer, create derivative works of, sell, or otherwise exploit any LMS Materials

(including but not limited to any LMS Materials that you download), excluding information that is in the public domain or has been licensed to you; and (ii) endeavor to ascertain any source code used in connection with the LMS.

You may view, access, download or print hard copies of the LMS Materials only for your personal, educational, and non-commercial use and where such option is made available to you in the LMS. You may not change the LMS Materials in any way or copy, modify, publish, transmit, distribute, publicly perform, publicly display, reverse engineer, create derivative works of, sell, or otherwise exploit or use them for any public or commercial purpose. We strictly prohibit any use of the LMS Materials for any purpose not specifically identified or authorized in these Terms of Use or expressly permitted by ABS.

You may not, without ABS’s written permission, “mirror” any LMS Materials contained in the LMS or any other server. You may not use the LMS for any purpose that is unlawful or prohibited by these Terms of Use. You may not use the LMS in any manner that could damage, disable, overburden, or impair the Site, or interfere with any other party’s use and enjoyment of the LMS. You may not attempt to gain unauthorized access to the LMS through hacking, password mining or any other means. ABS reserves the right, in its sole discretion, to terminate your access to the LMS, or any portion thereof, at any time, for any reason or for no reason at all, without prior notice or any notice.

Communication

11.1 All students have access to this policy through the [ABS website](#)

Responsibility:

Manager of Information Technologies

Current Status:	Version 1.2
Approved By:	Board of Directors
Effective From:	3 September 2022
Date of Approval:	3 September 2022
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Date of Next Review:	3 September 2024

APPENDIX A – GUIDELINES FOR STUDENTS:

USE OF IT FACILITIES INCLUDING EMAIL AND THE INTERNET

Terms of Use

These guidelines are issued by the Manager of Information Technologies under the authority of the ABS Board of Directors and provide clarification on the practical application of ABS's Policy on Acceptable Use of Information Technology (IT) Facilities for Students.

Scope

These guidelines apply to all ABS students and the use of all IT facilities including but not limited to email, the internet and ABS Learning Portal (HomeUni).

Definitions

Unless otherwise defined in this document, all capitalised terms are defined in the [glossary](#).

Details

1. Student Conduct

1.1. Students should:

- (a) seek the advice of Student Support if they are in doubt concerning their authorisation to use any IT facility or about whether a particular use is acceptable;
- (b) use, or copy, software consistent with the relevant licensing agreement and check with Student Support if in doubt;
- (c) respect copyright and always use or transmit information in a way that does not infringe copyright;
- (d) ensure that they maintain confidentiality and privacy of data;
- (e) choose a secure password and keep their user name and password safe;
- (f) report any misuse or breach of data or physical security, as soon as possible, to Student Support;
- (g) communicate respectfully when engaging in forum discussions and other activities on the ABS Learning Portal (HomeUni);
- (h) respect others and not unduly inconvenience other people, through excessive use of IT facilities, align to the Student Code of Conduct.

1.2. Students should not:

- (a) transmit information or materials (including but not limited to email or on the ABS Learning Portal) that:
 - (i) contain discriminating or sexually harassing content;
 - (ii) could create an intimidating or hostile work environment for others;
 - (iii) are designed to cause harm to organisations with which ABS has commercial relationships;
 - (iv) are, or contain, chain letters;
 - (v) contain unsolicited personal opinions on social, political, religious or other non-ABS related matters, where sending such opinions is not a legitimate part of study.
- (b) use, or attempt to use, another person's username, password or mailbox without authorisation;
- (c) forge emails or any other type of electronic correspondence;

- (d) use another's identity or conceal or misrepresent their name or affiliation or address;
- (e) use ABS facilities to make personal profit from commercial activities or to buy or sell goods or services;
- (f) install software on any ABS IT facility;
- (g) seek access to data not required as part of their study;
- (h) save passwords electronically within applications;
- (i) attempt to circumvent system security provisions;
- (j) visit, download, store or transmit materials that are pornographic, profane or offensive.

2. Copyright

- 2.1. Copyright law restricts the copying of software and other material subject to copyright (documents, emails, music, broadcasts, videos etc.) except with the express permission of the copyright owner. (The copyright of an email is owned by the sender, or the sender's employer.)

3. Privacy

- 3.1. Privacy is limited in the following ways:
- (a) use of computers, email and the internet as well as data on ABS sites visited, downloads made and emails sent/received, can be accessed by IT administrators;
 - (b) it is possible to retrieve deleted records from back-ups and archives.

4. Freedom of Information

- 4.1. Email and other electronic messages created in the course of studying may be official records covered by the Public Records and Archives Administration Act 535 and the Right to Information Act 989. The content of these messages remains the property of ABS and may be subject to release in accordance with the RTI Act.

5. Alleged Misuse

- 5.1. Where an alleged misuse has been reported, the Vice President may:
- (a) act immediately to prevent any continuation of the alleged misuse pending an investigation;
 - (b) promptly notify other authorities;
 - (c) advise the student of the Acceptable Use of IT Facilities policy and direct the student to discontinue the alleged misuse immediately.
- 5.2. If an investigation of alleged misuse requires a student's use of IT facilities to be examined or monitored, they will not necessarily be notified.

- 5.3. Allegations that constitute breaches of the law will be referred to the appropriate authority for investigation. ABS will give that authority all reasonable assistance requested, including disclosing:
- (a) relevant financial and personal data which may be held by ABS; and
 - (b) data which may be limited by contractual obligation including copyrighted software and software that is patented or which contains trade secrets.

6. Monitoring

- 6.1. Routine monitoring of the use of IT facilities is conducted to monitor the costs and acceptable use of ABS resources.
- 6.2. In normal circumstances, ABS and third-party staff supporting IT services will not monitor the contents of electronic mail messages or other communications or files they access as a result of their work (e.g., auditing operations). However, ABS and third-party staff supporting IT services will inspect, copy, store and disclose the contents of email when appropriate to prevent or correct improper use, satisfy a legal obligation, or to ensure proper operation of IT facilities.

02

ADMISSIONS POLICY



COURSE AND PROGRAMME REGULATIONS

Multiple factors are taken into account by our admissions selectors to identify the most able candidates. These factors include:

- (1) A-Level (or equivalent) grades;
- (2) GCSE (or equivalent) grades;
- (3) the personal statement;
- (4) the reference;
- (5) the development of study skills;
- (6) motivation for the degree programme applied for;
- (7) independence of thought and working;
- (8) skills derived from non-academic extra-curricular activities such as engagement in sport, the arts or voluntary and community work; and
- (9) contextual consideration of merit and potential.

Accra Business School (ABS) is a hugely popular choice for prospective students and as a result, we receive considerably more high-quality applications than the places we have available.

NOTIFICATION OF ACADEMIC AND PERSONAL DETAILS FOR ADMISSION, MATRICULATION AND REGISTRATION PURPOSES

1. This regulation is a preamble to General Regulation II Admission and the School's Admissions and Matriculation Regulations.
2. Every applicant and registered student is required to disclose to the School all academic and personal information material to an application made by applicant or in their name and to their matriculation and registration. Applicants and matriculated and/or registered students, and those acting in their name, also have a continuous obligation to notify the School of changes in their circumstances.
3. The School has the power to withdraw an offer or acceptance prior to matriculation and registration and to require a matriculated and/or registered student to withdraw, immediately, upon written notice, where the School becomes:
 - a. of the reasonable opinion that the applicant, or someone making the application in their name, or the matriculated or registered student failed to supply relevant information, or supplied false or misleading information, relating to their application, matriculation or registration;
 - b. aware of previously unknown information relating to the application, matriculation or registration which, in the School's reasonable opinion, makes it inappropriate for the applicant, matriculated or registered student to study on the programme.
4. Responsibility for raising concerns that all or any of the circumstances described in 2 above might apply to an applicant or registered and/or matriculated student will remain the joint responsibility of all those involved in the admissions process. This includes Recruitment and Admissions , staff in academic departments and in the International Office. Any

concerns should be brought immediately to the attention of the Director of the Recruitment & Admissions.

5. On receipt of an allegation under 4 above, the Academic Registrar (or his/her nominee), supported by the Director of Recruitment & Admissions and other departments within the School, will investigate the matter and provide a written report of the findings to the Vice-President (or his/her nominee). Detailed documentation supporting the decision will be recorded and kept on file within Recruitment & Admissions.
6. Any applicant who is undergoing an investigation under the terms of this procedure will not be permitted to matriculate and/or register with the School. A student who has already matriculated and/or registered may be suspended under appropriate provisions within General Regulation, pending the outcome of the investigation under paragraph 4 above.
7. On receipt of a report concluding that, in the reasonable opinion of the Academic Registrar (or nominee) that all or any of the circumstances described in 2 above pertain, the Vice President (or nominee) will write to the student or applicant concerned, advising that their registration or application (as applicable) has been terminated with immediate effect. The student will then be required to withdraw from the School, if they have matriculated and/or registered. The same letter will provide a brief rationale for the School's decision, together with (for matriculated and registered students only) notification of the right to appeal to Council Student Appeals Committee within three weeks of notification of the decision.
8. Where the School terminates an applicant's application prior to the programme start date or requires a student to withdraw following the termination of their registration, we may retain any fees paid by or on behalf of the applicant.
9. The provisions set out in paragraphs 1 to 7 above shall be without prejudice to the School's rights to retain sums paid under the occupancy agreement or other contracts in respect of residential accommodation owned, managed or directly allocated by the School for other non-academic goods or services rendered. In each case the sums retained under paragraphs

1 – 7 above shall be retained as liquidated damages, compensating the School for the loss that it has suffered due to the vacancy on its programme of study. However, the sums so retained shall be in settlement only of losses related to the vacancy and shall not preclude the School from bringing any other claims arising which are not in respect of losses arising from the vacancy in the programme.

03

UNDERGRADUATE ADMISSION POLICY



1. SCOPE

1.1 This Undergraduate Admissions Policy applies to the admission of undergraduate students to Accra Business School.

2. PRINCIPLES

2.1 Accra Business School is committed to recruiting high-quality students by identifying merit and potential and ensuring that its admissions process is fair and transparent to all regardless of background.

2.2 Accra Business School 's Admissions Policy is aligned with the School 's Strategic Plan and all relevant legal and regulatory requirements along with recognised good practice in fair admissions to Higher Education.

3. GOVERNANCE

3.1 The Academic Board is "the supreme governing body of the School in all academic matters" and has the specific responsibility to regulate "the admission of persons to courses of study".

3.2 Policy in respect of admissions is monitored and developed by the Vice President through the Academic Affairs Committee and the Academic Board.

3.3 Academic Affairs Committee is chaired by the Vice President. Academic Affairs Committee, through its Access and Admissions Sub-Committee, is responsible for monitoring admissions and recruitment policies and outcomes at School and departmental levels.

3.4 Boards of Studies of individual Departments are responsible for:

- a) the setting of entry standards and selection criteria, in the context of policy set by Academic Affairs Committee and the Academic Board.
- b) in partnership with Recruitment and Admissions, recruiting applicants to programmes of study within the Board's jurisdiction;
- d) implementing School admissions policy within the particular context of each department.
- e) developing its portfolio of courses mindful of the availability of prospective undergraduates for the specific programmes on offer and the need to ensure that, wherever possible, courses should appeal to a diverse range of applicants;
- f) monitoring admissions data and identifying any areas of concern and action required in consultation with Recruitment & Admissions;
- g) ensuring that any departmental developments or constraints that affect recruitment and admissions to programmes of study are identified and communicated effectively to Recruitment & Admissions and other departments of the School as applicable.

3.5 Recruitment & Admissions are responsible for:

- a) applying the entry criteria and selection criteria as set by the Boards of Studies and/or Academic Board in considering applications for admission to undergraduate programmes;
- b) making decisions on undergraduate applications for admission and, on an exceptional basis, referring applications requiring further academic judgement to admissions leads within departments;
- c) identifying trends in recruitment and admissions and providing timely information to admissions leads and/or Boards of Studies within departments so that appropriate action can be identified and agreed;
- d) monitoring admissions and recruitment activity and providing accurate and timely statistical and management information to the School;
- e) handling enquiries relating to undergraduate programmes and applying to the

School and providing expert information, advice and guidance, in writing and verbally that promotes the School, its departments and individual programmes of study;

f) undertaking school's liaison work and planning and delivering, in partnership with academic departments, and professional services, open and visit day activity.

4. MANAGEMENT OF PROCESS

4.1 Students applying to Accra Business School complete the following process:

They apply to an academic programme of study. All undergraduate applications are considered by Admissions Administrators for the appropriate Academic Departments against criteria that have been set by departmental admissions leads. Applicants for foundation programmes will be considered by the admissions selectors for those programmes. The School will decide at this point whether or not to make an offer of a place to study.

4.2 Recruitment and Admissions is responsible for:

- a) the implementation and daily management of undergraduate admissions within the School;
- b) making decisions on applications on behalf of the Boards of Studies in line with departmental entry and selection criteria, including which applications will receive offers to study at the School;
- d) providing expert advice and guidance to applicants, prospective applicants and their advisors; e) Conversion and recruitment activities, including mailings via the open/visit day planning;
- f) all monitoring and reporting on undergraduate admissions to Academic Board, Academic Affairs Committee and academic departments;
- g) advising departments on qualification equivalency in conjunction with, where appropriate, the International Office;

- h) advice, guidance and interpretation of regulations and procedures;
- i) fee status assessment;
- j) investigating applicants who have declared a criminal conviction as part of the admission process.

4.3 Boards of Studies are responsible for setting the entry and selection criteria for programmes, subject to agreement, as required, by Academic Affairs Committee and/or Academic Board, Admissions leads, reporting to the Board of Studies, will also be responsible for delivering recruitment and conversion activity related to their programmes, including delivering content for communications and knowledge base articles, operating individual departmental visits and delivering open and visit day activity.

4.4 The Halls and Student Wellbeing Office are responsible for all aspects of the Hall allocation process and considering any declared unspent criminal convictions.

5. COMMUNICATION

5.1 The School will send all direct communications via email. It is the responsibility of applicants to ensure that their contact details, including their email address, are up-to-date and relevant. If details change from those submitted on the application at any point during the admissions process (including during gap years if applicable) the applicant must notify the School immediately. The School will not be liable for non-receipt of email or other correspondence sent in good faith to the address or addresses provided.

6. STAFF DEVELOPMENT AND TRAINING

6.1 The School supports the principle that states ‘A fair admissions system should be professional in every respect and underpinned by appropriate institutional structures and processes.

6.2 All staff involved in making admissions decisions are required to complete a compulsory

training programme and yearly refresher training, organised by Recruitment and Admissions.

7. INFORMATION

7.1 The main sources of information on undergraduate admissions are:

- a) The School Undergraduate Prospectus, issued on a yearly basis 18 months ahead of the entry it is describing and containing general information on the School;
- b) The School's web-site, which displays regularly updated information on admissions, course information and the School in general;
- c) This information includes typical offers, subject-specific entry criteria, course information and information about how applications are considered;
- d) The School also provides opportunities to visit the School and discover further information through open days, visit days and other visit opportunities.

8. POLICY ON DEFERRED ENTRY

8.1 The School generally welcomes applications from students who intend to defer their entry for a year, although there are limits to the number of deferred places on offer and some departments do not consider applications for deferred entry. Applicants should check the policy of the Department that delivers the programme that they are interested in studying before submitting an application.

9. SELECTION

9.1 Accra Business School is interested in recruiting students able to develop both academically and personally within an environment that is attractive to and supportive of an increasingly diverse and international student population. We therefore also value the non-academic attributes of applicants, recognising the importance of merit and potential in these areas as important contributors to School and Hall life.

9.2 All applicants are judged on the basis of merit and potential, including their motivation to benefit from the range of academic opportunities available within the School and the contribution that a student can make to and benefit from School life including the Hall community and wider student experience. Course-specific interpretations of merit and potential are published in the School's undergraduate prospectus and on the School website or can be discussed with Recruitment & Admissions, Accra Business School.

The School interprets "merit" as the positive attributes of an applicant seeking to study at ABS, which is based on the evidence of prior achievement. Taking account of the context of prior achievement, the School judges "potential" as the scope for a student to benefit from what ABS has to offer, and the promise for future achievement and contribution to the School.

9.3 For the majority of applicants the primary means of assessment is the information provided in the application. This information is collected and provided in a standard format and enables students to be assessed in a fair and transparent manner.

9.4 Admissions staff will look carefully for evidence of merit and potential in the application, including:

- a) prior and (where known) predicted exam performance;
- b) the personal statement;
- c) the reference;
- d) development of study skills;
- e) motivation for the degree programme applied for;
- f) independence of thought and working;
- g) skills derived from non-academic extra-curricular activity such as engagement in sport, the arts, voluntary or community work and/or paid employment.
- h) contextual evidence of merit and potential

9.5 Accra Business School uses contextual data and information relating to applicants to assist in

the admissions process. This data and information can be used on a case-by-case basis to assess an applicant's merit and potential, in the context of their individual circumstances. Contextual data includes educational, geodemographic and socio-economic background data, such as data about an applicant's home postcode. Contextual information relates to individual applicant circumstances, such as if they have been in care, or involved in widening participation activities offered by the School. The aim of contextual data and information is to form a more complete picture of the applicant.

9.6 Accra Business School does not use interviews as a means for selection except in the following circumstances:

- a) where external bodies determine that interviewing is compulsory (e.g., applicants to British degree programmes);
- b) applicants who do not in their application show adequate evidence of recent and relevant knowledge or who have experienced a break in their study prior to application. This will be determined by the School on an individual basis, having considered all the information provided in the application.

There may arise exceptional circumstances, other than those listed above, when an interview is considered necessary. Such cases should be referred to the Head of Admissions Services for consideration.

Applicants who are resident outside of Ghana will not normally be invited to attend an interview in ABS but may be invited to an interview in their home country or remotely (via Google Hangout/Zoom, for example).

Applicants may be invited to ABS to meet Departmental staff once an offer has been made in order to discuss the details of specific degree programmes and find out further information regarding the Department and the wider student experience.

9.7 We seek to ensure that all of our assessment methods are reliable and valid. Our admission assessment methods are developed and approved by Academic Affairs Committee, which reports

to Academic Board, with support provided by Recruitment and Admissions. Any change in assessment method requires approval from Academic Affairs Committee and Academic Board. Admissions Staff will make decisions in accordance with Academic Affairs policy.

9.8 Applicants can prepare for assessment by referring to programme-specific information provided in the Courses Information system (www.abs.ac.uk).

9.9 Accra Business School aims to provide decisions as quickly as possible but it will be necessary to hold some decisions in order to comply with equal consideration requirements.

10. DIVERSITY

10.1 We are committed to increasing the diversity of the student body and welcome and encourage applications from students from all backgrounds. Our admissions process is designed to take a holistic approach that considers the individual academic journey of each applicant. Recruitment and Admissions provide targeted advice and guidance to support prospective applicants from under-represented groups to progress to the School specifically and higher education generally.

10.2 We monitor closely the diversity of our student body and our admissions process more generally to ensure that barriers do not exist for applicants of any type regardless of social, cultural, ethnic, educational or economic background. At any one stage in the assessment process, all applicants will be given an equal opportunity to demonstrate their merit and potential.

10.3 Accra Business School is committed to admitting high quality students. This is typically evidenced by maintaining high entry standards but we recognise other evidence of merit and potential that can and does contribute to our decision to admit.

10.4 As a global institution and an international scholarly community, we welcome and encourage applications from non-Ghanaian students. Therefore, we allocate a proportion of our places annually to students from outside of Ghana and work with agents and other providers to fill these places.

10.5 We have a commitment to Fair Access that is an integral part of the School Strategy. This commitment includes an aim to increase the number of students from underrepresented groups. To effect this change, we make available guaranteed and reduced offers to applicants who meet our fair access criteria. Further information is available on our website.

10.6 Accra Business School Disability Support provides advice and practical support to all applicants to the School who have stated a disability. Further information can be found at www.abs.edu.gh. Any disability that an applicant declares will not affect the academic assessment of their application. Applicants are encouraged to declare any disabilities which may require reasonable adjustment on the application or during the admissions process so that Disability Support may begin to explore what adjustments may be required to facilitate progression to ABS and to ensure any identified support can be in place when students arrive to commence their studies.

11. SCHOOL SCHOLARSHIPS

11.1 Accra Business School operates scholarship schemes designed to help recruit students with exceptional merit and potential in their academic studies, in music, the arts and sport. Particular arrangements exist for these schemes. Further information is available on our website at www.abs.edu.gh.

12. FEEDBACK

12.1 Admissions staff are required to record the reasons for admissions decisions together with supporting information. If unsuccessful applicants receive an offer for an alternative course to the one they originally applied for, feedback will be provided directly via email.

13. COMPLAINTS & APPEALS

13.1 The School publishes a complaints policy for applicants. Complaints should be submitted in writing. A complaint is defined as a specific concern related to a procedural error, irregularity or mal-administration in the admissions procedures or policies. Complaints on any other grounds or dealing with processes or decisions not linked to an application or admission to the School will not be accepted under this policy.

13.2 Requests by an unsuccessful applicant for a formal review of the outcome of an admissions decision, with an aim of overturning or changing that decision, will not be considered.

13.3 Applicants will not be discriminated against in any further application should they request feedback or make a complaint under the School 's policies and procedures.

14. FRAUDULENT STATEMENTS/OMISSIONS AND PLAGIARISM

14.1 Applicants suspected of providing, or found to have provided, false information will be declined admission. The same is true for applicants who are suspected of omitting, or found to have omitted, information that they are required to disclose according to ABS regulations or which may have had a material effect on the outcome of their application.

14.2 The School has the power to withdraw an offer or acceptance prior to matriculation and registration and to require a matriculated and/or registered student to withdraw, immediately, upon written notice, where the School becomes:

a) of the reasonable opinion that the applicant, or someone making the application in their name, or the matriculated or registered student failed to supply relevant information, or supplied false or misleading information, relating to their application matriculation or registration;

b) aware of previously unknown information relating to the application, matriculation

or registration (including, but not restricted to criminal convictions and other conduct) which, in the School 's reasonable opinion, makes it inappropriate for the applicant, matriculated or registered student to study on the programme.

15. OTHER RELEVANT POLICIES

15.1 The Undergraduate Admissions Policy is supported by a number of policies, processes and sources of information, advice and guidance designed to minimise barriers to potential applicants that include:

- a) Notification of Academic and Personal details for Admission, Matriculation and Registration Purposes
- b) Regulations for Undergraduate Matriculation
- c) Data Protection Policy and Student Privacy Notice
- d) Accra Business School Diversity and Equality Policy
- e) Applicants who have a stated disability
- f) Applicants who will be under 18 at entry
- g) Mature applicants
- h) Applicants who disclose a criminal conviction⁷
- i) Advice on qualifications and their equivalency
- j) Credit transfer arrangements
- k) Student Protection Plan

04

POSTGRADUATE TAUGHT ADMISSION POLICY



1. SCOPE

1.1 The Postgraduate Taught Admissions Policy applies to the admission of students to postgraduate taught and postgraduate research programmes at Accra Business Schools. It takes effect from October 2022 and replaces Accra Business School's previous Postgraduate Admissions Policy.

2. PRINCIPLES

2.1 Accra Business Schools is committed to recruiting the most able and talented postgraduate students from across the world. It seeks to achieve this by identifying merit and potential and ensuring that its admissions process is open, fair and transparent to all with the potential to meet our entry requirements, regardless of background.

2.2 Accra Business School's Admissions Policy is aligned with the School's Strategic Plan (2022-2027) and all relevant legal and regulatory requirements along with recognised good practice in fair admissions to Higher Education.

3. GOVERNANCE

3.1 Academic Board is "the supreme governing body of the School in all academic matters" and has the specific responsibility to regulate "the admission of persons to courses of study".

3.2 Policy in respect of admissions is monitored and developed by the Vice President through the Academic Affairs Office and Academic Board.

3.3 Academic Affairs Office and Academic Board is chaired by the Vice President. The Academic Affairs Office, through its Access and Admissions Committee, is responsible for monitoring admissions and recruitment policies and outcomes at School and departmental levels.

3.4 Boards of Studies of individual Departments are responsible for the setting of entry standards and selection criteria, in the context of policy set by Academic Affairs Office and Academic Board.

4. MANAGEMENT OF ADMISSIONS

4.1 The Vice President takes executive responsibility for admissions at a strategic level and is supported by senior staff at the level of the Vice President, Heads of Department and Heads of professional support services.

4.2 Target numbers for postgraduate taught admissions are determined through the School's annual planning round.

4.3 Operationally, the postgraduate taught admissions process is managed institutionally by Recruitment and Admissions, and the following units have responsibility for specific parts of the process:

- Academic Departments
- The Halls
- The International Office
- The Student Immigration

5. APPLICATION PROCESS

5.1 If spaces are available applications are welcomed up until the start of a postgraduate taught programme. Some programmes are very popular and may therefore operate a closing date or dates. Where this is set in advance it will be published on the department's web pages. In deciding when to submit an application, applicants are recommended to take into account factors such as securing accommodation and, if appropriate, deadlines for applying for funding or for a visa for study.

5.2 Students applying to Accra Business School apply to an academic programme of study and are offered a place on a programme of study. Subsequently they are allocated to a Hall.

5.3 The offer of a place at Accra Business School is separate to any offer of funding. Applicants are responsible for sourcing the funding required to complete their programme, regardless of whether this is provided by the School or any third party.

5.4 Applications to most programmes are made direct to the School via an online application form.

5.5 Some programmes charge an application fee. Where this exists, information on the fee will be provided on the School's website. Applications for these programmes will only be considered once the required fee has been received.

5.6 Applicants can contact the School to check their eligibility for specific programmes and/or the availability of funding.

5.7 In certain circumstances the School may contact applicants as part of the admissions process to request further information to help in their consideration of the application.

5.8 Subject to such limitations on entry standards as might be determined by Academic Board, academic departments set the selection criteria for a programme. Selection decisions are then made by selectors in Recruitment and Admissions. The formal decision (offer or unsuccessful) is made by staff in Recruitment and Admissions.

5.9 Once an offer is received, applicants will be eligible to apply for Hall membership, with or without accommodation. All taught postgraduate students are members of a Hall throughout their time at Accra Business School, whether they live in Hall accommodation or elsewhere. Applicants who accept an offer from the School can express a preference for a particular Hall but this is neither guaranteed nor compulsory. If an applicant prefers not to select a Hall, or cannot be placed in their preferred Hall, then the Halls Office will select a Hall on their behalf. The Hall allocation process is separate from, and does not influence, whether to offer a place to study at Accra Business School.

6. STAFF DEVELOPMENT AND TRAINING

6.1 The School adheres to all relevant legal and regulatory requirements along with recognised good practice in fair admissions to Higher Education. All admissions decisions are made by those equipped to make the required judgements and competent to undertake their roles and responsibilities.

6.2 All staff involved in making admissions decisions are required to complete a compulsory introductory training programme and yearly refresher training.

7. INFORMATION

7.1 The main sources of information on postgraduate taught admissions, including scholarships and bursaries, are:

- The School web-site, which displays regularly updated information on admissions details by programme;
- The ABS Postgraduate Prospectus, issued on a yearly basis approximately 12 months ahead of the relevant academic year of entry. The Prospectus is comprised of two parts: a document containing general information about postgraduate study at the School and department-specific information;
- ABS programmes. This information includes typical offers, subject specific entry criteria, course information and information about how applications are considered;
- Members of staff at the School;
- The School also provides opportunities to visit the School and discover further information through open days and events, which are held throughout the year at many convenient locations across Ghana and internationally.

8. POLICY ON DEFERRED ENTRY

8.1 Most departments in the School welcome applications from students who intend to defer their entry, although students can only defer one year at a time up to a maximum of two times. A small number of departments do not normally accept requests to defer entry but in those cases, the applicant will be advised to submit a new application during the following admissions cycle. Applicants should note that deferring entry might impact on their ability to obtain funding.

9. SELECTION

9.1 Accra Business School is interested in recruiting students able to develop both academically and personally within an environment that is attractive to and supportive of an increasingly diverse and international student population. Achievement or predicted achievement of the required qualifications does not guarantee an offer of a place. All applicants are judged on the basis of merit and potential, including their motivation to benefit from the range of academic opportunities available within the School. All of the information included in the application will be considered, including reference(s) and the personal statement. Course-specific interpretations of merit and potential are published in the School postgraduate prospectus, on the School web-site or can be discussed with Recruitment and Admissions. The School interprets “merit” as the positive attributes of an applicant seeking to study at ABS, which is based on the evidence of prior achievement and experience. Mindful of the context of prior achievement, the School judges “potential” as the scope for a student to benefit from what ABS has to offer, and the promise for future achievement. This might be exemplified by professional experience. The School values the wider contribution that a student can make to School life.

9.2 Entry criteria are published for each programme. Applicants who do not meet these entry requirements but are nonetheless assessed as being suitably able and qualified to undertake the programme of study might be granted a concession.

9.3 Some applicants will be interviewed prior to a decision on their application, such as is typical for the MBA or MSc programmes.

9.4 We seek to ensure that all of our selection methods are reliable and valid. Our admission selection methods are developed and approved by School Academic Affairs Committee, which reports to Academic Board, with support provided by Recruitment & Admissions. Any change in selection method requires approval from the Academic Board. Admissions Staff will make decisions in accordance with School admissions policy.

10. APPLICANTS WITH A DISABILITY

10.1 We strongly encourage applicants with a disability to disclose this to the School, to enable any necessary reasonable adjustments to be planned in support of their education.

10.2 Applications from students who declare a disability will be considered on the same criteria and principles as for other candidates.

10.3 In exceptional circumstances, the School may need to take into account any overriding health and safety concerns, barriers relating to professional requirements such as fitness to practice, or the School's ability or inability to make any necessary adjustments. Such cases will be addressed on an individual basis and in discussion with the individual applicant to find solutions and/or alternative programmes.

10.4 The Accra Business School Disability Service provides advice and practical support to all applicants to the School who have stated a disability.

11. DEPOSITS

11.1 The School reserves the right to charge a tuition fee deposit. All self-financing overseas students applying for postgraduate taught programmes at Accra Business School are required to

pay a tuition fee deposit if they accept an offer. The tuition fee deposit is paid before the School issues a Confirmation of Acceptance to Study (CAS) number, which overseas students need in order to apply for a visa.

11.2 Deposits are also payable by Home applicants to some programmes, e.g. Masters programmes in Business and Finance.

11.3 Applicants will be notified that a deposit is required as part of their offer.

12. SCHOOL SCHOLARSHIPS

12.1 An offer of a place on a postgraduate programme is independent from a decision about funding. Accra business School offers a wide range of full and partial funding opportunities to outstanding applicants wishing to study towards Masters degrees. Further information can be found on the School's website.

13. FEEDBACK

13.1 Admissions staff are required to document the reasons for admissions decisions.

13.2 Feedback will be provided only on request. A request must be made in writing (by email or letter), including details of the applicant's full name, date of birth, home address and programme applied for.

13.3 Under the Data Protection Act a request for feedback should come from the applicant or from someone to whom the applicant gives express and voluntary consent, in writing, to act on their behalf. Feedback will only be provided to a third party if the applicant has given prior, express and voluntary consent, in writing. Without this permission, it will not be possible to provide feedback to any third party.

13.4 The School undertakes to reply to all requests for feedback, but applicants should note that the School prioritises making decisions on applications over providing feedback to unsuccessful applicants. Therefore, at certain times of the year there may be a delay in receiving a response to any request. Further details, including typical response times, can be found on our website.

13.5 Feedback will be provided once per course and per application. The School will not respond to further requests for feedback on unsuccessful applications where feedback has already been provided. Unfortunately, Recruitment and Admissions are not able to enter into further discussions about any feedback provided.

14. COMPLAINTS

14.1 The School publishes a complaints policy for applicants. Complaints should be submitted in writing. A complaint is defined as a specific concern related to a procedural error, irregularity or mal administration in the admissions procedures or policies. Complaints on any other grounds or dealing with processes or decisions not linked to an application or admission to the School will not be accepted under this policy.

14.2 Requests by an unsuccessful applicant for a formal review of the outcome of an admissions decision, with an aim of overturning or changing that decision, will not be considered.

14.3 Applicants will not be discriminated against in any further application should they request feedback or make a complaint under the School's policies and procedures

15. FRAUDULENT STATEMENTS/OMISSIONS AND PLAGIARISM

15.1 Every applicant and registered student is required to disclose to the School all academic and personal information material to an application made by the applicant or in their name and to their matriculation and registration. Applicants and matriculated and/or registered students, and those

acting in their name, also have a continuous obligation to notify the School of changes in their circumstances.

15.2 The School has the power to withdraw an offer or acceptance prior to matriculation and registration and to require a matriculated and/or registered student to withdraw, immediately, upon written notice, where the School becomes:

a) of the reasonable opinion that the applicant, or someone making the application in their name, or the matriculated or registered student failed to supply relevant information, or supplied false or misleading information, relating to their application, matriculation or registration;

b) aware of previously unknown information relating to the application, matriculation or registration (including, but not restricted to, criminal convictions, and other conduct) which, in the School's reasonable opinion, makes it inappropriate for the applicant, matriculated or registered student to study on the programme.

16. OTHER RELEVANT POLICIES

16.1 The Postgraduate Admissions Policy is supported by a number of policies, processes and sources of information, advice and guidance designed to minimise barriers to potential applicants that include:

- Regulations for Matriculation
- ABS School Diversity and Equalities Policy
- Data Protection Policy and Student Privacy Notice
- Applicants who have a stated disability
- Advice on qualifications and their equivalency
- English Language Proficiency
- Credit transfer arrangements
- Student Protection Plan

05

POSTGRADUATE RESEARCH ADMISSION POLICY



1. SCOPE

1.1 The Postgraduate Admissions Policy applies to the admission of students to postgraduate research programmes at Accra Business School.

2. PRINCIPLES

2.1 Accra Business School is committed to recruiting the most able and talented postgraduate research students from across the world. It seeks to achieve this by identifying merit and potential and ensuring that its admissions process is open, fair and transparent to all with the potential to meet our entry requirements, regardless of background.

2.2 Accra Business School's Admissions Policy is aligned with the School's Strategic Plan (2022 - 2027) and complies with the quality framework provided by the Ghana Tertiary Education Commission (GTEC) and all relevant equalities legislation.

3. GOVERNANCE

3.1 Academic Board is "the supreme governing body of the School in all academic matters" and has the specific responsibility to regulate "the admission of persons to courses of study".

3.2 Policy in respect of admissions is monitored and developed by the Vice President through the Academic Affairs Office and Academic Board.

3.3 Academic Affairs Committee is chaired by the Vice President. Academic Affairs Committee, through its Access and Admissions Committee, is responsible for monitoring admissions and recruitment policies and outcomes at School, Faculty and departmental levels.

3.4 Boards of Studies of individual Departments are responsible for the setting of entry standards and selection criteria, in the context of policy set by Academic Affairs Office and Academic Board.

4. MANAGEMENT OF ADMISSIONS

4.1 The President takes executive responsibility for admissions at President. and heads of professional support services.

4.2 Target numbers for postgraduate research admissions are determined through the School's annual planning round.

4.3 Operationally, the postgraduate research admissions process is managed institutionally by Recruitment and Admissions, and the following units have responsibility for specific parts of the process:

- Academic Departments
- The Halls
- The International Office
- The Student Immigration and Financial Support Office

5. APPLICATION PROCESS

5.1 If spaces are available applications are welcomed up until the start of a postgraduate research programme. Some programmes are very popular and may therefore operate a closing date or dates. Where this is set in advance it will be published on the department's web pages. In deciding when to submit an application, applicants are recommended to take into account factors such as securing accommodation¹ and, if appropriate, deadlines for applying for funding or for a visa for study.

5.2 Students applying to Accra Business School apply to an academic programme of study and are offered a place on a programme of study. Subsequently they are allocated to a Hall. The offer of a place at the School is also separate to an offer of funding.

5.3 Applications to most programmes are made direct to the School via an online

application form.

For applications to research degrees, part of the application process involves the discussion of a research proposal. Applicants can contact the Department to check that it has a suitably qualified supervisory team and appropriate academic facilities before applying. In certain circumstances the School may contact applicants to request further information in order to consider their application. Some programmes may charge an application fee.

5.4 Subject to such limitations on entry standards as might be determined by Academic Board, academic departments set the selection criteria for a programme. Selection decisions are then made by academic selectors or by delegated and trained selectors within the department or professional services. The formal offer or rejection is made by staff in Recruitment and Admissions or by other staff delegated to do so.

5.5 The Halls Office will contact applicants when they have accepted an offer from the School with an online application for Hall membership only or Hall membership and Hall accommodation. All postgraduates are members of a Hall throughout their time at Accra Business School, whether they live in Hall accommodation or elsewhere. Applicants who accept an offer from the School can express a preference for a particular Hall but this is neither guaranteed nor compulsory. If an applicant prefers not to select a Hall, or cannot be placed in their preferred Hall, then the Halls Office will select a Hall. The Hall allocation process is separate from, and does not influence, whether to offer a place to study at Accra Business School.

6. STAFF DEVELOPMENT AND TRAINING

6.1 The School adheres to all relevant legal and regulatory requirements along with recognised good practice in fair admissions to Higher Education . All admission decisions are made by those equipped to make the required judgements and competent to undertake their roles and responsibilities.

6.2 All staff involved in making admissions decisions are required to complete a

compulsory introductory training programme and yearly refresher training.

7. INFORMATION

7.1 The main sources of information on postgraduate research admissions, including scholarships and bursaries, are:

- The School web-site, which displays regularly updated information on admissions details by programme;
- The School Postgraduate Prospectus, issued on a yearly basis approximately 12 months ahead of the relevant academic year of entry. The Prospectus is comprised of two parts: a document containing general information about postgraduate study at the School and department-specific information;
- Members of staff at the School, for instance in discussing research proposals;
- The School also provides opportunities to visit the School and discover further information through open days and events, which are held throughout the year at many convenient locations across the UK and internationally.

8. POLICY ON DEFERRED ENTRY

8.1 The School generally welcomes applications from students who intend to defer their entry, although students can only defer one year at a time up to a maximum of two times. Deferring entry might impact on a student's ability to obtain funding.

9. SELECTION

9.1 Accra Business School is interested in recruiting students able to develop both academically and personally, within an environment that is attractive to and supportive of an increasingly diverse and international student population. Achievement or predicted achievement of the required qualifications does not guarantee an offer of a place. All applicants are judged on

the basis of merit and potential, including their motivation to benefit from the range of academic opportunities available within the School. All of the information included in the application will be considered, including reference(s) and the personal statement. A suitably qualified supervisory team and appropriate academic facilities will be an essential consideration in assessing applications to postgraduate research degrees. Course-specific interpretations of merit and potential are published in the School postgraduate prospectus, on the School web-site or can be discussed with individual departments. The School interprets “merit” as the positive attributes of an applicant seeking to study at ABS, which is based on the evidence of prior achievement and experience. Mindful of the context of prior achievement, the School judges “potential” as the scope for a student to benefit from what ABS has to offer, and the promise for future achievement. This might be exemplified by professional experience. The School values the wider contribution that a student can make to School life.

9.2 Entry criteria are published for each programme. Applicants who do not meet these entry requirements but are nonetheless assessed as being suitably able and qualified to undertake the programme of study might be granted a concession.

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9.3 Some applicants will be interviewed prior to a decision on their application.

9.4 We seek to ensure that all of our selection methods are reliable and valid. Our admission selection methods are developed and approved by Academic Affairs Committee, which reports to Academic Board, with support provided by Recruitment & Admissions. Any change in selection method requires approval from EC and Academic Board. Department and Hall Admissions Staff will make decisions in accordance with School admissions policy.

10. APPLICANTS WITH A DISABILITY

10.1 We strongly encourage applicants with a disability to disclose this to the School, to

enable any necessary reasonable adjustments to be planned in support of their education.

10.2 Applications from students who declare a disability will be considered on the same criteria and principles as for other candidates. A decision may need to take into account any overriding health and safety concerns, barriers relating to professional requirements such as fitness to practice, or the School's ability or inability to make any necessary adjustments. Such cases will be addressed on an individual basis.

10.3 The Accra Business School Disability Service provides advice and practical support to all applicants to the School who have stated a disability.

11. DEPOSITS

11.1 The School reserves the right to charge a tuition fee deposit.

12. SCHOOL SCHOLARSHIPS

12.1 An offer of a place on a postgraduate research programme is independent from a decision about funding. Accra Business School offers a wide range of full and partial funding opportunities to outstanding applicants wishing to study towards Doctoral degrees. Further information can be found on the School's website.

13. FEEDBACK

1.1 Admissions staff are required to document the reasons for admissions decisions.

13.2 Feedback will be provided only on request. A request must be made in writing (by

email or letter), including details of the applicant's full name, date of birth, home address and programme applied for.

13.3 Under the Data Protection Act a request for feedback should come from the applicant or from someone to whom the applicant gives express and voluntary consent, in writing, to act on their behalf. Feedback will only be provided to a third party if the applicant has given prior, express and voluntary consent, in writing.

13.4 The School undertakes to reply to all requests for feedback, but applicants should note that the School prioritises making decisions on applications over providing feedback to unsuccessful applicants and therefore at certain times of the year there may be a delay in providing feedback.

14. COMPLAINTS

14.1 The School publishes a complaints policy for applicants. Complaints should be submitted in writing. A complaint is defined as a specific concern related to a procedural error, irregularity or mal-administration in the admissions procedures or policies. Complaints on any other grounds or dealing with processes or decisions not linked to an application or admission to the School will not be accepted under this policy.

14.2 Requests by an unsuccessful applicant for a formal review of the outcome of an admissions decision, with an aim of overturning or changing that decision, will not be considered.

14.3 Applicants will not be discriminated against in any further application should they request feedback or make a complaint under the School's policies and procedures.

15. FRAUDULENT STATEMENTS/OMISSIONS AND PLAGIARISM

15.1 Every applicant and registered student is required to disclose to the School all academic and personal information material to an application made by the applicant or in their name and to their matriculation and registration. Applicants and matriculated and/or registered students, and those acting in their name, also have a continuous obligation to notify the School of changes in their circumstances.

15.2 The School reserves the right to cancel an application or withdraw any offer if it is found that an application contains false, plagiarised or misleading information.

16. OTHER RELEVANT POLICIES

16.1 The Postgraduate Research Admissions Policy is supported by a number of policies, processes and sources of information, advice and guidance designed to minimise barriers to potential applicants that include:

- Regulations for Matriculation
- Accra Business School Diversity and Equalities Policy
- Data Protection Policy and Student Privacy Notice
- Applicants who have a stated disability
- Advice on qualifications and their equivalency
- English Language Proficiency
- Credit transfer arrangements

06

COMPLAINTS PROCEDURE
FOR APPLICANTS:
GUIDANCE FOR
COMPLETING THE
COMPLAINT FORM



This guidance should be read in conjunction with the Complaints Procedure for Applicants available at: www.abs.edu.gh.

1. PERSONAL DETAILS

The complaints procedure expects applicants to raise matters of complaint on their own behalf and the decision whether to make a complaint rests with you. Third party complaints will only be investigated in exceptional circumstances, and we will require your written consent. Please be assured that by submitting a complaint to the School applicants will not be discriminated against in any further or future application. Your complaint will be dealt with in confidence. However, the School will need to make appropriate internal enquiries to investigate the matters that are the subject of the complaint on a need-to-know-basis. If your complaint is about a specified member of staff, that member of staff has the right to be supplied with a copy of the complaint and, if necessary, to provide a response to your complaint.

2. CONTACT INFORMATION

Please let us know if you prefer the School to communicate with you by hard copy in the mail or electronically by email. However, in some instances, the School may need to communicate with you using the alternative contact information you provide. For security purposes the contact details you provide should be the same as those provided in your application. If this is not possible please contact the Head of School Admissions for advice (or in their absence the Director of Student Recruitment and Admissions).

3. COMPLAINT SUMMARY

This is the most critical section of the complaint form as any investigation will focus on the main issues raised here. The 500-word limit of this section is in place to encourage you to

think carefully and critically about what your complaint is about and the main issues and areas of dissatisfaction you wish to address. A concise and clear summary of your complaint assists in ensuring that the investigation will focus on the main issues of your complaint and that timescales are met. It is helpful to provide the dates of key events and if appropriate the name, title or responsibility of staff members involved in your complaint. If you do not raise issues in this section they may not be responded to as part of an outcome to any investigation. Where your complaint summary exceeds 500 words or it is unclear what your complaint is about, we may not be able to start an investigation. In these cases you would be signposted to sources of advice and guidance available to you and required to amend and resubmit the form by a specified deadline. Section 6 of the complaint form is available for you to provide additional relevant details of the main issues of your complaints summarised in this section.

4. INFORMAL COMPLAINT ACTION (STAGE 1)

Please provide details of actions you have taken informally to approach and discuss the issues summarised in section 3 with the source of your dissatisfaction or other members of staff. It is important to provide details of what issues you raised and when as this will assist to confirm that you have taken appropriate and reasonable action to resolve this informally and have submitted your complaint within the 3 month timescales. If informal discussions are taking too long (more than a few weeks) or there is particular urgency in your case, you should make that clear in this section as a reason for not completing the informal stage. Where a proposal to resolve your dissatisfaction informally was made please provide your reasons for why it was not acceptable. Occasionally applicants believe that their case is not suitable for informal resolution and proceed directly to the formal stage by submitting a complaint form. If you believe informal resolution is not appropriate in your case you will need to provide reasons why. However, the School may decide that prior to considering a complaint formally at Stage 2 it should be dealt with informally in the first instance. You would be provided with advice and assistance on how to do so.

Notes for consideration about informal complaints: You should raise matters of dissatisfaction as soon as possible, and as close as possible to the source of your dissatisfaction, as complaints that

are dealt with informally at an early stage have the best chance of being resolved effectively. The School is committed to resolving matters of student dissatisfaction informally as this enables a prompt investigation and resolution. You should not delay expressing your dissatisfaction to a staff member. By raising a matter with a staff member you will not be disadvantaged, and action will not be taken against you (except in the rare case where misconduct may be uncovered in the course of looking into your complaint or where issues arise in relation to the Code of Practice on Behaviour in Admissions Complaints).

5. RESOLUTION

You should use this section to describe the outcomes you would like to see implemented should parts of your complaint be upheld. Any outcomes stated by you should be carefully considered, reasonable in scope and within the School's ability to fulfil. Some potential or frequently cited outcomes made in the past are listed below:

- Formal apology from the School
- Reconsideration of an academic decision in light of new evidence
- Changes to admissions procedures or policies
- Additional training for members of staff in one or more areas of admissions responsibility
- Enhancements to the information, advice and guidance provided for applicants.

Outcomes that cannot be considered:

- Academic Judgement: It is not possible for a complaint considered under this procedure to reach a decision that interferes with the normal operation of academic judgments made by admissions staff with authority to make admissions decisions delegated by Senate. As entry to our programmes is competitive the School will make academic judgements that applicants may not agree with. This is not grounds for complaint. An academic decision is only reviewed if there is evidence that the policy or procedures of the School have not been followed and that this has had a material and negative impact on the outcome of an application.

- Breaches of Law: It is not possible for a complaint considered under this procedure to reach a decision that a member of staff should be disciplined or removed from post as this decision would need to be made in accordance with ABS School Human Resources policies. A complaint will only be able to determine whether or not, in light of the matters raised in the complaint, the School provided a service to an applicant which was in accordance with its own internal policies and procedures.

- Financial Compensation: If you are requesting financial compensation, please note that the complaint process will not normally consider refunds of payments previously made to the School or other organisations as part of the admissions process. Other forms of compensation such as compensation for future loss of earnings or other expenses that you may have encountered as the result of accepting a place for study at the School will not normally be part of an outcome to the complaint process. If you are offered a refund as part of a complaint outcome, you would be required to verify by signature that you accept the refund or compensation in full and final settlement of your complaints. Additional terms may also be applied as necessary with respect to an individual case. You would therefore not be entitled to make further use of the School's internal complaints procedure. This may affect your rights to pursue any legal action against the School.

6. ADDITIONAL COMPLAINT INFORMATION

If necessary, you should use this section to briefly provide additional factual information to support your complaints summarised in section 3. It is not necessary to describe any events complained about in great detail but, when completing this section, it is helpful if you were able to relay any events described in order of the date/time they occurred. You should not expect that the complaint report will specifically comment on the events mentioned by you in this section; however they may be referred to in a more general way. A balance of probabilities is the test that is applied in determining the outcome of the complaint where factual information may be disputed.

7. SUPPORTING INFORMATION

In addition to copies of supporting information, you should provide a descriptive list of the information you are submitting in support of your complaint. By providing a list of information you help the School (and yourself) to ensure that it has received all the documentation. You should specifically refer to information submitted and how it supports your complaints in the appropriate sections. Where you do not refer to information specifically, we may not be able to make a link between it and your complaint. In other words, information not specifically referred to may not be considered relevant to your complaints. If you are not able to submit information to support your complaint, you should provide an explanation for why it was not possible in the circumstances. There are valid situations where it is not possible to provide supporting information. Your complaint would not normally be refused on this basis alone but it may limit the ability of the School to investigate your complaint or support an outcome in your favour. In some cases you may be asked to submit original documents for review but these will be returned to you by registered post. Do not send original documents unless specifically requested; a photocopy or scan will suffice in the first instance. You should retain a copy of any supporting information you submit.

8. DECLARATION AND COMPLAINT SUBMISSION

It is very important that you have read and understood the Complaints Procedure for Applicants prior to signing the complaint form and submitting it. If you have questions about any part of the procedure you should request assistance prior to submission from the Head of School Admissions (or in their absence the Director of Student Recruitment and Admissions). The School will not be able to investigate a complaint where you wish to remain anonymous or where you refuse to permit your complaint to be provided to appropriate members of staff for investigation. In order to properly investigate a complaint it is necessary for staff members who may be the subject of the complaint, or are responsible for responding to the substance of the complaint, to know the identity of the complainant. Please refer to the guidance in section 1 of this document. You may submit the form electronically or by post. If you have more than a few pages of additional supporting information, it may be necessary for you to send this information by hard copy in the post.

When submitting a hard copy complaint by mail you should do so by some form of registered post. An acknowledgement of receipt will be sent to you a few days later. You should retain copies of the complaint form and any supporting information for your own records.

COMPLAINT FORM FOR APPLICANT

This form is only for the purpose of submitting a formal complaint in accordance with Accra Business School’s Complaints Procedure for Applicants.

Applicants who wish to submit a formal complaint to the School are required to read the “Complaints Procedure for Applicants” prior to completing the complaint form.

Where appropriate, following informal attempts to resolve a matter of complaint (Stage 1), students may raise a formal (Stage 2) complaint to the School by completing this complaint form. Guidance for completing the form is available at: www.abs.edu.gh

If you have any queries concerning the completion or submission of this form, please contact the Head of School Admissions. Their contact details can be found in the School’s Complaints Procedure for Applicants.

1.	Personal Details	
	Full Name:	Application ID No:
	Degree or programme applied for:	Year of study:
2.	Contact Information: <i>(Please note that this is the address the School will use while consideration of the complaint is underway)</i> <i>(Please tick the preferred method of communication, if any)</i>	

	<input type="checkbox"/> Address: Telephone No (daytime): <input type="checkbox"/> Email:
3.	Complaint Summary Please provide a clear and concise (no more than 500 words) statement of the main issues or areas of dissatisfaction to be investigated including the dates of key events. <i>(Note: The “Complaints Procedure for Applicants” specifies that a complaint must be raised within 3 months of the events complained about unless evidence is provided of an exceptional reason for the delay)</i>
4.	Informal Complaint Action (Stage 1) Please describe steps taken to informally resolve your complaint prior to making a formal complaint. Where an informal resolution was proposed, please state why it was not satisfactory. If you did not attempt to resolve your complaint informally please describe why, exceptionally, informal action was not appropriate? <i>(Note: in certain cases, the School may decide that attempts at informal resolution have not been fully considered and will notify you what further actions may be required.)</i>

5.	<p>Resolution</p> <p>Please describe what action(s) you wish to see taken to address your complaint. Please note that any expression of preferred outcome will not prejudice our consideration of your complaint.</p>
6.	<p>Additional Complaint Information</p> <p>Please, if necessary and as briefly as possible, provide relevant and significant details about main issues leading to the complaint and their impact on you.</p> <p><i>(Note: details provided in this section may not be directly responded to but will be considered as they relate to the main issues identified in the complaint summary.)</i></p>
7.	<p>Supporting Information</p> <p>Please provide a list of all information submitted in support of your complaint.</p> <p><i>(Note: Relevant information (e.g. emails, letters, etc.) should be submitted as evidence of the main issues in the complaint summary and informal resolution attempts you made. You should make specific references to evidence submitted.)</i></p>
8.	<p>Declaration and Submission</p> <p>I confirm that:</p> <ul style="list-style-type: none"> • the above details and any attached documentation is a true reflection of events to the best of my knowledge and that it does not contain any false or fraudulent information. • I have read and understood the Complaints Procedure for Applicants. • I have submitted this complaint following completion of the informal stage (Stage 1) or I have provided reasons for why I did not consider informal resolution appropriate in the circumstances. <p>I understand that in order to investigate my complaint, any members of staff referred to in the complaint will be made aware of the contents of this form and additional information and, if</p>

<p>necessary, will have an opportunity to comment on them as part of the complaint investigation. I understand that the investigating officer on behalf of Accra Business School will retain a record of that investigation, in accordance with Accra Business School's Complaints Procedure for Applicants.</p>	
<p>Signed:</p> <p>(or type your name if submitting electronically)</p>	<p>Date:</p>
<p>When you have completed all sections please submit this electronically or in paper form together with any supporting information to:</p> <p>Email: admissions.complaint@abs.edu.gh</p> <p>You should normally expect an acknowledgement of receipt within 10 working days of sending this form, although this may take longer for some international post or over some holiday periods. If you have not received an acknowledgement within 15 working days please contact the above person for an update.</p>	

07

ANTI-DISCRIMINATION POLICY



March 2015

PURPOSE

The purpose of this policy is to outline Accra Business School commitment to access, equity and anti-discrimination principles.

OVERVIEW

Accra Business School is committed to ensuring that:

- i. Access and equity principles are applied to all aspects of its operations, promoting full and equal opportunities for all students, prospective students and other clients.
- ii. No person is discriminated against, harassed or treated unfairly in their dealings with Accra Business School.
- iii. Each student has access to the level of support required to enable them to reach their full potential without it causing unjustifiable hardship to the organisation.
- iv. It complies with relevant Equal Opportunity legislation and Discrimination Acts.

SCOPE

This policy applies to the Accra Business School's liaison with all students, prospective students, employers, prospective employers, workplaces, staff and partner organisations.

POLICY

Diversity

1.1 Accra Business School recognises and values the individual differences of its students and the community and recognises that students come into its programs with a wealth of personal knowledge and life experiences.

1.2 Accra Business School recognises that diversity is an opportunity to enrich and extend opportunities for all, by creating an inclusive environment for all people regardless of their background. This is ensured by:

- a) Providing a welcoming and supportive training community;
- b) Offering flexibility in the way in which training and assessment is provided;
- c) Providing reasonable adjustments to training and assessment activities;
- d) Having transparent student and staff recruitment and selection procedures;
- e) Determining the needs of all individuals upon engagement with the organisation;
- f) Providing students, staff and clients access to a range of support services.

Discrimination

2.1 In accordance with legislation, no student, person or organisation will be treated unfairly or discriminated against, on the basis of age, colour, race, gender, religious or political conviction, sexuality, ability or disability, location, family responsibilities, membership or non-membership of an association or for any other stereotypical or illegal reason.

Harassment

3.1 Accra Business School is committed to providing all people with an environment free from all forms of harassment. Accra Business School will not tolerate any behavior that harms, intimidates, threatens, victimizes, offends, degrades or humiliates another person.

Fairness

4.1 The principles and practices adopted by Accra Business School aim to ensure, that current and prospective students, clients and other stakeholders are treated fairly and equitably in their dealings with Almond Institute.

4.2 Accra Business School aims to provide open, fair, clear and transparent policies and procedures for use by staff and students.

4.3 Accra Business School has fair and equitable processes for selecting students for enrolment into its courses. Decisions about student selection are based on clearly defined entry requirements. Students will be selected on the course's publicised criteria. Entry requirements as well as application and enrolment procedures are published in Accra Business School's marketing materials, course guides and on the organisation's website.

4.4 All people will be treated courteously and expeditiously throughout the process of enquiry, selection and enrolment and throughout their participation in a course.

Exclusion from services

5.1 A person may not be permitted to access our services if:

- a) they have a criminal history that impacts on the requirements of the course or vocation of the area being studied
- b) the student requires delivery in a language other than that being offered by Accra Business School in accordance with the related Training Package
- c) the student requires special services or facilities and provision of such would cause unjustifiable hardship to the organisation.

Equity in access

6.1 Accra Business School provides equity in access to the level of training and support required by each student. All students are supported in a manner that enables them to achieve their full potential and success in their training outcomes. All students are provided with opportunities to develop and successfully gain skills, knowledge and experience through education and training.

6.2 Accra Business School provides equitable access to training and education services by:

- a) Offering culturally appropriate training and assessment resources that are relevant to student needs and circumstances
- b) Referring students to support and counseling services where needed

- c) Offering a wide range of course and learning options
- d) Assisting students to arrange additional services if required such as interpreters or trained note takers
- e) Providing courses that are self-paced and flexibly delivered
- f) Encouraging students to be involved in their own feedback and decision making processes to ensure realistic training goals and progress.

Support services

7.1 Support services will be provided to all students who require them.

08

ANTI-SEXUAL HARRASSMENT POLICY



1.0 INTRODUCTION

Accra Business School (ABS) is committed to building and promoting quality teaching and learning environment for staff and students. The institution believes in working and learning in an environment free from all forms of abuses. One of such abuses is sexual harassment at the workplace. This Policy outlines the institution's response to sexual harassment or abuse within the institution community. Sexual harassment or abuse is described as a hazard in workplaces across the globe and is said to stifle the quality of work life and endangers the well-being of women and men. Sexual harassment or abuse adversely also imposes some costs on organizations. Sexual harassment or abuse in this Policy includes the most egregious behaviour prohibited by the criminal law of the Republic of Ghana—rape and sexual assault to conduct which can, in certain instances, be an innocuous part of our day-to-day interaction including unwarranted comments, jokes, gestures and physical contacts.

ABS prohibits any form of sexual harassment in the institution community and such acts shall not be tolerated. All manner of staff and, regardless of status, shall face the full penalties for violating this Policy. It shall be the responsibility of all staff and students to stand against any form of sexual harassment. The Policy shall cover all employees of the institution, appointing authority and students. The Policy introduces the reader to the composition of sexual harassment, the implementation of the Policy and the compliance bodies. It also introduces the reader to the reporting procedure of matters relating to sexual abuse, investigation procedures and sanctions.

1.1 Objectives of the Policy

The primary objective of the Policy is to provide a functional and educational setting that is devoid of any instances of intimidation, discrimination, and abuse based on gender in the University.

The Policy, in particular, aims to:

- i. Develop strategies to mitigate instances of sexual harassment within the University setting.
- ii. Establish effective protocols to address incidents of sexual harassment should they arise.
- iii. Implement suitable disciplinary measures against individuals found guilty of perpetrating sexual harassment within the University community.

1.2 Definition of Terms

a) Sexual Harassment

It is defined as an interaction between individuals of the same or opposite sex that involves:

- i. Unwelcoming sexual advances
- ii. Requests for sexual favours
- iii. Unequal treatment on the basis of sex
- ii. Other unwelcome verbal and physical conduct based on an employee's or student's sex.

An unwelcome interaction occurs when:

- Such interaction is made either explicitly or implicitly on the terms or conditions of a person's employment; or
- The rejection or acceptance of such interaction is used as the basis for making employment and grading decisions about a person (for example hiring, firing, failing to honour promotion, reassignment of significantly different responsibilities and a decision causing a significant change in benefits, tempering with students' grades); or
- Such interaction has the purpose or effect of substantially and unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive working or educational environment.

b) Complaint

A verbal complaint or written document prepared by a victim of alleged sexual harassment in violation of this Policy with the consent of a witness.

c) Complainant

An employee/student or other person who reports or files a complaint of alleged sexual harassment.

d) Respondent

An employee/student or other person who is accused of improper conduct in a report or complaint of sexual harassment.

e) Committee

Anti-Sexual Harassment Committee established by ABS to oversee matters relating to sexual harassment.

f) Policy

Anti-Sexual Harassment Policy of Accra Business School (ABS).

1.3 Justification for ABS Disability Policy

The implementation of a comprehensive anti-sexual harassment policy within the institution's setting is not only necessary but imperative for several compelling reasons.

- i. First and foremost, the Policy is designed to create a safe, inclusive, and respectful environment for all members of ABS community, including students, faculty, staff, and visitors. ABS should be a citadel of learning, growth, and personal development, where individuals can thrive without the fear of harassment or discrimination. By establishing an anti-sexual harassment policy, ABS explicitly communicate their commitment to fostering a culture of respect and equality, aligning with their educational mission and ethical principles.
- ii. Additionally, an anti-sexual harassment policy serves to protect the well-being and mental health of individuals within the institution community. Experiencing or witnessing sexual harassment can lead to significant psychological and emotional distress, impacting academic performance, mental health, and overall quality of life. By preventing and addressing instances of sexual harassment, the institution contributes to the holistic well-being of its members, allowing them to focus on their educational and professional goals.
- iii. Furthermore, this Policy helps ABS uphold legal and ethical obligations. Laws and regulations that mandate educational institutions take proactive steps to prevent and respond to sexual harassment. Failure to do so can result in legal consequences. Hence, this robust anti-sexual harassment policy ensures ABS compliance with these legal obligations, safeguarding its reputation and financial stability.
- iv. Moreover, the presence of an anti-sexual harassment policy sends a strong message to current and prospective students and employees that the institution is committed to diversity, equity, and inclusion. It enhances the institution appeal as a place where individuals from diverse backgrounds are welcomed and valued, contributing to a more vibrant and enriching academic environment. This, in turn, seek to attract a broader and more talented pool of students and faculty.

1.4 Composition of Sexual Harassment

Sexual harassment may be perpetrated by men or women of the same or opposite sex as the recipient. It may be committed by individuals or groups of co-workers, students, supervisors, or subordinates. Sexual harassment may include actions and/ or behaviours such as:

- i. Sexually-oriented physical contact or gestures such as touching, patting, or repeated brushing against another's body;
- ii. Unwelcoming propositions or requests for social dates or sexual activity;
- iii. Subtle pressures for sexual activity such as verbal teasing or abuse;
- iv. Unwelcoming sexually-oriented slurs, jokes, bantering, or suggestive comments;
- v. Displaying of sexually explicit or suggestive materials such as posters, pictures, cartoons or calendars in the office;
- vi. Sexually-oriented emails or viewing of sex-oriented websites in the office;
- vii. Sexually-oriented entertainment appearing at the office or any other work-related site or function (e.g., training, conferences, sporting activities etc held away from the work site)

1.5 Scope of the Policy

This Policy is intended to apply to all members of ABS community. The individuals included under this category consist of the institution officials, employees, students, as well as those who act as agents for the institution and are subject to its authority throughout all of its many sites and facilities.

2.0 Implementation and Compliance Institutions

The Vice President shall see to the effective implementation and compliance of the Anti-Sexual Harassment Policy. The Vice President shall ensure that:

The Anti-Sexual Harassment Policy is reflected in all the other policies of the institution. This shall ensure that the Policy is given adequate consideration in all the deliberations in the institution as a means of promoting a peaceful and friendly working and learning environment for employees and students. The implementation and compliance to the Anti-Sexual Harassment Policy shall be:

- i. Stressed in all the other Policies of the institution. These include the ABS Statutes, the Code of Conduct, the Quality Assurance Policy, the Students' Handbook and other regulations of ABS.
- ii. The Anti-Sexual Harassment Policy is made available to all employees and students of ABS. The Policy shall be promoted at all institutional organized functions, training workshops, orientations and induction programmes. The Policy shall be made available online at the institution's website (www.abs.edu.gh)
- iii. Adequate institutional structures are in place to ensure that the implementation and compliance with the Policy become effective to help achieve the aim of the Policy. The enabling environment shall be created to ensure that employees work in a dignified environment and students' study under academically friendly conditions.
- iv. Preventive measures are put in place to prevent sexual harassment and its related abuses rather than waiting for it to occur.
- v. Issues of sexual harassment are dealt with in the most appropriate professional manner in order not to jeopardize the institution's aim of ensuring a friendly working environment.
- vi. Adequate and appropriate sanctions are administered when this Policy is violated.

2.1 The Anti-Sexual Harassment Committee

There shall be a 7–9-member Committee, comprising employees and students of ABS community to oversee all violations of the Policy.

All members of the Committee shall have high credibility, gender sensitivity and technical competency to handle grievance procedures.

a. The composition is as follows:

- i. Chairman appointed by the Vice President
- ii. A lawyer of at least 5 years good standing at the bar appointed by the Vice President
- iii. A student representative
- iv. External member knowledgeable in Gender relations appointed by the Vice President

The Committee may co-opt other knowledgeable external members to serve on the Committee when the need arises.

b. Responsibilities and Roles of the Committee

The Committee shall competently address cases of sexual harassment in the University community by:

- i. Investigation: The Committee shall receive and deal with specific complaints of sexual harassment in the institution as an investigative body in accordance with the grievance procedures outlined in this Policy.
- ii. Education and Training: The Committee shall design education and training programmes to create awareness on the Policy. Such awareness creation programmes shall clearly state what constitutes sexual harassment, reporting procedures and the unit to report issues of sexual harassment to when the Policy is violated.
- iii. Documentation: The Committee shall collect, keep and maintain records of reports of sexual harassment and actions taken in response to reports, including records of investigations, voluntary resolutions, and disciplinary action, as appropriate.
- iv. Reporting: The Committee shall prepare and submit an annual report to the Vice President and the Academic Board on its work.
- v. Sanctions/Disciplinary Actions: The Committee shall formulate and recommend appropriate sanctions to be applied to persons who violate this Policy.

c. Term of office

Members of the Committee shall serve for a term of two years and are eligible for reappointment for another term only.

2.2 Reporting Procedure

Employees or students shall promptly notify the Anti-Sexual Harassment Committee of any instances of sexual harassment. The matter should be promptly reported in order to facilitate a thorough and efficient investigation of the instances.

2.3 Rights of the Complainant

Any employee or student who alleges to be suffering any form of sexual harassment shall immediately report such alleged harassment to the Anti-Sexual Harassment Committee. No one shall fear the possibility of reprimands, teasing, retaliation, or facing any hostile working environment as a result of reporting a case of sexual harassment. The Committee shall professionally address alleged cases of sexual harassment. Complainants shall have an opportunity to appeal when they are not satisfied with verdicts on cases they report to the Committee.

2.4 Rights of the Respondents

Any employee and student who shall respond to complaints made against them shall remain innocent until proven by evidence or self-admission. A respondent to a complaint shall not be intimidated by any person and shall have the opportunity for appeals when they are not satisfied with verdicts on complaints made against them.

2.5 Rights to Representation

Both complainants and respondents shall have the right to be represented by counsel who is a lawyer of good standing.

2.6 False Representation

Anyone who provides reports that are subsequently shown to be false, inaccurate or deliberately creates malevolent reports without proper consideration for veracity shall be liable to face disciplinary measures.

2.7 Review of Policy

This Policy shall be reviewed periodically by the Anti-Sexual Harassment Committee and other

relevant stakeholders of ABS community and approved by the Academic Board.

2.8 Counselling Unit

Students are encouraged to engage the counselling unit of the institution for assistance

Counselor: Lady Olivia Titi-Ofei

Telephone: +233244144369

3.0 Examples of Sexual Harassment Behaviours/Actions

The following are some examples of behaviours or actions that shall constitute sexual harassment under this Policy if respondents are proven to be guilty by the Sexual Harassment Committee.

- i. Disciplining, pestering or dismissing a subordinate who ends a romantic relationship;
- ii. Excessive and unwanted attention in the form of love letters, telephone calls or gifts, stalking;
- iii. Inappropriate displays of sexually suggestive objects or pictures, cartoons, calendars, books, magazines;
- iv. Insults, jokes, or anecdotes that belittle or demean an individual or a group's sexuality or gender;
- v. Passing on pornographic material in print or electronic form or passing written offensive messages of a sexual nature (including e-mails and text messages);
- vi. Retaliation from a person in authority due to refusal of sexual favours which may include limiting opportunities for the complainant and generating gossip against the employee or other acts that limit access or change performance expectations after a subordinate refuse repeated requests for a date;
- vii. Sexual assault, which is an unwanted sexual act done without the consent of one party, and/or that occurs under threat or coercion. Sexual assault includes, but is not limited to, rape, attempted rape, indecent assault, forcible natural sex, forcible anal sex, forcible oral copulation, sexual assault with an object, forcible fondling (e.g., unwanted touching or kissing for purposes of sexual gratification), and threat of sexual assault;
- viii. Suggestions that submission to or rejection of sexual advances will affect decisions regarding such matters as an individual's employment, work assignments, or status, salary, academic standing, grades, receipt of financial aid, or letters of recommendation;
- ix. Unnecessary and inappropriate touching, patting, pinching, hugging, or brushing against an individual's body; grabbing of parts of the body, kisses;
- x. Unwanted and persistent propositions for dates;
- xi. Unwelcome and inappropriate affectionate gestures;
- xii. Unwelcome leering, whistling, heckling, hooting at an individual, including name-calling;

- xiii. Unwelcome references to one's appearance or body where they cause psychological harassment, especially if such expressions are persistent;
- xiv. Unwelcome sexual advances whether they involve physical touching or not;
- xv. Unwelcome sexually-oriented gestures, verbal expressions, or comments of a sexual nature about an individual's body, clothing, or sexual experience; and
- xvi. Unwelcome, unsolicited advances, and/or propositions of a sexual nature.

3.1 Reporting Procedures

Upon receiving complaints constituting sexual harassment, the following guidelines shall be followed:

A. Informal Approach to dealing with sexual harassment

- i. Where a member of ABS Community feels that he or she is being or has been sexually harassed, such a member may attempt to resolve the matter directly with the alleged offender by advising that the sexually harassing behaviour is unwelcome, must be stopped, or must not occur again.
- ii. A Complainant may choose to ask another person whom he or she trusts to intervene on their behalf. The person who is asked to intervene may provide advice or counselling to the parties involved. This shall be on a strictly confidential basis and only on the specific request of the Complainant.
- iii. A Complainant may request through the Committee, that an attempt is made to resolve a sexual harassment matter through mediation. If such a request is made, the Committee member receiving the complaint shall determine whether the Respondent is willing to engage in mediation, and, if so, a mediator shall be selected by mutual agreement of the Complainant and the Respondent. The role of the mediator shall be to facilitate discussion and to suggest alternative resolutions. The mediator shall not investigate the complaint or assign blame. The mediator shall report the outcome of the process to the Committee member receiving the complaint. If the matter cannot be resolved, the Committee member shall advise the Complainant to file a formal complaint before the Committee.
- iv. In cases of sexual harassment or sexual abuse that are considered severe or extreme, such as attempted rape, rape, sexual battery, sexual assault with a weapon, nonconsensual anal

copulation and the like, a Complainant shall be counselled to report to the Police and launch a formal complaint before the Committee instead of utilizing the informal approach.

- v. If a Complainant chooses not to use the informal approach to deal with sexual harassment, this shall not be used against him or her or affect the merits of the case when a formal complaint is launched.

B. Formal Approach: Procedure for Launching and Receiving Formal Complaints

- i. A member of ABS community who is being or has been sexually harassed, or is dissatisfied with the outcome of the informal approach shall make a formal complaint to the Committee for redress.
- ii. The Complainant shall present his/her grievance orally to the Committee member designated to receive formal complaints. The Committee member shall listen to the complaint and discuss all options with the Complainant as well as explain the processes involved with the Complainant and also explain the processes involved in the formal grievance procedure.
- iii. The purpose of the discussion shall be to inform and educate the Complainant. The Committee member at this stage shall not dissuade the Complainant from filing the written complaint.
- iv. The Complainant shall put his/her complaint in writing and lodge it with the Committee. In the case of a Complainant being unable to write, the Committee shall assist him/her to write the complaint. The written complaint shall be read out and explained in the language he/she understands after which he/she shall sign or thumbprint.
- v. The written statement shall give details of the alleged harassing behaviour, and if possible, give details of dates, places and names of those connected with the incidents.
- vi. The Committee shall notify the Respondent about the matter, and request that he/she files a written statement in response to the allegations within seven days. In the case of the Respondent's inability to write, the process in subsection (iv) shall apply.
- vii. The Committee shall conduct verbal hearings with the Complainant and the Respondent and their representatives if available. All proceedings shall be recorded.

- viii. The Complainant shall be heard first in the presence of the Respondent. The Respondent may Cross-Question the Complainant before the Committee. The Respondent may then be requested to make his/her oral statement to state his/her side of the matter.
- ix. The Committee may take testimonies of other relevant persons and witnesses where available and review the evidence.
- x. The Committee may conduct its own investigations into the matter, apart from considering the written and verbal testimonies of the parties.
- xi. A decision shall be taken after careful review of the circumstances, the evidence adduced, statements and all other relevant information before the Committee.
- xii. Any dissenting opinion among the Committee members shall be recorded together with the reasons for the dissent.
- xiii. Where a Respondent is found to have engaged in the sexual harassment behaviour, the appropriate sanctions shall be recommended by the committee.

C. Other Relevant considerations for the Work of the Committee.

(a) Evidence

The following may be considered as evidence during the hearing of the matter.

- i. Written detailed account of the Complainant and the Respondent Witness statements (if any)
- ii. Statements of persons with whom the Complainant might have discussed the incident, or from whom advice may have been sought.
- iii. Any other documentary, audio, video, emails, phone texts, etc. Expert technical advice may be sought for such submissions.
- iii. In appropriate cases, the determination of a sexual harassment case may be based solely on the credibility of the Complainant's allegation if it is sufficiently detailed and internally consistent.
- iv. Medical evidence, including DNA, if appropriate.

(b) Withdrawal of a Filed Complaint

A Complainant may withdraw a case filed before the Committee any time after filing and during the process of the investigation. In such a case the Complainant shall state in writing the reasons for withdrawal of the complaint and append his/her signature to the statement.

(c) Refusal of Respondent to Respond to Notice of Filed Complaint or to Participate in Enquiry

The Committee may go ahead and investigate a complaint even where a Respondent refuses to respond to the allegations or participate in the enquiry process.

(d) Complaints against a Member of the Committee

If a complaint is made against a member of the Committee, he or she shall not be part of any of the processes of the Committee relating to the investigation of the complaint.

(e) Record of Proceedings

The Committee's record of proceedings on a particular matter shall give details of the enquiry. This includes a statement of the allegations and issues, the positions of the parties, a summary of the evidence, findings of fact, and a determination by the Committee as to whether the University policy has been violated. The record shall also contain the sanctions given, where applicable. Other recommendations made to the parties for actions to restore or improve the relationship between the parties where no finding of guilt is made against the Respondent may be included. The record may be used as evidence in other related procedures, such as subsequent complaints, grievances and/or disciplinary actions.

(f) Decision-making

The investigation procedure shall be completed as promptly as possible and in most cases within 60 working days of the date, the request for formal investigation was filed.

(g) Sanctions

The Committee shall recommend appropriate sanctions or punitive measures where a Respondent has been found to have engaged in the sexual harassing behaviour. These sanctions include but are not limited to a formal apology, reprimand, leave without pay, demotions, transfer, suspension, termination, dismissal. These sanctions shall not operate to prejudice criminal action in the case of serious offences tantamount to the crime under the laws of Ghana.

(h) Appeal

If the Complainant or Respondent is aggrieved with the outcome of the investigations and/or the decision of the Committee, he or she shall have a right of appeal to the University of Energy and Natural Resources Appeals Board within seven days after the determination of the matter. The Appeals Board shall hear and determine the appeal in accordance with the Statutes of the University.

(i) Non-retaliation

During the process of investigation of a matter, retaliation from either party shall be strictly monitored by the Committee. An individual who is subjected to retaliation such as threats, intimidation, reprisals, or adverse employment actions for having made a report of sexual harassment in good faith, or who assisted someone with a report of sexual harassment, or who participated in any manner in an investigation or resolution of a report of sexual harassment, may make a report of retaliation under these procedures. The report of retaliation shall be treated as a report of sexual harassment and will be subject to the same procedures.

(j) Confidentiality

The Committee shall maintain the confidentiality of all matters reported to it and of the proceedings. Parties in an investigation, including their representatives, shall be advised that maintaining confidentiality is essential to protect the integrity of the investigation.

(k) Referral for Counselling or other Psycho-Social Support

In appropriate cases, the Committee may request that either party to the case seeks counselling or support from designated institution or personnel. The Committee may, at the request of a party to the matter, refer that party to the appropriate institution or personnel for counselling or for other psycho-social support.

09

CODE OF ETHICS FOR FACULTY AND STAFF



Introduction

This Code of Ethics is meant to be a living document that best reflects the culture and values of Accra Business School (ABS). It describes standards of conduct and integrity that are consistent with the mission and ethical values embraced by ABS's mission statement.

This Code of Ethics applies to all ABS trustees, officers, faculty and staff (collectively, the "Covered Parties"). It is intended to guide these individuals in identifying and resolving issues of ethical conduct that may arise in the course of their various transactions and relationships with each other and the wider community. This Code of Ethics is not intended to replace, and may be supplemented by, existing policies and procedures and those that may be adopted in the future.

It is not the purpose of this code to address every situation, but merely to make individuals aware of the general scope and application of business ethics in an institute of higher learning. The basic policies and guidelines set forth in this Code of Ethics may result in differences of opinion as to what actions are and are not ethical in particular situations. Covered Parties can and should make basic ethical decisions themselves. Trustees and officers having questions about their ethical obligations under this code or any other policy should consult the President, the Chair of the Audit Committee of the Court of Governors or the Chair of the Ethics Committee; all others should consult their manager, their department chair or the Executive Director of Human Resources.

Compliance with the Law

The Covered Parties shall comply in good faith with all lawful requirements, both domestic and international, applicable to Accra Business School. Any uncertainty about the application or interpretation of legal requirements should be referred to the employee's manager, the department head or the Executive Director of Human Resources.

Use of University Resources and Assets

It is expected that Covered Parties will be efficient and economical in their use of Accra Business School resources, and not permit the abuse of these resources by others. Covered Parties are reminded that ABS property is to be used for the business of Accra Business School, though limited, reasonable, private use is acceptable at the discretion of and with prior approval by the employee's manager.

Consulting

ABS encourages faculty to consult as part of professional development and enhancement of the institution's reputation so long as those activities do not interfere with the performance of their responsibilities and do not create a conflict of interest, be this conflict real or reasonably perceived as real.

Staff may also engage in limited consulting activities so long as those activities are aimed at enhancing their professional development and/or the reputation of the institution, do not interfere with the performance of their responsibilities and do not create a conflict of interest, be this conflict real or reasonably perceived as real. Staff members should obtain the approval of their immediate manager before beginning any consulting activities.

Harassment and Discrimination

ABS is committed to fostering an environment that supports respect for individual and academic freedom and in which all members of the community can pursue careers and study free from any type of harassment or discrimination. Harassment or discrimination on the basis of race, religion, color, gender, sexual orientation, age, national origin, ethnicity or disability status undermines the fundamental principles of ABS and is unacceptable behavior.

Confidential Information

Covered Parties are required to respect an individual's right to privacy and to treat as confidential all information supplied to them on that basis within the guidelines of Accra Business School other policies and procedures. ABS prohibits disclosure and discussion of confidential information, either during or after employment with (unless an employee is authorized to do so or unless called for by Accra Business School other policies and procedures). Such information includes, but is not limited to:

- Personal and official information about students, such as academic and judicial records, which should be treated in with confidentiality.
- Financial information about students;
- Personal and financial information about past, current and prospective donors, as well as information about specific gifts and donations from alumni and other friends;

- Information regarding ABS's business transactions;
- The Human Resources employee files of ABS employees, except as may be required by law;
- The opinions, advice and decisions made by discussants during the faculty evaluation process and the promotion and tenure process;
- The opinions, advice and decisions made by discussants in regard to performance appraisals of members of staff and the board.

Conflict of Interest

Trustees, officers, faculty and staff owe their primary professional allegiance to ABS and its mission. A conflict of interest exists when an ABS representative or a member of their family is in the position to benefit personally, directly or indirectly, from their dealings with an organization or person conducting business with Accra Business School. Confidence in ABS and its employees is put at risk when the conduct of an individual involves, or appears to involve, a conflict between their private interests and those of the institution. Covered Parties should avoid situations in which their personal interests conflict or could be construed as being in conflict with those of the University. Such avoidance includes placing oneself in a situation which may compromise the individual's objective professional judgment (e.g. having a family member in an undisclosed business relationship with the University).

The Accra Business School Conflict of Interest Policy and the Accra Business School Conflict of Interest for Participants in Externally-Funded Programs, Grants or Contracts set forth in detail the standards and procedures to be followed when dealing with situations that may present a conflict of interest.

The Use of Technology

ABS provides faculty and staff with access to a variety of technologies, including personal computers and printers, network infrastructure, the Internet, e-mail and voice mail, for use in the ordinary performance of their duties. Detailed policies on the use of these technologies are maintained in the on-line Faculty Handbook.

In general, technology should be used for Accra Business School-related business including teaching, research, administration and communication with colleagues. ABS recognizes and supports the occasional use of technology resources for personal purposes, providing it does not disrupt the system, and expects all employees to respect the priority of business over incidental use. An individual may only use accounts, files, software, and computer resources authorized under their password and must take all reasonable precautions (e.g. prevent unauthorized access to accounts or data by others) both within and outside the ABS community, with particular attention to mobile computers, smart phones, PDAs, the use of virtual private network software, and data devices. Employees must not make unauthorized copies of copyrighted software or data considered confidential by ABS or by a government agency.

Use of computers, electronic mail, the network or the Internet for inappropriate or illegal purposes such as commercial sales, practical jokes, the intentional breaking of security, and the sending of abusive or offensive material and / or unwanted chain letters is expressly prohibited.

Gifts, Entertainment, Travel

Covered Parties shall not furnish expensive gifts or provide excessive entertainment or benefits to people on behalf of Accra Business School. Those employees whose duties require it may furnish reasonable gifts and entertainment (defined as less than \$100 in value per person), if such gifts are not cash, if they may not be interpreted as a bribe, if they are made in accordance with accepted business practice and if they do not contravene any law.

Covered Parties shall not accept or solicit any gifts or benefits of more than nominal value (in excess of \$100) for themselves from individuals or organizations with whom ABS does business or is otherwise affiliated. Gifts of reasonable value (less than \$100 in value), such as those generally used for promotional purposes by the donor, modest entertainment or acts of hospitality, may be accepted. This provision does not prohibit the acceptance of ceremonial gifts, whose value exceeds \$100, received by development staff, faculty, officers or trustees of ABS in their official capacity, which are accepted on behalf of and remain the property of Accra Business School.

Intellectual Property

ABS respects the ownership of intellectual material governed by copyright laws. Covered Parties are expected to comply with the copyright laws and provisions of the licensing agreements that

apply to software, and printed and electronic material. For specific guidelines, consult Accra Business School copyright policy.

All research, consulting and development activities conducted under the auspices of Accra Business School that may result in patents should be discussed in advance with the Provost.

Use of Accra Business School seal and letterhead is restricted to ABS business. Questions regarding use of the seal and letterhead should be referred to the Office of the President.

Political Activity and Dealings with Public Officials

Covered Parties shall not use ABS funds or other resources and assets as contributions to political parties, candidates or campaigns. All dealings with public officials should be conducted in a manner that does not compromise the integrity and reputation of the official, the employee or Accra Business School.

The Use of Human Subjects in Research

ABS encourages the use of research to advance the forefront of knowledge. When such research requires the use of human subjects (for reasons such as obtaining data, studying the reaction of individuals to various stimuli, or testing the relationship between individuals and factors in the environment) researchers should be cognizant of the need to protect their subjects. Any research involving human subjects should contain two essential components: 1) the selection and achievement of morally acceptable ends; and 2) a morally acceptable means to those ends. Accra Business School follows the principles emphasizing respect for persons, beneficence and justice in our treatment of participants in our research projects.

Researchers should be particularly cautious whenever the design of the research allows results to be identified by an individual subject and when the results are potentially damaging to a subject's reputation, employability, emotional wellbeing, financial standing or human dignity. In such cases, participation in the study must be strictly voluntary and the participant must be given information regarding their potential personal risks and must provide their informed consent. The participants should not be coerced or receive unjustifiable pressure to join the study. Potential benefits of such research should clearly outweigh any potential harm.

Reporting Known or Suspected Violations

As set forth more fully in the Accra Business School Complaint Procedure, ABS trustees and officers are required to report promptly any known or suspected violations of this Code of Ethics to the president, the Audit Committee chair or the ethics officer. All other Covered Parties should bring any suspected or known violations to the attention of their managers or the ethics officer or anonymously and confidentially through the ABS. Investigations of alleged violations of the Code of Ethics will be conducted, if necessary, in accordance with the Ethics Complaint Procedure. No retaliatory action of any kind will be permitted against anyone making such a report in good faith. Violations of this Code of Ethics may lead to disciplinary action, including removal from office or termination of employment. Violations of this Code may also constitute violations of law and may result in criminal and/or civil liability for the offender and ABS. All Covered Parties are required to cooperate in internal investigations of possible misconduct. **XIV. Conclusion**

We hope that the principles set forth herein will demonstrate that the purpose of this Code of Ethics is to promote the highest possible standards of business conduct.

This Code of Ethics and the matter contained herein are neither a contract of employment nor a guarantee of continuing policy. This Code may be amended or supplemented from time to time, with or without notice, by the President and the Audit Committee of the Court of Governors.

10

COMMUNITY OUTREACH POLICY



1. DEFINITION OF TERMS

Unless, otherwise specified within this context, the following words shall have the following meanings:

1. Community

Any group or organization(s) of people outside the internal School stakeholders involved in an interaction at any given moment.

2. Community Engagement

All negotiated, active and dynamic partnerships between the School and the community it serves, which are practised through varied initiatives focused on the interlace of research, teaching and learning aimed at addressing the social, cultural and economic development objectives of society.

3. Community Partnerships

Mutually beneficial School-community relationships where each partner enters on equal bases and the interaction is guided by institutional objectives.

4. Outreach

The function of applying academic expertise for the direct benefit of external audiences in support of the School mission.

5. Policy

The Community Outreach Policy.

6. School

Accra Business School

2.0 POLICY PURPOSE

The purpose of the Accra Business School Community Outreach Policy is to strengthen the School's connection to the key cultural, educational, social, economic, religious and civic institutions as well as support student internships, service opportunities, research and other collaborations through targeted outreach initiatives and joint projects involving staff, students and the community.

2.1 Objectives of the Policy

The Policy aims and objectives shall be to:

- a) Develop and advance community partnerships which benefit the community under the following interventions:
 - i. Initiate new and strengthen existing service learning events, co-curricular activities and outreach programmes;
 - ii. Develop outreach opportunities for staff and students to engage the community in advocacy, and
 - iii. Develop and implement community-based skills programmes.

- b) Foster community relationships that maximize resources by actively partnering with community organizations through joint events, such as festivals, workshops, training seminars and programmes of interest to the community.

- c) Increase uptake of content, innovations and technologies developed by Accra Business School and other stakeholders in order to improve community productivity.

- d) Collaborate with local and international stakeholders in promoting mutual community outreach programmes.
- e) Utilise all media platforms to publicise School community outreach programmes.
- f) To guide engagements with communities during research / innovation and teaching /learning and outreach activities;
- g) To minimise risks;
- h) To maximize outputs and benefits for the School and its community partners;
- i) To ensure strategic alignment with the School's functions.

2.2 Scope of application

This policy is applicable to activities and actions where the School and its staff engage with the community. It should be read in conjunction with other related policies such as the Corporate Social Responsibility.

2.3 Policy statement

- a) Accra Business School shall promote outreach activities and services through reliable and effective communication media.
- b) The School shall support student and staff efforts to reach out to urban and rural contacts and use this population as a platform for recruitment.
- c) The School shall ensure that all the content produced prior to, outside and during the collaboration with communities shall remain the intellectual property of the School.
- d) Accra Business School shall maintain regular communication to resolve any issues related to any community outreach programme.
- e) The sustainability of community outreach programmes shall be considered important to ensure a lasting impact on the communities.

2.4 Policy Principles

- a) Accra Business School shall be committed to a consistent application of community engagement and shall participate in any such external and programme development evaluation as necessary.
- b) Academic Board shall ensure that community outreach programmes are integrated in the teaching, learning and research as key core functions of production, generation and dissemination of knowledge.
- c) Community engagement shall be coordinated and facilitated through a central management structure.
- d) Community engagement activities shall be reviewed and monitored periodically through a centralised unit.
- e) Funds shall be allocated annually to facilitate community outreach programmes.
- f) Community outreach programmes shall be exclusively guided by the principle of social responsibility where Accra Business School shall share and translate knowledge generously to address community challenges.

3.0 POLICY IMPLEMENTATION

The implementation of the Policy is the responsibility of all as long as it is one of the mandates of the School. However,

- a) The School Management shall be the overseer
- b) An annual policy implementation work plan shall be developed, and
- c) The Academic Board shall ensure all academic programmes have a component of community outreach.

3.1 Monitoring and Evaluation

- a) Monitoring shall be an ongoing activity to support the evaluation process.
- b) Evaluation of the Policy shall be done after every five years in tandem with the Strategic plan.

- c) Guidelines and performance indicators for M&E shall be developed.
- d) M&E reports shall be produced and disseminated to all stakeholders.

3.2 Establishment of Community Outreach Committee

a) There shall be a Community Outreach Committee which shall be a Standing Committee of Academic Board and shall comprise of a chairperson appointed by Academic Board and

- i. Heads of Department
- ii. The Student Representative Council President
- iii. One representative of Non-teaching staff (co-opted)
- iv. Registrar (Secretary)
- v. Dean of Students (ex-officio)
- vi. One co-opted member from the community

3.3 Terms of reference for the Community Outreach Committee

- a) To ensure that community outreach is promoted and enhanced at the School.
- b) To establish mechanisms to monitor implementation and recommend outreach best practices.
- c) To appropriately respond to community outreach concerns and make timely interventions.
- d) To engage in resource mobilization for the community outreach activities
- e) To ensure provision of favourable environment through which technological knowledge, research skills and training expertise are shared amongst the staff and the community.

4.0 GENERAL RULES OF ENGAGEMENT

- a) All School engagement activities must be registered on the institutional database for community engagement.
- b) All School-branded volunteer activities must be registered as School Projects with clear outcomes, and an exit strategy must be negotiated before the interventions occur.
- c) Engagement activities must preferably be set up as a formal partnership in order to regulate expectations, manage risks and ensure role clarification. Informed consent forms are used to cover some of these regulatory steps and understanding on an individual level; however, such forms must be signed off via the scientific and ethical committees at faculty level.
- d) Formal partnerships must be cleared by and submitted to the Institutional Legal Office and must be signed in accordance with the Policy on Delegations and Schedule of Authorisation Levels.
- e) Evidence of shared planning and ensuring that the partnership is mutually beneficial is essential. Regular feedback must be provided to all stakeholders involved to ensure that recognition is given to participants and that the principles of reciprocity are adhered to.
- f) Engagement activities must be evaluated by community partners and evidence of feedback is important as part of the reciprocity principle.
- g) Quality assessment, risk management and impact assessment must be conducted by relevant management structures.
- h) Fundraising for community engagement will be done in compliance with the rules regulating the specific aspect of community engagement fundraising in the Consultancy or related Policies and in collaboration with the Advancement Committee of the School.

4.1 Procedures

The Accra Business School will ensure the provision of effective, efficient and equitable support for community engagement through the community engagement support structures.

11

COMPLAINT AND GRIEVANCE PROCEDURE



Student Complaints and Grievance Procedure

1. Introduction

These procedures seek to ensure that complaints against Accra Business School made by students are treated seriously and, if found to be valid, are acted upon to ensure that students interests are protected as far as it is possible for Accra Business School to do so.

It should be noted that these complaints procedures are not designed to deal with problems such as: missing course work; unexplained absence of a lecturer; late return of work, except in so far that such concerns are not resolved through simpler procedures or are persistent.

These complaints procedures and any decisions made under them are not intended to give rise to legal rights, or obligations on Accra Business School to pay compensation either in respect of a decision made pursuant to the procedures or for a breach of these procedures. These procedures are intended to facilitate the resolution of grievances by Accra Business School. Anonymous complaints will not normally be considered.

2. Principles which underpin the general student complaints procedures

The guiding principles of these procedures are that complaints shall be:

- treated seriously and with fairness;
- dealt with quickly and simply as far as is possible;
- treated consistently across Accra Business School;
- subject to the principles of natural justice;

- progressed through two stages- an informal stage and, if necessary, a formal stage;
- dealt with, and resolved wherever possible, at the informal stage, and shall be without prejudice to a student's or group of students' right to pursue legal remedies outside Almond Institute having exhausted Accra Business School's complaints procedure.

3. Scope

3.1 This Procedure is open to all registered students of the Institute. The procedure is also open to any person who was a registered student provided they invoke the procedure within 3 months of leaving the school and the subject matter of the grievance relates to acts or omissions that occurred whilst the person was a registered student.

3.2 This procedure applies to grievances of an academic or non-academic nature:

- Student grievances against members of staff of the school in relation to bullying and harassment.
- Student grievances in relation to discrimination by the school or members of staff.
- Student grievances in relation to the delivery of academic programs and courses of study by the Institute or members of staff.
- Student grievances relating to the professional conduct of members of staff.
- Student grievances relating to student services, academic or non-academic, including the Students' Union.
- Grievances and appeals in relation to academic assessment and decisions of

examination boards pertaining to student progression, assessment and awards on the MBA program will be dealt with under AIB grievance procedure.

4. The Procedure

4.1 The school will endeavour to ensure that grievances are treated seriously and constructively at all stages of the procedure. It will also seek to ensure that grievances are dealt with fairly and consistently and in accordance with the principles of natural justice.

4.2 All staff and students of the school are required to fully and promptly co-operate with this procedure.

4.3 If a grievance is upheld, appropriate remedial action will be implemented. If a grievance is not upheld, the reason(s) for the decision will be communicated to the complainant and respondent.

4.4 The school will seek to ensure that student grievances are addressed promptly within specified timescales outlined in this procedure. If a timescale for addressing a grievance is not achievable at any stage in the procedure, then the complainant and respondent shall be notified in writing and provided with an explanation for any delay.

4.5 Privacy and confidentiality will be respected both for complainants and respondents. However, it may be necessary to disclose information to others in order to deal with the grievance and in these circumstances the parties concerned will be informed of such disclosure. A written record of all grievances handled under this procedure and their outcomes shall be maintained for a period of at least 3 years to allow all parties to the grievance appropriate access to these records, upon written request to the Vice President Academic.

4.6 No student who brings a grievance in good faith under this procedure, whether it is upheld or not, shall be treated less favourably by the school or any member of staff than as if the grievance had been upheld. Where a student feels that he/she has been victimised for availing of

this procedure, a further grievance may be made under this procedure in relation to that matter.

4.7 If a student who is undertaking the Master of Business Administration course of the Australian Institute of Business (AIB), is dissatisfied with the result of the Informal Stages 1 and 2 set out in sections 5 and 6 below, the student must proceed with the Stage Two- Internal Appeal and Stage Three-External Appeal processes pursuant to the AIB Academic and Non-Academic Grievance Handling Policy and Procedure available at: <http://www.aib.edu.au/custom/files/docs/academic-and-non-academic-grievance-policy-procedure.pdf>

5. Informal Stage 1:

In the first instance students who wish to make a complaint shall discuss it with their course administrator, who will advise whether or not the complaint is best progressed through:

- a. the Vice President Academic;
- b. these general complaints procedures.

5.1 Reference to these general complaints procedures should only be necessary in exceptional circumstances since most complaints, other than related to persistent problems, should be resolved informally.

5.2 If it is agreed that the complaint shall be progressed through these general procedures, the member of staff consulted shall discuss the complaint fully with the student and (with the student's consent) anyone else involved, to see if it can be resolved informally. This may involve referral of the complaint to a third party. The outcome of complaints dealt with informally should be briefly documented. Normally, complaints handled through Informal Stage 1 shall be dealt with within 10 working days, briefly documented, and a copy of the outcome sent to the student.

6. Informal Stage 2:

If a student is dissatisfied with the result of Informal Stage 1, the complaint shall be sent in writing to the Student Adviser within 10 working days of completion of Informal Stage 1. If the complaint is made to the Vice President, it shall proceed directly to the formal stage. The Student Adviser to whom the complaint is referred shall investigate the complaint fully and shall seek to achieve an informal resolution of the problem(s), either by correspondence, or through discussion with the complainant as soon as possible.

7. Formal Stage:

If a student is dissatisfied with the result of the two informal stages, they shall proceed to the formal stage. They shall put the complaint and the reason why they are dissatisfied with the outcome of the two informal stages in writing to the Vice President within 10 working days of the completion of Informal Stage 2. This person shall:

- a. acknowledge receipt of the written complaint within three weekdays; advise in writing and within three working days, any member(s) of staff or students involved that a formal complaint has been received;
- b. consider the evidence, written or otherwise, and, if necessary, hold such discussions with the complainant and any other persons they deem appropriate in order to fully investigate the complaint.

The Vice President, having fully investigated the complaint over a period not normally exceeding 10 working days from its receipt, shall decide whether:

- a. the complaint should be progressed through other procedures (e.g. disciplinary procedures or other procedures indicated in 5.2) in which case the complaint shall be terminated at this stage;

- b. there is a reasonable justification for the complaint; or
- c. there is no reasonable justification for the complaint.

The Vice President will:

- a. make the decision known in writing to the student and to members of staff or other students involved;
- b. seek to resolve any justifiable complaint through recommendations which all parties involved in the complaint shall be invited to accept;
- c. and if the recommendations are agreed, take steps to ensure that they are implemented in full within the agreed time period.

8. Appeals:

If a student is not satisfied with the decision at the conclusion of the Formal Stage or if the recommendations made at this stage are not implemented, an appeal can be made to the Principal who did not hear the case under the Formal Stage. The student shall submit the appeal in writing within 10 working days of receiving the outcome of the Formal Stage.

The person receiving the appeal shall:

- a. acknowledge its receipt within three working days; and
- b. decide to enforce the implementation of the recommendations made at the end of the Formal stage; or
- c. dismiss the case, giving reasons in writing; or
- d. seek agreement to an alternative set of recommendations; or
- e. determine whether there are sufficient grounds to convene a Student Complaint Panel and, if so, establish a Student Complaint Panel to hear the appeal.

The Students Complaints Panel shall involve two persons. This will include the member of the

academic board who considered the appeal and an academic faculty member. A Student Complaint Panel shall hear the complaint within ten working days of receipt in accordance with the procedures detailed below.

The Panel shall submit, within five working days of the last Panel meeting a written report to the Principal. The decision of the Panel shall be final.

The Panel shall seek to ensure that any actions arising from the decision of the Panel are taken within the timescale identified in the Report and shall report any failure to complete actions to the Principal and Director of Studies.

9. Procedural rules for the conduct of Student Complaints Panel hearings:

9.1 Hearings shall take place in ABS at dates and times notified in writing to the student, members of staff and other students concerned at least five working days before the hearing.

9.2 The hearing shall, at the same time as the date is notified, indicate the names of any persons that the Panel intends to call to give evidence, together with a copy of any statement obtained from those persons which are to be used at the hearing.

9.3 Students and staff members involved directly in the complaint may be accompanied by a person of their choosing. If the student or staff member involved intends to be accompanied, the name and address of the accompanying person shall be notified to the Academic Registrar not less than 24 hours prior to the meeting of the Panel. Legal representation is not allowed at a hearing other than in exceptional circumstances and with the discretion of the Panel.

9.4 Student and staff members involved directly in the complaint and persons accompanying them shall be permitted to question any persons giving evidence to the meeting and to directly address the Student Complaint Panel.

9.5 If a student or a member of staff wishes to introduce documents to the Panel they shall

supply copies of all such documents to the Academic Registrar at least three working days before the date of hearing. The Academic Registrar shall ensure these papers are circulated as soon as possible to the other party and to all members of the Panel. The Panel may decide to give time to examine the documents by adjourning or delaying the meeting of the Panel for a period of up to five working days.

9.6 The Panel shall meet in private.

9.7 The Panel shall initially decide, and then inform all parties concerned, how it will conduct the hearing subject to the procedures being consistent with the principles of these general complaints procedures and of these procedural rules.

NOTES

In these procedures:

- Reference to a student is taken to mean an individual student or a group of students
- In absence (e.g. vacations or illness) of the person holding a named post in the procedures, the person deputising for them during the time of their absence shall substitute. In cases when the complaint involves the nominated person, the Vice President shall be consulted and shall determine who shall be responsible for handling the complaint.
- Interpretation:

The Academic Registrar is responsible for interpreting these procedures and this decision shall be final except in cases where the interpretation involves a complaint against the Academic Registrar in which case interpretations of the procedures shall be the responsibility of the Vice President.

‘Working day’ refers to a day on which Accra Business School is normally open.

Responsibility:

Vice President

Current Status: Version 1

Approved by: Court of Governors

Previous Version: Not applicable

Next Review: (2 years from date of approval of version 1)

12

CURRICULUM
DEVELOPMENT AND
REVIEW
POLICY



A. CURRICULUM

I. PRINCIPLES FOR THE DEVELOPMENT OF THE TAUGHT CURRICULUM

Introduction

ABS School's strategic aim is to 'achieve the highest standards in research-led education for both undergraduates and postgraduates' in a learning community 'that empowers all to learn and develop to their full potential'. To support it in achieving this aim, the School will develop and support curricula in accordance with the following Principles

Research-led education

1. Research-led education will be embedded within the curriculum of all programmes of study, with research-led education (as appropriate to the academic community(ies) of practice to which the department belongs) being a coherent, progressive and explicit strand at all stages of a programme. The School will expect that this begins at Level 1 of undergraduate programmes (and Level 0 for those programmes incorporating a foundation year) and immediately in taught postgraduate programmes.
2. All programmes of study will normally engage with all four of the modes of research-led education defined in footnote 2, and while in some cases there may be specific reasons why a programme(s) is not able to incorporate all four modes any exceptions will need to be explicitly justified.
3. All degree programmes will include a major research project, dissertation or equivalent (at undergraduate level typically 40 credits and at taught postgraduate level typically 60 credits) where students are able to demonstrate the development of their own research and independent study skills, as well as their expertise in their chosen field of study. This major research project

will provide a 'capstone' to their ABS education that allows students to demonstrate their ability as independent learners and researchers.

4. The School will develop a research culture at undergraduate and taught postgraduate levels, with programmes of study ensuring that students at these levels are inducted into the research culture of their department. Mechanisms will be developed for recognising student research in taught programmes from Level 1 onwards. This might include developments such as prizes, junior research associate schemes or journals of undergraduate and taught postgraduate research.

Inter- and Cross-disciplinarity

5. The School will encourage the development of a suite of inter- and/or cross-disciplinary programmes, thematic and issues-based in nature, that will draw on staff across academic disciplines in ways that reflect the increasingly cross- and inter-disciplinary character of the School's research strategy and activity.

Employability and Skills

6. All programmes will develop a wide-range of skills in our students, with many of these skills being acquired through enquiry-led activities that develop many of key attributes valued by employers and which prepare our graduates for further study and employment. The skills developed through enquiry-led activities will be combined in all programmes with the development of a wide range of skills that will provide students with the competences to succeed in the world of work and the ability to manage their own intellectual and professional development.

7. Skills acquisition and the way in which these are developed through academic content, modes of learning and assessment methods, will be clearly defined in module and programme material and effectively communicated to students.

8. All programmes of study will provide an ongoing clearly-structured academic induction that provides students with a firm foundation in the writing, communication and numeracy skills (appropriate to their level) required in their chosen subject area so that they are fully prepared for their studies.

9. All programmes of study will utilise a diverse range of modes of assessment (appropriate to the discipline, subject matter and learning outcomes) that support the development and demonstration of a broad range of competences and skills, with modes of learning and teaching being revised as necessary to support this diversification of assessment.

10. The School will facilitate opportunities for programmes to permit students to undertake year-long placements, or placements within individuals modules, which feature the application or development of academic knowledge and skills relevant to the academic subject of the department offering the module or programme.

Internationalisation

11. Curricula will be designed to provide students with the opportunity to develop as international citizens. All programmes of study will be internationally relevant (in ways that are appropriate to their subject area), so that students can make a positive contribution to an increasingly globalised society.

12. All students will be strongly encouraged to undertake credit-bearing languages as optional modules within their programme of study, and will be given the opportunity to undertake such modules at some point during their programme of study. Specifically:

- a. undergraduate programmes should normally provide students with the opportunity to take a total of 40 credits, across two or more separate years of the programme (at Levels 1 to 3), of credit-bearing language modules.

b. taught postgraduate programmes that offer students optional module choices should normally provide students with the opportunity to take at least one credit-bearing language module.

c. Departments will have the opportunity to seek exemptions to principles 12a. and 12b. above from the Chair of their Faculty Education Committee, by making an exceptional case (for example, in relation to the requirements on an external body). At undergraduate level, where a department is unable to offer the opportunity to take 40 credits of language modules, the programme should offer the opportunity to undertake 20 credits of language modules.

13. The framework proposed in principle 10 above will also apply to short periods of study abroad.

14. All undergraduate and integrated master's programmes shall normally offer the opportunity for students to transfer into the equivalent programme with an additional year abroad, subject to such a year abroad opportunity being available.

Underpinning structures

15. The School will retain its current academic year and modular structures, but seek to increase the flexibility within these structures as far as is practicable in order to implement effectively the Principles detailed above. It will do this by facilitating delivery of modules in a short-fat mode of study and through increased flexibility in the potential credit values of modules. It will also encourage departments to make full use of the teaching year, including the final three weeks of the Easter Term.

16. Key quality management processes, for example programme approval, curriculum development, annual review and periodic review will be used to support, and monitor, the implementation of these Principles.

- a. Unless otherwise stated, the principles should be understood as applying to both undergraduate and taught postgraduate programmes.
- b. Throughout these principles , the term 'research-led' should be understood in its broadest sense encompassing all four types of research-led education detailed in the standard definition of this term:

Research-led: in the sense that the curriculum is structured around subject content, and the content selected is directly based on the specialist research interests of teaching staff; teaching is often based on a traditional 'information transmission' model; the emphasis tends to be on understanding research findings rather than research processes. Limited emphasis is placed on maximising the potential positive impacts of teaching on research.

Research-oriented: in the sense that the curriculum places emphasis as much on understanding the processes by which knowledge is produced as on learning the codified knowledge that has been achieved; careful attention is given to the teaching of inquiry skills and on acquiring a 'research ethos'; the research experiences of teaching staff are brought to bear in a more diffuse way.

Research-based: in the sense that the curriculum is largely designed around inquiry-based activities, rather than on the acquisition of subject content; the experiences of staff in processes of inquiry are highly integrated into the student learning activities; the division of roles between teacher and student is minimised; the scope for two-way interactions between research and teaching is deliberately exploited.

Research-informed: in the sense that it draws consciously on systematic inquiry into the teaching and learning process itself. [Griffiths, 2004 quoted in A Jenkins and M Healey, Institutional strategies to link teaching and research (2005), p.21].

II. RESPONSIBILITIES

Boards of Studies

1. Responsibility for the establishment of a new module/programme and for revisions to existing programmes lies with a Board of Studies (Standing Orders of Boards of Studies).

2. It is the Boards of Studies who are required to forward details of the following curriculum development proposals for consideration by appropriate School committees as outlined below:

- a. new degree/diploma/certificate proposals;
- b. new module proposals;
- c. major changes to existing degrees/diplomas/certificates;
- d. significant changes to existing modules;
- e. matters concerning the Combined/Natural Sciences degrees;
- f. withdrawal of modules;

3. In summary:

a. Any changes to programme regulations, or changes which affect modular learning outcomes, assessment, significant content, total teaching hours, pre/co-requisites and/or excluded combinations, availability, resources or module title, size, type or level require Faculty-level approval.

b. School-level approval is only required if either (a) changes to a programme or module are requested after students have registered for that level of module; or (b) the changes are considered to alter the content or structure of a programme sufficiently that it is considered to be a new programme. The Chair of the relevant Faculty Education Committee is asked to judge the extent of said changes referring programmes through the correct structures.

Faculty Education Committees

4. Responsibility for considering proposals submitted by Boards of Studies lies with the appropriate Faculty Education Committee. The FEC may delegate to the Chair its responsibility for considering new module proposals and significant changes to existing modules and programmes. Items so approved would normally be reported to the Committee in the form of a listing only.

5. It would normally be expected that the following matters would be considered by the FEC itself - any proposal or matter within the FEC's remit which raises an issue of principle upon which guidelines do not exist or which is a matter of contention between departments/schools.

6. The FE is empowered to approve new modules and major/significant changes to existing modules/degrees/diplomas/certificates except where these raise issues of principle or concern, are the subject of contention, or have wider School implications in which case they will normally be referred to EC for consideration.

7. For the establishment of new degrees/diplomas/certificates members of FEC together with members of EC or QSSC form a programme approval panel to consider the proposals on behalf of both committees, for onward transmission to QSSC, EC and Academic Board.

8. Details of Calendar entries will be handled by the Academic Support Office.

Education Committee

9. The Education Committee (EC) is responsible for the formulation of School policy in respect of curriculum development and changes in regulations and for providing guidance in those areas to Boards of Studies and FECs. EC is empowered to approve a new module/degree/diploma/certificate proposal or a proposal for a major/significant change to an existing module/degree/diploma/ certificate which has been referred to it by an FEC. Normally

proposals for new programmes are considered for approval by QSSC, and are subsequently reported to EC and Academic Board.

Academic Board

10. Academic Board is the ultimate authority on all academic matters but has delegated much of the responsibility for the approval of new curriculum proposals and changes to existing curriculum to its Education Committee.

III. SCHEDULE FOR CURRICULUM DEVELOPMENT

School Guidelines

1. All proposals for new degree/diploma/certificate programmes, new modules, significant changes to existing degrees/diplomas/certificates/modules and withdrawals of modules to become effective for the following academic year must normally be approved by the appropriate Faculty Education Committee and, where appropriate, by the School Education Committee and Academic Board no later than the date of the second meeting of Academic Board in the Easter Term.

New Programmes

2. Proposals for new undergraduate and postgraduate programmes may be submitted at any time of year but proposers should note the following constraints in the timetables for publicising programmes and for the admissions cycle, which programme approval panels will take into account when agreeing a start-date for the new programme:

- a. proposals for undergraduate programmes should normally be submitted by 1 September for programmes to commence in the next calendar year but one (e.g. submission by 1

September 2015 to commence in October 2017), allowing recommendations to go to a Michaelmas term meeting of Quality and Standard Sub-Committee. This allows the lead-time necessary for the programme to be included in the prospectus (copy deadline December, 18 months ahead of the start of the relevant academic year - e.g. December 2015 for programmes commencing in October 2017) and takes account of the undergraduate application cycle.

b. If proposals are submitted with a shorter lead-time (e.g. 1 September 2022 to commence October 2024) departments should be aware that the programme will not be included in the relevant prospectus which may hamper initial recruitment;

3. Proposals for postgraduate programmes should normally be submitted no later than the end of January for programmes to commence in the following academic year, i.e. by 31 January 2015 for programmes due to commence in October 2015.

4. The process of discussion with the panel and revisions to documentation may result in a programme being approved too late to for it to be introduced in the academic year originally requested, irrespective of the original date of submission. The panel may take this into account when agreeing the effective start-date for the programme.

5. Proposals will not normally be given final approval later than the Easter Term for commencement in the following academic year. This applies to undergraduate and postgraduate proposals.

Changes to Existing Modules or Programmes

6. Although it is important that changes be made to modules as soon as possible to ensure that the quality of the programmes is maintained and enhanced, it is also important that students can make module choices on the basis of clear information about the modules available to them. The following deadlines are therefore linked to the production of the Faculty Handbook Online, the Postgraduate Module Catalogue and the Calendar, and student registration.

7. It is also important that the Chair of the relevant Faculty Education Committee have sufficient time to give proper consideration to proposals for changes and additions to the curriculum.

8. To this end proposals for new modules within existing programmes and for significant changes to existing modules/programmes should be forwarded to the Faculty Education Committee Secretary for consideration by the Chair of the relevant Faculty Education Committee by the deadlines given below.

9. A case made to the Chair of the relevant Faculty Education Committee in support of the late change should explain fully:

a. Why the change could not have been made within the usual time-frame. This may include staff changes or feedback from student questionnaires;

b. The significance of the change, to distinguish essential changes, where the programme cannot be taught effectively if the change is not made (e.g. to resolve radical problems within a module) from desirable changes: where a change to a module is desirable but not essential to the delivery of the programme.

IV. EXTERNALITY IN PROGRAMME AND MODULE APPROVAL

1. Policy

The School incorporates the views of individuals external to the School, in an advisory manner, in the development of new degree programmes, and modules, and in changes to existing degrees and modules. This external involvement helps to assure both the School, and those external to the School, of effectiveness of the School's quality management processes in assuring academic quality and standards.

2. Consequently, it is School policy that:

- a. When proposing new programmes departments/schools should seek the views of an external subject specialist who is not a current or recent external examiner. This should be done in accordance with the requirements of the new programme approval process.
- b. Departments/schools should seek the views of external examiners (or of alternative external experts if more appropriate) on proposed new modules, and on significant changes to existing modules. The School is very grateful to those external specialists who are willing to offer their views on these matters. How these comments are elicited and recorded is a matter for the department/school. However:
 - i. when submitting proposals for new modules or for significant changes to existing modules, departments/schools should include in the paperwork the comments of the relevant external. These should be their direct comments (in writing or by email);
 - ii. if it is helpful, the member of staff managing the module change/new module may give the external a copy of these guidance notes.

3. Procedure

- a. When seeking the views of an external subject specialist on new programme proposals, departments/schools are required to follow the procedures detailed in the new programme approval process documentation. There are a number of particular areas on which external subject specialists are asked to comment, but they may also comment on any aspect of the programme that appears relevant to them in the context of the subject area in general and their own expertise.
- b. Departments/schools are required to forward details, as part of the documentation to be submitted with respect to a newmodule proposal or changes to existing modules and

programmes of the nature and account taken of external views of the proposal. If it is not felt to be appropriate to seek such views in respect of changes to existing modules on a particular occasion the reasons should be stated.

- c. For changes to an existing module, the external should be asked to comment on the elements which are being modified (or those for which the elements being modified have implications). Externals may also comment on any other aspects of the module which appear to them to be relevant in the context of the programme, the subject area in general and their own expertise.
- d. The appropriate Faculty Education Committee is responsible for considering this information along with the other information submitted by the department/school. It may request further clarification on this aspect of the proposal as on any other.
- e. If a proposal raises any issues of principle or concern, is the subject of contention or has wider School implications it will be referred to the appropriate Committee.

4. Payment

- a. Payment to external subject specialists asked to comment on new programme proposals shall be made in accordance with the procedure for the approval of new programmes.
- b. External examiners are advised, in their letter of appointment and in the Code of Practice on External Examining, that departments/school may approach them to act in an advisory manner in relation to the development of new modules or programmes or changes to these programmes and that a fee of £30 per annum is payable for this advice. Request for payment is made by the external examiners on their expenses claim form.

V. PROGRAMME DEVELOPMENT AND WITHDRAWAL

1. Programme Development: Business Case

1. New programme proposals should normally be discussed in, or arise from, the planning round. Following planning round discussions, the department should seek permission to proceed from their faculty (normally the relevant Deputy Head of Faculty). Once permission has been granted, the department should prepare and submit New Degree Programme Business Case Form. This form sets out the strategic reasons why consideration should be given to establishing a new programme.

2. The department should work with CLAS, who are responsible for advising on Part A (Department Proposal) which addresses academic rationale and curricula issues, and SPO, who are responsible for advising on Part B (Market Analysis and Sustainability) which forms the business case, and which is the primary focus of this first approval stage. Support should be sought from any other academic department involved in the programme.

3. Completed forms should be approved by the Head of Department, and submitted to SPO, who will ensure that the initial proposals are considered by UEC. UEC will consider the programme in order to confirm strategic fit, resourcing and sustainability. All financial and business aspects of the proposal (e.g. staffing, scholarships/discounts, learning resources) should be agreed through this Stage of the process. If UEC is supportive of the new programme, it can proceed to Stage 2.

4. If permission is granted to progress to Stage 2, SPO will share Stage 1 proposals with the Library and CIS for feedback on learning resources, with UEC minute extracts provided to academic departments. CLAS will ensure that an Academic Reviewer is appointed and assigned to the department.

5. The proposing department will develop a full academic proposal for the proposed programme. Direct support will be provided by CLAS and the appointed Academic Reviewer.

2. Programme Development: Academic Case

1. The full academic proposal consists of the following core documentation:

- the New Degree Programme Business Case Form (as approved by UEC/PB);
- a programme specification (including a curriculum mapping template);
- draft programme regulations;
- module outlines for any new modules to be offered in the proposed new programme.

These documents should be prepared by the proposing department, with support from CLAS.

2. These documents will need to be provided alongside feedback on the proposal and core documentation from:

- at least one external subject specialist, appointed as outlined in paragraph 3;
- current students (e.g. an extract from SSCC minutes, the results of a questionnaire, or a specially prepared statement explaining what has been done to elicit student opinion);
- the Library and CIS, who will be sent copies of the Stage 1 forms as approved by UEC/PB.

3. The proposing department must appoint an external subject specialist (using form a3.05) to comment on the proposed new programme. External subject specialists must possess appropriate and significant teaching and research expertise in relation to the proposed programme, and should not be a current or recent (i.e. the last five years) external examiner in the department proposing the new programme, or a recent member of staff or student of the School (i.e. the last five years). The department should provide the external subject specialist with the documents outlined in 1. The external subject specialist may request additional information if they feel it necessary to fulfil their duties. A fee of \$250 payable in cedis by the department proposing the programme should be paid for fulfilment of the role, with the proposing department making arrangements for this payment to be made once it has received the external subject specialist's report.

4. While producing the Academic Case, the department will work with CLAS and the Academic Reviewer (a member/former member of Education Committee/QSC/RDC, or another appropriate member of academic staff, appointed by the Chair of QSC), who provide feedback on the developing proposals.

5. Once the Academic Case has been finalised, and external subject specialist report received, the department should submit the Academic Case to the CLAS, for formal consideration by the Academic Reviewer. The reviewer will consider the Academic Case alongside key internal and external reference points, and departmental staff will be invited to discuss the proposal with the reviewer, if clarification or further information is required.

6. Once they are satisfied that they have enough information on the proposal, the Academic Review will complete the Programme Report Form, which will be submitted to QSC for final consideration alongside the Business Case, Regulations, Programme Specification and External Report. QSC may reject or approve the programme, or approve it subject to certain further conditions being met. QSC consideration will be reported to the department, Education Committee and Academic Board.

3. Changes to Existing Programmes

Process for Approval

1. Where departments/schools wish to make changes to existing programmes, they should submit proposed revised programme regulations (word processed; copies of the original regulations are available from CLAS) to the relevant Education Support Officer within CLAS.

2. The responsibility for amending programme regulations is a shared one between the proposing department/school and CLAS. The proposing department/school is responsible for drafting and submitting proposed changes to programme regulations; CLAS will, on request, provide advice to departments/schools on drafting proposed amendments to programme regulations.

3. All changes to programme regulations to programme regulations must be approved by the relevant Chair of the Faculty Education Committee. Normally these changes will be considered for approval under Chair's action, unless the proposed change raises an issue of principle on which guidelines do not exist or raises a matter of contention between departments/schools. In such cases, the Chair will refer proposals either to the relevant Faculty Education Committee, or to Quality and Standards and Committee.

4. Consultation for Programme Changes

4. Departments are encouraged to consult with students on all changes, particularly those which will affect the current student body directly, either via SSCCs or by other means. In addition, Departments should consult with any other departments affected by programme changes (for instance, where programmes involve modules from more than one Board of Studies) and, for undergraduate programmes, with the Foundation Programme (to ensure that Foundation Programme provision continues to support student transition to their main academic department).

5. Significant Programme Changes

5. Where the proposed changes to an existing programme are considered to alter the nature, content, outcomes or structure of a programme sufficiently that it is considered to be a new programme, the department/school will be required to submit a new programme proposal in accordance with the School's procedure for new programmes. The responsibility for deciding whether proposed changes to an existing programme require the new programme approval process to be invoked shall be taken by the Chair of the relevant Faculty Education Committee (consulting with CLAS and the Chair of Quality and Standards Committee if appropriate).

6. Changes which are not considered to be new programmes may include amendments such as minor changes in nomenclature (which might, for instance, require a new UCAS code and award name, but otherwise not change the substance of a degree programme), and the development of additional streams or adaptations of existing programmes (such as the inclusion of an additional placement year). Chairs of Faculty Education Committee are free to request additional

information from academic departments to support the consideration of amendments to programmes, and to inform any decision as to whether a programme change should be subject to the new programme approval process in particular.

6. Withdrawal of Programmes

1. If a department/school wishes to withdraw a programme (either permanently or on a temporary basis) they should complete the form available at Appendix a3.17, and submit this to their Education Support Officer, for consideration by the Chair of the relevant Faculty Education Committee.

2. The department is asked to assess how the withdrawal or suspension of the programme aligns with departmental and faculty plans. The department is also asked to assess the impact of the withdrawal / suspension on the following broader strategic and operational issues:

a. the diversity of the department's student body, in light of the School's objective to attract and admit the most able students regardless of background. To this end, the department is asked to indicate (for instance) if the programme has historically recruited higher than average numbers of students from state schools and less privileged social backgrounds; mature students, and international students. Departments are asked to indicate historic numbers on the programme to allow an assessment of such issues;

b. the Foundation Programme and International Study Centre. The department is asked to indicate if the withdrawal / suspension will necessitate a revision to (or withdrawal of) any linked modules / routes at the Foundation Programme or International Study Centre. If so, the appropriate centre(s) should be consulted and informed.

3. All requests to withdraw or suspend a programme will be considered in the first instance by the Chair of the relevant Faculty Education Committee, to ensure that they are consistent with departmental/school and faculty plans and School strategic objectives, and that appropriate steps

are being taken to protect the interests of current students and applicants holding offers for the programme in question. If they deem it appropriate the Chair of the relevant Faculty Education Committee may consult with their FEC on a proposal.

4. The Chair of the relevant Faculty Education Committee shall, on behalf of FEC, make a decision on whether a proposal to withdraw a programme should be recommended to Quality and Standards Sub-Committee (QSC). If such a recommendation is made, the proposal shall be considered by the Chair of QSC on behalf of QSC. The resulting decision will be communicated to the proposing department/school by the relevant Education Support Officer. If necessary, the Education Support Officer should also communicate the decision to the Foundation Programme.

B. GUIDANCE ON THE CONDUCT OF THE ANNUAL REVIEW OF TAUGHT PROGRAMMES

Introduction

1. This guidance sets out the areas that departments should consider as part of their annual review. The School's expectation is that each department considers all relevant areas, and that the consideration of these areas is documented in the minutes of a departmental committee or meeting.

2. Under each of the headings are a series of prompts to support departments in considering these areas. These prompts are not intended to be exhaustive, but rather to identify the types of issues that are likely to be relevant to each of the areas. In addition to the key questions and issues set out below, the School's Principles for the Development of the Taught Curriculum should be used as a reference point as part of the annual review process. All taught programmes are expected to be aligned with these Principles, and annual review is the key mechanism for ensuring that this alignment takes place and is maintained.

3. Key questions and issues include:

- a. Is the department meeting its admissions quotas (undergraduate) and targets (taught postgraduate)? (Separate targets are in place for home/EU and international recruitment, and both should be considered). Are there particular programmes that are not recruiting the number of students anticipated, and if so what action will be taken to address?
- b. For programmes that have been approved and introduced in the last three years, are these now meeting the projected recruitment levels forecast in the Stage 1 business case proposal?
- c. Do the admissions requirements for the programme (both academic and English language) remain appropriate?
- d. What is the ratio of applications to entrants? Is it rising or falling?
- e. Is the actual number of applications rising or falling?
 - i. How does this compare with the national picture for the subject?
 - ii. Given the level of applications, is the entry requirement appropriate? Are enough offers being firmly accepted to fill available places?
 - iii. If applications are falling, are there still enough high quality applications to issue all available offers? Could the programme be made more attractive to potential students? or could the department publicise it more effectively?
 - iv. Would help from the Student Recruitment and Admissions Office or Strategic Marketing be useful?
- f. Is the proportion of applicants to entrants similar in respect of:

- i. School type (state maintained or independent).
- ii. Low Participation Neighbourhoods.
- iii. Gender (e.g. is the percentage of female students admitted similar to the percentage who apply?).
- iv. Students declaring a disability.
- v. Students declaring an ethnic minority background.
- vi. Mature students (aged 21 years of age and over).
- vii. If the proportion of students in any category admitted is lower than the proportion who apply, what is the reason for this? Do they get offers but turn them down?
- viii. If so what might be done about that (e.g. in the post-offer open day arrangements or in maintaining contact with students who have received an offer)?
- ix. Might the basis for making admissions decisions be making it difficult for a particular group of students to demonstrate their potential?
- x. Could this be addressed in some way? How can more students from any particular background be encouraged to apply - or to take up offers once they are made? Would help from the Admissions and Recruitment Section be useful?

4. All departments are supplied with department-specific admissions data as part of the annual review process.

Curriculum review and development: learning, teaching, assessment & feedback

5. Key questions and issues include:

- a. Are the aims and learning outcomes for programmes and modules up-to-date, current and valid? Are students achieving these learning outcomes?
- b. Does the curriculum support students in achieving and demonstrating the programme learning outcomes? Are there opportunities for the department to develop and enhance the curriculum?

c. Do the programmes have effective approaches to linking research and education? Can these be enhanced?

d. Do the modes of learning, teaching and assessment used by the programme remain appropriate? Are there examples of particularly effective, or innovative, practice that can be identified? Is there scope to disseminate these more widely within the department, faculty or School?

e. Are effective policies in place to provide students with feedback on their assessed work? Is there any evidence that suggests that the department needs to revise or develop these policies? Is formative work playing an appropriate developmental role?

f. What proportion of feedback was returned on time to students? What action was taken where feedback was not returned within the agreed schedule, and what action will be taken in future years - if necessary - to further improve the timeliness of feedback on assessed work?

g. Have new national reference points relevant to one or more of the programmes been issued (for example a QAA subject benchmark statement, or requirements of an external accrediting body)? If so, you will need to consider the relevant programme(s) against any such external reference point and where necessary and/or appropriate revise the programme outcomes, curriculum or learning, teaching and assessment strategy in the light of this.

h. Are the programme specifications for the programmes up-to-date and accurate? Do they reflect changes to programmes and/or modules agreed through the curriculum development process?

i. Do the results of module evaluation questionnaires highlight any issues of concern or areas for improvement that the department needs to take forward and address?

j. Do the learning, teaching and assessment methods on the programme help to provide an equal opportunity for all students to achieve and demonstrate the programme learning outcomes? Are there opportunities for the department to enhance the curriculum so that it is more inclusive in design? (The School's guidance notes on inclusive curriculum design will provide a reference point to aid reflection on this issue)?

6. Please note that as part of your annual review you must review and as necessary update your programme specifications. It may be that your programme specifications do not need to be amended, but you should always review programme specifications to confirm whether this is the case. By the start of the 2022 academic year, all programme specifications should be accompanied by an up-to-date curriculum mapping document setting out how the learning outcomes are delivered across the programme.

Student progression and achievement

7. Key issues and questions include:

- a. What is the pattern of transfer and wastage from and between programmes in the department?

- b. In which levels of study do transfers and withdrawals occur? To/from which programmes do students transfer?

- c. Are there any common factors (such as the A-level grades or subjects) of those who transfer or withdraw?

- d. Are the levels of transfer and or wastage a problem or is it a facility planned into the design of the curriculum? If it is a problem what can be done about it - e.g. in the admissions process, in advising students about module choice, in curriculum design?

- e. What is the pattern of degree classes awarded? For undergraduate programmes, is the number of 2:1s and firsts appropriate given the entry qualifications of the students? For taught postgraduate students, is the number of distinctions and merits appropriate given the entry qualifications of the students?
- f. What is the correlation between students' entry qualifications (grades and subjects) and their eventual achievement (for example do students with particular subjects [at A level or GCSE for undergraduate students; at first degree level for taught postgraduate students] do better or worse?
- g. Do you mark high enough up the mark scale for really excellent work?
- h. Does the curriculum design offer sufficient opportunity for students to 'play to their strengths' in terms of subject area?
- i. Do the modes of assessment allow students to demonstrate their full potential?
- j. Are there differences in progression and attainment between different demographic groups? If so, could this be addressed through student support or more inclusive curriculum design?

Employability, skills and graduate employability

8. Key questions and issues include:

- a. Do programmes allow students opportunities to develop and demonstrate a wide range of graduate skills? If not, what could be done to increase these opportunities?
- b. Are students obtaining 'proper' graduate jobs? If not do you know how long it takes them to find more appropriate employment?

c. What sort of employers recruit graduates from the department? What sort of jobs do students from your department want? Do the skills students acquire from your department's programmes equip them for the sort of careers they are seeking? If not can programmes provide more of the skills students might need, perhaps through choice of optional modules?

d. What proportion of the department's students is going on to further study after graduation? Are there further steps the department could take to encourage students to consider further study in higher education?

e. Where does the department stand in relation to the School's strategic objective that each subject area should be in the top 10 or top 10% nationally (whichever is the more challenging) for graduate employability? If you have not reached this target, what steps will be taken to address this?

f. What actions could be taken to improve the employability of the department's graduates?

g. Are there further opportunities for the department to engage with the Careers, Employment and Enterprise Centre in order to improve the department's first destination statistics?

Placement learning

9. Where a department offers placement learning opportunities (which includes student exchanges, years abroad, sandwich years in industry and shorter term placements such as Students into Schools modules and professional placements such as those in education and social work), these need to be considered as part of the annual review. This review should take place in the context of feedback from students, and from placement hosts.

10. Key issues/questions include:

- a. The student learning experience.
- b. Student support.
- c. Facilitating return to study at ABS.
- d. Student progression.
- e. Assessment (modes, standards, criteria).

11. In respect of student exchange agreements (including Erasmus exchanges) departments key issues/questions also include:

- a. Are there any issues for the department in relation to incoming students (for example in relation to academic and language proficiency)?
- b. Is the balance between the number of incoming and outgoing exchange students appropriate (departments may wish to consider this over a two to three year period, rather than just the last academic year)?

Feedback from students and Student Engagement

12. This element of annual review should be conducted with reference to the School's Principles of Student Engagement and the department's policy on obtaining and using student feedback.

- a. What have been the key issues arising from Module Evaluation Questionnaires? Have effective action plans been put in place to address these issues? Are there any broader issues arising from individual MEQs, that need to be considered by the department?

- b. What have been the key issues arising from the National Student Survey? Have effective action plans been put in place to address these issues?
- c. Have the results of MEQs and NSS been shared with the SSCC? Have all students been sent a summary of feedback setting out the key issues raised in internal and external (for example NSS) questionnaires, and the action taken in response?
- d. Are response rates for MEQs sufficiently high to allow useful conclusions to be drawn from the results? (The School expects a response rate of at least 50% for questionnaires, and if this has not been achieved the department will need to put in place an action plan to address this).
- e. Has the department's SSCC(s) operated in line with the requirements of the School policy on this issue
- f. What have been the key issues arising from the SSCC(s) over the course of the academic year? Have these been addressed effectively, or are there outstanding issues that need to be considered? Has a short summary of key issues and action taken as a result of the SSCC been prepared for circulation?
- g. Are the department's (formal and informal) mechanisms (including, but not limited to, SSCCs) for student engagement effective in capturing and representing student views? Is there a need for alternative mechanisms? Does the department's policy on obtaining and using student feedback require revision? This element of the review should be conducted with reference to the Principles for Student Engagement, and in particular those Principles that state that mechanisms for student engagement should:
- i. help the department to enhance its educational provision;
 - ii. facilitate timely identification and acknowledgment of student queries and concerns (in addition to their views as to the strengths of the department's provision);

iii. be inclusive, taking into account the diversity of the student body. For instance, are mechanisms effective in identifying issues that may be specific to only certain groups of students, such as disabled students, international students and part-time students?

In line with broader policy on annual review, departments should ensure that they directly involve student representatives in formulating a response to this aspect of the review.

13. Student questionnaires are a valuable source of information about the strengths and weaknesses of individual modules and there is good practice in many departments within the School in terms of how the information derived from questionnaires is analysed and presented to Boards of Studies to ensure that good practice is disseminated and appropriate action taken. Summaries of each key feature to be considered should be prepared by each module convenor, to include the following aspects:

- a. the quantitative feedback (average scores for each question);
- b. strengths identified;
- c. weaknesses identified;
- d. action proposed by the module leader;
- e. action which might have to be taken at a more general level - for example if the feedback suggested that there were problems with the relationship of the module to the wider programme structure.

14. This will assist with the dissemination of good practice as well as with addressing problems. Some departments set the analysis of questionnaire feedback in the context of other information about the module, such as:

- a. a summary of information about student achievement within the module;
- b. e.g. average marks (for coursework, examination work and overall);
- c. trends in marks over the last three years;
- d. changes made in the previous year and the effect this has had on the reception of the module.

Again, the module leaders could be asked to include this in a brief summary sheet for each module.

Complaints and Appeals

15. Where the department has dealt with student complaints or appeals on a formal or informal basis, it should consider:

- a. whether there have been any increase or decrease in complaints/appeals (and if so, the causes for change), and any specific or substantive issues arising from complaints and appeals;
- b. whether any issues arising from complaints and appeals might be addressed via improvements to the guidance for staff and students on informal and formal complaints and appeal procedures.

Learning resources

16. Key issues/questions include:

a. Are there any issues relating to learning resources that have been identified through the course of the year, or as part of other review activities? How have these issues been addressed?

b. Are there any outstanding learning resources issues that need to be progressed with the faculty via the annual planning round?

External examiner reports

17. The School operates a separate process for considering issues raised in the reports of external examiners, and departmental responses to these. Consequently, there is no need as part of annual review to report specifically on external examiner reports. However, departments should consider the following key issues/questions as part of the annual review:

Where the department has been asked to address issues raised by external examiners, how effective have the responses been? Is further action necessary?

19. Consideration of diversity and equality issues is addressed via some specific questions above, but should form part of all areas of the annual review. Consideration of diversity and equality issues should form part of all the other areas of the annual review. The central question that a department should be considering when doing this, is whether there is any evidence that that policy, practice or provision is having, or may have, an adverse impact on any particular student group and if so what action should be taken to address this.

13

DATA AND PRIVACY POLICY



Scope

This policy applies to Accra Business School's Staff, Representatives, students and alumni.

Definitions

Unless otherwise defined in this document, all capitalised terms are defined in the [glossary](#).

Personal Information

Personal information includes any information or opinion about an identified individual, or an individual who is reasonably identifiable.

Sensitive Information

Sensitive information includes information or opinion about an individual's:

- racial or ethnic group;
- political opinions;
- membership of a political association;
- religious beliefs or affiliations;
- philosophical beliefs;
- membership of a professional or trade association;
- membership of a trade union;
- sexual orientation or practices;
- criminal record;
- child related employment screening reports
- disability status.

Sensitive information also includes information relating to health, genetics or biometrics.

Policy 1. Collection of Personal Information

1.1 ABS collects information that is reasonably necessary for ABS's functions or activities as set out at section 2 below.

1.2 ABS may collect personal information about an individual in the course of their dealings with ABS, including without limitation from the examples of the sources in Section 1.8 below. The type of personal information ABS collects will depend on an individual's dealings with ABS. Generally, ABS collects personal information such as an individual's:

- (a) name, date of birth and gender;
- (b) residential and postal address;
- (c) phone number;
- (d) email address;
- (e) next of kin;
- (f) emergency contact details;
- (g) information on student's parents' education and study;
- (h) bank account details;
- (i) credit card information (note that ABS does not store credit card information on file and any printed record will be securely destroyed);
- (j) Tax File Number (note that ABS collects, stores and uses TFN in accordance with the *Privacy Act*);
- (k) Commonwealth Higher Education Student Support Number (CHESSN)
- (l) financial information; (m) photographs;
- (n) video recordings;
- (o) occupation;

- (p) education history and previous work experience; and
- (q) other such personal information as is required in the course of an individual's dealings with ABS, for example for employment purposes, to complete and maintain enrolment in ABS and providing a business and management education service.

1.3 ABS may need to collect sensitive information as part of its primary functions and activities or when it is reasonably necessary to do so.

1.4 The sensitive information that ABS may collect includes, but is not limited to, information about an individual's:

- (a) citizenship and visa status,
- (b) language and ethnic origin,
- (c) Indigenous Australian status
- (d) disability status,
- (e) medical information, (f) criminal record.

1.5 Sensitive information will only be collected by ABS with an individual's consent, unless required to do so by law.

1.6 The ABS web server automatically collects various types of information when individuals visit the ABS website, such as their computer's operating system, Internet Protocol address, access times, browser type and language and the website that referred an individual to the ABS site. Also, ABS may collect information from an individual's use of cookies. Unless otherwise approved, ABS will only use this information for statistical purposes or to improve the effectiveness and usefulness of its website.

- 1.7 All correspondence between an individual and ABS may also be collected and stored, particularly in regard to sales, support and accounts, including email.
- 1.8 Personal information may be collected by ABS from a range of sources including:
- a. via telephone or email to ABS;
 - b. application forms submitted to ABS;
 - c. contracts entered into with ABS;
 - d. through the ABS website;
 - e. through questionnaires and surveys; and
 - f. occasionally, through ABS's third party affiliates as set out at section 1.9 below.
- 1.9 ABS generally collects personal information directly from an individual unless it is unreasonable or impractical to do so. In some circumstances, ABS may obtain personal information from a third party such as a previous tertiary institution, contractors who supply services to ABS (including marketing companies to whom an individual provided or that have collected an individual's personal information).
- 1.10 If an individual or entity provides ABS with personal information about a third party, that individual or entity represents, and ABS collects it on the basis that, that individual or entity has the third party's consent for ABS to collect and handle the third party's personal information in accordance with this Privacy Policy.
- 1.11 If ABS is unable to collect the personal information ABS requires, or the information provided is incorrect or incomplete, this may affect ABS's ability to provide products or services to an individual (such as enrolment in a course or the supply of appropriate information).

2. Use of Personal Information

2.1 ABS will use and disclose an individual's personal information for the purposes for which ABS collected it, to which an individual's consent and for other related purposes that an individual would reasonably expect.

2.2 Generally, the personal information that ABS collects is used by ABS or its contractors, representatives, advisers and agents for the primary purpose of providing a business and management education service and for related purposes which include but are not limited to:

- (a) Marketing ABS products and services (including marketing analysis) to past, current and potential students and graduates;
- (b) Communicating with past, current and potential students, staff, graduates, alumni, suppliers and enforcement bodies;
- (c) Performing various administrative functions including admissions, enrolments, teaching, proctoring online exams, marking and moderation of assessments, maintenance of business records including student and other records, addressing appeals and grievances, data storage, customer service, market profiling and statistical purposes;
- (d) Providing data on student academic progress to ABS staff involved in supporting student academic progress;
- (e) Compliance with ABS's legal and insurance obligations;
- (f) Mandatory reporting obligations to government agencies;
- (g) Recruiting and managing staff and contractors;
- (h) Engaging and monitoring the performance of suppliers; and
- (i) Providing data as required by relevant authorities and third parties, including those listed in section 3.2 below.

- 2.3 ABS may use the personal information of individuals to provide them with marketing and promotional offers or information about new products, services and events. An individual agrees that ABS may send an individual such information by post or by electronic means (including email and SMS). Where an individual no longer wishes to receive such marketing information from ABS, they can opt-out using the opt-out mechanism in one of ABS's communications (such as clicking the "unsubscribe" link on the marketing related email) or by contacting ABS. Individuals who do not unsubscribe will be taken to have consented to such marketing information being sent to them pursuant to ABS's terms and conditions.
- 2.4 Sensitive information will not be used for direct marketing or promotions unless an individual has expressly consented to it.
- 2.5 Apart from the above instances, ABS may also use and disclose personal information as otherwise required or permitted by law.
- 2.6 All persons providing personal information to ABS are taken to consent to the use and disclosure of their personal information for the purposes stated in this section 2.

4. Integrity of Personal Information

5.1 ABS takes all reasonable steps to ensure that:

- (a) The personal information it collects and discloses is accurate, up to date, complete and relevant, having regard to the purpose of the use or disclosure; and
- (b) The personal information is protected, to the extent that is reasonable in the circumstances, from misuse, interference and loss, and from unauthorised access, modification or disclosure.

- 5.2 While all reasonable measures have been made to secure information transmitted to the ABS website, individuals should be aware that if they submit personal details, credit card numbers or other information, there is a possibility that this information may be observed by a third party while it is being transmitted.
- 5.3 Where the ABS website provides links to other websites, ABS is not responsible for the privacy practices or content of such websites.
- 5.4 Where the personal information is no longer necessary, ABS will dispose of it securely, if it is lawful and reasonable to do so.

6. Access to and Correction of Personal Information

- 6.1 Individuals including ABS's students have the right to access their personal information, subject to limited exceptions in the *Privacy Act* and to have it corrected if the personal information is inaccurate, out of date, incomplete, irrelevant or misleading.
- 6.2 Requests for access to or correction of personal information should be addressed to the Privacy Officer at quality@ABS.edu.au. The Privacy Officer will respond to such requests within 20 working days of receipt.
- 6.3 No fee will be incurred for requesting access, but if an individual's request for access is accepted ABS will inform an individual of the fee (if any) that will be payable for providing access if individual proceeds with their request.

6.4 Access to personal information may be denied by ABS in some circumstances, as specified in the *Privacy Act*. If access is denied, ABS will provide an individual with a written reason for the refusal.

6.5 If ABS refuses to correct the personal information as requested by an individual, ABS will give an individual a written notice that sets out the reasons for the refusal (except to the extent that it would be unreasonable to do so), the mechanisms available to complain about the refusal and any other matter prescribed by the regulations.

6.6 Notwithstanding anything else contained in this section 6 to the contrary: (a)
Individual students are able to view their ABS student file on request.

(b) Any document which is marked confidential or which contains information on another student, will be removed before viewing and replaced by a brief description of the document removed. If students require photocopies of documentation viewed at ABS offices, charges may be levied, and

(c) Students will not be given copies of their examination scripts or other assessments but they will be permitted to view them at the ABS offices in the presence of a staff member in accordance with this policy.

7. Complaints

7.1 Individuals who believe that a breach of their privacy has occurred or otherwise have a complaint about the use of their personal information should make a complaint in writing to:

The Data & Privacy Officer
Accra Business School
PMB CT 170 Cantonments, Accra, Ghana
Or by email: support@abs.edu.gh

7.2 Within 10 working days after details of the complaint are received by ABS, ABS will provide a written notice that acknowledges the making of the complaint and will set out how ABS will deal with the complaint.

7.3 The Data & Privacy Officer will review and provide a substantive response to the complaint within 20 working days of receipt. Individuals are encouraged to contact the Data & Privacy Officer to discuss their concerns.

8. Changes to ABS's Data & Privacy Policy

ABS may amend, modify or replace this Data & Privacy Policy at any time.

Individuals that provide personal information or entities that provide third parties' personal information to ABS should review ABS's Data & Privacy Policy each time they visit ABS's website or provide ABS with personal information.

14

DISABILITY POLICY



1.0 INTRODUCTION

This Policy the Abs document of disability. Portions are adopted from the Disability policy of ABS. Disability is a condition of physical, mental and sensory impairment that may have a substantial or long-term adverse effect on a person’s ability to carry out normal day-to-day activities. According to the World Health Organisation (WHO, 2011), “Disability is a part of the human diversity. Almost everyone will be temporarily or permanently impaired at some point in life”.

1.1 Background

Historically, people with disability have largely been provided for through solutions that segregate (e.g. special schools). The policy has now shifted towards social and educational inclusion as well as medically focused solutions that give way to more interactive approaches that recognise that people are disabled by their impairment and by environmental factors.

Disability is a developmental and human rights issue, attracting the attention of national and international institutions as 15% of the world’s population live with some form of disability. About 80% of persons with disabilities (PWD) live in developing countries. In most of these countries including Ghana, PWD constitute an impoverished and marginalised group characterized by limited access to public health, education and other social services.

1.2 ABS’s Unique Position

One of the core values of the Accra Business School (ABS) as captured in its Strategic Plan is Diversity and Equal Opportunity for all. By this value “we seek to ensure an environment of understanding and respect for cultural diversity and equal opportunity among students and staff, and uphold academic freedom in our quest to advance the frontiers of knowledge and attain self development”. Diversity and equal opportunity for all encompasses the need for the establishment of an atmosphere where individuals are offered equal opportunities for self-development and learning, in order to enable them learn, grow and lead.

Beyond the core value in our Strategic Plan, ABS has established a Centre for Disability and Rehabilitation Studies (CEDRES), which places the School in a special position to advocate for the rights of persons with disabilities.

1.3 Justification for ABS Disability Policy

A disability policy has become necessary in order to provide a framework by which ABS can adequately raise awareness and demonstrate commitment to disability issues as it integrates staff and students with disabilities into the School's physical and social environment.

The ABS Disability Policy seeks to:

- a. Inform and raise awareness on disability issues among the School community;
- b. Promote the participation and equalisation of PWD by ensuring that academic programmes, employment opportunities, accommodation and all other services are accessible to them; and
- c. Avoid discrimination and empower PWD to become independent, self-sufficient and well integrated into the School environment.

2.0 LEGAL FRAMEWORK

Persons with disabilities continue to face barriers in their participation as members of society and their human rights are often violated in all parts of the world. Discrimination against any person on the basis of disability is a violation of their inherent dignity and worth.

Persons with disabilities have made and continue to make significant contributions, in diverse ways, to the overall well being of their communities. There is, therefore, the need to promote and protect the human rights of PWD, including those who require more intensive support. It is in this regard that the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) hereinafter called the Convention was promulgated to promote and protect the rights and dignity of PWD. The Convention seeks to make significant contributions in redressing the profound social disadvantages of such persons, and to promote their participation in the civil, political, economic, social and cultural spheres with equal opportunities, in both developing and developed countries.

2.1 The Purpose of the Convention

Article 1 stipulates the purpose of the Convention as “...to promote, protect and ensure the full and equal enjoyment of all human rights and fundamental freedoms by all persons with disabilities, and to promote respect for their inherent dignity”.

2.2 Definition of Persons with Disabilities

Article 1 of the Convention further defines PWD as “...those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others”.

2.3 Access to Education

Article 24(5) of the Convention enjoins State Parties “to recognise that persons with disabilities are able to access general tertiary education, vocational training, adult education and lifelong learning without discrimination and on an equal basis with others. To this end State Parties shall ensure that reasonable accommodation is provided to persons with disabilities”

2.4 Implementation of the Rights

Again by Article 4(1) (a), the Convention enjoins State Parties “... to adopt all appropriate legislative, administrative and other measures for the implementation of the rights recognised in the Convention.”

2.5 Ghana’s Legal Framework

In complying with Article 4(1) (a) of the Convention, Ghana, through its sovereign Parliament, passed the Persons with Disability Act (Act 715) in 2006, to implement the rights under the Convention. The Act has umbrella sections on Education of persons with disability. Section 17 of the Act for instance, makes “provision for designated schools or institutions which shall provide the necessary facilities and equipment that will enable persons with disability to fully benefit from the school or institution”.

By Section 20 of the Act, “a person responsible for admissions into a school or other institutions of learning shall not refuse to give admission to a person with disability on account of the disability unless the person with the disability has been assessed by the Ministry of Education in collaboration with the Ministries of Health and Social Welfare to be a person who clearly requires to be in a special school for persons with disability”.

It has been provided in Section 22 of the Act that, “a public library shall as far as practicable be fitted with facilities that will enable persons with disability to use the library”

By Section 26 of the Act, “an operator of a parking lot shall demarcate a special parking place which shall be reserved for the exclusive use of persons with disability”.

The passage of the Persons with Disability Act (Act 715) therefore, enjoins the School to have and implement a comprehensive Disability Policy.

3.0 PURPOSE OF POLICY

The object of this policy is to ensure that members of the School community with special needs have access to both facilities, services and a learning and working environment that is, wherever possible, comparable to that of their peers without special needs. This policy recognises that PWD who are members of the School community are an integral part of the academic community. It takes as its starting point the premise that accessible and appropriate provision is not ‘additional’ but a core element of the overall service which the School makes available to all.

3.1 ABS’s Commitment to Equal Opportunities

ABS welcomes every student who is capable of succeeding in a chosen programme of study. The School recognises that it is each individual’s determination, potential and commitment that count.

The School also recognises that students with special needs often have to be extra determined and committed in order to achieve their academic potential as well as realise their life aspirations. This is because there are more barriers in the way of their learning and more obstacles to get through in their daily lives. ABS is working hard to remove the barriers to learning and enjoyment within the School environment.

The School also aims to make things more equitable for students with special needs by providing a range of support services for their individual needs.

The School is committed to its policy of equal opportunities for all students, including those with special needs and aims to create an environment that enables them to participate fully in the mainstream of School life.

The School is spread over a wide area, with numerous buildings of various designs and age. Although some buildings are not fully accessible, the School attempts to make structural or organizational adjustments to enable students with special needs (especially ambulatory needs) to attend their classes or to have alternative ways of accessing the curriculum. Prospective students with special needs are therefore urged to visit the School to assess the suitability/accessibility of departments, lecture halls, theatres and living accommodation, and to identify the level of support and facilities available. The School is therefore committed to; promoting equal opportunity, eliminating unlawful discrimination against persons with disabilities, promoting positive attitudes towards disabled people, and encouraging participation of PWD in all activities they feel comfortable with in the School.

4.0 APPLICATION & SCOPE

This Policy is applicable to all members of the School community, including students, officers and employees of the School and their dependants. All members of the School Community (and their dependants) are expected to be aware of this policy and its legal framework and to respectfully treat persons with special needs in accordance with these provisions. This Policy shall be published and disseminated without charge to all members of the School community. It shall be displayed at conspicuous places in all Faculties, Departments, the School Website, Lecture Halls and other public areas as far as possible. It shall also be made available to newly recruited staff of the School and newly admitted students.

5.0 PROOF OF DISABILITY

5.1 Documentation

Students and staff who request accommodation or services will be required to provide verification of the nature and extent of their disability from a medical, educational, psychological/psychiatric professional or other appropriate individuals.

5.2 Verification

Documentation from certain sources may require confirmation and verification from the Director of Medical Services, School Hospital, who shall have the ultimate authority to determine disability status. Such documentation helps to ensure the appropriate delivery of accommodation and services necessary to facilitate an individual's success.

5.3 Confidentiality

The School is mindful of its responsibilities to persons with disabilities and will do all that it can to ensure that the rights and needs of such persons with special needs are not compromised. Records that identify persons with disabilities including their name, address, nature of disability, support services needed, and verifying statement of the Director of Medical Services and other documentation provided by the student will be considered confidential. It shall be protected in accordance with the School Statutes with the purpose of providing appropriate academic facilities and accommodation or adaptation of curricula. Information about the student may only be released with the student's informed written consent in accordance with the ABS rules or other applicable legislation.

5.4 Disclosure

The School shall endeavour to develop an environment within which individuals feel able to disclose their disability. Every encouragement and opportunity will be given to students to disclose any disability that may have a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

6.0 POLICY PRINCIPLES

The policy shall be guided by a set of principles that are discussed in the sections that follow.

6.1 Freedom from Discrimination and Harassment

ABS is committed to fostering the right of individuals to be free from discrimination and harassment while engaging in activities as part of their study, employment, or other forms of association with the School.

6.2 Right to Dignity

All members of the School community are to be treated with dignity, courtesy and respect in accordance with the School Statutes and the Students Guide.

6.3 Equal Opportunities

The School shall be committed to a comprehensive policy of equal opportunities for its entire Community, and to respond to additional support requirements. Making adjustments for students who have special needs is an integral part of the responsibility of academic staff, and making relevant changes to the delivery of teaching could alleviate many difficulties. Any adjustments made should not affect academic standards.

6.4 Education as a Means of Self Determination

The School will use educative approaches to promote access to persons with special needs and ensure that such persons know their rights and responsibilities.

6.5 Rapid and Compassionate Response

Should a complaint of alleged denial of service arise, the School will sensitively facilitate timely and appropriate action through appropriate informal and/or formal conciliatory procedural options.

7.0 ADVISORY TEAM ON PERSONS WITH DISABILITIES

The President shall establish an Advisory Team on Persons with Disability to review, evaluate, and recommend educational and administrative policies that address the needs of students with special needs. The Advisory Team shall meet periodically as necessary. The Advisory Team shall comprise the following, with the option to co-opt additional members when needed:

1. Coordinator, Office of Persons with Disabilities (OPWD)
2. Dean of Students
3. Deputy Registrar, Academic Affairs
4. Coordinating Counsellor, Guidance and Counselling Unit
5. Representative, Campus Association of Students with Disabilities
6. Staff member with special needs
7. The School Librarian

8. Head, Quality Assurance and Planning Unit (QAPU)
9. Director, Campus Health Services
10. Head, Centre for Disability and Rehabilitation Studies (CEDRES)
11. Director of Works
12. Head, Hostel Administration

The Team shall nominate a Chairperson from among its membership who shall chair all the meetings of the Committee.

There shall be a Vice-Chair who shall act in the absence of the Chairperson and a Secretary who shall ensure that all records of the Committee's meetings and proceedings are properly taken and documented. The Chairperson shall be instrumental in summoning meetings, initiating enquiry processes and ensuring the integrity of all proceedings relating to an investigation of grievances.

The Advisory Team will ensure the enforcement of the Policy and determine when reasonable accommodation could cause fundamental alteration in the nature of the service, programme or activity or create undue financial or administrative burden, and advice accordingly.

The Advisory Team will also assist in the evaluation of current campus policies and procedures relating to persons with disabilities. Members of the Committee ordinarily shall serve two terms of two years each, after which they can be nominated for another term in order to retain institutional memory.

8.0 OFFICE OF PERSONS WITH DISABILITIES

The Office of Persons with Disabilities (OPWD) shall be housed in the Centre for Disability and Rehabilitation Studies. The OPWD is to assist members of the School Community with special needs to receive reasonable accommodation in academic and non-academic programmes, and to provide them with an equal opportunity to participate fully in all aspects of School life.

The type and amount of support services and accommodation provided to persons with special needs shall be determined by the OPWD, in consultation with the students seeking the accommodation and, as appropriate, with affected faculty and staff.

9.0 SPECIALIZED FACILITIES/ ADDITIONAL SUPPORT FOR PWD

In order to realise the objective of this policy, some facilities ought to be in place. In the following sections these facilities are presented by highlighting the roles they play in ensuring equity and support for PWD.

9.1 Braille Library

A Braille Section for visually impaired students shall be introduced at the main library with a Braille Librarian employed and Braille printers' acquired. The Braille Section is to ensure regular supply of Braille and related materials. The Braille Librarian is to assist students in library researches and transcribe reference material on demand. The Braille Library will have books in Braille, and on appropriate recorded media. Furthermore, the E-Learning facility at the main library shall be relocated to the ground floor and made totally accessible to all PWD.

9.2 Information & Communication Technology (ICT)

The Information Technology Service (ITS) shall offer PWD support to compensate for sensory, physical or functional limitations. The ITS shall also support PWD to access knowledge by adapting digitalization to the nature of their disabilities, in order to enhance their social and

economic integration in the School community. Assistive Technologies such as Supernova – magnification, screen reader software and JAWS –text-to-speech, shall be provided to allow visually impaired students access to computers.

9.3 Counselling and Placement Centre

The Centre enables ABS put in place effective and efficient support for PWD not only to achieve equalisation of opportunities for the students with disabilities at the School but also to enhance the competitiveness of graduates with disabilities in the employment market. The Centre exists to provide counselling services, career advice, and academic study skills to all persons including students with disabilities. The Counselling and Placement Centre in conjunction with the OPWD and CEDRES shall facilitate work for students with special needs and employment for disabled persons after graduation.

9.4 Sports and Recreational Facilities

All efforts shall be made by the School to provide the necessary conditions to meet the sports and recreational needs of PWD. Efforts shall be made to increase their leisure, entertainment and recreational activities through sports and physical fitness. The School Sports Complex should offer PWD the opportunities to enjoy, experience and compete in adaptive sports that include football, swimming, track and field, ground volleyball, and weight lifting.

9.5 Students Organisation

The Students with Disability Association (SWDA) is an organization of both students with special needs and others without special needs that work together to make ABS a place where “disabilities are turned to abilities”. ABS shall assist PWD with disability in any way possible to make their existence on campus conducive by sponsoring activities such as awareness programmes.

9.6 Teaching and Learning Process

As a policy, ABS shall put in the necessary measures to support PWD in their teaching and learning efforts. Assessment and examination policies, practices and procedures shall provide students with special needs with the necessary opportunities as their peers to demonstrate the achievement of learning outcomes, which may, in some cases, include alternative assessment and examination arrangements.

The Academic Affairs Section must liaise with the OPWD to ensure that any necessary support is arranged (e.g. Braille machines, sign language interpreters, etc.). Every effort shall be made to secure a means of transport to move students with disability round in bad weather, during examinations and other such situations.

9.7 Provision of Sign Language Interpreter

ABS shall make necessary efforts to provide sign language interpreters for deaf persons and mobility guides for low vision or blind persons.

10.0 REMOVAL OF BARRIERS IN ACCESSIBILITY, ACCOMMODATION AND INFRASTRUCTURE

As far as practicable, every building on campus that is used by PWD shall have the appropriate facilities to enable them gain easy access and move about freely. The School shall ensure that new buildings and service facilities like hospitals, lecture rooms, halls of residence, constructed at the School include structures appropriate for students, staff and visitors with disabilities and the latter are included in planning them. This approach for such persons must be enshrined in the School's construction guidelines.

Students with disabilities are to be automatically offered residential accommodation through out their stay in the School. They shall be housed in rooms that give them easy access to toilets, bathrooms, libraries, dining halls and other hall facilities. Toilets and other facilities should be adapted to make them user-friendly to students with special needs. The necessary arrangements shall be made at the residence of staff that requires any such arrangements in their accommodation on campus.

The choice of roommates for students with disabilities should be influenced by the prospective roommate's prior experience with disabilities. Persons who have had prior experience with such persons have a greater understanding of their needs, and are better roommates. Roommates with no previous experience should be given orientation to enable them understand how to relate to students with special needs.

Professional Resource Persons for students with disabilities should by the nature of their work be housed on campus.

11.0 RIGHTS AND RESPONSIBILITIES OF PERSONS WITH DISABILITIES

All Persons with Disabilities are entitled to equal opportunities within the School community. Students with disabilities are entitled to equal opportunities to learn. They also have the same obligations as any other students to meet and maintain the School's academic and technical standards. With that as a given standard, persons with disabilities have the right:

- i. To demonstrate or document how their disability affects a particular delivery system, instructional method, or evaluation criteria when requesting an accommodation.
- ii. To be evaluated based on their ability, and not their disability. If their disability affects the outcome of an evaluation method, they are entitled to an evaluation by alternative means.
- iii. To identify themselves as needing accommodation (services) in a timely fashion.
- iv. To participate actively in the search for accommodations (services) and auxiliary aids. This responsibility extends to working with the School to seek financial assistance from government and private sources.
- v. To access services, extracurricular activities, and transportation at levels comparable to those accessed by all other students. This is especially significant if the location, delivery system, or instructional methodology limit their access, participation, or ability to benefit from the academic community.

12.0 COMPLAINTS/APPEALS PROCEDURE

Although the primary responsibility for the provision of a supportive and responsive academic, social and physical environment rest entirely with the School, such commitment, however, does not exclude students with disabilities from being active participants in their ultimate success. Students with disabilities must take the initiative to inform the institution about their needs; pursue their studies with the same diligence required of all students; and accept responsibility for the role that they play in their success or failure.

A person can appeal the School's decisions concerning accommodation (services). They can accomplish this by writing a letter to the Office of Persons with Disabilities. If not satisfied, they may file a complaint with the President.

13.0 MONITORING AND EVALUATION

The Advisory Team in conjunction with the Office of Persons with Disabilities shall develop and implement a system for evaluating programmes and services for persons with disabilities in the School.

The School shall monitor and provide an annual report on applications, admissions, academic progress and the extent of integration in the School community of all such students and other persons with disabilities.

Every two years, the Team shall carry out an evaluation which would cover compliance with the provisions of all aspects of the policy. Based on the evaluation report to be submitted to the President, the policy may be reviewed.

14.0 ANNEXES

Annex I: Functions of the Office of Persons with Disabilities (OPWD)

Specific duties of the OPWD may include, but are not limited to:

1. Coordination and administration of specialized services, including consultation with faculty for students with disabilities.
2. Advice and counselling on disability-related issues.
3. Liaising with campus and external agencies, including referral and follow-up services to these agencies on behalf of students with special needs.
4. Facilitation and provision of adaptive technologies (e.g. computer training, assistive listening devices, adaptive computer hardware or software) including new devices that may become available with emerging technology.
5. Providing oral and sign language interpreters.
6. Providing note-takers for classroom and academic activities.
7. Providing on-campus mobility assistance to and from lectures, etc.
8. Creating a student volunteer programme/soliciting volunteers to provide support for tutoring, reading, writing, etc.
9. Registration assistance, including priority enrolment, assistance with applications for financial aid and related School services.

10. Providing Braille and transcription services.

11. Providing loaning services for tape recorders, Braille machines and enlarged prints.

If future evidence supports the need to modify or amplify the aforementioned services, such changes will be assessed and acted upon within the parameters posed by the School's available resources.

Annex II: Duties of the Head of Office of Persons with Disabilities (OPWD)

The School may appoint a Senior Member in the Centre for Disability and Rehabilitation studies as the Coordinator of the Office of Persons with Disabilities.

The duties of the Coordinator shall include:

1. Ensuring the implementation of the School's policy of equal opportunities in respect of persons with disabilities.
2. Administering the affairs of PWD in the School in pursuance of the equal opportunities policy of the School encompassing admissions, accommodation, academic work, health, social and recreational needs.
3. Liaising with the Admissions Office to ensure that the applications of students with disabilities are properly evaluated with reference to exemptions and waivers.
4. Drawing up profiles of students with disabilities and their subsequent distribution to faculties, departments and halls of residence.

5. Ensuring that students with disabilities are given appropriate accommodation on campus.
6. Arranging orientation programmes for students with special needs in respect of their health, mobility, academic, social, recreational and other needs to facilitate their fullest participation and integration into campus life.
7. Liaising between students and departments during initial discussions.
8. Enhancing disability awareness on campus by organizing orientation programmes for faculty, students and staff.
9. Consulting with persons with disabilities in the search for technical advice on the nature of facilities they require in the halls of residence, lecture rooms, libraries and the general environment on campus and forward findings to the School authorities for the necessary provision to be made.
10. Consulting with persons with disabilities for advice as to the facilities they would require for their support in respect of learning, studies, class work, examination, etc. and informing the School authorities to make the necessary provision and adjustment.
11. Liaising between the School and outside agencies, both governmental and non-governmental, concerned with persons with disabilities to ensure that students with special needs fully benefit from their programmes including financial and material assistance.
12. Liaising between persons with disabilities and Department Boards/ other School bodies to facilitate the resolution of the problems and difficulties of persons with disabilities.
13. Ensuring that persons with disabilities get the professional helpers they need by liaising with governmental and nongovernmental agencies.

14. Coordinating and overseeing all services available to persons with disabilities and writing of annual reports on them for the School's information and necessary policy decisions.

15. Campaigning for funding.

16. Co-operating with the Office of the Dean of Students to explore the possibilities of full employment for graduating students with special needs.

17. Undertaking all other kinds of services that would enhance the academic and social life of persons with disabilities in the School.

ANNEX III: DEFINITION OF TERMS

Hearing Limitation (Deaf and Hard of Hearing)

Limitation in the hearing process that impedes the educational process and necessitates accommodations, support services, or programmes. Students in this category may require communication accommodation such as oral or sign language interpreters, and note taking services, etc.

Learning Limitations (Disability)

A generic term that refers to a heterogeneous group of disorders manifested by difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning, or mathematical abilities due to neurological dysfunction. Even though a learning disability may exist concomitantly with other disabling conditions (e.g. sensory impairment) the learning disability is not the direct result of those conditions or influences.

Members of the School Community

All employees and students of the School and dependents of School staff resident at all School Locations.

Other Functional/Medical Limitations

Any disability, such as a dysfunction of a body part or a neurological or psychological disability that necessitates accommodations, support services, or programmes, that does not fall within the other categories of limitations defined.

Physical or Ambulatory/ Mobility Limitation (including wheel-chair users)

Limitation in locomotion or motor functions (e.g. cerebral palsy) that indicates a need for accommodations, support services, or programmes, that does not fall within the other categories of limitations defined.

Students with special needs

Students who are disadvantaged by reason of any verifiable and persistent physical, learning, cognitive, sensory, psychological, neurological, or temporary impairment of a nature and degree sufficiently serious to interfere with their studies and academic progress or participation in other essential campus activities

Visual limitation

Blindness or partial sight to the degree that it impedes the educational process and may necessitate accommodations, support services, or programmes, e.g., Braille, notetaking, enlarged prints, care attendants, etc.

Persons with Disability

Any person (workers and their dependants as well as students) who are disadvantaged by reason of any verifiable and persistent physical, learning, cognitive, sensory psychological, neurological, or temporary impairment of a nature and degree sufficiently serious to interfere with their studies and academic progress or participation in other essential campus activities

Adaptive Sports

Sports played by persons with disabilities, including physical, mental intellectual and sensory impairment

15

EMPLOYEE HANDBOOK POLICY



Welcome Message from the Governing Council

Greetings! Welcome to employment with the Accra Business School. You have joined one of the top business school in Africa and we are thrilled with your decision. Your employment with Accra Business School is a significant factor in our overall success, and we hope you will find your experience challenging and rewarding. This handbook provides an overview and introduction to the University policies and programs that will shape your employment at Accra Business School. Please take some time to familiarize yourself with the resources that will position you for success. Should you need more detailed information about any of the issues outlined in this handbook, we encourage you to contact the Registrar.

Again, welcome to Accra Business School!

1.0 Introduction

Accra Business School is a prestigious Christian Business School accredited to offer globally recognized postgraduate, undergraduate and professional programmes in a christ-centred scholarly environment that integrates faith and learning. The School is an affiliate of Kwame Nkrumah University of Science and Technology (KNUST) Kumasi, Ghana, Australian Institute of Business (AIB) Adelaide, Australia and the Awards for Training and Higher Education, Norwich, UK.

1.1 Application of handbook

This handbook is intended to provide a broad outlook of human resource policies and procedures of Accra Business School. These terms and conditions of employment herein contained are contractual and binding on **all employees** of this University. Where there are exclusions or further details can be found in other documents, the appropriate references shall be made. The Human Resources Manager/Registrar, subsequently referred to in this document as HRM, develops, reviews and administers the policies and procedures in consultation with the Executive Committee. However, in difficult situations of interpretation or implementation the Court of Governors has ultimate responsibility. The handbook will be reviewed periodically by Accra Business School. Any revisions to this handbook shall be endorsed by the Court of Governors and signed by the President. Should you need further information or assistance regarding this handbook or your employment, please contact your Head of Department (HOD) or the Registrar.

2.0 Recruitment

Accra Business School aims to successfully attract and retain employees with the appropriate level of skills, qualifications and personal qualities to meet the strategic mission of the university. To ensure a consistent approach of implementing this, all recruitments shall be guided by the following principles.

2.1 Recruitment Procedures

A Hiring Request Form which will clearly state the job specifications and personal qualifications for the position must be completed by the Head of Department (HOD), reviewed by the HRM/Registrar before it is forwarded to the President for final approval for the hiring process to commence. Accra Business School shall employ the following general methods in recruiting staff members:

- Advertisements in newspapers
- use of professional recruitment agencies
- Recommendations or contacts from other organisations
- References by current or previous employees
- Direct applications by applicants
- Other means that the University deems necessary

Accra Business School shall consider internal applications in all its recruitment efforts. In filling vacant positions serving members of staff with requisite qualifications and experience shall be encouraged to apply and will be given full consideration alongside other applicants.

Recruitment will be done with the objective of efficiency and cost- effectiveness in accordance with the university's remuneration policy.

2.2 Interview Panel

All shortlisted applicants shall undergo an interview process. For Executive, Faculty, Senior Administrator or any other position deemed necessary, the President shall chair a selection panel comprising of the Head of Department, other staff member(s) whose work or expertise is relevant to the position being filled and the Human Resource Manager/Registrar. For Support Staff, the Human Resource Manager/Registrar together with the Head of Department and other staff member(s) whose work or expertise is relevant to the position being filled shall interview the applicants.

The panel shall as it deems appropriate use written tests, presentations, practical assignments, etc as a means of assessing the suitability of candidates for any position. The panel shall then compile and forward its recommendation(s) to the President through the Human Resource Manager for final approval. For Executive, Faculty and Senior Administrator positions, the Executive Committee shall review the recommendations before the approval of the President.

2.3 References

In all cases of new employment, letters of reference shall be obtained from at least two referees, including the most recent employer before a formal contract is signed.

2.4 Contracts

Once the right candidate has been identified and references and medical reports received, an offer of employment shall be made to the selected candidate. This offer must be accompanied by a Job Description.

3.0 Job Description

A job description is provided to each staff member upon employment. Job descriptions may be revised at any time at the discretion of the University based on the needs and requirements of the position. The staff member shall be notified of the amendments, and if necessary, further training may be organized to enable the staff member adequately discharge the duties.

3.1 Employment of Relatives

No applicant will be disqualified from employment solely on the grounds that he is related to an employee(s) of the University. However, the applicant must make a full disclosure of the identity and relationship with the employee(s).

3.2 Rehiring of Personnel

Former employees who left the University in good standing may apply to be re-hired for any open positions. You must complete a new application form and successfully proceed through the normal application and assessment processes.

4.0 Employee Records

To enable management to formulate appropriate human resource policies the University shall have current and comprehensive records on every employee. Each staff shall complete a Standard Employee Biodata Form. These records shall form the basis of Human Resource Information System of the University. The Human Resource Department will manage employee records. The records shall remain the property of the University and are strictly confidential. The records that shall be kept on each employee's folder will include, but not limited to, contract of employment, reference reports, passport picture, performance management reports, copies of educational certificates etc. Employees shall provide to the Human Resource Department any changes in information with supporting document (where required) about their personal details such as:

- Change in name
- Change in marital status
- Additional academic/professional qualification
- Next-of-kin

4.1 Access to Information

Employees have a right to access information held in their folders and kept in the Human Resource Department. A request for such information shall be in writing and addressed to the HRM stating the reasons for such request. Requests will also be kept in the employee's records.

5.0 EMPLOYMENT POLICIES

5.1 Employment Contract

Your employment at the University is subject to the terms and conditions stated in this handbook and the employment contract signed by you upon acceptance of your offer of employment. If a conflict exists between the terms outlined in the Employee Handbook and your employment

contract, all conditions and terms outlined in your employment contract supersede any conditions stated in the Employee Handbook.

5.2 Employment Categories

Your employment category is determined by the number of hours you are scheduled to work and the duration of your position. The principal employee categories are:

- **Full-time:** If your position is one that the University anticipates will exist longer than one year and if you are scheduled to work at least 30 hours per week, you are considered a full-time employee and eligible for full University benefits.
- **Part-time:** If your position is one that the University anticipates will exist for one year or less or if you are scheduled to work less than 30 hours per week you are considered a part-time employee. Part-time employees are eligible for those paid allowances and benefits stipulated in their employment contract. If you are a part-time employee, please refer to your employment contract.
- **Temporary:** A job is considered temporary if the position is expected to continue for less than one (1) year. An employee in this position is a temporary employee and is not eligible for paid allowances (e.g., University holidays, vacation, or sick leave) and is not eligible for participation in the University's benefits, including but not limited to medical benefits, FMLA and Funeral Benefits.

5.3 Job Grade Classifications

The University assigns positions to five job grade classifications—Faculty, Executive, Senior Administrator, Administrator and Support Staff. Your pay is determined primarily by the job classification assigned to your position as well as your overall and specific job performance as assessed by the University. If you meet all of the minimum training, work experience, and education requirements of the position at the time you are hired, you are eligible to receive at least the minimum of the salary range for that position for which you are hired.

If you have training and experience that exceed the minimum requirements and the hiring department has the available budget, you may, at the sole discretion of the Executive Committee, receive a starting salary above the minimum of the pay grade.

5.4 Probationary Period

During the stipulated probation period, your manager will explain your department's procedures and your specific duties. Your performance will be closely evaluated by your manager to ensure that you know and meet expected standards. The probationary period for each faculty member is governed by the terms outlined in his/her employment contract. All non-faculty employees shall undergo a probationary period of 3 months. After 3 months you will be automatically confirmed or you will receive written notification stating otherwise. Where there is any doubt as to the employee's suitability, the University may extend the probationary period for a further period of 3 months.

While on probation, employees are not entitled to any University benefits. During the period of probation, an employee's service may be terminated without cause.

5.5 Loss of Qualification

If at any time in the course of employment, the employee ceases to be qualified for the position or it is discovered that the employee has never been qualified for the position, the employee may be dismissed without prior notice and without any compensation. In the case where the employee ceases to be qualified, the circumstances causing the loss of qualification will determine whether notice or compensation is required.

6.0 WORKING HOURS

6.1 Official Working Hours

Working hours for faculty members will vary depending on the number of classes being taught each semester and other responsibilities. All faculty members should refer to their employment contract and semester class schedule to determine work hours per week. Non-faculty employee normal hours of work shall be from 8:00am to 5:00pm, with one hour for lunch, every day except Saturdays and Sundays and Statutory Public Holidays. Some employees may be required to work after 5:00pm or on weekends when necessary as determined by their manager.

6.2 Absence from Office

Employees must inform their HOD of their movements outside the office during official working hours.

6.3 Unplanned Absence

An employee, who is unable to report for work for whatever reason, shall immediately inform his/her HOD and/or the HRM by telephone or any other means of communication available before his scheduled time of duty so that if necessary alternative arrangements could be made. If the absence is expected to extend beyond a day, it shall be deducted from the employee's annual leave entitlement or the day(s) of absence shall be deducted from his salary for the month unless such day(s) of absence is prior approved by his manager or is duly covered by a Medical Excuse Duty. Absences from the office for more than two consecutive weeks without permission shall be deemed as gross misconduct and the appropriate disciplinary action shall be taken by the University.

7.0 EMPLOYEE BENEFITS

Accra Business School staff benefits are for only its full-time employees. These benefits are as follows:

7.1 Institution Tuition Discount

Employees who have worked at ABS for at least one year will receive a 90% discount for up to three children/wards that gain admission to the institution. The discount will cease immediately if an employee's contract is terminated or if an employee resigns from the institution.

7.2 Staff Training and Development

Accra Business School is keen on conferences and training to advance the professionalization of its staff and to keep abreast with the industry standards and to learn new things. Accra Business School training policy applies to the following categories of training: conferences, seminars,

workshops. These are done internally or externally by stakeholders such as our mentoring institutions and other external organisation.

The Annual Training and Development Plan which is developed from the Performance Management System and input from the Training and Development unit of the University shall serve as a basis for recommending training programmes for employees. In all instances, the criteria for training shall be to:

- meet the needs of the university;
- enhance employee competence on assigned task;
- develop employee capacity for future roles and assignments;
- other benefits as deemed necessary for the university and the employee;

Eligibility

The University interprets staff development as applicable to all categories and grades of its staff, for whom appropriate provision must be made.

Procedures

Subject to the availability of department funds, and the approval of the Executive Committee, an employee may be recommended for further training by the immediate manager also Individual staff can apply directly to the Training and Development unit of the institution for a place on a specific course by completing a Course Requisition Form, when there is an urgent need for training. All training request should be directly related to the employee's job function.

An employee who attends a training programme upon return must complete a Training Report Form clearly stating the benefits derived from the programme, how the knowledge gained will be applied to their work and how they intend sharing the knowledge with their other colleagues.

7.3 Subsidized Meal

Whilst on duty, employees are entitled to eat one meal from any of the canteens operating on campus at a subsidized rate. The institution shall bear the remaining cost of the meal.

7.4 Medical Benefits

Employees are covered under Accra Business School comprehensive medical plan. This includes coverage for one spouse and up to three legal dependents. Details and extent of coverage can be found from the School's Clinic.

7.5 Social Security Contribution

As required by law, an employee must register with the Social Security and National Insurance Trust (SSNIT). Deductions from the employee's salary and the contribution by the institution will be made as prescribed by law and paid to SSNIT each month by the institution.

7.6 Pension Plans

ABS shall have an additional pension plan to supplement the SSNIT pension scheme. This shall be a contributory scheme in which an employee shall contribute a percentage of his/her salary and the University shall match employee contributions, up to a maximum of five (5) percent. The amount so contributed shall be invested and managed by a Fund Manager(s) appointed by the University. There shall be rules and regulations governing the management of the funds.

7.7 Official Business Travel

Employees engaged on assignments outside their normal work station are entitled to an allowance to cover the cost of food, accommodation and other necessary items. Such allowance shall be determined and approved by your manager. Employees are expected to account for the monies given to them with relevant receipts to retire an advance taken for the journey within one (1) week

on return from the trip. Failure to account for advances taken within the stipulated time will result in the deduction of such amount from the salary of the employee. The final expenditure is to be approved by the HOD, Finance Manager and the President or Registrar.

7.8 Funeral Benefits

In the event of the death of a full-time employee, a funeral grant is paid to the person designated on the Accra Business School Emergency Data form. Where no form has been completed, the funeral grant will be paid to the surviving spouse and/or dependent children of the employee. This amount is equivalent to two months gross salary. The Institution will also contribute GH¢100 towards funeral expenses.

SALARY / ALLOWANCES

8.1 Introduction

Our salary policy is to recognize the value of each position to the Institution, and to pay within the salary range applicable to the job as per the salary scale. In determining an individual's salary on appointment, or at subsequent reviews, no differentiation will be made on the basis of gender, race, sex, age, etc, of the individual.

8.2 Payment of Salary

Salaries shall be paid on monthly basis or as determined by the University at any point in time. Salary payments shall be made by direct bank transfer to employee's account at all times. It is the responsibility of an employee to check that the correct salary has been paid. Accra Business School reserves the right to reclaim any overpayments made to an employee.

8.3 Employee Emergency Loan

Full-time employees, who have worked at the University for at least nine months, including the probationary period, are eligible for an emergency loan, contingent on availability of funds. The University may provide assistance for an emergency that meets the following criteria for the employee:

- School fees of a child or ward
- Funeral costs

- Rent payment for home or apartment
- Medical fees of the employee or of an immediate family member

To apply for this loan, you must complete an Emergency Loan Form and include proof of the expense. Employees can borrow up to 25% of their gross annual salary. The loan will be payable over no more than 12 consecutive months with monthly payments automatically deducted from the employee's monthly salary. Interest charged on the loan will be determined at the beginning of each fiscal year but is subject to change. Funds will be disbursed in the form of a cheque issued in the name of the payee or debtor. Employees are eligible for only one loan at a time. Approval of the loan is subject to available funds of the University. Loans to members of the Executive Committee must be approved by the Accra Business School Court of Governors.

8.4 Salary Increases

Faculty members should refer to the Faculty Policy Manual for information on new appointments and salary increases. Non-faculty employees will have their performance measured annually and salary increases determined based on the performance review and the financial resources of the University. Employees are not guaranteed to receive an annual salary increase.

8.5 Salary Confidentiality

The details of your compensation package as stated in your employment contract are personal and confidential. Please refrain from discussing the details of your employment contract with others.

9.0 LEAVE

9.1 Annual Leave

Faculty members cannot schedule days off during the academic year on days classes and office hours are scheduled except for extenuating and emergency situations. Faculty members must give notice as far in advance as possible in the event they need to take time-off due to illness or other extenuating circumstances. All full-time non-faculty employees who have completed

probation are eligible for the maximum number of vacation days indicated in their employment contract. After the first three (3) consecutive years of employment, you are eligible to receive an additional 5 days of vacation per year. Vacation days must be approved by each employee's manager at least 2 weeks in advance. A request for more than 5 consecutive vacation days must be approved at least 4 weeks in advance. Employees may roll over a maximum of 5 unused vacation days to the following year and these days must be used in that year. However, the University reserves the right to waive this conditionality.

9.2 Bereavement Leave

In the event of the death of certain members of your family, and upon request, the University, at its sole discretion, may grant paid and/or unpaid time-off). This paid time-off will not be deducted from your allotment of vacation days. In the event of the death of your parent or foster parent, sister, brother, spouse, child, step-child, ward, father-in-law, mother-in-law, step-parent, grandparent, grandchild employees are allowed three (3) consecutive days of leave immediately following the death, if requested. You will be paid only for those days that fall on your regularly scheduled work days. You may request approval for additional time-off to be charged against your accrued vacation. If no accrued vacation or personal time is available for requested additional timeoff, your department manager may grant leave without pay.

9.3 Sick Leave

A full-time employee is entitled to ten (10) paid sick days per year, prorated based on the date of employment. Employees should inform their HOD/and or the HRM as soon as possible before their scheduled work time if they are unable to show up for work for reasons of ill-health. The employee must provide a medically certified doctor's note from any of our designated hospitals or clinics for any day(s) of sick leave days. Sick days cannot be accrued or carried over to the next year.

The University reserves the right to cross-check the source and genuineness of any such report submitted and can also refer it to its appointed medical doctor for further checks. Prolonged sick leave shall be examined under the Family and Medical Leave of Absence (FMLA).

9.4 Maternity and Paternity Leave

Full-time female employees are entitled to twelve weeks maternity leave with full pay, normally commencing no earlier than two weeks prior to the anticipated date of delivery. Nursing mothers are entitled to reduce working hours consisting of two hours off at the beginning or end of the working day, to be approved by the Executive Committee until the child is twelve months old. Male employees are entitled to up to four weeks paternity leave with full pay normally commencing immediately after the spouse delivers. The University recognizes one spouse per employee.

9.5 Family and Medical Leave of Absence (FMLA)

Upon formal request, the University may approve a full-time employee for leave under (FMLA). If you have been employed at the University for at least twelve (12) months and have worked at least 35 weeks during the previous twelve (12) month period, you are eligible for FMLA leave. Under FMLA, your salary (or some fraction thereof) will continue to be paid to you through an emergency fund for an approved number of days during your absence from work. You may request FMLA leave for any of the following reasons:

- Birth of your child and to care for the child within one year of birth;
- A child's placement with you for adoption or foster care within one year of placement or adoption;
- To care for one spouse, child or parent (but not parent-in-law), who has a serious health condition; or
- Your own serious health condition which makes you unable to perform your job function and requires you to be hospitalized under the care of a doctor.

Requests for FMLA leave must be submitted in writing to your manager. If the leave is being requested as a result of the employee's own serious health condition, the employee is required to provide the department manager with a report from a registered medical practitioner acceptable to the University indicating that the employee is unfit for work and stating the number of days the employee will be absent from work. Approval for FMLA request is subject to availability of funds and is not guaranteed. The Executive Committee will be responsible for determining how much funding is available at any given time. The Executive Committee's decision will be based on recommendations from the Finance Committee.

9.6 Study Leave

Accra Business School provides staff (academic and non - academic staff) with the opportunity to seek dedicated time to further an area of research, or other study related to their duties. During study leave the University's contractual arrangements will not apply to the letter, only basic salary will be paid.

Staff under study leave with pay are required to sign a bond to work with the university for at least 2 years after the study.

The outputs of this leave should contribute to the member of staff's development and the strategic objectives/plans of their department/faculty.

9.6.1 Duration and Qualifying Service

- Staff may be allowed study leave after 3 years of continuous service to the university.
- The duration of study leave is 2 to 3 years.
- It is given once in an employee's entire service to the University.
- Study Leave will not normally be granted in the final year of service.

9.6.2 Timescales

Applications should normally be submitted to the Head of Department, six months before the start of the proposed leave. Where more than one application is submitted the Head of Department should place them in order of priority as not all requests may be able to be accommodated.

9.6.3 Replacement member of staff

This is not normally necessary, as departments are expected to manage the allocation of duties in such circumstances. If a Head of Department believes that there are exceptional circumstances that may warrant the appointment of additional staff it should be discussed with Human Resource and Finance Committees.

9.6.4 Application and Authorization Process

The applicant should complete the study leave application form and send it to the Head of Department. The HOD will complete his portion of the form indicating whether the application is supported and forward it to the Vice-President in Charge of Academic Affairs to discuss with HR and the Executive Committee for a decision to be made.

9.6.5 Communications

Prior to commencing a period of study leave the member of staff must provide their department with up to date contact details, so that reasonable contact can be maintained.

9.6.6 Assessment of outcomes following the end of the study leave period

- Staff will write a Report on the Outcomes of Study Leave submitting it to their Head of Department within 8 weeks after the completion of the leave. It should summarize which objectives have been achieved, which have not been achieved and why, and any developments/tools/information that they believe may be of interest to others, and if so, whom.
- The Head of Department will indicate on the report whether they believe the output detailed to be accurate. The report is then forwarded to the Vice President in-charge of Academic Affairs.
- Where the Vice-President, in Charge of Academic Affairs, considers the output is unsatisfactory, he/she will refer back to the Head of Department for further information/clarification, The HR Committee should also be notified to discuss their concerns and determine what action is to be taken e.g. if appropriate, this could include disciplinary action.

9.6.7 Dissemination of Outcomes

- The Head of Department and Vice President in Charge of Academic Affairs may wish to consider whether it would be beneficial to disseminate any outcomes they feel may be of interest/benefit to other areas of activity.

9.7 Statutory Public Holidays

The University observes the following holidays and any other public holiday declared by the Government of Ghana: January 1, March 6, May 1, Good Friday, Easter Monday, May 25, Eid ul fitr, Eid ul Adha, Farmer's Day, July 1, December 25 & 26.

10.0 PERFORMANCE MANAGEMENT

10.1 Introduction

Accra Business School performance management system is linked to its overall strategic direction and /or plans. Various departments /units shall derive their annual goals and objectives from the overall strategic plans of the school and cascade them downwards so that each individual employee also has a set of goals/objectives which are compatible with those of the organization. In this context, our performance management system shall be an interplay of how each individual employee's performance helps us to achieve our corporate goals and objectives whilst also developing their own individual capability and ability to perform optimally in their current and future jobs. It is simple known as "Management by Objectives". The whole performance management system shall be a bi-annual activity and is applicable to all employees who have completed their three months' probation period. Inherently it shall be a continuous and an on-going process and will be carried out throughout the year because of our desire to:

- Keep employees informed as to how they are performing
- Identify and make an effort to correct any identified problems
- Commend good work
- Adjust any work procedures or objectives when tasks or departmental objectives change
- Document employee performance or otherwise before the formal performance appraisal stage

We believe that performance management is a shared responsibility and that all stakeholders must endeavour to clearly understand it and participate actively in it. The purpose of this

policy is to provide a step-by-step guide to its application to enable all stakeholders understand and participate effectively in the process. The objectives of our performance management system are to:

- Achieve the university's strategic goals and objectives
- Recognize high performers, retain and develop them for future assignments
- Reward high performers
- Identify training needs of employees
- Develop strategies to close the skills gap
- Document employee performance for management decision making, including but not limited to promotion, re-assignment, termination, etc
- Assist low performing staff to improve on their performance

The Stages There shall basically be three stages in the process. These are:

- Goal / Objective Setting
- Performance Appraisal
- Employee Development Planning

The stages are cyclical, meaning that each stage is dependent on the other and the results of one serves as feedback to the other processes. The stages are explained below:

10.2.1 Goal / Objective Setting

This is the stage where the employee and Supervisor / Manager / Head of Department meet to discuss the expectations, targets, quantity, quality, cost or timeliness and all the issues that need to be achieved during the review period. A Goal / objective Setting Form shall be completed and copies made available for each party and the employee's file at the Human Resources Department.

The goals/objectives should be largely derived from the University's strategic goals/objectives for the year which must also be manifested in each department's goals/objectives for the year. Employee and Supervisor / Manager / Head of Department set deadlines and the deliverables

expected in the form of Key Performance Indicators (KPI's). Both parties append their signature to this document which expresses their consent and commitment to the job that needs to be done and the expectations thereof. Copies are then made available to the employee, Supervisor/Manager/Head of Department and employee's file at the Human Resources Department.

10.2.2 Performance Appraisal

This is essentially the formal process of reviewing an employee's performance and skills level based on the goals / objectives and other targets set at the first stage (Goal / Objective Setting). The objective is to find out how well the individual staff performed against the set targets. The form is also a good tool for the employees to self-evaluate themselves and to see how well they performed. Supervisors/Managers/Heads of Department are required to have an appraisal meeting with each of their employees to discuss and review their performance during the review period. The discussion must be held in an open and transparent manner.

The **Performance Appraisal Form** must be completed and duly signed by both parties accordingly. Copies shall be made for each party's reference and the original forwarded to the Human Resource Department for further processing and the employee's file.

10.2.3 Employee Development Planning

The employee development planning phase is derived from the Performance Appraisal Form. This stage specifies the course of action that needs to be taken to improve performance. The objective of the development plan is to encourage continuous learning, performance improvement and personal growth for each employee. The plan will clearly set out amongst other requirements specific issues that needs to be addressed, what resources and support are needed and the time frame for achieving the intended plans. The development plan shall form the basis for Accra Business School Training and Development Plan / Budget for the year.

10.3 Ratings and Classification

The Performance Management System shall use clearly defined rating scales, both qualitative and quantitative, which will help us categorize employees into the following groups based on the overall marks they obtain:

- Exceptionally Performing Employee (EE) - 80 to 100
- Acceptably Performing Employee (AE) - 50 to 79

- Unacceptably Performing Employee (UE) - 0 - 49

This categorization shall be used as a basis for executive decision making in terms of compensation and incentive packages, employee development and termination decisions.

An employee who falls into the Unacceptably Performing Employee categorization shall be placed on a Performance Improvement Plan (PIP) in order for him/her to improve on his performance.

An employee who falls into the UE category for two (2) consecutive review periods, or three (3) total review periods, shall have his/her appointment terminated.

10.4 The Appeal Process

If in any case an employee disagrees with his/her Supervisor/Manager/Heads of Department over aspects of the management of his performance and they cannot reconcile their disagreement, the employee could appeal to the Human Resource Manager for a resolution. That failing, the employee can petition the President of the University as a last resort for an amicable solution. The decision of the President shall be final. Performance Management System for Faculty members will be slightly different from the above. Please refer to the Faculty Policy Manual for details of the policy.

11.0 PROMOTION

11.1 Introduction

Accra Business School believes that promoting from within is good business practice and serves as motivation for employees to continuously strive to achieve individual and corporate excellence. Promotion also generates loyalty through the recognition of individual merit and improved morale by fulfilling employees' need for increased status and responsibility. For the University, it is a means of identifying and grooming talent not only for current needs but for improved corporate performance in the future. Promotion is an upward movement of an employee from one level to a higher level and this comes with change in level of responsibilities, job title and salary. However, in as much as Accra Business School recognizes the above benefits of promotion, it shall solely be tied to performance and shall be merit-based with recourse to the following conditions:

- Availability of a vacant position at a higher level

Availability of funds to effect such changes

- Demonstrated exceptional performance of an employee in his current job as documented by the Performance Management System of the University during the most recent performance review period
- Demonstrated capability of taking on additional responsibilities at a higher level
- Successful completion of at least 1 year of service

11.2 Procedures

In all instances of promotion, the following procedures must be respected and complied with:

- The Head of Department must submit to the Human Resources Manager a confidential report on the employee recommended for promotion clearly stating the reasons for the promotion, proposed new role and responsibilities (Job Description) and the effective date of the promotion. All proposed new job titles must be in line with the organizational structure and job titles of Accra Business School
- Copies of the employee's most recent Performance Review Forms must be attached to the above request
- The President shall chair a selection panel comprising of the Head of Department (Hiring Manager), at least two (2) other Court of Governors Members, one (1) other staff member whose work or expertise is relevant to the position being filled and the Human Resource Manager
- The panel shall as it deems appropriate use written tests, presentations, practical assignments, etc as a means of assessing the suitability of the recommended employee for the position
- The Executive Committee shall review the recommendations of the panel and having satisfied itself and endorsed it, pass it on to the President for final approval
- The employee shall be informed in writing by the Human Resource Manager stating the new position, salary, changes in conditions of service, effective date of new position. Also to be attached is the new Job Description

- The promoted employee shall be taken through an orientation programme organized by the Human Resources Department and his Head of Department to clearly understand his new role in order to perform effectively
- The performance of the employee shall be monitored and reviewed continuously to ensure that he does not fail in the new position

For that of Faculty, please refer to Faculty Handbook.

12.0 DISCIPLINARY CODE AND PROCEDURE

12.1 Disciplinary Code

The University's disciplinary code is designed to help and encourage employees to achieve and maintain standards of performance, conduct and attitudes and job performance. The application of these rules shall be governed by the key principles of fairness and consistency. Any disciplinary action taken by the University towards an employee shall be without prejudice to any other action such as prosecution under the laws of the country. Infractions of the company rules are grouped into minor and major offences and the applicable decisions shall be per the Executive Committee's approval. Please note that, the examples as provided below are not exhaustive and conclusive and could be amended or reviewed depending on the circumstances.

12.2 Disciplinary Procedures

If, at any time during the course of employment, an employee displays incompetence or behavior which falls short of the standards acceptable for the position or for any reason ceases to be qualified to hold the position for which employed, disciplinary measures may be taken against the employee as provided below.

12.2.1 Disciplinary Process

Verbal Warning

If the employee's behavior or performance is unsatisfactory but falls short of misconduct as defined herein, the employee will first receive an oral warning by the manager. The oral warning must be documented by the employee's manager. Allowance may be made for

reasonable explanations and at the discretion of the manager; the employee shall be given a reasonable opportunity to improve.

Written Warning

An employee who has previously been given a verbal warning and commits another offence will be given a written warning. The warning will be filed in the employee's personnel records. For each disciplinary charge, the employee will be given the opportunity to offer an explanation. Multiple incidents of unsatisfactory behavior may result in the employee's employment being terminated.

12.3 Minor Offences

These are offences which are less serious in nature. However, the frequency of its occurrence shall also be a factor. A minor offence that is committed repeatedly could result in serious sanctions because of its frequency. Examples are:

- Lateness to work
- Improper dressing
- Misuse of university property
- Misuse university telephones for personal calls

12.4 Major Offence

These are infractions that are of a serious nature and could result in summary dismissal or termination of appointment. Examples are:

- Stealing or engaging in acts of fraud or dishonesty
- Proven incompetence on assigned task
- Misuse of company's property in the lawful custody, care, control of an employee
- Negligence of duty that leads to loss of property, resources or revenue to the institution
- Insubordination to a Superior Officer

- Any harassment, including sexual harassment or any other conduct including either verbal or physical aggression towards a fellow employee, student, or any person that brings the name of the University into disrepute

Absence from work for two consecutive weeks without permission from Head of Department

- Consumption of alcohol whilst on duty
- Keeping, peddling or use of illicit drugs on University's premises
- Conviction and/or imprisonment by a court of competent jurisdiction for an offence
- Unauthorized disclosure of any business sensitive information or confidential company information to the media, a competitor or any third party
- Any other lawful causes for summary dismissal, as may be specified under Ghana's employment codes/Labour Act 2003 (Act 651).

12.5 Board of Enquiry Where an employee is alleged to have committed a major offence, he/she will be investigated by a Board of Enquiry (BOE) duly constituted by the Executive Committee. The BOE shall be made up of:

- HRM
- Supervisor / HOD of the employee
- At least one member of the Executive Committee
- Any other employee deemed fit to help investigate the issue

The BOE shall gather and examine all the necessary information that it considers necessary to its work. It shall have the right to invite persons (both internal and external, if necessary) to offer information in the handling of the issue. The BOE shall submit a detail report stating its findings and recommendations to the Executive Committee through the President.

12.6 Interdiction

An employee who is being investigated by a BOE may be interdicted at any stage of the Disciplinary Procedure or at any time that is considered appropriate by management.

Interdiction is to facilitate unhindered investigation and shall not be considered as disciplinary action. Such an employee will not receive pay for any period of unauthorized absence or if he fails to attend any investigative interview or disciplinary hearing following the interdiction. An interdicted employee shall continue to be subject to all company rules, regulations, and such orders as the company may from time-to-time issue. If an employee is exonerated from the offence charged, he shall be reinstated and paid all his outstanding salaries.

12.7 Appeal

If an employee considers that the disciplinary action taken against him/her is unreasonable he/she may appeal in writing within five (5) working days upon receipt of the disciplinary letter. The employee shall clearly state the reasons for his appeal to the Human Resource Manager. The appeal hearing will be arranged as soon as practicable and the employee may decide to come with a chosen witness to act as an observer and assist as appropriate. The result of the Appeal will be notified to the employee in writing, as soon as practicable. THIS DECISION WILL BE FINAL.

13.0 GRIEVANCE PROCEDURE

13.1 Introduction

It is the University's policy to encourage timely, candid and appropriate communication among members of staff at all levels. The University will support processes and procedures to promote timely and amicable settlement of employees' grievances within their respective department units.

13.2 Stages

Whenever an employee is aggrieved, the following procedure will apply:

13.2.1 Step I

The aggrieved employee should communicate the grievance orally to the immediate manager. The manager will be expected to respond within two (2) full working days from the day the grievance was made known.

13.2.2 Step II

If the aggrieved employee is not satisfied with the way the matter was handled, the employee may bring the grievance to the Director of Human Resources. The HR Director may be able to help answer questions or help facilitate an informal resolution of the employee's concern.

13.2.3 Step III

If the employee is still not satisfied; a formal review may be requested by completing a Grievance Form and returning it to the Director of Human Resources. The form asks you to describe why you think the action taken by your manager is inappropriate, why it should be modified or overturned, and the resolution you are seeking. Your manager, the Director of Human Resources and the Executive Committee will receive a copy of the form as notification that a request for review has been filed. Within five working days of receiving the Grievance Form a hearing will be arranged between you and the Employee Grievance Review Panel which consists of the Director of Human Resources and at least two members of the Court of Governors. At the hearing, you will have the opportunity to explain to the panel why you believe the action taken by your manager is incorrect and why it should be modified or overturned. Your manager will also have the opportunity to explain why the action was taken and why the decision should be upheld. Both parties may present a list of witnesses who have first-hand knowledge about the events giving rise to the action and who may support your case. The panel can decide whether it must interview a proposed witness. Within three days following the completion of its hearing(s), the panel will provide a decision to the employee with a copy to his manager and your manager. Decisions rendered by the Grievance

Review Panel are final. UNDER NO CIRCUMSTANCE MUST THIS PROCEDURE BE ABUSED. IF GRIEVANCES ARE FOUND TO BE FALSE AND UNJUSTIFIED, SUCH A FINDING WILL REFLECT UNFAVOURABLY ON THE EMPLOYEE.

14.0 HEALTH AND SAFETY

The University will to its best ability provide a safe and healthy working environment for its employees, and will provide the necessary level of information, training, and instruction in safety procedures to achieve this.

Employees have a responsibility to take reasonable care both of their own health and safety and that of those around them, and to comply fully with the University's safety procedures.

Smoking is not allowed on any premises of Accra Business School. In case of any health-related issue please contact the School Nurse.

15.0 CODE OF CONDUCT

15.1 Introduction

The University prides itself on its high standards and ethical behavior. Our employees are therefore expected to personify these ideals in their dealings with persons both within and without the University. The code of conduct is intended to provide guidelines for the professional, ethical, legal and socially responsible behaviour expected of Accra Business School employees.

15.2 Official Business Language

English is the official business language of the University. Every employee must have working (spoken and written) knowledge of the English language. Knowledge of other international languages such as French is encouraged. However, the university discourages the use of “Pidgin English” amongst employees, as this sets a bad example for students whose English language skills we seek to improve.

15.3 Confidentiality

Disclosure of any information on the University, its services, policies and procedures, and any other information considered confidential to unauthorized persons within and outside of Accra Business School without the explicit approval of the Executive Committee is prohibited. Also, present and former employees should respect the issue of confidentiality such that even if they may wish to write an article or book on their experience whilst working with Accra Business School, they should notify the Executive Committee and as much as possible make an effort to protect the real identities of colleagues at ABS.

15.4 Official Communication

All enquiries by third parties (example, the media) bordering on any happenings in the university must be referred to the President or any person he/she delegates. Under no

circumstance should any other employee communicate to other third parties on happenings / issues in the university without the express approval of the President.

15.5 Dress Code

The way you look reflects on who you are as an individual and also clearly serves as a pointer to the organizational culture of your workplace. Your dress code affects how others view you. It's nothing personal, just business. Dressing for success means business, not pleasure. Under listed are some simple guidelines on how employees are encouraged to dress to the workplace:

Ladies

Some professional women commit fashion faux pas, and their poor judgment can affect their professional effectiveness. Here are some guidelines to consider when you choose your work attire:

- Wear a clean and well-ironed attire
- Dress professionally. Business Casual (Smart Casual) is a good rule of thumb. You may dress a little more casually on Fridays
- Do not dress in a sexually provocative way
- Do not reveal too much cleavage
- Do not wear a micro-mini skirt or slit skirts that reveal sensitive parts of your body
- Make sure your clothes are well lined to prevent revealing sensitive parts of your body
- Avoid wearing too much jewellery. A watch, a ring, earrings, and a necklace, for example, are enough
- Avoid piercings and tattoos in visible places
- Avoid extreme and wild hair styles, loud lipsticks, loud nail varnish, etc.
- Wear elegant but appropriate shoes. Do not wear flip-flops
- Have clean teeth and fresh breath
- Prevent body odour

15.5.2 Gentlemen

Some professional men commit fashion faux pas, and their poor judgment can affect their professional effectiveness. Here are some guidelines to consider when you choose your work attire:

- Always have clean and well ironed clothes
- Dress professionally. Business Casual (Smart Casual) is a good rule of thumb. You may dress a little more casually on Fridays.
- Do not wear baggy trousers or oversized shirts to the workplace
- Be clean shaven or maintain well-trimmed beard and moustache
- Avoid extreme and wild hair cuts
- Avoid strong after shave as this can irritate colleagues with allergies
- Have clean teeth and fresh breath
- Prevent body odour
- Avoid striking jewellery. A watch and ring are enough.
- Wear appropriate shoes. Do not wear flip-flops
- It is generally a good idea to wear a singlet or T-shirt underneath your shirt to absorb perspiration
- Avoid piercings and tattoos in visible places

15.6 Conflict of Interest

Outside employment carried out by a full-time employee of Accra Business School which could inhibit the employee's ability to carry out his/her duties is prohibited. All such outside work should be discussed in advance with the Executive Committee.

Where a staff member or his/her family holds a financial interest in a company conducting business with Accra Business School this information must be disclosed. Similarly, where a favour or gift of substantial value has been accepted by an employee and where this might be seen as attempt to influence the employee in the conduct of business of ABS, disclosure must

be made to the Executive Committee. The President has the final authority to approve or disapprove an issue of such nature and shall communicate his decision in writing to the employee concerned.

15.7 Use of Computers, Email and Internet

The computers and corporate email addresses assigned to employees shall be used for only official purposes. It should not be used to engage in personal businesses, forward chain messages, or forward messages that are of a sexual nature or obscene in character. Contact the IT Department for a copy of the acceptable standards in ICT usage.

15.8 Interpersonal Relationships

We encourage employees to have a very cordial and professional relationship with their colleagues, faculty, students and all stakeholders of the Accra Business School Community. Amorous and sexual relationships are not acceptable between employees and students.

15.9 Involvement in Politics

Accra Business School is a not-for-profit educational institution and has no affiliation to any political party and shall not be involved or perceived to be involved in national politics. Employees are forbidden to make public statements that imply any partisan or political leanings by the university. Employees are however encouraged to exercise their civic rights and responsibilities as citizens in accordance with the laws of the country. An employee seeking to run for public office or seeking political appointment must disclose such intention in writing to the Executive Committee through the Human Resources Manager for a decision to be taken on the status of their continuous employment with the institution. The decision so taken shall be communicated to the employee through the Human Resources Manager.

15.10 Selling and Canvassing for Sales

It is strictly prohibited for employees to sell or canvass for sales for any product or services on the University's premises or using the university's facilities to sell or canvass for sales. The Executive Committee must give its approval before anyone can sell any product or service on the campus or use the institution's facilities to canvass for such sales.

15.11 Giving and Receiving of Gifts and Bribes

The school does not condone the giving or receiving of bribes, kickbacks and any other form of payments, transfers or solicitation of gifts in cash or in kind. Any employee found to be engaged in this act shall be sanctioned accordingly.

16.0 COMPLIANCE WITH STATUTORY REQUIREMENTS

Accra Business School is an equal opportunity employer and decisions on employee recruitment, appointment, assignment, training, compensation and promotion are made without regard to gender, race, color, national or ethnic origin, creed, religion, or social or economic status. In accordance with the provisions of Ghana's Labour Act (Act 651, 2003), no person under age 16 years shall be employed by the University and no person under age 21 years shall be engaged to do hazardous work.

Employees may form or join and participate in employee organizations and enter into collective bargaining agreements to the extent permitted under the Labour Act, a copy of which is available in the office of the Human Resources Manager.

17.0 TERMINATION OF EMPLOYMENT

An Employee's relationship with the University may be severed on any of the following grounds: **17.1 Resignation**

An employee not on probation may resign his/her appointment by giving two months, notice of his/her intention to do so or by paying the University a sum of money equivalent to two months, net salary. The period of notice required for resignation by an employee still on probation or for the termination of the appointment of such an employee is one month. In lieu of notice, a probationary employee shall pay to the University a sum equal to one month of his/her net salary.

17.2 Termination

Faculty members should refer to the termination clause outlined in their employment contract. The University may give 2 months' notice in writing to a non-faculty employee to terminate this employment without giving any reasons or in lieu of notice, by paying to the employee the salary for the period of notice less all necessary deductions. In the same vein, the University may give 1 month notice in writing to a probationary employee without giving

any reasons or in lieu of notice, by paying to the employee the salary for the period of notice less all necessary deductions.

17.3 Dismissal for Misconduct

The University shall be entitled to dismiss an employee for misconduct on, among others, the following grounds: Stealing, falsification of accounts or records, fraud or any other form of dishonesty; negligence or damage to the University's property; injury to other employees or persons at the place of work; refusal to carry out proper and reasonable instructions; rude, abusive and violent conduct near or at the place of work; being under the influence of alcohol or drugs at or near the place of work; conviction for a criminal offence; unsatisfactory attendance or persistent lateness to work. The University may summarily and with neither prior notice nor pay in lieu of notice to the employee, dismiss an employee for misconduct.

17.4 Termination for Absenteeism

Employees absent from work for a continuous period of two weeks without due notice will be deemed to have abandoned their job and the employment contract will be terminated.

17.5 Redundancy

An employee may be laid off at any time as a result of adverse financial circumstances, reallocation of resources, reorganization of degree or curriculum offerings or requirements, reorganization of academic or administrative structures, programs, or functions, or curtailment of one or more programs or functions. A three months notification of layoff will be provided to an employee to be declared redundant and the appropriate redundancy pay as determined by the Executive Team shall be paid.

17.6 Retirement

An employee may go on voluntary or early retirement after reaching the age of fifty-five (55) years. Compulsory retirement shall be as determined by the Laws of Ghana.

Any benefits accruing to such staff member shall be calculated up to the time of leaving the employment of University.

Nothing above prevents the Executive Committee from entering into mutual agreement for a retiring staff member to continue to offer his/her services for any specific period.

17.7 Exit Procedures

Upon termination of employment by whatever means, an employee will return to the University all papers, documents and any other property in good repair and condition to his/her Head of Department or HRM. An Exit Checklist Form shall be duly completed and signed by both parties. Where possible an Exit Interview shall also be undertaken by his Head of Department and the Human Resource Manager.

18.0 OTHER POLICIES AND PROCEDURES

There exist in Accra Business School several other staff related policies, procedures and checklists.

These are issued through job descriptions, memo's, notices and other communication means available in the institution. Employees are advised to at **all times** familiarize, understand and abide by all of these policies and procedures.

19.0 YOUR FEEDBACK

We continually strive to improve the services we provide to the University community and encourage you to call or e-mail the Human Resources Manager (registrar@abs.edu.gh) with questions, suggestions, or concerns. Periodically we may send out surveys to determine the areas where we are doing well and, more importantly, where and how we may improve.

16

EXAMINATION AND ASSESSMENT POLICY



1.0 INTRODUCTION

This policy addresses the systems, infrastructure, invigilation duties, student obligations, and other elements of the examination procedure for exams at Accra Business School (ABS). The goal is to establish synchronized and uniform examination procedures across the institution. Academic staff members have the responsibility of designing suitable assessments, such as formal exams, that promote learning and align with the whole teaching goal. The policy primarily addresses the end-of-semester assessments, which are conducted outside the regular teaching sessions. However, the following fundamental principles shall be applicable to all tests and other assessments: The foundation of this policy is mostly based on four fundamental ideas:

- i. Examinations should be administered in an atmosphere free from distractions so that students can focus, think critically, and show what they have learned.
- ii. All parties participating in the examination must be prepared to adhere consistently to a set of fundamental standards of behaviour and accept specific obligations for the process to be legitimate.
- iii. The examination process, which is inherently stressful, should be managed in such a way as to minimize extraneous sources of confusion and uncertainty.
- iv. Every effort must be made to ensure that the responsibilities, rules of conduct, and regulations governing the administration of examinations are well publicized so that the responsibilities of examiners, students, invigilators, faculties, departments, and the institution as a whole are clearly understood before the examination period begins.

The policy is divided into sections that outline the procedures, responsibilities, and roles of various stakeholders.

2.0 Policy Scope

The policy applies to all types of assessments and examinations used in the evaluation of the institution's courses.

3.0 Responsibilities of the Institution

The ultimate responsibility for the effective completion of the examination session, the preservation of examination integrity, and aiding students, examiners, invigilators, departments, and faculties/institutions in carrying out their respective tasks rests with the institution (ABS).

ABS will:

- i. Develop and communicate clear policies and procedures for dealing with examinations;
- ii. Take actions to maintain academic integrity in cases where the examination policy is violated, whether through cheating, disruptive behaviour, or any other way deemed unacceptable by this policy or ABS Statutes;
- iii. Make every effort to provide supportive surroundings that are:
 - a) quiet and free of unnecessary and unjustified interruption; and
 - b) suitable in terms of temperature, work areas, cleanliness, safety, and arrangement.

4.0 Definitions

All terminology found in the ABS Statutes and Student Handbook applies to this policy. However, the following definitions shall apply to the following particular terminology for the purposes of this policy:

Assessment: Any kind of student activity in a course for which the instructor or examiner will provide a grade.

Assignment: Any kind of evaluation other than mid-semester and end-of-semester examinations.

Continuous Assessment: Refers to any sorts of interim assessments other than end-of-semester examinations. It comprises mid-semester exams, assignments, class assessments, quizzes, etc.

Course: Any educational activity for which a student may get credit.

Examination: Defined as a thorough kind of testing designed to examine a student's level of skill in any combination of the following domains: knowledge, understanding, application, analysis, synthesis, and assessment.

Examination Center: refers to examination venues in the same classroom block or building as an examination center. For example, all examination locations within the main campus shall combine to create one examination center.

Examiner: a member of the academic staff (including contract academic staff) who is in charge of the form of assessment and the grades awarded in a course.

5.0 ABS's Examination

- i. The institution's examination shall be:
 - (a) Set to curricula and syllabuses approved by the Academic Board;
 - (b) Taken at the times prescribed by the Academic Board, normally December for the First Semester and May for the second Semester;
 - (c) Assessed by examiners approved previously by the Academic Board.
- ii. A programme indicating period of examination and arrangement for examination shall be suggested at the beginning of each Semester.

6.0 Programme of Study

Programmes of study for the award of certificates on various degrees shall consist of courses, each of which a number of credit hours shall be prescribed. With the exception of dissertations, each module shall cover a period of not more than one semester.

Heads of Departments shall submit to Academic Board, details of course credit hours and total credit hours for the courses on their programmes classified as required courses and electives.

7.0 Registration

- i. Every student must be admitted into a Department for a programme of study and must be properly registered for courses during the official registration period at the beginning of each semester. The student shall plan his or her courses in consultation with his or her Head of Department
- ii. Students shall report on the day that the Institution re- opens and register within two (2) weeks from that day. It shall be permissible for those who are unable to register within the said period to undergo late registration with a fine
- iii. Students who register late will be subject to a fine that the Academic Board will determine. No registration shall be allowed after two weeks of the closure of registration
- iv. (a). A student who is unable to register within the formal registration period on grounds of ill-health shall, on provision of a Medical Report issued or endorsed by an accredited Medical Officer be allowed to register within five (5) working days from the day of the closure of formal registration
(b). In the event of the inability of such a student to register within the five (5) working days stipulated in paragraph ‘d (i)’ above, he or she will be allowed a deferment for a semester. In a situation where some of the first semester courses are prerequisites for the second semester courses, the deferment shall be for the whole academic year (i.e., two (2) semesters)
- v. A student who does not duly register within the registration period shall lose his or her student status.
(a) Registration for the appropriate courses shall qualify a student to write an examination. Where a student registers for a course but fails to write the examination, the student shall be deemed to have failed the course unless reasons acceptable to the Departmental Board and the Academic Board can be advanced. In this case, the student shall be graded incomplete (‘I’) and be expected to take part in the next available main examination.
(b) Students shall not be permitted to change their elective courses after one (1) month of re-opening.
(c) In order to qualify as a full-time student, the student must take courses equivalent to the agreed range of credit hours, per semester. The total credit hours will be prescribed by the Department with the approval of the Academic Board.

(d) A student shall attend at least 75% of lectures, seminars, workshops and practical sessions prescribed for the courses for which he/she has registered as a precondition for writing an examination.

8.0 Attendance at Lectures

- i. All lecturers must maintain attendance records
- ii. A student shall be expected to attend lectures, tutorials, seminars, Practicals, and other activities prescribed for the course for which he or she has registered and to execute all assignments given as approved by the institution
- iii. A student who absents himself or herself for eight (8) cumulative lecture sessions, tutorials, Practicals, and other activities prescribed for any course in any semester shall be deemed to have withdrawn from the course. Such a student shall not be permitted to write the end-of-semester examinations in that course. He or she is deemed to have failed the paper and would have to write it as a main paper
- iv. The Head of Department shall issue a warning to any student who misses four (4) consecutive lecture sessions.

9.0 Deferment of Programme

- i. A student could interrupt his or her programme for whatever reason for a maximum period of one year, but he or she shall be granted permission by Vice President through his or her Head of Department. The decision of the Vice President shall then be communicated to the student and copied by the Registrar
- ii. Such request for interruption of the programme will normally be granted within the first four (4) weeks of the start of the semester
- iii. After the first four (4) weeks, a student shall give a good reason for the deferment to be granted
- iv. Where the interruption is for one semester, the student shall be required to defer for a whole academic year
- v. A first-year student shall only defer his or her programme on medical grounds.

9.1. Deferment of Programme by Fresh Students

- i. An applicant who has been offered admission is required to take up the offer in the particular academic year to which he or she has been admitted
- ii. An applicant who has been offered admission but desires to commence study in a year other than that in which an offer has been made shall be required to apply afresh for admission

9.2. Deferment of Programme on grounds other than ill-health

- i. A student who wishes to defer his or her programme shall first discuss the matter with his or her Head of Department
- ii. He or she may then apply in advance to President through the Head of Department stating reasons why he or she wants to defer his or her programme. The applicant should sign such letters
- iii. The decision of the President shall then be communicated to the student and copied by the Registrar
- iv. A student may defer his or her programme but may not defer for more than two (2) continuous semesters
- v. A student who defers his or her studies for more than two (2) continuous semesters shall be deemed to have lost any accumulated credits. Consequently, his or her studentship shall be cancelled
- vi. Any student who returns to the institution after deferring a programme shall continue from where he or she left off.

10.0 Submission of registered candidates and courses

- i. Departmental Heads shall submit all registered candidates and courses to the Academic Affairs Office with a copy to the Examination Officer two weeks after the close of registration.
- ii. The list shall include students who failed courses during the re-sit and are rewriting as main papers, as well as those redeeming papers within their grace periods in the Department.

11.0 Appointment of Examiners

- i. Examinations shall be conducted by ABS Examiners comprising Internal examiners/Moderators and External Examiners where appropriate.
- ii. An Internal Examiner must be an academic staff of Senior Member Status appointed by the Appointments and Promotions Board of the institution.
- iii. An External Examiner/Moderator must be an experienced academic staff member of a recognized academic institution which is not part of the institution.
- iv. An experienced professional or consultant may also be engaged as an external examiner.
- v. Lists of internal and external examiners/moderators shall be presented to the Academic Board for approval on recommendation from Departmental Board before the main semester examinations.
- vi. In nominating an External Examiner for the first time, a brief indication of the background of the examiner shall be provided to the Departmental Board.
- vii. An External Examiner may serve for three (3) consecutive years after which the examiner shall not be engaged again till a period of three years has elapsed.
- viii. A person who has retired or resigned from ABS may not be appointed external examiner until a period of three (3) years has elapsed since leaving the service of the institution.

12.0 The Setting, Submission and Review of Papers

- i. Each Department shall designate one senior member as Department Examination Officer and his or her duty shall be to assist the institution Examination Officer in examination matters.
- ii. Each Department shall designate one senior member as the Examination Officer for the Department and his duty shall be to assist the Head of Department in examination matters.
- iii. The draft examination questions shall be typed personally by the examiner using ABS examination formats (Appendix A).
- iv. The draft End of Semester questions and marking schemes (hard and soft copies) shall be submitted by the examiner to the Head of Department personally or through the Examination Officer, in line with the date stated in the Academic Calendar.

- v. If the soft copy of the draft question is to be sent to the department through email or on any storage device, the document shall be password protected.
- vi. The questions shall be reviewed by the Internal Examiners together in the Department. The Internal Examiner shall ensure that questions are clear, concise, understandable, and unambiguous; and are fairly distributed according to the syllabus.
- vii. The reviewed questions shall be approved by the Department and the Head of Department shall countersign each question paper to signify endorsement by the Department.
- viii. The drafts, where applicable shall be delivered by the Head of Department or representative, who is a senior member, to the President for transmission to the Registrar Office.
- ix. The Registrar shall be responsible for the transmission of the draft question papers to the External Examiners/Moderators for moderation.
- x. The External Examiner/Moderator shall review the draft questions submitted, providing comments as appropriate and both internal examiners shall be invited through the Head of Department to review the external examiner's comments and approve the draft.

13.0 Examinations Venue

- i. ABS examinations shall be taken only at approved premises. Practical or oral examination will normally be conducted in the Departments concerned.
- ii. Approval by the Academic Board may be given for examinations to be taken outside the Institution for the benefit of a student who is hospitalized or others who cannot report at the School.
- iii. The Examination Officer shall liaise with Departmental Examination Representatives to ensure that there are enough seats in each Examination Room to cater for the number of Candidates for the scheduled paper and shall organize the seating arrangement in the Examination Room.

14.0 Time-Tables/Scheduling for Examinations

- i. The Composite examination time-table shall be prepared by the Examination Officer in consultation with the Departmental Examination Officers.

- ii. The draft examination time-tables for the end of semester examinations shall be put up on the Institution's Notice Board and the Programmes Platforms not later than the eighth week of every semester.
- iii. Candidates will be advised to consult these notice boards and Programmes Platform for the details of their Examinations.
- iv. Suggestions for amendment may be made through the Heads of Department.
- v. The final composite time-tables indicating day and hour of each examination shall be posted on the Institution's Notice Board and Programme Platforms normally at least three (3) weeks before the commencement of the end of semester examinations.
- vi. The timetable for the end of semester examinations shall be such that, no student shall write more than one (1) paper in one examination session. Mid-semester examinations shall be conducted at a period determined by the Academic Board (mostly the seventh week of the semester).
- vii. For the duration of the examination, a daily timetable indicating day, hour and venue of each examination will be issued at least twenty-four (24) hours in advance.
- viii. Notice of at least forty-eight (48) hours shall be given if the venue, time and hour given on the general time- table has to be changed on the time-table.
- ix. The Institution's Examination may be rescheduled under the following conditions, among others:
 - (a) Leakage of examination question paper;
 - (b) Strike action/demonstrations;
 - (c) Force majeure/natural disaster; and
 - (d) Political instability.
- x. The Academic Board shall in the event of (j) above, shall constitute an emergency meeting for the purpose of determining modalities for same.
- xi. The date, duration and venue of each paper shall be indicated on the examination time table and must correspond to that on the sealed envelope containing the questions. If there is a discrepancy between these dates, time and venue, the one indicated on the examination time-table must be accepted as correct and the examination arranged accordingly.

14.1 Re-sit Examinations

- i. Re-sit examinations shall be conducted once every academic year. It shall be organized at the end of the academic year.

- ii. Only those students who failed papers in the end of semester examinations for that particular academic year shall qualify to write the re-sit examination. Such students must register for the trailed course(s) within the re-sit registration period suggested on the Academic Calendar, after paying the required fee per paper.
- iii. Without prejudices to (b) above, the Academic Board has the power to allow a student who is unable to take the end of semester examinations on grounds of ill health, to take the re-sit examination as his or her main examination.
- iv. The final time-tables indicating day and hour of each examination shall be posted on the Institution. Notice Board at least one (1) week before the commencement of the re-sit examinations.
- v. Where a student has to write more than one (1) paper in one examination session due to clash of papers per the re-sit timetable, such a student shall be given the chance/time to write those papers. The time shall be equal to the total duration of the paper.
- vi. Re-sit examinations shall be marked as 100%,
- vii. A student who fails to redeem a paper in a re-sit examination must meet all preconditions to qualify to take the paper during the respective End of Semester Examinations in the ensuing Academic Year.

14.2 Special Examinations Requirement

- i. Students who have a disability and/or medical conditions and who may require special examination arrangement must ensure that they have registered with their Departmental Head at least two (2) weeks after re-opening of the semester.
- ii. Failure to register with the Departmental Head prior to these deadlines may result in the examination officer being unable to provide the candidate with special examinations arrangements.
- iii. (i) It is the responsibility of the Head of Department of the student to laise with the Department Examiners to arrange for the candidates with special needs. The Departmental Head will supply the Examination Officer with information about each candidate with special needs.
 (ii) The Head of Department will inform the Examination Officer the arrangements which candidates may be granted during the course of the examinations.
 (iii) The student with special needs may be granted any of the following special arrangements;
 - (a) Extra time for course work and examinations

- (b) Rest periods
- (c) A reader
- (d) An amanuensis/scribe/ stenographer
- (e) Enlargement of the font on the question paper/ an aid to enlarge the font
(magnifying glass)
- (f) Alternative venues/invigilator

15.0 Deferment of Examination

A student who wishes to defer his or her examination shall first discuss the matter with his or her Head of Department.

15.1 Deferment of examination on grounds of ill-health

- i. A student who is unable to take the end of semester examinations on grounds of ill-health shall, apply through the Head of Department, to the President, copied to the Registrar; such a student shall provide a medical certificate issued or endorsed by a Medical Officer of a Government Hospital or a recognized Medical Officer, shall take the re-sit examination as his or her main examination.
- ii. Where the number of courses involved are not many (up to 4 courses), and without prejudices to (a) above, the department shall in consultation with the President, organize special examination for the student involved and report to the Academic Board.
- iii. Subsequent application for deferment, on grounds of ill-health, shall be subjected to a medical certification issued by a certified Medical Officer wherein the Examination Officer may consult other specialists if need be.

15.2 Deferment of examination on grounds other than ill health

- i. A student who wishes to defer his or her examination shall apply, in advance, to the Academic Board, through the Head of Department, and copied to the President, stating reasons why he or she wants to defer his or her examination. It shall be the student's responsibility to satisfy the institution beyond any reasonable doubt why he or she wishes to defer the examination. Permission should be duly granted before he or she leaves the Institution.

- ii. The decision of the Academic Board shall then be communicated to the student before he or she leaves the Institution.

15.3 Illness in the Course of Examination

- i. If a student is prevented by illness from taking the entire or part of an examination paper, he or she should immediately report to the Head of Department for permission to go and seek for a medical report on the state of his or her health.
- ii. The Medical Officer shall state in the report to the Registrar, the name and the student ID number of the candidate, the nature of the illness and whether, in his or her opinion, the candidate is capable of taking the examination at the examination hall or clinic. Where so recommended, the Examinations Officer, on the advice of the Medical Officer, will arrange for the candidate to take the examination at the examination hall or clinic under the supervision of an invigilator.

16.0 Guidelines for Examination Candidates

16.1 Admission to Examinations

- i. A candidate for ABS examination must have registered and studied for the course over the required period.
- ii. Since attendance at lectures, tutorial, laboratory and workshop practical, studio sessions etc., is compulsory, all such candidates are required in addition to actively participating in class, to have a minimum of 75 percent class attendance, in the course to be examined to qualify for examination.
- iii. A candidate shall not be admitted to write the institution examination if:
 - (a) The candidate has not registered for and followed the course in accordance with the institution's regulation;
 - (b) The candidate owes fees to the institution; and
 - (c) The candidate is under suspension or has been dismissed from the institution.
- iv. Entry to the examination shall be by registration on a form on which the papers to be written shall be indicated by title, and the registration form duly endorsed by the Head of Department shall be submitted to the Head of Academic Affairs not later than six weeks before the commencement of the semester examination.

16.2 Identification of Candidates (ID)

- i. Candidates are obliged to have their ABS Identification Card (ID) with them at every examination session.
- ii. A candidate shall, for the purpose of identification by the invigilator, place the institution's ID card on the examination table to enable the invigilator ascertain the identity of the person writing the examination.

16.3 Attendance at all Examinations

- i. It is the duty of the candidate to consult the daily time-table regularly to ascertain the papers to be written each day.
- ii. Any candidate who receives any information through social media, SMS, etc. concerning the institution's examination should verify the information from the Department as soon as possible.
- iii. All students shall present themselves at the examination hall thirty (30) minutes to the commencement of all examinations.
- iv. A candidate shall not enter the examination room until the candidate is invited or requested to do so by the invigilator.
- v. A candidate must ensure to be properly seated at least thirty 30 minutes before the start of the session. (No candidate shall be allowed to enter an examination room later than thirty (30) minutes after the beginning of a session).
- vi. The candidates shall sit where their respective names/numbers have been placed by the invigilator.
- vii. A candidate taking an examination shall sign his or her name in the register of candidates for the examination.
- viii. A candidate who fails to be present at an examination without satisfactory reason shall be deemed to have failed the paper. A mark of zero and grade X shall be awarded to the student and he or she shall not qualify to write the re-sit. The award of grade X in a required paper means a failure not just in that paper but in the examination as a whole.
- ix. The following shall not normally be accepted as reasons for being absent from any paper at any ABS Examination:
 - (a) Mis-reading the time-table;
 - (b) Forgetting the date or time of examination;
 - (c) Inability to locate the examination hall;

- (d) Inability to rouse oneself from sleep in time for the examination;
- (e) Failure to find transport;
- (f) Loss of a relation; or
- (g) Pregnancy

16.4 Materials not Allowed in Examinations

- i. A candidate who enters the Examination Centre must be decently dressed. Caps/hats, slippers, tattered jeans, shorts, etc., shall not be entertained.
- ii. No student shall be allowed to enter into any examination hall with unauthorized materials such as bags, books, papers or electronic aids unless specially authorized by the Examiner.
- iii. Unauthorized material(s) shall not be deposited at the entrance or corridors of the Examination room or the washroom.
- iv. Candidates bringing pencils, pens, and other such items have the option to carry them in a transparent pencil case or bag. Other pencil cases must be left in designated areas.
- v. No candidates may bring any food and drink into the examination venue, with the exception of water in a transparent plastic bottle from which all labels have been removed (unless specific arrangements have been made by the Head of Department with the Examinations Officer).
- vi. Smoking or drinking of alcoholic beverages is not allowed in the examination room.
- vii. The use of programmable calculators and those with text, symbolic or graphic capabilities is not permitted at examinations unless requested by the Examiner.
- viii. Any unauthorized material will be removed by invigilators and may be retained at the end of the examination as evidence in any potential academic misconduct case.
- ix. A candidate who is seen with notes, books, cellular or mobile phones, unauthorized electronic devices or any other unauthorized material in the examination center shall be deemed to have engaged in examination malpractice and appropriate sanctions may apply if found. A candidate who is suspected of hiding unauthorized material on the candidate's person may be asked by the invigilator to submit to a body search. Refusal to submit to a body search is tantamount to misconduct.

16.5 Electronic Devices prohibited in Examinations

- i. Electronic device or gadgets prohibited within the examination hall include (but are not limited to) mobile phones, music players, Bluetooth devices and smart watches.
- ii. Candidates are not permitted to keep any electronic devices on them during examinations (unless with the prior written permission of the Examinations Officer).
- iii. The institution accepts no responsibility for any loss or damage to mobile phones or other electronic devices while in the examination venue. For this reason, the Institution recommends that students do not bring any electronic devices to the examination venue at all.
- iv. It is a breach of the examination rules for candidates to have in their possession any form of electronic device during an examination, even if the device has not been accessed during the examination. If any candidate breaches this rule, this conduct will constitute academic misconduct / examination malpractice and will be dealt with under the Statutes and/or any other relevant policy documents of the Institution.

16.6 Handling of Examination Question papers and Answer booklets

- i. Candidates are obliged to fill in all the information on the front page of the Examination answer booklet as well as on the question paper.
- ii. The names and signatures of Candidates are not required on the Examination answer booklet.
- iii. Candidates are also obliged to write their index numbers and sign (in ink) on the question paper at designated spaces.
- iv. During the Examination session, supplementary sheets may be issued to Candidates on request. Special materials, such as statistical tables, graph sheets etc. specified in the question shall be issued to Candidates.
- v. Candidates should not in any way interfere with the stapling in the answer books. Any complaints about the answer books should be brought to the attention of the invigilator.

16.7 Communication between Candidates in the examination hall

- i. Communication between candidates in any form is not permitted in the examination hall.
- ii. A candidate shall not pass or attempt to pass information or an instrument from one to another during examination.
- iii. A candidate shall not copy or attempt to copy from another candidate or engage in any similar activity.
- iv. A candidate shall not disturb or distract any other candidate during an examination.
- v. There shall be no lending or borrowing at any time between candidates during an examination.

16.8 Candidates leaving the Examination Room

- i. No candidate shall be allowed to leave an examination room earlier than thirty (30) minutes after the beginning of a session.
- ii. Candidates may leave the examination room temporarily, and only with the express permission of the invigilator. In which case the invigilator shall be satisfied personally that a candidate does not carry along any unauthorized material.
- iii. A candidate who is allowed to leave the examination room temporarily will be accompanied while outside the examination room by an invigilating assistant designated by the invigilator.
- iv. A candidate who finishes an examination ahead of time may leave the examination room after submitting his or her answer booklets. Such a candidate shall not be allowed to return to the examination room.
- v. At the end of each examination, candidates should ensure that they do not take away any answer booklet, whether used or unused, from the hall. No material supplied for examination shall be taken out without authorization.

16.9 Breach of a provision

- i. A breach of a provision of the regulations made for the conduct of examinations may attract one or more of the following sanctions:
 - (a) A reprimand;
 - (b) Loss of marks;
 - (c) Cancellation of a paper in which case zero shall be substituted for mark earned;
 - (d) Withholding of results for a period;
 - (e) Award of score zero marks;
 - (f) Suspension from the Institution, and
 - (g) Expulsion from the institution.

- ii. A candidate may be excluded from the Examination if the examination authorities are satisfied that a candidate is behaving in a manner that prejudices the quiet and orderly conduct of the examination. The Disciplinary Committee based on a written report by the immediate examination authority (e.g. an invigilator) to the President must review such incidents which must subsequently be endorsed by the Academic Board.

17.0 Invigilation

Examinations shall be held under the supervision of appointed invigilators.

17.1 The Institution's Examinations Officer

- i. An Examinations Officer, who is a senior academic member with considerable experience of the administration of ABS examinations, shall be appointed by the Academic Board to coordinate all examination activities in the institution.
- ii. He shall serve as the Head of Examinations in ABS.
- iii. He shall be responsible for preparing and publishing the timetable for the end of semester examinations in accordance with the prescribed schedule of the Academic Board.
- iv. He shall be the head of the invigilators and shall be responsible for keeping the records of all appointed invigilators.
- v. He must be present at the Examination hall at least one hour to the examination and ensure that the examination begins and ends on time.

- vi. He shall ensure that the examination is effectively supervised from the beginning to the end.

17.2 Chief Invigilators

- i. A Chief invigilator, who is a senior member with considerable experience in invigilation, shall be appointed for each examination center.
- ii. The Departmental Examination Officer shall serve as the only Chief invigilator, if only one examination center is involved in the examination; however, where two or more centres are involved, the Institution Examinations Officer shall in consultation with the President and the Department Examination Officer, appoint others.
- iii. He must be present at the Examination hall at least one hour to the examination and ensure that the examination begins and ends on time.
- iv. He shall be responsible for the collection of examination questions, answer scripts, attendance registers, mark sheets, etc. from the Programmes Head at least thirty (30) minutes before the examination.
- v. He shall ensure that the students sign the attendance register before the end of the examinations.
- vi. He shall ensure that all blank spaces on the attendance register are crossed out for accurate records.
- vii. He shall receive answer scripts and other materials from invigilators for onward submission to the Head of Department.
- viii. In the event that a student is caught cheating or found in any form of examination malpractices, the related material(s) shall be taken away from him/her and the appropriate procedure shall begin as per section 19.0 of this policy.
- ix. The Chief Invigilator is expected to submit a daily report to the Head of the Department and the Institution's Examinations Officer on the examination written at the examination center under his or her charge.

17.3 Guide for Invigilators

- i. An Invigilator, who is a senior member, shall be appointed to each examination room and shall be required to:
 - (a) Check ID cards bearing examination number and student's name and class.

- (b) Arrange the examination cards and ensure that the candidates sit where their index numbers are placed.
- (c) Ensure that candidates are searched and assigned to their seats.
- (d) Ensure that candidates have the materials required for each examination including the correct question papers and answer booklets.
- (e) See to it that candidates are seated in such a way that they are not tempted to copy one another's work or make use of any unauthorized aids.
- (f) Ensure that any printed or written matter, which may assist the candidates in their examinations, are removed from the room before the examination.
- (g) Invite candidates to start work allowing a 5-minute preview of the questions; but in the objective structured questions no time shall be allowed for preview.
- (h) Ensure that verbal warnings are issued to discourage students from copying and remind them of the implication of examination malpractice.
- (i) Ensure that no borrowing of any kind is allowed (invigilators should make sure this is enforced to the letter). Any invigilator caught not enforcing this order shall be queried.
- (j) Ensure that no student shall be allowed to leave the examination hall within the first 30minutes or the last 10 minutes to the end of the examination.
- (k) Ensure that no talking or whispering is allowed. A student wishing to ask for any explanation shall raise his/her hand to attract the attention of the invigilator who will offer the required assistance, if necessary.
- (l) Ensure that the attendance sheet is taken to every student to sign and must confirm that the student signs against his or her number.
- (m) Ensure that the register agrees with the physical count of the candidates present.
- (n) Write the names and index number of candidates whose names do not appear on the lists and submit a full report to the Chief Invigilator immediately after the end of the paper.
- (o) Collect the answer scripts from students who finish before the end of the examination and make sure he or she signs the attendance register a second time as evidence that he submitted his answer script.
- (p) See to it that candidates stop work at the appointed time.
- (q) Ensure that, at the end of the examination, all candidates remain on their seats while the invigilator collects the answer scripts; this must be resolved before permitting the candidates to leave the examination hall.

- (r) Remind candidates about the expiration of time allowed for examination at intervals of 10-15 minutes before the scheduled end of the examination.
 - (s) Remove any answered scripts utilized outside the examination room. In such an event, the script must be marked in writing by the invigilator in the presence of the candidate involved.
 - (t) Submit the answer scripts arranged in a chronological order and return other examination materials to the Chief invigilator.
- ii. The invigilator is responsible for ensuring that a candidate does not have unfair advantage in the course of the examination, for which purpose, the invigilator:
 - (a) Will need to walk round the examination hall periodically;
 - (b) Should be personally satisfied that a candidate who needs to leave the examination room temporarily does not carry any notes to which the candidate can refer while outside the hall;
 - (c) Will accompany or designate an invigilating assistant to accompany a candidate who has permission to leave the examination room temporarily;
 - (d) Without stopping a suspect from completing the examination, shall submit a report on an instance of examination malpractice to the Academic Affairs Officer through the Chief Invigilator; and
 - (e) Shall report any other unusual incidents that come to his attention to the Examination Officer.
 - iii. An invigilating assistant who may be a teaching assistant or any other person approved by the President shall be appointed to assist the invigilator.
 - iv. For the avoidance of doubt, it is the responsibility of all academic senior members to provide invigilation services, when so required by the Institution.
 - v. The following instructions shall be observed by invigilators:
 - (a) An invigilator shall not under any circumstances intimidate candidates;
 - (b) An invigilator shall not abandon his invigilation duties by leaving his or her designated venue, unless with express permission from the Chief invigilator;
 - (c) An invigilator shall not engage in any activity that may distract his or her attention from doing proper invigilation. Such activities include marking of scripts, reading newspapers or books, playing with electronic gadgets, long conversations with colleague invigilator(s) or on mobile phone etc.; and
 - (d) No staff shall be allowed to enter any examination center without the prior approval of the Invigilator of the venue.

18.0 Handling of Examination Scripts

- i. The examination scripts shall be sent to the President Office by the Chief invigilator immediately after the end of the examination.
- ii. The Department Examination Officer or Assistant Registrar shall receive and secure the examination scripts on behalf of the President. This shall be recorded in an 'Examination Script Submission Form' and signed by both the Invigilator and the Department Examination Officer or Assistant Registrar.
- iii. The examination scripts shall not be handled or submitted to the President's office by the invigilating assistant.
- iv. The Head of Department shall ensure the collection of scripts from the President office for marking.
- v. The scripts collected for marking shall be kept under security at the Head of Department's office to be released to the examiner immediately.
- vi. Marking of scripts shall be the sole responsibility of the examiner.
- vii. All scripts shall be marked according to the approved marking scheme.
- viii. All computer-based practical examinations shall be kept on external drive and submitted to the Head of Department for safekeeping and onward submission to the Quality Assurance Directorate.
- ix. Marked scripts shall be sent to the Head of Department by the examiner along with the results/scores (duly signed) for the course. Hard and soft copies of all submitted results must be properly filed at the Department for easy retrieval.
- x. The marked scripts showing the marks may be passed directly to the external examiner, if visiting, or sent to the external examiner through the Registrar and the Academic Affairs Officer.
- xi. The marked scripts shall be audited by the and Quality Assurance Directorate.
- xii. The Department Examination Officer shall ensure that all marked scripts are properly kept in a secured place for at least five (5) years.

19.0 Procedures for Handling Examination Malpractices

The following steps shall be adhered to when handling examination malpractice:

- i. As soon as any examination official (invigilator) suspects a candidate of having resorted to any form of examination malpractice, the relevant evidence(s) shall be seized by the invigilator.

- ii. The invigilator and the candidate shall record any relevant materials found on the candidate immediately.
- iii. These should be attached to a written statement.
- iv. The invigilator shall make a written statement immediately on the examination malpractice and ask the student also to make a written statement.
- v. The two statements together with the other material(s) found on the student and a photocopy of the student's ID card shall then be forwarded through the Chief Invigilator to the Institution Examination Officer.
- vi. The Examination Officer shall compile a list of all examination malpractices and report to the Registrar as soon as practicable and in respect of offences occurring outside the precincts of an examination room.
- vii. The Registrar shall forward the compiled list and reports to the respective Heads of Department and copied the President who shall cause an enquiry to be made into the reports through a constituted Faculty Examination Malpractices Committee (Section 19.1).
- viii. The Faculty Examination Malpractices Committee shall submit the report of its finding together with necessary recommendations to the Registrar within ten (10) working days after the completion of the whole examination.
- ix. The Examination Board shall review the reports received in connection with an examination malpractice or an offence.
- x. On the basis of its review, the Examination Board may impose a sanction involving loss of marks in a particular paper.
- xi. A grade Z shall be awarded where it is established that a candidate had attempted to gain an unfair advantage in an examination whether in a principal subject or in an ancillary or any other paper and the candidate may be debarred from taking examination in ABS for a stated period or indefinitely or expelled from the institution.
- xii. In all instances of examination malpractices or offences a formal report shall be made to the Academic Board as soon as practicable by the Examination Board.
- xiii. The Academic Board may review all the reported cases and may vary the sanctions as it deems fit.
- xiv. Any candidate(s) charged with any examination malpractice shall be required to remain on campus and be available to the Examination Malpractices Committee until the investigation is completed.
- xv. In the event of misconduct likely to threaten the quiet and orderly course of the examination, the attention of the institution's Disciplinary Committee shall be drawn to

this for a suitable action to be taken. A candidate may be excluded from the examination when it is considered necessary by the Chief Invigilator or Examinations Officer.

- xvi. Sanctions applied to any student shall be communicated to him or her immediately after the Academic Board meeting.

19.1 Faculty Examination Malpractice Committee

- i. Membership
 - (a) A senior member from the Department of Management – Chairperson
 - (b) A senior member of the Department of Political Science and International Relations
 - (c) A senior member from the Department of Information and Technology
 - (d) HOD of the affected student (Co-opted member)
 - (e) Assistant Registrar - Secretary
- ii. Meetings and Quorum

Fifty percent (50%) of the membership
- iii. Functions
 - (a) To conduct investigation into reported Examination Malpractices.
 - (b) To recommend sanctions in line with provisions of the statutes.

19.2 General Disciplinary Action for Examination Malpractices or Offences

Examination offences include an attempt on the part of a candidate to gain an unfair advantage and a breach of the Examination Regulations and Instructions to candidates.

Participation or candidates who indulge in any part or combination of parts of the following offences shall constitute a malpractice.

Categories of specific examination malpractices by students before, during and after examinations and the corresponding categories of sanctions are spelt out in the Table 1.0.

No	First Category Offences	Sanctions for First Category Offences
1	Engaging in unauthorized communication (oral, verbal and non-verbal, written, sign etc.), While examination is in progress.	Reprimand resulting in the student signing a bond of good behaviour.
2	Writing anything apart from the candidate's index number, on the question paper(s) except instructed otherwise.	Reprimand resulting in the student signing a bond of good behaviour.
3	Changing of one's sitting position in the examination hall without permission.	Reprimand resulting in the student signing a bond of good behaviour.
4	'Giraffing', disturbing, noisemaking and leaving the examination room without the permission of the invigilator.	Reprimand resulting in the student signing a bond of good behaviour.
5	Using pencil to answer questions with the exception of diagrams, drawings etc. that require the use of pencil.	Reprimand resulting in the student signing a bond of good behaviour.
6	Copying from other candidates during examinations and allowing or exposing one's work to be copied with or without collaboration.	Cancellation of Paper(s) amounting to failure i.e., Award of Grade Z.
7	Any attempt to influence any examination official (s) with a view to gaining an undue advantage (e.g., writing (un)authorized names, marks or notes, etc. on answer booklets)	Cancellation of Paper(s) amounting to failure i.e., Award of Grade Z.

	Second Category Offences	Sanctions for Second Category Offences
8	Disobeying lawful instructions from examination officials.	a) Rustication for one year. b) If the offence for which the student refused to write a statement merits expulsion then it shall apply.
9	Refusing to give a written statement when engaged in examination malpractice(s).	
10	Repeated first category offence(s)	c) Withholding candidates results for one-year in the case of final years if the offence was committed in the second semester.

	Third Category Offences	Sanctions for Third Category Offences
11	Being in possession of mobile phones, programmable calculators, smart watches, Bluetooth devices etc., in the examination Hall.	Expulsion from the Institution.

12	Being in possession of any written or photocopied notes or any printed material(s) or notes written on any part of the body, clothing, and instruments such as set-square or drawing board during the examinations.	Expulsion from the Institution.
13	Consulting unauthorized notes or books inside or outside the examination hall during examination	Expulsion from the Institution.
14	Passing on of examination questions and their solutions thereof to other candidates during examinations.	Expulsion from the Institution.

15	Being in possession of, or transmission of examination questions or solutions.	Expulsion from the Institution.
16	Influencing any staff or examination official with a view of gaining more marks.	Expulsion from the Institution.
17	Assisting another candidate in execution of a practical work.	Expulsion from the Institution.
18	Illegally possessing, or smuggling in or out an answer booklet/sheet.	Expulsion from the Institution.
19	Impersonation.	Expulsion from the Institution.
20	Failure to submit an answer booklet/ sheet.	Expulsion from the Institution.
21	Tampering with one's or another's answer booklet(s) or its content.	Expulsion from the Institution.
22	Insults, assault and threats to invigilators or others before, during and after the examination.	Expulsion from the Institution.
23	Stealing or taking away a colleague's answer script.	Expulsion from the Institution.

19.3 Right of Appeal

- i. Any candidate against whom the Examination Malpractices Committee makes an order, may within seventy-two (72) hours after receiving the order appeal to the Academic Board.
- ii. However, any candidate who is not satisfied with any decision carried out in accordance with the rules and regulations on examination malpractices by the Academic Board shall have the right to appeal to the Institution's Governing Council.

- iii. Any student who has any grievance on the conduct of any examination is free to make representation to the President through the Head of Department within 24 hours of the examination. Such representation must state clearly the facts.

20.0 Assessment

- i. Assessment of candidates' work in an Examination shall include continuous or interim assessment where provided for.
 - (a) Mid-semester examination shall be part of the continuous assessment and shall be conducted at the middle of the semester.
 - (b) No mid-semester examination shall be conducted a month to the main examination.
- ii. Marks from continuous or interim assessment shall be submitted to the Head of Department before the commencement of the main end of semester examinations.
- iii. The weightings for the two modes of assessment are as follows:
 - (a) Continuous Assessment (Class Assignments, Quizzes and Tests, Mid-semester examination) 40%
(Mid-Semester: 20%; others Continuous Assessment: 20%).
 - (b) End of Semester Examination 60%
- iv. A student who does not earn a Continuous Assessment mark does not qualify to take part in the End of Semester Examinations.
- v. Apart from these general weightings, Various Departments may have modification according to the programmes they offer and this must be approved by the Academic Board.
- vi. The overall assessment reflecting marks earned from continuous or interim assessment and the main examination, paper by paper, shall be approved by the Departmental Board and signed by the examiner before they are forwarded to the Departmental Examiners Board.
- vii. A print-out of details of candidates' performance indicating averages, appropriately weighted, the grade point average and provisional classification wherever applicable shall be made available to each Department at least twenty-four hours before the meeting of the Board of Examiners, the details of which shall be kept under the strictest confidentiality.

20.1 Assessment Evaluation and Grading System for Postgraduates

Student performance in a course shall be graded as follows:

Letter Grade	Mark Range	Description
A	70 - 100	Excellent
B	60 - 69	Very Good
C	50 - 59	Good
F	0 - 49	Fail
I		Incomplete
Z		Result Cancellation

20.2 Definition of Grades

The pass mark for any course shall be 50%. However, a Cumulative Weighted Average (CWA) mark of 55% shall be required at the end of each year within programme.

Where a student does not obtain the above minimum Cumulative Weighted Average (CWA) any of the following should apply:

- i. Below 50% coming from first year – Automatic withdrawal
- ii. Below 50% and being a continuing student – Student should be given the option to repeat the year or be put on probation.

Grade Z constitute cancellation of results due to examination malpractice as indicated above.

Grade Point (GP) is computed as a product of credits for the course and the numerical grade obtained in the course.

Cumulative Grade Point Average (CGPA) is calculated by dividing the total number of grade points obtained, up to any specific time, by the number of credits of all courses for which the student has registered up to that time.

20.3 Non-Completion of Course

- i. A grade 'I' (for Incomplete) shall be awarded to a student who is unable to complete a course for medical reasons adjudged by the Departmental Board as satisfactory. Such a student shall be expected to take the course as a main paper the next time the course is available.
- ii. A grade 'F' shall be awarded to a student who is unable to complete a course for reasons adjudged by the Departmental Board as unsatisfactory. It shall be deemed that he or she has failed the course.

- iii. A grade 'X' shall be awarded to a student who is unable to complete a course for reasons adjudged by the Departmental Board as satisfactory.

20.4 Disqualification

- i. A grade Z denotes Disqualification from an examination as a result of examination malpractice or offence, and shall be awarded whenever it is established that a candidate had attempted to gain an unfair advantage in an examination, be it in an end of semester examination or continuous assessment or any other mode of assessment.
- ii. A candidate awarded a grade Z shall be debarred from taking any of the examinations organized in ABS for a stated period, or indefinitely, or may be expelled from the Institution altogether.
- iii. A grade Z may be awarded only by the Departmental Board and subsequently approved by the Academic Board.

21.0 Academic Progression

- i. For progression, the student is required to maintain a minimum cumulative grade point average (CGPA) of 1.50.
- ii. All semester examination results including supplementary examinations shall be taken into account in the computation of Cumulative Grade Point Average (CGPA).
- iii. The Cumulative Grade Point Average of less than 1.50 at the end of a semester shall attract probation. If a student has to be put on probation a second consecutive time after re-sit, he or she shall be withdrawn from the programme.
- iv. A student who obtains a CGPA of less than 1.0 at the end of the first year after re-sit shall be withdrawn from the programme. In subsequent years a student who obtains a cumulative grade point average (CGPA) of less than 1.5 after re-sit shall be withdrawn from the programme. A CGPA of more than 1.0 but less than 1.50 at the end of the academic year after re-sit shall attract a repetition, if the student is not trailing in four (4) or more courses.
- v. There shall be only one re-sit examination at the end of every academic year. For a student to qualify for a re-sit examination, he or she should have taken the main semester examination and failed during that academic year.

- vi. A student who trails more than four (4) courses after taking the re-sit examination at the end of the academic year shall repeat the whole academic year. However, if in addition, the cumulative grade point average (CGPA) obtained is less than 1.50 he or she shall be withdrawn from the programme.
- vii. A student who fails four or more courses at the end of any semester (except in the first semester, first year) shall be put on probation provided the cumulative grade point average (CGPA) obtained is not less than 1.50. However, if the CGPA is less than 1.50 he/she shall be withdrawn from the programme.
- viii. Courses in a module designated as prerequisites to more advance courses must be passed before the latter courses are offered.
- ix. Transcripts shall reflect all grades and marks a candidate obtained for all courses. All grades for courses taken shall be used in the computation of a students' CGPA.

21.1 Qualification for the award of Degrees

- i. The Institution and the Department require that a pass in every required course shall be obtained by a student to qualify for the award of a Degree.
- ii. A student is expected to earn a minimum CGPA of 1.5 to qualify for certification.
- iii. All semester examination results shall be taken into account in the computation of the Cumulative Grade Point Average (CGPA) for certification.
- iv. A student who fails the required course(s) shall have a specific maximum period to redeem himself or herself (refer to 6.3) within which to pass the failed course(s) and qualify for certification. However, if he or she had taken advantage of any deferment, then he or she shall have one academic year.

21.2 Classification of Certification for Degree Certificate

The full scheme of the classification of Degree shall be as follows:

Classification of Certification	CGPA
First Class	4.0 and above
Second Class (Upper Division)	3.0 – 3.99
Second Class (Lower Division)	2.0 – 2.99
Pass	1.5 – 1.99
Fail	less than 1.50

22.0 Definitions: Trail, Deferred, Probation, Repetition, Withdrawal and Grace Period.

22.1 Trail

A student trails a course when he or she fails to obtain a pass mark or is graded incomplete (I).

- i. Fail – A student fails a course when he or she obtains a mark of less than 50% or fails to write an examination after registration without any tangible reason.
- ii. Incomplete (I)
 - (a) A student is graded Incomplete (I) for a course when he or she is unable to write an examination on grounds of ill-health and the medical report is acceptable, provided he or she registered for the course.
 - (b) A student is graded Incomplete (I) for reason(s) other than (a) above which is acceptable to the Academic Board

22.2 Deferred

A deferred course is an unregistered course which is neither fail (F) nor incomplete (I) and for which the student is required to register.

22.3 Probation

A student shall be put on probation in any of the following situations:

- i. A student with Cumulative Grade Point Average of less than 1.50 at the end of a semester; and
- ii. A student who fails four or more courses at the end of any semester (except in the first semester, first year) with cumulative grade point average (CGPA) obtained not less than 1.50.

22.4 Repetition

A student shall be required to repeat the academic year in any of the following situations:

- i. A student on obtaining a CGPA of more than 1.0 but less than 1.50 at the end of the academic year after the re- sit examination. The student must take the cluster of courses in that academic year again. The credits obtained for the failed academic year shall be cancelled.

- ii. A student on trailing more than six courses as incomplete (I) at the end of the first semester examination or a total of more than six courses as incomplete (I) at the end of the re-sit examination.
- iii. A student who trails more than four (4) courses after taking the re-sit examination at the end of the academic year (with CGPA obtained not less than 1.50).
- iv. A student having to do the same semester as a result of deferring his or her programme for one semester.

22.5 Withdrawal

A student shall be withdrawn from the programme in any of the following situations:

- i. A student who fails four or more courses at the end of any semester (except in the first semester, first year) with cumulative grade point average (CGPA) obtained less than 1.50.
- ii. A student who obtains a CGPA of less than 1.0 after re-sit.
- iii. A student who obtains a CGPA of less than 1.50 and trailing more than four (4) courses at the end of the re-sit examination.
- iv. A student whose performance is such that he/she has to repeat for the second consecutive time in the programme.
- v. A repeated student failing to obtain a CGPA of 1.50 or above.
- vi. A student on probation for the second successive time whose CGPA is less than 1.50.
- vii. A student who is expelled from the Institution on grounds of examination malpractice.
- viii. Any student upon absenting himself or herself from all courses for a semester examination without permission shall be deemed to have abandoned the programme.

22.6 Grace Period

It is the maximum period as indicated in Section 6.3 (ii), immediately after the second semester examination, granted to final year students to correct their deficiencies in the following situations:

- i. A final-year student who at the end of the second semester examination still trails any course(s).
- ii. A final- year student whose performance is such that he or she has to repeat the whole year.

23.0 Students' Assessment of Lecturer(s) and Course(s)

In each semester, students, shall assess lecturers and Courses registered before the End of Semester Examination. A student who fails to do so cannot view his or her semester results. Lecturers are also required to register for their assigned courses per semester.

24.0 Processing of Results

24.1 Submission of Results

- i. Examiners shall submit the results/scores to the Department on or before the date as scheduled by the Academic calendar.
- ii. Marked scripts shall be submitted to the Department along with the results/scores which have been duly signed by the Examiner.

24.2 Upload of scores into the System

- i. Examiners shall upload their results through the institutional virtual class system after submitting both hard and soft copies to the Department.
- ii. Heads of Departments shall ensure that all results have been submitted to the Department on or before the deadline.
- iii. Heads of Departments shall see to it that all lecturers or the Examination Officer upload their examination scores online through the institutions virtual class system on or before the deadline.

25.0 Board of Examiners

- i. There shall be Departmental Board of Examiners consisting of all examiners in the Department chaired by the Head of Department. If present the External Examiner may also attend.
- ii. There shall be Institutional Board of Examiners consisting of all examiners chaired by the President. If present the External Examiner may also attend.
- iii. Institutional and Departmental Examination Boards are responsible for appraisal, determination and provisional approval of the results of ABS Examinations in accordance with the Regulations approved by the Academic Board.
- iv. The Academic Board shall publish a time-table for Examiners' Board meetings.

- v. While retaining the final word the Board of Examiners shall give due right to the views of an External Examiner.
- vi. The quorum of a Board of Examiners shall be one-half of the membership of the Board. If however all departments are represented business may proceed.
- vii. A report of the proceedings of the Board shall be submitted to the Academic Board for approval.

26.0 Declaration of Results

- i. Results of Semester Examinations shall be provisionally approved by the Institutional and Departmental Board of Examiners.
- ii. The provisionally approved results of each semester's examination shall be published by the Department before the commencement of another semester.
- iii. The Academic Board shall finally approve all semester examination results.
- iv. The results of ABS examinations shall be posted on the Departments Notice Board, and it is the responsibility of the candidate to consult the Department Notice Board for the results of an examination taken. Alternatively, the candidate may check results online or contact the Departmental Examination Officer to enquire about the results or request details of the results.
- v. A statement of results indicating a student's performance in the examination shall be made available to the student by the Head of Department before the middle of the following semester.
- vi. Final examination results (end of programme) shall be compiled by the Departments and published during congregation by the Registrar after approval by the Academic Board at the last academic year of the group/batch.
- vii. (a) Once the final year results have been approved by the Academic Board, the Registrar shall compile a list of failed students and inform them accordingly.
(b) The Registrar shall also remind them of the specific maximum period within which they will be expected to pass the failed courses.
- viii. A student may obtain a transcript from the Departments after the payment of the appropriate fee.

27.0 Dissatisfaction with Results of Examination

- i. A student has the right to petition the Academic Board for review of his or her examination scripts if he or she believes that his or her academic performance has been wrongly assessed in any part or parts of a course, tests, course work, etc., that form part of an examination.
- ii. A student shall submit a petition with a copy of the receipt showing payment of the review fee through the Head of Department to the Registrar.
- iii. An application for a review shall be submitted to the Registrar not later than twenty-one (21) days after release of the results by the Academic Board and shall state the grounds for review.
- iv. An application entered on a candidate's behalf by a person other than the aggrieved candidate shall not be entertained.
- v. An action shall not be taken on an application which is submitted outside the time stipulated in sub section (c), and a review shall not proceed unless the review fee is fully paid.
- vi. The grade awarded to the student in the examination shall remain valid until the result of the review is received and approved by the Academic Board if different from the original award.
- vii. The President shall appoint an External Assessor, drawn from persons who had not participated in the marking exercise, to review the script.
- viii. The result of the review shall be subject to approval by the Academic Board.
- ix. The Academic Board may authorize the Registrar to amend the results as released in the light of the review.
- x. Where it emerges that a complaint is frivolous or ill-motivated, the Academic Board may prescribe further sanctions which may include suspending the complainant for a stated period or an indefinite period.

28.0 Procedure for changing examination scores

- i. To change any score/results that has been submitted and uploaded, marks amendment form shall be filled by an examiner and forwarded to the Head of Department for consideration.
- ii. The completed form should be submitted to the Head of Department along with supporting document showing the basis for the changes of scores.

- iii. The Head of Department shall recommend for approval or disapproval based on legitimacy of the request, and forward the request to the President for consideration.
- iv. The President shall approve or disapprove the request based on recommendation(s) made by the Head of Department.
- v. The Departmental Examinations Officer upon receiving the approval from the President shall make the necessary change to the score in the system and file records appropriately.
- vi. The original copy of the endorsed form with marked scripts attached, shall be submitted to the Quality Assurance Directorate, with a cover letter duly signed.

29.0 Request for Transcript

Academic transcript shall only be given to institutions of higher learning, scholarship boards and employers on request made by students.

- i. A request for academic transcript shall be honored only on application by the student on a prescribed form. A student has to pay the prescribed fee determined by the Academic Board.
- ii. A student shall be entitled to statement of result at the end of each semester.
- iii. A copy of each student's transcript and statement of result shall be sent to the President and the Head of Department, respectively.

30.0 Change of Programme of study.

30.1 Transfer/Change of Programme

Students who wish to transfer from one department to another in the Institution shall apply at the end of each academic year. Such students must satisfy the following conditions:

- i. Have a minimum CGPA of 2.50.
- ii. Meet admission requirements for the proposed new programme.
- iii. Must not trail more than two courses. The total work load to be carried as a result of the transfer in any semester shall not exceed 30 credit hours per week.
- iv. Obtain change of programme form from the Academic Affairs Office.
- v. Complete the relevant sections thereafter.
- vi. Forward the form through the HOD to the HOD of the intending department and thereafter to the Registrar.
- vii. Transfer shall be subject to vacancy existing in the new department.
- viii. The transfer is subject to approval by the Academic Board.

30.2 Transfer from Other Institutions

- i. Students transferring from other institutions to ABS must:
 - (a) Meet ABS specified admissions requirements.
 - (b) Transfer to the relevant programme.
- ii. Not transfer to the first year of any programme.
- iii. Have a minimum CGPA of 2.0
- iv. Abide by ABS rules and regulations.
- v. Submit transcript and clearance certificate from his or her former institution.
- vi. Submit an application to the Registrar who shall refer it to the appropriate Head of Department for action.
- vii. All cases of change of programme/transfer shall be reported to the Academic Board for approval.

31.0 Visiting and exchange students

- i. The same examination arrangements as adopted for home students shall normally be adopted for visiting students attending the full academic year.
- ii. Special arrangements may be made for visiting/exchange students who study at the Institution for part of a year, such that they cannot follow full modules and complete the normal assessment tasks.
- iii. Visiting/Exchange students whose first language is not English are permitted to use a bilingual dictionary during examinations, except that bilingual dictionaries may not be used in certain examinations in which their use would negate the purposes of the examination. Such examinations will be publicized by the Academic Affairs office.

A bilingual dictionary is defined as a single-volume, non-specialist, general-purpose bilingual translation dictionary covering English and the student's first language. Permitted dictionaries shall give only equivalent words and phrases in English and the first language and shall include further explanatory text or appendices, other than that of a trivial nature. Encyclopedic, pictorial or specialist/subject-specific dictionaries (e.g. legal or business dictionaries) are not permitted.

- iv. The Academic Board may approve requests from departments concerning a variation in assessment method for visiting/exchange students attending for less than a full academic year.

- v. Once a particular variation in assessment method has been approved for a given module under paragraph 4 above, it shall be deemed a precedent for future cases which need not be submitted again
- vi. Examination marks for each visiting and exchanging student shall be approved by the Departments and School Board of Examiners. Transcripts of academic records shall be prepared by the appropriate Department and forwarded to the Directorate of International Affairs.
- vii. If the examination marks of a visiting or exchange student need to be released to the student's home Break WaateInstitution before the meeting of the Academic Board, a clear statement shall be included to the effect that these marks are provisional and subject to approval.
- viii. A special re-sit examination shall be organized for visiting and exchange students if need be.

32.0 Examinations Officers

32.1 Institution Examinations Officer

- i. There shall be an Examinations Officer who shall have oversight responsibility for the functions of the internal examiners.
- ii. The Examinations Officer shall be appointed by the Academic Board with prior approval from Council.
- iii. The Examinations Officer shall not be below the rank of a Lecturer who has served for not less than seven (7) years.
- iv. He or she shall be responsible for the implementation of the decisions of the Examination Board.
- v. He or she shall submit comprehensive reports to the Examinations Board.
- vi. See to the implementation of the Examination Policy Document.

32.2 Department Examinations Officer

Each Department shall designate one senior member as Departmental Examination Officer and his or her duty is to assist the Head of Department in examination matters.

The duties of the Department Examinations Officer shall include, but not limited to, the following:

- i. Responsibility for ensuring that all arrangements for the Department Examinations are made;
- ii. Preparation of Department Examinations time-table in consultation with the Institution Examinations Officer, allocation of Examination Rooms and assignment of Invigilators;
- iii. Collection and collation of draft Examination Questions from the Head of Department;
- iv. Supervision of proof-reading of processed Examination Questions;
- v. General supervision of Examinations in the Department;
- vi. Assisting in the preparation of Examination Results for submission to the Departmental Board;
- vii. Computation of GPAs for students in the Department;
- viii. Liaison between the Department and Academic Affairs Unit on collation of students' data for Examinations and other purposes; and
- ix. Preparation of Examination Results for Departmental Examiners Board and
- x. Any other duties that may, from time to time, be assigned by the Institution's Examination Officer or the Head of Department.

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FACULTY PERSONNEL POLICY



Introduction

The Academic Board of Accra Business School (ABS) is vested with the governance of the University. Within its authority is the governance of all faculty personnel matters, including without limitation, appointments, evaluations, academic misconduct, grievances, and academic appeals. These functions include teaching; research and other creative/scholarly activity; and professional and University service and community engagement.

FACULTY MEMBERSHIP

The faculty is composed of the regular faculty and the supplemental faculty. These individuals have an instructional or research relationship to the University, either direct or supervisory. The faculty includes full-time and part-time personnel.

Regular Faculty

The Regular Faculty of Accra Business School is composed of all faculty members with regular appointments including non-tenure track, tenure track, and tenured appointments at the ranks of lecturer, senior lecturer, associate professor, and professor. Appointments to the regular faculty are made by the ABS Court of Governors. Consideration for appointment by the Court of Governors is given after recommendation by the President of ABS.

Temporary - A temporary appointment is one in which the faculty member is appointed to the regular faculty for a period of one year or less. Upon completion of the temporary appointment, the position, if continued, will be opened and advertised.

- **Adjunct Faculty** - Adjunct faculty hold part-time, temporary appointments for a semester or session. The rank of such faculty may be adjunct instructor or lecturer. Adjunct faculty will be limited to teaching nine (9) hours or less per semester or session.
- **Visiting Faculty** - Visiting faculty are employed by the University to teach or perform research for a limited time and are on leave of absence from another

institution of higher education or professional practice. Visiting faculty may be appointed at any rank.

- **Volunteer Faculty** – a person, who has special talents or expertise, and whose time and services are donated, may be appointed to the University volunteer faculty. Volunteer faculty who meet the educational qualifications may hold academic rank.

PROFESSIONAL ACTIVITIES OF THE FACULTY

Above all else, the Accra Business School exists for learning and scholarship of a breadth and depth that result in excellence in teaching; research and other creative/scholarly activity; and professional and University service and community engagement. Each academic unit has an obligation to contribute to each of these. Faculty members play a central role in the realization of the obligations of the academic unit by contributing their unique expertise and competence. Decisions regarding tenure, promotions, and salary increases are based upon an assessment of the faculty member's performance and contributions to the total mission of Accra Business School.

Teaching

Effective teaching is demonstrated through mastery of a current knowledge base in subject matter taught at an appropriate student level. Such teaching stimulates achievement and practical personal applications by students. A continual review of current literature, research, and strategies is necessary for effective teaching. An effective teacher evidences mastery by thoroughly integrating skills and knowledge, sensitivity, and perception with the presentation of subject matter.

Effective teaching is characterized by (1) subject matter mastery, (2) curriculum development, (3) course design, (4) delivery of instruction, (5) assessment of instruction and revision as necessary, (6) availability to students, and (7) fulfillment of instructional administrative responsibilities. Effectiveness will be documented by department head and dean evaluations, and student evaluation of instruction as well as other methods such as peer evaluation and program assessment of majors.

Research and Other Creative/Scholarly Activity

Research and other creative/scholarly activity are demonstrated by the active involvement of a faculty member in the pursuit of new knowledge in his/her academic field or discipline. While the scope and nature of faculty research and other creative/scholarly activity will vary among

departments, Accra Business School faculty will be involved in creative/scholarly activities, individually and collaboratively, which advance the knowledge base and performance levels of their respective fields. Both the pursuit of new knowledge and the application and dissemination of knowledge in creative ways are valued. Both the quality and quantity of productivity are considered in assessing the contributions and performances.

Examples of research and creative/scholarly activity are adaptations of knowledge to the learning environment, development of marketable instructional materials, creative artistic works evaluated by juries or panels, invitation for professional presentations or performances, articles in refereed or editor-evaluated publications, successful grantsmanship, selected unpublished research, books, monographs, inventions, patented or copyrighted products, etc.

Professional and University Service and Community Engagement

Professional and University service and community engagement occur when ABS faculty members apply professional expertise to advance the University and profession. Professional and University service include contributions to the institution and to the profession. These contributions should be consistent with the educational needs of the student body and the mission and objectives of ABS. University service may consist of academic student advisement, departmental management, public relations, classroom, studio, or other physical facility management, personnel management, equipment and supplies management, fiscal management, time management, sponsorship of student organizations, membership on ad hoc and standing committees, consultation to other areas of the University, participation in institutional or program self-study activities, and special assignments or responsible participation in activities which advance the academic programs of the University.

Professional service includes involvement in various professional organizations in a manner that accrues favorable notice to the individual and the University. Evidence of such contributions may consist of memberships in professional organizations appropriate to a faculty member's teaching field or area of responsibility, attendance at meetings, holding of offices, and serving on committees at local and national levels of said professional organizations. Community engagement occurs when a faculty member contributes professional expertise, *pro bono*, to the activities of government, schools, or other public and service agencies. The contribution may be in the following roles: consultant, program participant, member of a board or task force, speaker, or advisor.

ACADEMIC RANK AND GUIDELINES FOR APPOINTMENTS AND PROMOTIONS

1. General Criteria for Appointments and Promotions to Teaching and Research Grades

1.1 All first appointments shall be by an interview.

1.2 An applicant shall be assessed on the basis of evidence of continuing performance in respect of the following:

- (a) Being a committed Christian;
- (b) Scholarship;
- (c) Research and contribution to knowledge;
- (d) Teaching;
- (e) Academic Leadership;
- (f) Inventiveness and resourcefulness;
- (g) Contribution to Church life.

1.3 An application shall be supported by publications including books, articles in journals, or manuscripts submitted to journals, plus evidence of acceptance for publication in the journals, papers from published proceedings, systematized teaching materials, and creative works, evidenced by patents, copyrights, music scores, etc.

1.4 The following shall also be taken into account by the Appointments and Promotions Board:

- (a) Contributions to Institute Boards of Committees;
- (b) Contributions to national development.

2. Assistant Lecturer or Assistant Research Fellow

- 2.1 Applicant for the post of Assistant Lecturer or Assistant Research Fellow must have a good first degree plus a master's degree and must have registered for research higher or shall be expected to do so, on appointment.
- 2.2 The appointment shall be for two years or in exceptional cases for three years.
- 2.3 Three references shall be required, at least one of whom must have been associated with the candidate's post-graduate studies. Additionally, one of the references should be of a religious denomination.

3. Lecturer or Research Fellow

- 3.1 For the appointment of a Lecturer or Research Fellow a higher researched degree shall be required.
- 3.2 Three references shall be required, at least one of whom must have been associated with candidate's post-graduate studies. Additionally, one of the references should be of a religious denomination.
- 3.3 Appointments to this position shall normally be for six years.
- 3.4 The appointment shall be reviewed before the end of the sixth year; at the end of the ninth year the appointment shall terminate unless the person can be promoted to a grade above that of a Lecturer. In exceptional circumstances the Appointments and Promotions Board may, on the recommendation of the Faculty Appointments and Promotions Committee, extend the appointment for a period not exceeding two years, at the end of which the appointment shall terminate unless the person can be promoted to a grade above that of a Lecturer.

4. Senior Lecturer or Senior Research Fellow

- 4.1 Appointments or promotions to the grade of Senior Lecturer shall be considered on the basis of significant performance in the following:

- (a) Scholarship;
- (b) Research and contribution to knowledge;
- (c) Teaching;
- (d) Academic leadership;
- (e) Inventiveness and resourcefulness;
- (f) Extension works or service to the Institute, the Church and the nation;

4.2 Two external assessors shall be required.

5. Associate Professor

5.1 Appointment or Promotion to the grade of Associate Professor shall be on the basis of outstanding scholarship in the candidate's field of teaching and research and contribution to the intellectual life of the Institute and the development of the country.

5.2 Two external assessors are required.

6. Full Professor

6.1 Appointment or Promotion to the grade of Professor shall be on the basis of internationally acknowledged scholarship in the candidate's field of teaching and research and contribution to the intellectual life of the Institute and the development of the nation.

6.2 Two external assessors shall be required.

7. Visiting and Temporary Appointments

7.1 In consultation with the Dean and Head of Department, the Rector may, in urgent cases, approve a short-term for a period of up to one year while an application for a regular appointment is being processed.

7.2 In consultation with the Dean and Head of Department, the Rector may approve a short-term appointment for a period of less than one year for an applicant who does not propose to take up a regular appointment.

7.3 The designation “Visiting Scholar” shall apply to the appointment.

7.4 The appointment shall be reported to the Appointments and Promotions Board at its next regular meeting.

8. Tutor/Research Associate

Persons who may not possess the requisite qualifications for appointment to the various teaching /research positions in the Institute who have acknowledged expertise in certain selected fields for which regular teachers are difficult to come by, may be appointed to teaching positions in such fields; these may include, for example, Music and Ghanaian Languages and Culture and Foreign Languages. The designation, tutor/research associate, shall apply to such persons who are offered teaching or research positions. Depending on their qualifications and experience, such persons shall enjoy conditions of service similar to those enjoyed by a lecturer/ research fellow. Appointment to this category shall be for a renewable period to two years.

9. Criteria for Appointments and Promotions to Non-Teaching Staff

9.1 All first appointments to non-teaching staff shall be by interview.

9.2 For appointment or promotion to the administrative/professional grades, evidence of promise or continuing performance in respect of the following shall be required:

- (a) Grasp of administrative procedures/regulations and organizational ability;
- (b) Leadership;
- (c) Initiative and reliability;
- (d) Sense of responsibility;

Assessment of the above shall require a report by the applicant on his contribution to the work of the Institute or other Institution, to which may be attached, memoranda (other than confidential material) to be reviewed as appropriate by Registrar, Dean, Director, or Chairman of the School Board Committee or other person(s) in a supervisory, administrative capacity.

APPOINTMENTS AND DISCIPLINARY MATTERS

10. APPOINTMENT OF SENIOR MEMBERS

- 1) The procedure for appointments of Senior Members shall be in accordance with Schedule 2 to these Statutes.
- 2) Appointments to the position of Senior Member shall be the responsibility of the Appointments and Promotions Board.
- 3) Duties and conditions of service of a Senior Member appointed to a position in the Institute shall be specified in the instrument of his appointment.
- 4) A Senior Member wishing to have his/her appointment renewed shall notify the Registrar in writing at least six months before the expiration of his/her contract.
- 5) No private work and/or consultancy shall be carried on without the prior approval of the Rector. Such approval is to be sought through the Head of Department.

- 6) Where a Senior Member engages in private work and/or consultancy without the prior approval of the Rector or where these facilities are abused, the Rector shall take appropriate disciplinary action, including possible withdrawal of the privilege.

11. RESIGNATION, RETIREMENT AND TERMINATION OF APPOINTMENT OF SENIOR MEMBERS

- 1) A Senior Member may resign his appointment by giving the Rector not less than six months' notice in writing to take effect at the end of the academic year.
- 2) A Senior Member who fails to give the required notice shall be liable to pay or forfeit to the Institute six months' salary.
- 3) The Institute may terminate the appointment of any Senior Member giving him not less than six months' notice in writing to take effect at the end of the academic year or pay him six month's salary in lieu thereof.
- 4) Where a person appeals against a notice of termination of appointment the Almond Institute Council shall consider the appeal at least two months before the date on which the termination is due to take effect and the Council's decision shall be final.
- 5) Except as may be otherwise provided in special cases by the Council, a Senior Member appointed to a full-time position in the Institute on renewable contract tenure shall retire from his appointment at the end of the academic year following the date on which he/she attains the retiring age as specified by the Institute he/she may enter into a contract with the Institute.

12. PROBATIONARY PERIOD

- 1) A Senior Member who is appointed without any previous Institute or other relevant experience shall be required to serve a probationary period of two years.
- 2) A Senior Member with a previous Institute or other relevant experience shall be required to serve a probationary period of one year.
- 3) The appointment of a Senior Member may be confirmed after the expiration of this probationary period subject to satisfactory assessment of the quality of his research and teaching during the period probation.

13. DISCIPLINARY BOARD

There shall be a Disciplinary Board, which shall be composed of the Vice-Rector as chairman, and four other members appointed by the Rector with the Registrar and the Head of Department in attendance.

14. FUNCTIONS AND PROCEDURES OF THE DISCIPLINARY BOARD

- 1) Disciplinary action against a Senior Member shall be the responsibility of the Rector acting on the recommendation of the Disciplinary Board.
- 2) It shall be the responsibility of the Rector to refer conduct requiring sanctions against a Senior Member to the Disciplinary Board.
- 3) The Disciplinary Board shall have power to do any of the following:

- (a) Issue a written warning to the Senior Member concerned;
 - (b) Stop or withhold an increment of salary of the Senior Member concerned for a period of not more than one year.
 - (c) Recommend dismissal to the Almond Institute Council.
 - (d) Recommend any other appropriate penalty.
- 4) In all proceedings of the Disciplinary Board, the Senior Member concerned shall be entitled to prior written notice of the grounds on which the proceedings are initiated and the right of appearance before the Disciplinary Board with or without counsel of his own choice for the purpose of defending his conduct.
- 5) In all proceedings of the Disciplinary Board, the Senior Member concerned shall be entitled to call witnesses on his behalf and the Disciplinary Board shall similarly be entitled to call and to hear witnesses.
- 6) The Disciplinary Board shall submit a report to the Rector at the end of proceedings proposing appropriate sanctions, if any.
- 7) A Senior Member appearing before the Disciplinary Board and wishing to be represented by counsel shall notify the Disciplinary Board in writing at least two days before any particular sitting of the Board. If the request is made for the first time during a sitting of the Disciplinary Board, proceedings for that day shall be adjourned.
- 8) Any disciplinary action approved by the Rector shall be communicated in writing to the affected Senior Member.

- 9) Any Senior Member affected shall be entitled within fourteen (14) days of receipt of the decision of the Rector to appeal to the Almond Institute Council against such decision.
- 10) When a Senior Member has been charged before the Disciplinary Board or has an appeal against a disciplinary action pending, the Rector may suspend the Senior Member from his duties and all other functions in the Institute pending the determination of his case by the Disciplinary Board or the Almond Institute Council as the case may be, but his salary shall not be altered until the matter is finally determined by the Disciplinary Board or the Almond Institute Council, as the case may be.
- 11) The Rector shall report to the Academic Board and the Almond Institute Council at their next meetings the circumstances leading to such action.
- 12) Where a disciplinary action concerns a person who is a member of the relevant committee, the Rector shall replace that person with a suitably qualified alternate.

52. DISMISSAL OF SENIOR MEMBERS

- 1) Any Senior Member of the Institute may be removed from office for good cause by the Council but a senior member shall not be dismissed unless:
 - (a) There has been investigation of his case by the Disciplinary Board and the Senior Member concerned has been permitted to appear to defend himself/herself in person or, if he so desires, through his chosen representatives before the Disciplinary Board.
 - (b) He has been notified in writing of the grounds for his dismissal.

- (c) The report of the Disciplinary Board has been considered by the Council.
- 2) The decision of the Council on his case shall be final.
 - 3) The Disciplinary Board may invite any other person to be in attendance at the proceedings in an advisory capacity.
 - 4) For the purposes of this Statute, “good cause” means: the
 - (a) Conviction by a court of law of any offence which the Council considers to be such as to render the person concerned unfit for the discharge of the functions of his office;
 - (b) Conduct of a scandalous or other disgraceful nature, which the Board considers to be such as to render the Senior Member concerned unfit to continue to hold this office;
 - (c) Conduct, which the Board considers to be such as to constitute failure or inability of the Senior Member concerned to discharge the functions of his office or to comply with the terms and conditions of his service.

ACADEMIC FREEDOM AND ACADEMIC RESPONSIBILITY

Institutional Academic Freedom

The accumulation and exchange of knowledge is among the preeminent purposes of the University, and the acknowledgement of individual academic freedom is one of the cornerstones to ensure such purposes are achieved. Equally important in meeting these goals is the recognition of the right inherent in the responsibility of the Court of Governors to govern the University.

“[I]t is the business of a university to provide that atmosphere which is most conducive to speculation, experimentation and creation. It is an atmosphere in which there prevail ‘the four essential freedoms’ of a university – to determine for itself on academic grounds who may teach, what may be taught, how it shall be taught, and who may be admitted to study.

Academic Freedom

- Faculty members are entitled to full freedom in research and publication, subject to any restrictions set by law or by applicable codes of professional ethics, and subject to adequate performance of their other academic duties and to stated University policy on outside employment; but, except under conditions of national emergency, a faculty member should not undertake to do research on University time or using University facilities or funds under any agreement which would (except for a definitely and reasonably limited time) prohibit open communication of the results.
- Faculty members are entitled to freedom in the classroom in discussing their subject, but it is inappropriate for a teacher persistently to introduce material, which has no relation to the subject of instruction.
- As members of the community, university teachers have the rights and obligations of any citizen. They measure the urgency of these obligations in the light of their responsibilities to their subject, to their students, to their profession, and to their institution. In speaking or acting as private persons, faculty members avoid creating the impression of speaking or acting for their college or university. As a citizen engaged in a profession that depends upon freedom for its health and integrity, the university teacher has a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.
- As citizens, university teachers should be free to engage in political activities consistent with their obligations as teachers and scholars and with University policy.
- Freedom of access to recorded knowledge being essential to learning and research in a democracy, the right and the obligation of the university to provide a full range of materials on any subject, even though some views might be currently unpopular or controversial, or appear incorrect, shall not be infringed. The principles of academic freedom shall apply to the presence of materials and also to those who provide and those who use them.

Syllabi

Each faculty member is responsible for the preparation of an up-to-date course syllabus. A copy of the syllabus must be provided to each student in each class, and copies must be provided to the offices of the academic dean.

Each syllabus should include the following information as a minimum:

- Course name and number, faculty member's name, phone number, e-mail address, and office number.
- Course prerequisite and/or co-requisite.
- Course description from the current bulletin. ○ Next course in sequence (if applicable).
- Textbooks and other required materials. List the title, edition, author, and publisher of the textbook and supplemental workbooks, lab manuals, and any other materials that are the student's responsibility to obtain.
- Course objectives. Inform the student about defined student outcomes and what he/she should be able to achieve upon completion of the course.
- Teaching methods. State the teaching methods to be used, such as lecture, class discussion, guest speakers, films, lab assignments, etc.
- Assessment techniques. Provide an explanation of how assignments and final grades are determined. ○ Grading system. State how the evaluation techniques will be used to compute the student's grade and how much grading emphasis will be assigned to each component.
- Attendance policies. Inform the student of class attendance and late arrival policy and whether this policy will be included in the grading system.
- Late assignment and make-up policy. Notify the student of time limits that exist for makeup work, etc.
- General topic outline and agenda. Provide a tentative schedule of the events in class such as reading and problem assignments, due dates on reports, essays, and class projects, and tentative exam dates.

Curriculum Development

All faculty members are expected to participate in course and curriculum development within their academic department. Proposals relative to new course(s), new program(s), changes in course(s), and/or changes in program(s) should be submitted on the appropriate forms

available from the department head. The Curriculum Committee is responsible for reviewing and suggesting changes in the curriculum.

Classroom Procedures

As a professional courtesy, furniture in the classroom should be left in an orderly manner for other classes that will occupy the room. If it is necessary to rearrange the furniture for your class, please return the room to its original arrangement before leaving the classroom. The boards should be erased before leaving the classroom, projectors turned off, and computers restarted as appropriate.

FACULTY ACCOUNTABILITY

A faculty member is held accountable for his or her performance in fulfilling faculty duties and in meeting the requirements of academic responsibility and University policies. Persons who accept full-time employment at the University owe their first duty and first loyalty to the University. Any other employment or enterprise in which they engage for income must be secondary to their University duties. The most immediate agents of faculty accountability are the department heads, who should maintain close and regular communication with the faculty member. Among the various mechanisms for ensuring faculty accountability, the most important include annual performance evaluations, and such periodic evaluations as those for advancement in rank. These processes have the primary function of identifying meritorious performance to be rewarded, but they also provide a means by which the University may strengthen itself, by identifying needs for improved performance.

Meritorious and responsible faculty performance is first and foremost an individual professional obligation. But it is also the product of a cooperative effort by faculty members and administrative officers assisting one another, informing one another, and jointly seeking to assure that each faculty member's capabilities are developed fully and creatively.

Performance that is lacking in merit or responsibility, when identified, is a challenge both to the individual and to the academic unit and its leaders, in their exercise of the unit's career development responsibilities. Just as faculty members are held accountable for their performance, administrators of academic units are held accountable for their leadership in the career development of the faculty in their units. For those cases where they are needed, ABS has at its disposal the more drastic measures of severe sanctions.

FACULTY DEVELOPMENT AND EVALUATION POLICIES

Introduction

Faculty evaluation is a continuous process, both prior to and following the granting of tenure. An annual review of each faculty member's performance is the responsibility of the academic deans and the specific academic department head. A systematic procedure for accomplishing such evaluations shall be developed in each academic unit, with the participation and approval of the dean. The criteria for evaluation shall be carefully and clearly stated. Specific faculty assignments within an academic unit and the specific mission of a particular academic unit may have different percentages of effort distributed across the areas of professional activity (teaching; research and creative/scholarly activity; and professional and University service and community engagement) if, in consultation with the dean, this is determined to assist the entire University in best meeting its mission.

Faculty Annual Evaluation

The performance of faculty members shall be evaluated by March 1 each year, and the results of the evaluation shall be placed in the personnel file of the faculty member. The faculty member shall be given a copy of the evaluation.

Guidelines

Both the importance and the imperfection of a faculty development and evaluation system are duly considered in the Accra Business School scheme. It is designed within the following guidelines:

- The Faculty Development and Evaluation System is designed to improve faculty performance.
- The Faculty Development and Evaluation System will provide important information for promotion and tenure decisions.
- The System utilizes several sources of data, and these sources are clearly communicated. ○ Evaluation procedures are individualized and flexible. ○ Individualization considers the institution's nature, directions, and priorities, the administrative unit's needs, and the individual's interests.
- An annual academic performance review (Faculty Development and Evaluation Summary) is submitted for each full-time faculty member. A formal evaluation is conducted for each non-tenured member each year and for each tenured faculty member at least each fifth year. **Faculty Evaluation System**

In addition to previously stated educational and experience requirements for appointment to various ranks, the court of Governors at Accra Business School has specified the following

categories upon which academic rank and promotion in rank are based: 1) teaching; 2) research and creative/scholarly activity; and 3) professional and University service and community engagement.

The Faculty Development and Evaluation System of Accra Business School is designed to promote faculty development and to assess faculty performance on those prescribed criteria.

Instrumentation of the system consists of four documents:

- Faculty Development and Evaluation Criteria (Appendix A). This document lists criteria for evaluating faculty performance in the three categories
- Catalog of Faculty Development and Evaluation Criteria (Appendix B). This document presents exemplars for each criterion. The exemplars are non-inclusive, but do provide examples and extend the definitions of the criteria. These exemplars should be used as guidelines and adapted according to the individual discipline area.
- Faculty Development Plan (Appendix C). This document is an agreement for areas of emphasis for the forthcoming year
- Faculty Development Plan-Report (Appendix D). This document is based on the items presented in the previous year's Faculty Development Plan and includes a summary of progress on identified objectives and additional accomplishments as appropriate.
- Faculty Development and Evaluation Summary (Appendix E) "The Faculty Development and Evaluation Summary" is completed by the department head to list the education and experience of the faculty, rate the faculty member's performance in the categories of teaching; research and creative/scholarly activity; and professional and University service and community engagement, rate the faculty member's overall performance, and provide comments.

Evaluation Procedures

The "Catalog of Faculty Development and Evaluation Criteria" is utilized for establishing individual faculty development plans and for guiding individual faculty evaluations. Performance in each category is weighted by negotiation between the faculty member and the department head within limits as indicated below. Institutional emphases define the weights of each category as follows:

- Category 1 – Teaching 50-80%
- Category 2 – Research and Creative/Scholarly Activity 5-40%
- Category 3 – Professional and University Service and Community Engagement 10-45%

- Category 4 – Performance of Non-teaching or Administrative Duties (if applicable) 25-50%

All faculty are rated on negotiated criteria in Categories 1, 2, and 3, based on established limits. Those duties or assignments that result in a reduced teaching load will be considered in Category 4 and may affect the previously identified percentages. The rating on overall performance is a composite of the ratings in the categories. The “Faculty Development and Evaluation Summary” is completed by the department head and is based upon a conference of the department head and the individual faculty member during which the relevant criteria for each category are rated. Not all criteria for each category apply to every faculty member. Relevancy of individual criteria is determined by the individual faculty member in consultation with the Department Head. Commentary may be provided on the reverse side of the “Faculty Development and Evaluation Summary” as indicated. The “Faculty Development and Evaluation Summary” is signed by both the department head and the individual faculty member. The faculty member’s signature denotes that the evaluation has been conducted according to approved procedures. It does not necessarily mean agreement with the ratings. A completed “Faculty Development and Evaluation Summary” and its corresponding Faculty Development Plan-Report for each full-time faculty member is submitted by the department head to the respective dean of the school for review. The dean of the school reviews the documents, provides comments, and signs both documents. The dean of the school retains a copy in the dean’s office and sends copies with all signatures to the department head. The department head retains signed copies of the documents and returns signed copies to the faculty member.

Evaluation Guidelines

The Faculty Development and Evaluation System of Accra Business School will be administered within the following procedural principles and guidelines.

1. Each faculty member will be evaluated on all Category 1 criteria and on criteria from other categories as determined in consultation with the department head. However, the development plan to be composed at the beginning of the development-evaluation cycle will specify only areas the faculty and department head identify for development. These areas may be ones from Category 1 in which the faculty needs improvement as well as special tasks in other categories. It is assumed that performance on required criteria not listed in the development plan will remain stable over the evaluation cycle. Cycle-end evaluation will address both the areas listed in the development plan and the other required criteria.

2. The department head assumes that the faculty member is functioning at a level of “proficient” unless there is evidence to the contrary. For a rating lower than proficient, the head has the responsibility of presenting evidence; and for a rating higher than proficient, the faculty member has the responsibility of presenting evidence.
3. Faculty development and evaluation criteria are generally stated in minimum terms. Ratings on criteria vary according to the productivity of efforts.
4. The ratings on the evaluation scale are as follows:
 - **Outstanding:** Performance is among the best of colleagues in similar appointments in similar institutions in the respective field nationwide. On applicable criteria faculty member has recognition beyond the state.
 - **Commendable:** Performance is among the best of colleagues in similar appointments in similar institutions in the respective field statewide. On applicable criteria, faculty member has statewide recognition.
 - **Proficient:** Performance is productive, effective, and consistent with the achievement of the emphases, objectives, and interests of the institution, the administrative unit, and/or the individual.
 - **Needs Improvement:** Performance is less than adequate for achievement of the emphases, objectives, and interests of the institution, the administrative unit, and/or the individual.
 - **Critical:** Performance fails to contribute to the achievement of the emphases, objectives, and interests of the institution, the administrative unit, and/or the individual.
5. The “Faculty Development and Evaluation Summary” covers a year of performance except in certain instances; i.e., new faculty, faculty on leave, etc.
6. Activities, contributions, and involvements related to the University or to the faculty member’s educational field are of primary consideration in the evaluation.
7. While formal evaluations of tenured faculty are required at least each third year, formal evaluations may occur more frequently at the request of either the faculty member or the department head. In years when a complete evaluation is not done, a continuation form will be submitted.

FACULTY LOAD

University faculty members have responsibilities in the following three areas:

- Teaching
- Research and creative/scholarly activity
- Professional and University service and community engagement

The scope and variety of professional and University service will depend upon the needs of the departments, schools, and the University at large. Faculty load assignments will be monitored each semester by the department head, reviewed by the dean of the school.

Teaching

Instructional assignments are based upon the expertise of the faculty member and needs of the academic department. The assignments are made by the department head in collaboration with the faculty member.

Research and Creative/Scholarly Activity

Individual faculty research and creative/scholarly activities are defined by the professional interests of the faculty member. While the scope and nature of faculty research and creative/scholarly activity will vary among departments, University faculty shall be involved in those activities, individually or collaboratively, which advance the state of knowledge or performance levels of their respective fields. Both the pursuit of new knowledge or techniques and the application of knowledge in creative ways are valued.

Professional and University Service and Community

Engagement

Student Advisement

Academic advisement is a very important service responsibility for faculty. Advisors are expected to assist students with enrollment, to counsel them about career options, to provide them information about deadlines and checkpoints, and to monitor their progress through programs. A recommended maximum advisement load is approximately forty (40) students.

Committees and Advisory Service

University service activities include sponsorship of student organizations, membership on ad-hoc and standing committees, consultation to other areas of the University, and participation in activities that advance the academic programs of the University.

Professional Activities

Membership in selected professional organizations appropriate to a faculty member's assignment includes involvement in professional organizations at local, regional, and nationwide levels, and consists of attending meetings, holding offices, and serving on committees.

Community Engagement

Service to the community at large occurs when a faculty member contributes professional expertise pro bono to the activities of government, public schools, or other public and service agencies. The contribution may be in, but is not limited to, the following roles: consultant, program participant, member of a board or task force, or advisor.

DEPARTMENT HEAD LOAD

The department head has the dual role of faculty member and chief administrator of the department. It is important that a proper balance be achieved between the department head's faculty assignment and administrative duties.

Teaching Load

The teaching load for department heads is typically 6 hours per long semester and 3 hours per summer session.

Administrative Duties

The department head is directly responsible to the dean of the respective school and has the charge of providing collegial leadership to the faculty of the academic department. This leadership is in five primary areas.

Instructional Program Management o Plans departmental course offerings to serve the

department majors and provides appropriate service to other clientele (general education, other majors, off campus, and continuing education).

- o Prepares the departmental course schedule each regular semester and each summer term; identifies and recommends qualified faculty; coordinates the preparation and

- revision of syllabi and instructional objectives of the course of study. ○ Coordinates advisement of students in the department.
- Coordinates strategic planning efforts and assessment plans for programs offered within the department.
- Evaluates learning in the department through student evaluations of instruction, program review, and assessment of students.
- Manages problems and attempts to resolve departmental conflicts.
- Resolves problems related to closed classes during enrollment and manages enrollment in courses offered by the department.
- Approves substitutes to cover classes when faculty must be absent. ○ Coordinates orders with the bookstore for textbooks and required student supplies.

Personnel Management

- Coordinates the recruitment and selection of new faculty to maintain a balanced and diversified pool of instructional faculty.
- Coordinates and participates in the annual faculty evaluation process and assists faculty in preparing their respective portfolio for tenure and promotion.
- Assigns faculty responsibilities in the areas of instruction, advisement, and departmental service (facilities and equipment management, recruitment, etc.).
- Fosters faculty development by providing appropriate feedback and assistance in obtaining professional developmental activities.
- Acts as a communication link between the faculty and the administration.
- Fosters good morale in the department through a positive outlook and positive relations among the members of the department.
- Advocates appropriate recognition of faculty in the department.
- Supervises and evaluates support staff as appropriate. ○ Recruits and supervises student workers and approves time sheets.

Financial and Facilities Management

- Prepares and submits an annual department budget.

- Manages and controls the department budget by allocating funds as needed, prepares requisitions, and verifies purchase receipts.
- Supervises the use of department space and requests maintenance of space. ○ Supervises the equipment and instrumentation facilities of the department.
- Conducts an annual inventory of the equipment and instrumentation assigned to the department.
- Coordinates resources used jointly with other departments.

Department and Program Development

- Coordinates the establishment of faculty and departmental goals in accordance with the University mission. ○ Coordinates departmental planning for development of quality instruction, research and creative/scholarly activities, facilities, equipment, personnel, and general progress.
- Develops and recommends curricula for majors and minors in disciplines represented in the department.
- Fosters good teaching by providing feedback from instructional evaluations.
- Recruits' students by collaborating with Admissions, by corresponding with prospective students, by hosting visiting students, and by preparing recruitment materials. ○ Coordinates regular program review and assessment activities in the department. ○ Supervises periodic follow-up studies of current students and graduates.

Academic Leadership

- Encourages research and creative/scholarly activities among the faculty. ○ Encourages requests for appropriate external funding for the department. ○ Monitors and advances departmental mission and goals. ○ Communicates departmental needs within the University. ○ Engages in positive public relations by communicating information that improves the department's image and reputation.

POLICIES AFFECTING FACULTY AND DEPARTMENT HEAD LOAD

Calculation of Teaching Load

Lecture – 1 clock hour per week = 1 semester hour unit

The load status of classes listed as arranged courses, directed readings, independent studies, or departmentally specific courses will be evaluated by the department head, the dean, and the

faculty member. Such courses may be judged by the same enrollment considerations applied to other courses. Independent study courses are discouraged and no faculty member may teach more than 3 students during the entire academic year by this method. Faculty members teaching independent studies courses do not receive additional compensation. Faculty members teaching arranged courses, directed readings or departmentally specific courses will not be asked to teach a course without proper compensation. Arranged classes, departmentally specific courses, or directed readings courses will not be taught unless adequate enrollment is obtained.

Office Hours

A full-time faculty member is required to schedule eight office hours per week. These hours will be spread over at least four days each week. In addition, a faculty member is expected to be available additional hours by appointment, if necessary. Faculty with clinical and laboratory responsibilities may submit a request to the department head to include up to a maximum of four hours toward the office hour requirement. The department head, dean, and vice president for academic affairs must approve the request prior to the semester or academic year in which the request is to be effective.

Faculty teaching on-line classes may deduct one (1) hour of office hours for each on-line class that they teach. However, they must include in their syllabus a statement that they will answer all student e-mails from their class in an expedient manner. Most questions will be addressed within 12 hours and all should be answered within 24 hours, except for weekends, holidays, and extenuating circumstances. During the summer semester, for each three- to five-hour class, two office hours will be posted per week. Those teaching only on-line during the summer will not be expected to keep office hours on campus. However, they must, again, include a statement in their syllabi that they will strive to answer all student e-mails from their class within 24 hours, except for weekends, holidays, and extenuating circumstances. Adjunct faculty will set aside at least one-half hour either before or after class once a week in order to be available to students.

Absences from Duty

When a faculty member is to be absent from an assigned responsibility, he/she must file a statement with the department head prior to the absence containing the reason for absence and provisions made to cover the responsibilities.

SABBATICAL LEAVE POLICY

Sabbatical leaves of absence are among the most important means by which an institution's academic program is strengthened, a faculty member's teaching effectiveness enhanced, and scholarly usefulness enlarged. The major purpose is to provide opportunity for continued professional growth and new or renewed intellectual achievement through study, research, writing, and training.

However, a faculty member does not automatically earn a sabbatical leave. Instead, it is an investment by the University in the expectation that the sabbatical leave will significantly enhance the faculty member's ability to contribute to the objectives of the University. There should be a clear indication that the improvements sought during a sabbatical will benefit the work of the faculty member, department, school, and the University. Only sabbatical leave proposals that meet this criterion will be accepted and approved by the University. Sabbatical leaves are supported as an investment in the future of the faculty member and the future of the faculty member's students at the University.

The purposes for which a sabbatical leave may be granted may include:

- Research on significant problems and issues.
- Important creative or descriptive work in any means of expression; for example, writing or painting.
- Postdoctoral study at another institution to update teaching skills.
- Other projects satisfactory to the University.

It should be demonstrated that such work cannot occur as effectively during the regular work schedule of the faculty member. Normally, Accra Business School will not grant a sabbatical for the purpose of pursuing work on the terminal degree in the faculty member's academic field. Adherence to the plan submitted by the faculty member is expected. Within two months of returning from leave, the faculty member shall submit to the Vice President, through the department head and school dean, a report of activities undertaken, which will be used in evaluating future applications for sabbatical leaves. A faculty member who is on sabbatical leave shall not be penalized on matters of salary consideration. The report on the sabbatical will be used in consideration for merit raises in subsequent years.

Eligibility

Faculty members or administrators are eligible for full sabbatical leaves when they have been fulltime employees of the University for six academic years. In order to qualify for a prorated sabbatical, the individual must have been a full-time employee of the University for a minimum of two academic years. For the purpose of determining eligibility for a sabbatical leave, only time spent on a sabbatical is considered as full-time employment; however, time spent on leave without pay is not considered full-time employment. A faculty member or administrator is eligible for a subsequent full sabbatical after six years following any sabbatical leave grant whether full or partial.

Application

A faculty member or administrator shall make formal application for a sabbatical leave which includes the reasons for requesting the sabbatical leave, the activities planned during the sabbatical, and a schedule of the use of time while on the sabbatical leave. The application should be submitted to the President of the University through the appropriate department head, dean, and Vice President. The department head, dean, and Vice President shall each include a recommendation regarding the sabbatical leave. The decision for recommendation of a sabbatical leave shall be based on the following criteria:

- Individuals presenting evidence of the highest critical need in order to maintain academic effectiveness;
- Total years of academic or professional service at the University;
- Potential contribution to an academic or professional discipline;
- Length of remaining service to the University;
- Possession of a terminal degree in the teaching field assigned; or pursuance of a terminal degree in a teaching field in which there is a shortage of qualified faculty.

CODE OF ACADEMIC CONDUCT

BASIC PRINCIPLE OF HONESTY

Honesty is a fundamental precept in all academic activities, and those privileged to be members of a university community have a special obligation to observe the highest standards of honesty and a right to expect the same standards of all others. Academic misconduct in any form is

inimical to the purposes and functions of the University and therefore is unacceptable and rigorously prescribed.

DEFINITIONS

Academic Misconduct

Any act which improperly affects the evaluation of a student's academic performance or achievement. The following terms illustrate but do not delimit or define academic misconduct:

- Cheating: the use of unauthorized materials, methods, or information in any academic exercise, including improper collaboration;
- Plagiarism: the representation of the words or ideas of another as one's own, including:
 - Direct quotation without both attribution and indication that the material is being directly quoted; e.g. quotation marks;
 - Paraphrase without attribution; ○ paraphrase with or without attribution where the wording of the original remains substantially intact and is represented as the author's own; ○ Expression in one's own words, but without attribution, of ideas, arguments, lines of reasoning, facts, processes, or other products of the intellect where such material is learned from the work of another and is not part of the general fund of common academic knowledge;
- Fabrication: the falsification or invention of any information or citation in an academic exercise;
- Fraud: the falsification, forgery, or misrepresentation of academic work, including the resubmission of work performed for one class for credit in another class without the informed permission of the second instructor; or the falsification, forgery or misrepresentation of other academic records or documents, including admissions materials and transcripts; or the communication of false or misleading statements to obtain academic advantage or to avoid academic penalty;
- Destruction, misappropriation, or unauthorized possession of University property or the property of another;
- Bribery or intimidation; ○ Assisting others in any act proscribed by this Code; or ○ Attempting to engage in such acts.

It is the responsibility of each instructor and each student to be familiar with the definitions, policies, and procedures concerning academic misconduct and unfamiliarity with the Code shall not alter any rights or responsibilities provided herein.

REPORTING ACADEMIC MISCONDUCT

WHO MAY FILE

Any University administrative, faculty, or staff member may bring a complaint of academic misconduct by submitting a written report as provided hereafter. Students who identify an act of academic misconduct should report that act to an administrative, faculty, or staff member so that a complaint may be filed.

INVESTIGATION OF MISCONDUCT

Before imposing a grade penalty or filing a complaint of academic misconduct, the faculty or staff member shall initiate a preliminary inquiry to determine whether misconduct has occurred. During the course of this inquiry, the faculty or staff member may discuss the matter with the student suspected of misconduct and with others who may have relevant information.

ACTION BY INSTRUCTOR: ADMONITION

An Instructor may conclude that an incident that meets the definition of misconduct under Sec. 4.2.1.2.1 nevertheless merits an admonition rather than a disciplinary sanction as defined in Section 7. In particular, an Instructor might conclude (but is not required to conclude) that the incident is more appropriately treated as an instructional rather than a disciplinary matter. When the Instructor concludes that an admonition is the more appropriate action, the Instructor may elect to reduce a student's grade and/or require additional, remedial academic work without first filing a charge of academic misconduct, subject to the following limitations and conditions:

- a. The admonition option is intended for assignments and examinations that do not involve a semester-long activity and when the incident in question is not of an egregious nature. The instructor may not use the admonition option for an incident of misconduct on a final examination, a term paper, or term project;
- b. An Instructor who elects to use the admonition option may impose no grade penalty greater than loss of all credit for the assignment; and,

- c. An Instructor who elects to use the admonition option must do the following before imposing the grade reduction or other requirement:
- inform the student of the nature of and basis for the misconduct;
 - give the student an opportunity to explain;
 - admonish the student and explain the grade reduction or other requirement to be imposed;
 - where appropriate, instruct the student to resolve any confusion the student may have had regarding what constitutes proper academic conduct; and
 - Inform the student how to appeal the decision. Notice of procedures for appeal shall be provided in writing; such notice shall be presumed adequate if provided in the course syllabus with a reference to the information published by the Vice President for Academic Affairs on the consequences of accepting the admonition and the procedures for appeal.
 - Unless the Vice President for Academic Affairs imposes a disciplinary sanction as described below, a student who accepts an admonition and resulting grade penalty under this subsection shall not be deemed to have admitted guilt for an act of academic misconduct; provided, the record of the admonition may be used in any subsequent academic misconduct proceeding, as appropriate, to establish the student's prior familiarity with the fundamental rules of academic integrity.
 - The Instructor shall notify the Vice President for Academic Affairs of the admonition, ordinarily within fifteen regular class days of discovery. The dean shall forward notice of the admonition to the Student's Support Officer, ordinarily within fifteen class days of receipt of notice from the Instructor.
 - The student may contest the admonition by contacting the dean within fifteen regular class days from the date of the Instructor's notice to the student and scheduling a meeting as provided in Section 4.2.3
 - In cases of repeated offenses or otherwise as appropriate, the dean may announce a disciplinary penalty as provided in Section 7. Prior to imposing such a sanction, the dean shall send notice to the student, ordinarily within fifteen class days of receipt of notice from the instructor but in no case more than thirty regular class days after discovery of the incident. Notice of the dean intent to impose a sanction shall be treated as a "complaint" for purposes of notice and hearing as provided in Sections 4.2.3 and 4.2.4 of this Code, and the disciplinary sanction shall not be imposed until

the student is permitted the opportunity to respond as provided in Sections 4.2.4 and 4.2.5 of this Code.

- Provided, where the dean announces a complaint, the student may contest the complaint and any fact alleged therein by contacting the dean within fifteen regular class days of receiving notice of the proposed disciplinary sanction, notwithstanding the student's prior acceptance of the admonition.
- If the admonition or complaint is contested, the student retains all rights afforded under this Code to any student against whom a complaint is filed, including without limitation the right to representation, hearing, appeal, and the assignment of a neutral grade while the matter is pending.

ACADEMIC MISCONDUCT HEARINGS

ACADEMIC MISCONDUCT BOARD

An Academic Misconduct Board (AMB) consisting of one student and two faculty members will hear each case. Membership of the Board shall be drawn from the Academic Integrity Committee.

SCOPE OF HEARING

The focus of inquiry shall be the guilt or innocence of those accused of academic misconduct. The AMB will consider the information and arguments presented, make findings of facts of matters in dispute, and determine whether the student did engage in academic misconduct. The AMB will also hear all evidence and argument concerning extenuating circumstances that may affect decisions about what disciplinary sanctions, if any, should be imposed.

HEARING PROCEDURES

- a) Once a request for a hearing has been received by the dean, the AMB shall convene within twenty regular class days, excluding Intersession, except that the dean designee may grant extensions of this time upon receipt of a request from the student, the complainant, or the Course Dean.
- b) If the dean grants the request, release of transcripts during the extension shall be permitted as follows:
 - If the request was made by the student, the provisions of Section 4.2.3.4 regarding graduation and the release of transcripts shall remain in effect.

- If the request was made by the complainant or the school, notwithstanding the provisions of Section 4.2.3.4, during the extension period the student may receive transcripts without notation of the pending case.
 - c) Written notification of a hearing must be distributed by the Vice President for Academic Affairs to the AMB, Dean, and parties involved in the hearing at least five regular class days in advance of the hearing date, and should include:
 - The authority for the hearing and the hearing body;
 - Reference to the specific rule or rules involved;
 - Date, time, nature, and place of the hearing;
 - A brief factual statement of the charges and issues involved.
- d) Students who fail to appear after proper notice will be deemed to have admitted guilt to the charges against them.
- e) Parties must provide, upon request by the dean, the AMB, or the opposing party, the name of any counsel who will be present at the hearing and a list of witnesses to be called in the hearing, along with the nature of their expected testimony, and must allow examination of any documents to be submitted in the hearing. Failure to disclose such information in a reasonable and timely manner may be grounds for delaying the hearing, suspending the provisions of this section concerning transcripts and graduation, and, in the case of repeated or egregious noncompliance, dismissing the case or declaring guilt by default. The AMB holding the hearing may adopt such other procedural rules as it deems necessary and proper to expedite hearings and promote fairness.
- f) Hearings will be closed to the public and shall be confidential, although an open hearing may be held at the discretion of the AMB, if agreed by all parties.
- g) The presiding officer of each AMB shall exercise control over the hearing to avoid needless consumption of time and to prevent harassment or intimidation.
- h) Hearings shall be recorded.
- i) At the beginning of the hearing, any party may challenge any AMB member, one at a time, on the grounds that he or she is unable to give the student a fair and impartial hearing. The remaining members of the hearing body shall decide the challenge by secret ballot. However, if the entire AMB is challenged, the entire AMB shall rule on the challenge. The hearing will continue if at least two faculty members and one student remain.
- j) Witnesses shall be asked to affirm that their testimony is truthful.

- k) Prospective witnesses other than the complainant and the student may be excluded from the hearing during the testimony of other witnesses. All parties, the witnesses, and the public shall be excluded during AMB deliberations.
- l) The burden of proof shall be upon the complainant, who must establish the guilt of the respondent by a preponderance of the evidence.
- m) Formal rules of evidence shall not be applicable in these proceedings. The presiding officer of each AMB shall give effect to the rules of confidentiality and privilege.
- n) The AMB shall not receive or consider arguments about the legality of any provision under which a charge has been brought or the legality of the procedures under which the hearing is proceeding. Such questions should be presented in writing to the Vice President for Academic Affairs.
- o) All parties shall have reasonable opportunity to question witnesses and present information and argument deemed relevant by the AMB.
- p) Final decisions of the AMB shall be by majority vote of the members present and voting. The final decision of the AMB shall contain a written statement setting forth with reasonable particularity, findings of fact, the decision on each of the charges, its recommendations for disciplinary sanctions, and the reasoning behind these decisions. These materials shall be transmitted as described in Section 4.2.5.4, together with the AMB's record of the proceedings and a summary.
- q) Depending upon the gravity of the case, the AMB, at its discretion, may require the parties to submit written briefs and responses, including supporting documents, setting forth the respective positions dealing with all issues.

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GENDER POLICY



1.0 INTRODUCTION

A deep understanding of gender problems and the complex processes at play in national development is the seed from which this gender policy is born. As part of this effort, ABS must build a more equitable and inclusive contemporary society that cares deeply about improving the economic and educational opportunities for all Ghanaians, particularly the country's most marginalised groups, such as women and people with disabilities. All people have the inherent right to be free from discrimination based on gender, sexual orientation, or handicap. The importance of promoting gender equality has been recognised on a worldwide scale, and it is now considered a development strategy with the potential to improve health, living standards, democratic government, and public investments, among other areas. In this view, gender mainstreaming is essential to achieving sustainable development, which in turn necessitates the realisation of gender equality (via equity methods). The Republic of Ghana's government has shown its dedication to gender equality through a number of initiatives, including the creation of new institutions like the Ministry of Gender and Social Protection and the passage of laws like the 1992 Constitution, Disability Act, National Gender Policy, Affirmative Action Policy, and many more. One of the main goals of the United Nations' Millennium Development Goals (MDGs) and the Sustainable Development Goals (SDGs), which Ghana has also embraced, is to achieve gender equality. This will be done by fostering a culture of equity and sensitivity in all governmental, corporate, and community organisations. Globally, gender mainstreaming has been acknowledged as a method to promote gender equality (UN, PfA, 1996). This technique aims to help countries and institutions achieve gender equality more effectively and efficiently. Gender concerns are brought to light in this way. with the full utilisation of human talents, considering the interests and variety among women and men, and ultimately leading to well-informed governance and policy for sustainable development. No matter your gender or sexual orientation, you have the same rights and opportunities as any other citizen of Ghana according to the country's 1992 constitution. Any kind of prejudice is looked down upon. Gender mainstreaming is something that the National Gender Policy is all about. In its capacity as a place of higher education, the Institution has important responsibilities in combating gender inequality and other forms of educational injustice. Sustainable development, in which all members of society are treated with respect and dignity and given an equal chance to reach their full potential, relies on gender equality, as is widely acknowledged. Since education is a powerful tool for promoting sustainable development, the Institution of Ghana, as one of the country's preeminent educational institutions, has an important responsibility to help achieve the larger social objective of gender equality. As a development aim, this Gender Policy takes

equality into consideration. As a result, the policy evaluates the strengths and weaknesses of the Institution's efforts to promote gender equality and offers solutions to the weaknesses. All aspects of the process, from brainstorming to research to campaigning to legislation to resource allocation to planning to programming to project execution, must prioritise gender equality. This policy demonstrates the Institution's dedication and duty to diversity and gender equality. Additionally, it promotes the Convention on the Elimination of All Forms of Discrimination Against Women and takes its cues from the National Gender Policy and the 1992 Constitution of Ghana. All members of the African Union Gender Policy Commitments, which were approved in 2009 as part of the Solemn Declaration on Gender Equality in Africa (SDGEA), and Sustainable Development Goal 5 are also reflected in the policy. The Institution embraces a zero-tolerance policy towards all types of discrimination, gender-based violence, and harassment; it is dedicated to creating an inclusive culture that promotes diversity and equality; and it strives to preserve a working, learning, and social environment that respects the rights and dignity of all Institution community members.

1.1 Background

Accra Business School (ABS) is committed to maintaining a gender sensitive working and learning environment. It focuses on the promotion of gender equality and women's empowerment in an academic environment where all students, academic, administrative and support staff, female and male, enjoy equal opportunities, human rights and non-discrimination in all spheres of Institution life. This commitment will be demonstrated by institutionalization of affirmative action in the Institution's governance; including student enrolment, staff recruitment and retention.

With the establishment of the Institution in 2009, gender was not on the international or national agenda. ABS being located in a highly patriarchal society, reflects the social and cultural biases about gender roles. Even in contemporary times, although the Institution tends to be regarded and spoken of in gender-neutral terms, its operations have often been at best gender blind and at worst, gender insensitive. This is exhibited in the lopsided composition of the decision-making bodies, systemic inequities and importation of gendered stereotyped language and chauvinistic socio-cultural orientations and gender biased attitudes acquired through socialisation processes, into academic spaces that are supposed to be liberalizing and empowering all members of the Institution community. However, there are marked gender gaps in some areas of the operations of the Institution as discussed below:

a. Policies and Policy Formulation

Generally, the Institution's policies and policy formulation processes have been gender blind. Apart from its discretionary affirmative action initiative and the less endowed admissions policy, other policies of the Institution did not incorporate clear principles of gender equality and equity.

b. Leadership and Governance

Despite women's participation in the Decision-Making body of the Institution has improved over the years, Gender gaps still persist in all decision-making organs of the Institution and at all levels of governance. Over the past decades, the Institution administration and governance had been either exclusively male or male dominated with regards to the Institution Council, principal and professional officers and Heads of Departments. The Institution governance comprises the Institution Council and the Academic Board have had women underrepresented. More also, special meetings of the board have in attendance all departmental examination officers all of whom are men.

The pattern remains the same with regards the leadership positions, and Heads of both academic and non-academic units. The offices under the President Office including the Quality Assurance and Planning Unit, Institution Information Technology Systems (UITS), and Programmes Office have been the domains of men in terms of their leadership.

The Institution's Gender Policy shall be the vital tool for the integration of gender into its management structures, programmes and functions. This Policy provides the framework to guide the gender mainstreaming process, the regulations for the integration and enforcement, as well as the actors to track the progress of implementation and ensure compliance.

c. Students Recruitment and Enrolment

Human capital development is a necessary tool towards economic growth and development and thus gender equality in education is one of the key strategies for women empowerment, with its trickledown effect on family and society in general.

Gender gaps in higher education exist because more male students are offered admission. The gender disaggregated data on undergraduate admission over the past years have shown that females represent an average of less than 35% of the total number of students admitted.

The enrolment trends have shown that on average women constituted less than 40% of the total student population for both undergraduate and graduate programmes. The proportions vary among programmes and departments.

Graduate enrolment shows similar patterns, as women constitute less than 30% of the total enrolment. The trends in academic programmes have shown an underrepresentation of women compared to men overtime. It is against this background that there has been the need for a strategic gender policy to address these persistent gender gaps in the Institution.

d. Staff Recruitment, Promotion and Career Development

Gender imbalances have been greatly minimised over the years in the employment structures of the Institution. Yet, a gendered disaggregated data of both full time academic and non-teaching staff shows that there are more men than women, with women constituting less than 15% of faculty staff and about 30% of non-teaching staff. In terms of career advancement (appointment on promotions) the patterns have been the same since the inception of the institution. The proportion of women in the higher ranks had constituted less than 15% for both academic and non-teaching staff.

It is evident that there exist an under representation of women at the student and staff levels. This Gender Policy seeks to address such gender imbalances in the areas of students admissions and enrolment, recruitment, promotion and career advancement through affirmative action and engendering its policies, processes and programmes in all areas and at all levels through gender mainstreaming. The Institution shall strive to use a proactive recruitment policy with several policy instruments to achieve a balanced gender distribution.

e. Mainstreaming the Gender Unit

There is the need for the Institution to have a Gender Mainstreaming Unit. The Quality Assurance and Standards Unit (QASU) would be tasked to ably assess the implications for women and men in the Institution's planned actions, including legislation, policies and programmes implementation at all levels. An engendered QASU would ensure gender mainstreaming in the Institution's planning, budgeting and implementation processes and enhance the visibility of its engendered committees.

The Gender policy seeks to empower QASU to mainstream gender in the Institution's plans, budgets and Monitoring and Evaluation tools for greater impact towards gender equality and mutual accountability.

f. Prevention of Gender Based Violence and Harassment.

Within every community, the rights, dignity and integrity of individuals must be respected, as such any form of harassment and/or sexist behaviours should be considered as violations of human dignity. Even though the Institution adopts a zero-tolerance policy on gender-based

violence and harassment, there have been no clear policy framework or guidelines that seek to protect staff, students and visitors against this menace. The Institution also strives to guarantee safety to all who visit its campuses in their various capacities to ensure they are treated with dignity and respect. Discrimination and harassment are strictly prohibited.

To demonstrate its commitment to providing a safe environment for all and prohibiting all forms of discrimination and harassment, this Gender Policy sets out regulations to ensure protection against all forms of discrimination, gender-based violence and harassment. On the contrary, friendly and relaxed personal interaction, also between women and men, is and should be a normal part of everyday life at the Institution.

1.2 Objectives of the Gender Policy

The main objective of the Gender Policy is to build an equitable Institution environment devoid of discrimination in order to harnesses the full potentials of all staff and students, regardless of sex or circumstance. It will furthermore promote the enjoyment of fundamental human rights by all in order to enhance the health, social, economic and political well-being of all members of the Institution community for the maximization and optimization of the full potentials of all for the institutional development of the Institution.

The specific policy objectives are as follows:

- i. To ensure that staff, students and other stakeholders learn, work and live in an environment of mutual respect, free from discrimination, harassment, intimidation, retaliation and humiliation, thereby enhancing the dignity of both genders.
- ii. To ensure the Institution becomes sensitive to gender issues and committed to addressing gender imbalances in enrolment of students and staff employment
- iii. To ensure the involvement of the minority gender at any point in time in Institution decision making process as a way of carrying everybody along and ensuring that decisions are collectively owned and defended.
- iv. To ensure women and men are valued equally in all dimensions of the Institution's work and provide equitable opportunities for development.
- v. To ensure that all research, training, teaching and learning and development activities in the Institution are gender sensitive and aimed at bringing out the best in both men and women.
- vi. To develop affirmative action strategies in order to improve the quality of education for women based on recognition that action is required at all levels of the education system to advance women's development and achieve gender equality and equity.

- vii. To ensure that nobody suffers from any negative consequences due to their sex, gender identity or disability.

1.3 Definition of Operational Terms

- i. Affirmative Action refers to a policy or programme of taking steps to increase the representation of certain designated groups in all areas of life in institutions. It seeks to address discrimination or bias through active measures.
- ii. Curriculum refers to the content of an Education and Training Programme.
- iii. Engender: The process of ensuring that planning and programming is appreciative of and takes into account gender differences and concerns.
- iv. Gender: Gender is not 'sex' (biological), but a socio-cultural construct (i.e. socially acquired notions of masculinity and femininity by which men and women are identified) that deals with the relationship that exist between men and women and which governs their roles and responsibilities, allocation and distribution of societies resources, power and decision making processes in society. It is a term used to identify social, cultural and psychological features that identify one as a man, woman, boy or girl. It is the shaping of thinking, attitude and values of women, men, girls and boys. Gender is dynamic and varies across culture, society and time (Oakley, 1984; Momsen, 2004)
- v. Gender discrimination: Refers to unequal treatment of individuals or groups of people on the basis of their gender that results in reduced access to/or control of resources and opportunities.
- vi. Gender Equality: Refers to the equal treatment of men and women, boys and girls so that they can enjoy the benefits of development including equal access to and control of opportunities and resources. Gender equality does not mean that men and women become the same, but that their opportunities and life chances are equal. In other words, gender equality is the absence of discrimination which is based on a person's sex, in opportunities, allocation of resources and benefits, human rights, and in access to services such as education
- vii. Gender Equity: Refers to the practices of fairness and justice in the distribution of benefits, access to and control of resources, responsibilities, power and opportunities.
- viii. Gender Mainstreaming: The consistent integration of gender concerns into the design, implementation, monitoring, and evaluation of policies, plans, programmes and projects at all levels.

- ix. Gender-based violence: A cause and consequences of gender inequities. It includes a range of violent acts mainly committed by males against females, within the context of women and girls subordinate status in society, and often serves to retain this unequal balance (Human Rights Watch, 1996).
- x. Gender Parity: A numerical concept referring to equal number of girls and women, boys and men relative to their respective numbers in the population.
- xi. Gender Responsiveness: Refers to Action take to correct Gender Imbalances
- xii. Gender stereotypes: The uncritical beliefs and judgments about a person because of his/her gender but which is often not true.
- xiii. Harassment: Any behaviour that is unwelcome and affects the dignity of those subjected to it. For the purposes of this Policy, the Institution will use and apply the definition of Harassment as being ‘Unwanted conduct related to a protected characteristic which has the purpose or effect of:
- Violating a person’s dignity; or
 - Creating an intimidating, hostile, degrading, humiliating or offensive environment for them.
- xiv. Sexual Harassment: Includes but not limited to unwelcome sexually determined behaviour (direct or implied) such as physical contact and advances, unwelcome communication or invitation, demand or requests for sexual favours, sexually cultural remarks, showing pornography, creating a hostile work environment and any other sexually determined behaviour or unwanted physical, verbal or non-verbal conduct of sexual nature.

1.4 Rationale

Education is a fundamental tool that enables a society to achieve socio- economic development. It is now a well-established fact that gender equality is central to sustainable development where every member of the society is treated with respect and dignity, affording them equal opportunity to realize their full potential.

The educational sector and all other sectors are recognized as relevant context in which gender injustice can take place if not checked. A participatory and inclusive approach aimed at confronting common challenges is a better way of achieving gender mainstreaming. It has been attested that enhancing gender equality especially in the educational sector will help to ensure rapid achievement of the society’s development.

ABS recognizes the need to consider the interest of both genders in all its programmes. This can only be achieved through a framework that outlines strategies and guidelines for gender initiatives within the Institution. The policy on gender will aim at guiding the institution towards ensuring a safe working and learning environment which is free from all forms of discrimination for staff, non-staff and students.

This policy has been designed based on the following specific rationales.

1.4.1 Blueprint for Gender-Responsiveness

This Gender Policy signals the position of the Institution on gender issues in the execution of its core mandate. The policy provides guidelines for adjudicating and responding to gender issues as they arise in the institution. The policy signals ABS's commitment to taking positive steps in gender planning for the institution's sustenance, the promotion of gender justice, the management and prevention of gender violence, discrimination and injustice. The policy commits the Institution to making human and financial resources available to support the quest for gender justice.

1.4.2 Human Rights

The attainment of equity and gender equality is regarded as absolutely essential from a human rights perspective. ABS takes into account the rights of all its members, irrespective of gender. Accordingly, ABS Gender Policy will confirm and institutionalize the rights, responsibilities and duties of all members of the Institution community.

1.4.3 Prerequisite for Sustainable Development

It is now a well-established fact that gender equality is central to sustainable development where every member of the society is treated with respect and dignity, affording them equal opportunity to realize their full potential. Education is an empowering force to support sustainable development and therefore, ABS, has a crucial role to play in contributing to the broader societal goal of gender equality. This can only be achieved by the Institution investing in eliminating all the social and structural impediments that stand in the way of women's full participation in higher education.

1.4.4 Standard for Institutional Advancement

Gender equality has become one of the most important areas by which the quality and effectiveness of an academic institution is judged. This Gender Policy provides an institutional framework within which actions on gender can be taken at all levels. It further provides a framework that enables the Institution and all its stakeholders to undertake initiatives that are mutually beneficial and lead to the promotion of gender justice and equity.

1.4.5 Benchmark for Institutional Advancement

Gender equality has become one of the most important areas by which the quality and effectiveness of an academic institution is judged. A Gender Policy provides an institutional framework within which actions on gender can be taken at all levels. It further provides a framework that enables the Institution and all its stakeholders to undertake initiatives that are mutually beneficial and lead to the promotion of gender justice and equity. An effective Gender Policy is supported by detailed rules and regulations to guide the institutions towards more effective equity and equality strategies.

2.0 PRIORITY AREAS OF ACTION

This Gender Policy focuses on four priority areas of action: human resource management, leadership and governance, creation of gender mainstreaming unit and combating gender-based violence and harassment.

2.1 Human Resource Management

1. The Institution shall not deny a person of either gender admission to study any programme of their choice or employment in the Institution.
2. All students shall enjoy equal rights, opportunities and privileges and have access to information and resources to facilitate their Institution life.
3. A qualified employee of either gender shall be subject to the same terms and conditions of employment and the same compensation, privileges, benefits, fringe benefits, incentives or allowances as any qualified employee.
4. The Institution will facilitate access to medical facilities for all staff and students.
5. The Institution will endeavour to reserve 30% of all positions in employment for either gender provided they have the requisite qualification.
6. The Institution will endeavour to enhance gender balance in recruitment, training and development of its staff to various positions in the Institution.

7. The Institution will endeavour to ensure that the work environment is gender responsive.

2.2 Students' Enrollment

The Institution shall attain gender balance in student admissions by affirmative action.

2.2.1 Strategies

1. The Institution shall adopt a gender equity strategy to bridge the gender gap by recruitment, enrolment and retention of women in IT oriented programmes and professions.
2. Implement affirmative action (40% quota system) for qualified females in admission into ABS programmes by instituting gender responsive measures to enable more females to our Programmes.
3. Provide access to brilliant but needy students.
4. Establish and appoint specialized gender desk officers/ advisors in each Departments who will facilitate and ensure that gender perspectives and attention to the goal of gender equality are central to all activities-policy development, research, advocacy/dialogue, legislation, resource allocation and planning, implementation and monitoring of programmes and projects at the department level.
5. Organize training programmes and discussion fora on gender issues for all members of the Institution community.
6. Design and implement female mentorship programmes and scholarship schemes for both undergraduate and graduates.
7. Recognize and award successful female students to motivate females in the Department and enhance role modelling.
8. Develop mechanisms for hiring more female faculty staff who can serve as role models for female students.

2.3 Staff Recruitment, Training, Scholarship and Promotion

The Institution shall put in place gender-responsive staff recruitment, training, scholarship and promotion measures.

2.3.1 Strategies

1. Ensure that the Institution has gender-responsive staff recruitment, training, scholarship, promotion and recognition guidelines and procedures for both academic and administrative female staff members.
2. Consider career gaps for women in maternity leave and women/men with multiple responsibilities.

2.4 Leadership and Governance

The Institution shall adopt proactive measures to increase the leadership, guidance and participation of women in decision-making through recruitment, promotion and retention in order to eliminate the existing gender imbalances within the systems, structures and all core activities of the Institution.

2.4.1 Strategies

1. Design and implement programmes that ensure equal opportunities and affirmative action.
2. Design and implement a gender-responsive cross generational leadership and mentoring programme, particularly for young female staff in the science disciplines.
3. Establish and implement programmes with adequate facilities and resources to support the multiple roles of Institution staff, including career, studies and care-giving roles.
4. Develop and implement a gender sensitive and responsive human resource policy.
5. Develop a data bank of qualifications, specialties and experiences of women and utilize it as a basis for appointing more women on the Institution governing bodies such as the Governing Council, Academic Board and other related bodies.
6. Review the current system of representation to all governing bodies and devise a mechanism to ensure that it alternates between male and female in constituencies where there is an odd number (e.g., one representative) and 50/50 for those with even numbers.

2.5 Creation of ABS Gender Mainstreaming Unit

The Institution shall establish a Gender Mainstreaming Unit reporting within QASU to the President so as to enhance its capacity to facilitate and monitor the implementation of the Gender Policy at all levels and units.

2.5.1 Strategies

1. Establish and mainstream gender within the Institution's policies and programme;
2. Mainstream gender into all areas of the Institution including its policies and programmes, and provide support for mainstreaming in related institutions.
3. Promote and support men and women's equal participation in decision-making at all levels within the Institution.
4. Promote the gender equality and the human rights of men and women and assist in the elimination of all forms of discrimination against women and men within the Institution.
5. Establish a programme for student leadership (both male and female) to work in selected primary and secondary schools as role models and mentors.
6. The Gender Mainstreaming Unit will organize meetings every year to assess and monitor the implementation of the policy.

2.6 Prevention and Combating Gender Based Violence and Harassment

The Institution will be committed to taking all reasonable steps to prevent gender-based violence and harassment and to discipline those who do harass others.

2.6.1 Strategies

1. Staff and students will be sensitized on gender-based violence and harassment.
2. The Institution will be motivated to conduct research, teaching and training on gender-based violence and all forms of harassment.
3. Campaigns will be funded and efficiently run.
4. Management for staff and students will be better equipped to deal with such challenges.
5. Staff and students will be empowered to resist and report cases of harassment.

3.0 Thematic Areas and Strategies

In line with the National Gender Policy eleven thematic areas have been developed to promote gender equality and equity. For each thematic area some relevant strategies have been formulated to ensure gender is mainstreamed in all activities of the Institution.

3.1 Thematic Area One: Affirmation Action in Staff Recruitment

The Institution will be committed to the achievement of gender balance affirmative action with respect to staff recruitment.

3.1.1 Policy objective

To increase the proportion of female senior members, staff recruitment to at least 30% within the next five years

3.1.2 Strategies

- a) The Institution shall give preference to women applicants in the recruitment process in situations where both sexes perform equally. However, departments where the ratio is already weighed in favour of women, men will be favourably considered.
- b) Departments, Sections, Institutes, Centres and Units within the Institution shall search for qualified women to fill vacant academic and administrative positions targeting at least 30%.
- c) The Institution shall ensure that there is a fair representation of both women and men on all committees and boards using the quota system of about 30%.
- d) Women shall be encouraged to take up higher levels of responsibilities.
- e) The Institution will provide a mentoring scheme for women in areas where there is an identified need.

3.2 Thematic Area Two: Gender Balance in Enrolment of Students.

Accra Business School is committed to achieving gender balance in enrolment of students.

3.2.1 Policy objective

To increase the enrolment of female students in the Institution

3.2.2 Strategies

- a) The Institution will adopt appropriate concessionary measures in designated disciplines where numbers in a particular gender are unacceptably low.

- b) The Institution shall ensure gender equity in the award of scholarships.

3.3 Thematic Area Three: GENDER- Disaggregated Data on Staff and Students

The Institution will maintain gender-disaggregated data on both staff and students for decision-making purposes.

3.3.1 Policy objective

To provide gender-disaggregated data for reporting, monitoring and decision-making purposes

3.3.2 Strategies

- a) The Institution will maintain a gender-disaggregated data of all staff, by Departments, Sections, Centres and Units and Committees will update this data annually and publish it.
- b) The Institution will maintain a database of all members of the academic and administrative staff, specifying their qualifications, experiences, areas of expertise and interest.

3.4 Thematic Area Four: Engineering the Curriculum

The Institution will address gender issues in the content of courses and course materials.

3.4.1 Policy objective

To ensure the engendering of the curriculum by making sure content of courses and materials for teaching and learning are gender responsive.

3.4.2 Strategies

- a) Encourage the review and restructuring of courses to ensure coverage of gender issues.
- b) Promote an environment that is supportive of women in all aspects including teaching and learning processes, classroom management, organization, socio-cultural and physical environment, values and attitudes.
- c) The Institution will ensure that its annual budget follows the tenets of gender mainstreaming.
- d) Plan for the implementation of gender studies within the Institution in the next five years.

3.5 Thematic Area Five: Organizational Culture

The Institution will be committed to building and ensuring a gender-responsive organizational culture that promotes gender equality and the empowerment of women.

3.5.1 Policy Objective

The Institution shall promote and enforce a gender-responsive organisational culture to eliminate patriarchal-based inequities in all Institution activities.

3.5.2 Strategies

- a) Develop and enforce policy guidelines on the use of gender inclusive language throughout the Institution.
- b) Review and update all existing Institution policies, forms and procedures to eliminate sexist language and establish gender equality.
- c) Develop and operationalize a policy prohibiting public display of visual aids and materials that are demeaning to women and men.
- d) Develop and enforce a gender-sensitive code of conduct for Institution staff and students.
- e) Organize special gender awareness orientation programmes for new members of Institution governing bodies, staff and students.

3.6 Thematic Area Six: Gender Sensitive Language

The Institution will support the development of policy documents from a gender perspective and the use of gender sensitive language at all levels of activity.

3.6.1 Policy Objective

To promote the use of gender sensitivity in:

- a) All Institution documents;
- b) All published materials ascribed to ABS;
- c) All information conveyed to students, staff and applicants for positions in the Institution.

3.6.2 Strategies

The following practices should be observed:

- a) The use of ‘man’ or ‘men’ as generic terms to describe both genders should be avoided as much as possible. The use of these terms should be restricted to males. Gender neutral/sensitive terms exist and should be used, for example, ‘person’, ‘people’, ‘staff’, ‘personnel’;
- b) Plural subjects should be used in case of unspecified gender to avoid awkward use of pronouns. For example, the phrase “Each student should check his or her results” should be expressed “Students should check their results”;
- c) Where it is not relevant, a person’s gender should not be mentioned. For example, the phrase “The woman referee....” should be expressed “The referee”
- d) Educate the Institution community on the use of gender sensitive language.
- e) Encourage the review of policy documents from a gender perspective.

3.7 Thematic Area Seven: Gender Visibility for Grant, Proposals and Projects

The Institution will be committed to ensuring that gender issues are included in Institution grant proposals and projects.

3.7.1 Policy Objective

To ensure that proposals for funding are gender sensitive.

3.7.2 Strategies

- a) Project proposals in all fields shall consider the needs of all sexes, with greater emphasis on women’s training and capacity building.
- b) Monitoring and evaluation of projects should identify the impact on women.

3.8 Thematic Area Eight: Access and Participation Among Students and Staff

The Institution will be committed to ensuring that gender issues are considered and included for marginalized and vulnerable groups.

3.8.1 Policy objective

The policy objective is to increase access and participation among students and staff of ABS including disadvantaged and vulnerable groups.

3.8.2 Strategies

- a) Award special scholarships and bursaries to vulnerable and marginalized students and staffs undertaking undergraduate and postgraduate programmes.
- b) Sensitize the Institution community to give care and support to persons with special needs including the hearing and visually impaired and the physically challenged.
- c) Provide facilities that are suitable for challenged male and female students and staff.
- d) Carry out needs assessment among vulnerable groups as bases to establish their needs and design appropriate mechanisms to address specific and general concerns.
- e) Initiate monitoring and mentoring programmes including guidance and counselling to ensure that all students and staff are attached to existing programmes in the Institution.

3.9. Thematic Area Nine: Promotion of Gender Equality Network and Partnership

The Institution will be committed to the creation and support of gender equality networks and partnerships in order to develop strong gender equality advocacy and activism within and outside the Institution.

3.9.1 Policy Objective

The Institution shall promote and support gender equality networks and partnerships in order to develop strong gender equality advocacy and activism within and outside the Institution.

3.9.2 Strategies

- a) Develop and disseminate guidelines on engendering outreach programmes at the national, regional and international levels.
- b) Develop and implement programmes that promote grassroots linkages and civil society organisations for greater gender activism.
- c) Design and disseminate technologies for outreach programmes that are gender responsive.

- d) Encourage and support the participation of Institution staff and students in national, regional and international conferences and other forums that enhance knowledge and sharing on gender issues.

3.10. Thematic Area Ten: Gender- Responsive Research Environment

The Institution in its contribution towards the promotion of knowledge will be committed to adopting a gender-responsive research environment that improves our understanding of national development issues and impacts positively on the lives of women and men.

3.10.1 Policy objective

The Institution shall adopt a gender-responsive research environment that improves our understanding of national development issues and impacts positively on the lives of women and men.

3.10.2. Strategies

- a) Design and carry out a gender-focused research skills training programme for staff members;
- b) Develop guidelines to ensure that all research processes and innovations, irrespective of discipline, integrate gender analysis.
- c) Design and implement an affirmative action programme to encourage participation of female members of staff, with specific budget allocations to support their multiple roles in society.
- d) Develop and regularly update a databank that is relevant to enhancing equal opportunity for both genders and link it to the Institution's management tools.
- e) Expand dissemination outlets of international standards for gender-focused research and publications.
- f) Design programmes to enhance the ICT skills of both women and men for research.

3.11 Thematic Area Eleven: Protection Against Discrimination and Harassment

The Institution will be committed to upholding the rights, dignity and respect of all persons and promote zero tolerance of all forms of discrimination, harassment, bullying, hate crimes and gender-based violence.

3.11.1. Policy Objective

To ensure protection against discrimination and strictly prohibit harassment of any type or form

3.11.2. Strategies:

- a. Develop policy guidelines that ensure practical ways of dealing with discrimination and all forms of harassment, bullying and hate crimes.
- b. The Institution shall provide a safe learning, working and living environment that is free from discrimination, intimidation and prohibits sexual harassment.
- c. The Institution shall appoint and train a network of harassment advisors who will offer confidential ‘signposting services for staff, students and visitors who may be experiencing any form of discrimination, harassment, bullying and hate crime.
- d. The Institution shall take reasonable steps to ensure the prevention of sexual harassment including circulating applicable policies and other relevant information to all students, staff, cooperate partners and visitors.
- e. The Institution will have a multidisciplinary redressal committee that will specifically address any complaint on harassment.
- f. Provide clear processes of enquiry, procedures for dealing with complaints and disciplinary action for staff, students and visitors.
- g. Provide support mechanisms for survivors of discrimination, harassment and gender-based violence.

4.0 Framework for Gender Policy

Ghana has formulated policies and ratified major international conventions and treaties that promote gender equality. In this section, the international, regional and national policy environments are reviewed to put the ABS policy into perspective.

4.1 Situating Gender Policy Within the Institution

The Gender Policy of the Institution affirms the commitment of the Institution to creating a gender friendly space for all. It recognizes the need for parity of all persons and prohibits all forms of discrimination and unfair treatment based on sex. The right to equality is a fundamental human right recognized in the Universal Declaration of Human Rights and other International Human Rights instruments. This policy is hinged on international and regional gender statutes or conventions to which Ghana is signatory. From the Convention for the Elimination of All forms of Discriminations against Women (CEDAW) in 1967 to the Beijing Platform for Action (BPA) in 1995 and the Sustainable Development Goals (SDGs) in 2015, the need for locally developed and operated gender policies has been emphasized.

4.2 International and Regional Policy Framework

This Gender Policy provides an overview of some of the international and regional statutes and policy frame works that it draws its mandate from:

4.2.1 Convention for the Elimination of All forms of Discriminations against Women (CEDAW)

This deals with human rights of women and commits states to incorporate the principle of equality of men and women in their legal systems. It consolidated gender-related laws scattered in various UN instruments. Specifically, article 10 states that “State Parties shall take all appropriate measures to eliminate discrimination against women in order to ensure equal rights with men in the field of education and in particular to ensure, on a basis of equality of men and women”. CEDAW was the basis for the formulation of the National Policy on Ghanaian Women.

4.2.2 The Beijing Platform for Action (BPA)

This showed a renewed commitment to the goal of equality, development and peace for all women in the 1995 World Conference on Women. It identified 12 critical areas that must be addressed to ensure equality. These critical areas are poverty, education and training, health, violence, armed conflict, the economy, decision-making, institutional mechanisms for the advancement of women, human rights, mass media, the environment and the girl child.

4.2.3 Sustainable Development Goals (SDGs)

The goals have been commonly accepted as a framework for measuring progress. Goal 5 of the SDGs specifically addresses gender equality and women's empowerment focusing on eliminating gender disparity at all levels of education. The SDGs support the implementation of women's policy and action plan by promoting gender equality.

4.2.4 Protocol to the African Charter on Human and People's Rights on the Rights of Women in Africa

This calls on all State Parties to eliminate any discrimination against women and to ensure the protection of the rights of women as stipulated in international declarations and conventions. According to the Protocol, state parties shall take measures to eliminate all forms of discrimination against women and guarantee equal opportunity and access in the sphere of education and training.

4.3 National Framework

With the announcement of the National Gender Policy in 2015 and the promulgation of the new constitution in 1992, the Ghanaian Government declared its commitment to the equitable socio- economic development of women. The National Gender Policy of Ghana aims to institutionalize mainstreaming gender equality and women's empowerment concerns into the national development process in order to improve the social, legal, civic, political and cultural conditions of the people of Ghana; particularly women and men, boys and girls in an appreciable manner and as required by the national and international framework by creating appropriate structures in government offices and institutions so that public policies and interventions become gender-responsive in order to ensure equitable development for all Ghanaians.

4.4 Institutional and Regulatory Frameworks

The implementation of the Gender Policy requires a well-coordinated and guided institutional framework to translate goals, objectives and strategies into action programmes at all levels of the Institution functions. The implementation of the policy will, therefore, be operationalized through the existing Institution institutional structures or in new structures.

4.4.1. Enhancing Organizational Capacity to Implement the Policy

The Institution will aim to maximize its own institutional capacity and marshal political will to achieve the objectives of the Gender Policy by providing adequate support, guidance and training to staff and students. In addition, organizational structures, working practices and management styles that reflect the principles of gender equality and equal opportunities will be promoted throughout the Institution.

There shall be a Gender Mainstreaming Unit of the Institution reporting to the President so as to enhance its capacity to facilitate and monitor the implementation of the Gender Policy.

4.4.2 Institution Gender Mainstreaming Unit

For purposes of effective implementation of the Gender Policy, there shall be a Gender Mainstreaming Unit established in the Institution whose mandate will be to coordinate, supervise, monitor and evaluate implementation of the Institution's Gender Policy. The unit will also work in collaboration with the Institution's Planning Unit.

4.4.3 Institution Gender Mainstreaming Committee (GMC)

The mandate of the Gender Mainstreaming Committee shall be to oversee the establishment and operationalization of the Unit and also to report to the President on policy matters. The proposal therefore is to have a Committee on Gender Mainstreaming, which shall provide the overall supervision of the Gender Policy. The Committee may establish different technical working groups or sub-committees that will oversee the implementation of the different aspects of Gender Mainstreaming Policy.

4.4.4 Technical Working Groups/Sub-Committees

The Gender Mainstreaming Committee shall establish Technical Working Groups (TWGs) or Sub-committees composed of members drawn from relevant department to offer expertise and extra support to the Gender Mainstreaming Unit. Examples are as follows:

- a) Anti-Sexual Harassment Sub-committee
- b) Female Scholarship Initiative (FSI) Sub-committee
- c) Technical Working Group on Engendering the Institution Curricular
- d) Women and Leadership Sub-committee
- e) Resource Mobilization Sub-committee
- f) Gender Mainstreaming Unit (GMU) Student Peer Trainers Sub- Committee

5.0 Implementation of Gender Policy

To ensure that the policy is implemented to make a meaningful impact, rules and regulation shall be enacted for the implementation of the Gender Policy. The Institution community, all individuals in the Institution, and all those associated with the Institution have a responsibility to adhere to the regulations in their day-to-day activities and in all communications with, or on behalf of the institution.

5.1 Requirement

The Gender Mainstreaming Committee shall oversee the implementation of the policy and the Institution shall demonstrate its commitment to the policy by the establishment of the Committee.

5.2 The Governing Council

The Institution Governing Council, as the supreme governing body will provide mechanisms through which the Institution's strategic objectives for equality and diversity can be determined. It shall be responsible for ensuring that the institution fulfils its legal and fiscal responsibilities for promoting gender mainstreaming by eliminating gender-based discrimination. In order to fulfil this responsibility, the council shall receive annual progress report on the monitoring and implementation of the policy to enable its members to ensure that the Policy is well implemented.

5.3 The President

The President will provide leadership on equality and diversity and oversee the development of equality policy frameworks and their application in the Institution, working as appropriate with relevant colleagues and bodies, including those committees that have a specific remit for equality issues.

The President shall:

- a) On approval by the Governing Council, establish a Gender Mainstreaming Unit that will be responsible for implementing the policy in the Institution.
- b) Ensure the implementation of Gender Policy across offices, colleges, departments, and units in the Institution through the Gender Mainstreaming Unit.

- c) Provide the physical space and other such facilities as the Gender Mainstreaming Unit may require for its effective operations.

5.4 Departmental /Unit / Sectional Heads

These stakeholders shall be responsible for the day-to-day implementation of the Institution's Gender Policy and for supporting the delivery of the Institution's strategic objectives for equality and diversity within their jurisdiction. This involves putting the policy and its strategies and procedures into practice, making sure all members of their respective departments/units/sections are aware of their responsibilities and taking action against members who breach the policy.

5.5 Staff and Students

All staff and students have a role to play in promoting the gender policy, and in creating and maintaining an environment where there is zero tolerance for harassment and discrimination by observing this policy. All academic staff should promote an inclusive research and learning environment.

5.6 Partners, Service Providers and Visitors

All partners, associates, contractors, professional, statutory and accredited bodies, and those who provide services to the Institution are responsible for complying with the Gender Policy.

5.7 Security Department

The Security Department of the Institution will promote gender policy by monitoring and supervising adherence to the rules and regulations developed in this policy. The security service will also safeguard the operationalization of the policy.

5.8 Counselling Unit

The Counselling Unit will be equipped to implement this policy by exercising consultative functions and providing support and advice to victims. The Unit will help create a confidential environment that will foster the development of the policy.

5.9 The Gender Mainstreaming Unit

The Unit will work with Institution bodies, academic divisions and departments to ensure that the Institution's pursuit of excellence goes hand in hand with freedom from discrimination and equality of opportunity. In particular it shall:

- i. Consider existing and emerging equality legislation with a view to identifying relevant issues to be translated into Institution policies;
- ii. Provide information and guidance to all Institution bodies to enable them to discharge their responsibilities;
- iii. Support senior members of the Institution in showing leadership on equality and diversity issues;
- iv. Facilitate central consultation with specific groups of staff and students;
- v. Provide monitoring of key strategic issues and draft publications for approval by the relevant bodies as appropriate;
- vi. Provide advice on the employment of disabled staff;
- vii. Formulate guidelines on gender equality and mainstreaming;
- viii. Review the Policy periodically;
- ix. Carry out a survey on gender representation at various departments;
- x. Sensitize and create awareness on gender issues;
- xi. Plan and budget for gender mainstreaming programmes;
- xii. Monitor and evaluate gender programmes and activities;
- xiii. Develop a manual to operationalize the Policy; and
- xiv. Ensure that the Policy on Sexual Harassment is developed and put in place.

6.0 Monitoring and Evaluation

The monitoring and evaluation of the Gender Policy will be conducted by the ABS Gender Mainstreaming Unit to ensure efficient and effective implementation of the policy. Performance monitoring and evaluation tools will be developed to include gender responsive indicators.

The Unit will ensure that data relating to gender in the Institution is updated annually. It will monitor both staff and students and evaluate their level of satisfaction with the services provided. This Policy and annual progress reports will be published on the Institution website. In addition to formal publicity via committee discussions, outcomes and continuing work will be disseminated through publications, Internet and promotional materials

6.1 Breach of the Policy

Any breach of the Policy shall be handled in accordance with the Institution rules and regulations. The Institution disciplinary proceedings may be instituted against staff and students who potentially violate both the criminal laws of Ghana and the Institution statutes.

6.1.1 Staff

Members of staff who willfully contravene the rules in this policy will be subject to appropriate sanction in line with the Institution's Statute and Disciplinary procedures

6.1.2 Students

Students will be given information and advice in the Student Guide and Code of Conduct about Institution rules and their responsibilities. Any student who contravenes this policy, through inappropriate behaviour or other intentional acts, will be subject to the appropriate student disciplinary processes of the Institution, up to and including expulsion.

6.1.3 Others

Any other person who has a responsibility for ensuring compliance with the policy, and contravenes any of the rules will be subjected to appropriate action by the relevant authority.

6.2 Preventive Measures

The Institution will be committed to preventing issues of gender inequality by making education gender sensitive, creating awareness on the rights of both men and women, and organizing workshops and seminars to equip all on gender equality.

6.3 Policy Overview

This policy will be reviewed every four (4) years to take into account emerging issues and trends

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GUIDANCE AND COUNSELING POLICY



1.0 INTRODUCTION

This Policy the Abs document of disability. Portions are adopted from the Disability policy of ABS. Disability is a condition of physical, mental and sensory impairment that may have a substantial or long-term adverse effect on a person’s ability to carry out normal day-to-day activities. According to the World Health Organisation (WHO, 2011), “Disability is a part of the human diversity. Almost everyone will be temporarily or permanently impaired at some point in life”.

1.1 Background

Historically, people with disability have largely been provided for through solutions that segregate (e.g. special schools). The policy has now shifted towards social and educational inclusion as well as medically focused solutions that give way to more interactive approaches that recognise that people are disabled by their impairment and by environmental factors.

Disability is a developmental and human rights issue, attracting the attention of national and international institutions as 15% of the world’s population live with some form of disability. About 80% of persons with disabilities (PWD) live in developing countries. In most of these countries including Ghana, PWD constitute an impoverished and marginalised group characterized by limited access to public health, education and other social services.

1.2 ABS’s Unique Position

One of the core values of the Accra Business School (ABS) as captured in its Strategic Plan is Diversity and Equal Opportunity for all. By this value “we seek to ensure an environment of understanding and respect for cultural diversity and equal opportunity among students and staff, and uphold academic freedom in our quest to advance the frontiers of knowledge and attain self-development”. Diversity and equal opportunity for all encompasses the need for the establishment of an atmosphere where individuals are offered equal opportunities for self-development and learning, in order to enable them learn, grow and lead.

Beyond the core value in our Strategic Plan, ABS has plans to establish a Centre for Disability and Rehabilitation Studies (CEDRES), which will place the School in a special position to advocate for the rights of persons with disabilities.

1.3 Justification for ABS Disability Policy

A disability policy has become necessary in order to provide a framework by which ABS can adequately raise awareness and demonstrate commitment to disability issues as it integrates staff and students with disabilities into the School's physical and social environment.

The ABS Disability Policy seeks to:

- a. Inform and raise awareness on disability issues among the School community;
- b. Promote the participation and equalisation of PWD by ensuring that academic programmes, employment opportunities, accommodation and all other services are accessible to them; and
- c. Avoid discrimination and empower PWD to become independent, self-sufficient and well-integrated into the School environment.

2.0 LEGAL FRAMEWORK

Persons with disabilities continue to face barriers in their participation as members of society and their human rights are often violated in all parts of the world. Discrimination against any person on the basis of disability is a violation of their inherent dignity and worth.

Persons with disabilities have made and continue to make significant contributions, in diverse ways, to the overall wellbeing of their communities. There is, therefore, the need to promote and protect the human rights of PWD, including those who require more intensive support. It is in this regard that the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) hereinafter called the Convention was promulgated to promote and protect the rights and dignity of PWD. The Convention seeks to make significant contributions in redressing the profound social disadvantages of such persons, and to promote their participation in the civil, political, economic, social and cultural spheres with equal opportunities, in both developing and developed countries.

2.1 The Purpose of the Convention

Article 1 stipulates the purpose of the Convention as “...to promote, protect and ensure the full and equal enjoyment of all human rights and fundamental freedoms by all persons with disabilities, and to promote respect for their inherent dignity”.

2.2 Definition of Persons with Disabilities

Article 1 of the Convention further defines PWD as “...those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others”.

2.3 Access to Education

Article 24(5) of the Convention enjoins State Parties “to recognise that persons with disabilities are able to access general tertiary education, vocational training, adult education and lifelong learning without discrimination and on an equal basis with others. To this end State Parties shall ensure that reasonable accommodation is provided to persons with disabilities”

2.4 Implementation of the Rights

Again, by Article 4(1) (a), the Convention enjoins State Parties “... to adopt all appropriate legislative, administrative and other measures for the implementation of the rights recognised in the Convention.”

2.5 Ghana’s Legal Framework

In complying with Article 4(1) (a) of the Convention, Ghana, through its sovereign Parliament, passed the Persons with Disability Act (Act 715) in 2006, to implement the rights under the Convention. The Act has umbrella sections on Education of persons with disability. Section 17 of the Act for instance, makes “provision for designated schools or institutions which shall provide the necessary facilities and equipment that will enable persons with disability to fully benefit from the school or institution”.

By Section 20 of the Act, “a person responsible for admissions into a school or other institution of learning shall not refuse to give admission to a person with disability on account of the disability unless the person with the disability has been assessed by the Ministry of Education in collaboration with the Ministries of Health and Social Welfare to be a person who clearly requires to be in a special school for persons with disability”.

It has been provided in Section 22 of the Act that, “a public library shall as far as practicable be fitted with facilities that will enable persons with disability to use the library”

By Section 26 of the Act, “an operator of a parking lot shall demarcate a special parking place which shall be reserved for the exclusive use of persons with disability”.

The passage of the Persons with Disability Act (Act 715) therefore, enjoins the School to have and implement a comprehensive Disability Policy.

3.0 PURPOSE OF POLICY

The object of this policy is to ensure that members of the School community with special needs have access to both facilities, services and a learning and working environment that is, wherever possible, comparable to that of their peers without special needs. This policy recognises that PWD who are members of the School community are an integral part of the academic community. It takes as its starting point the premise that accessible and appropriate provision is not ‘additional’ but a core element of the overall service which the School makes available to all.

3.1 ABS’s Commitment to Equal Opportunities

ABS welcomes every student who is capable of succeeding in a chosen programme of study. The School recognises that it is each individual’s determination, potential and commitment that count.

The School also recognises that students with special needs often have to be extra determined and committed in order to achieve their academic potential as well as realise their life aspirations. This is because there are more barriers in the way of their learning and more obstacles to get through in their daily lives. ABS is working hard to remove the barriers to learning and enjoyment within the School environment.

The School also aims to make things more equitable for students with special needs by providing a range of support services for their individual needs.

The School is committed to its policy of equal opportunities for all students, including those with special needs and aims to create an environment that enables them to participate fully in the mainstream of School life.

The School is spread over a wide area, with numerous buildings of various designs and age. Although some buildings are not fully accessible, the School attempts to make structural or organizational adjustments to enable students with special needs (especially ambulatory needs) to attend their classes or to have alternative ways of accessing the curriculum. Prospective students with special needs are therefore urged to visit the School to assess the suitability/accessibility of departments, lecture halls, theatres and living accommodation, and to identify the level of support and facilities available. The School is therefore committed to; promoting equal opportunity, eliminating unlawful discrimination against persons with

disabilities, promoting positive attitudes towards disabled people, and encouraging participation of PWD in all activities they feel comfortable with in the School.

4.0 APPLICATION & SCOPE

This Policy is applicable to all members of the School community, including students, officers and employees of the School and their dependants. All members of the School Community (and their dependants) are expected to be aware of this policy and its legal framework and to respectfully treat persons with special needs in accordance with these provisions. This Policy shall be published and disseminated without charge to all members of the School community. It shall be displayed at conspicuous places in all Faculties, Departments, the School Website, Lecture Halls and other public areas as far as possible. It shall also be made available to newly recruited staff of the School and newly admitted students.

5.0 PROOF OF DISABILITY

5.1 Documentation

Students and staff who request accommodation or services will be required to provide verification of the nature and extent of their disability from a medical, educational, psychological/psychiatric professional or other appropriate individual.

5.2 Verification

Documentation from certain sources may require confirmation and verification from the Director of Medical Services, School Hospital, who shall have the ultimate authority to determine disability status. Such documentation helps to ensure the appropriate delivery of accommodation and services necessary to facilitate an individual's success.

5.3 Confidentiality

The School is mindful of its responsibilities to persons with disabilities and will do all that it can to ensure that the rights and needs of such persons with special needs are not compromised. Records that identify persons with disabilities including their name, address, nature of disability, support services needed, and verifying statement of the Director of Medical Services and other documentation provided by the student will be considered confidential. It shall be protected in accordance with the School Statutes with the purpose of providing appropriate academic facilities and accommodation or adaptation of curricula. Information about the student may only be released with the student's informed written consent in accordance with the ABS rules or other applicable legislation.

5.4 Disclosure

The School shall endeavour to develop an environment within which individuals feel able to disclose their disability. Every encouragement and opportunity will be given to students to disclose any disability that may have a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

6.0 POLICY PRINCIPLES

The policy shall be guided by a set of principles that are discussed in the sections that follow.

6.1 Freedom from Discrimination and Harassment

ABS is committed to fostering the right of individuals to be free from discrimination and harassment while engaging in activities as part of their study, employment, or other forms of association with the School.

6.2 Right to Dignity

All members of the School community are to be treated with dignity, courtesy and respect in accordance with the School Statutes and the Students Guide.

6.3 Equal Opportunities

The School shall be committed to a comprehensive policy of equal opportunities for its entire Community, and to respond to additional support requirements. Making adjustments for students who have special needs is an integral part of the responsibility of academic staff, and making relevant changes to the delivery of teaching could alleviate many difficulties. Any adjustments made should not affect academic standards.

6.4 Education as a Means of Self Determination

The School will use educative approaches to promote access to persons with special needs and ensure that such persons know their rights and responsibilities.

6.5 Rapid and Compassionate Response

Should a complaint of alleged denial of service arise, the School will sensitively facilitate timely and appropriate action through appropriate informal and/or formal conciliatory procedural options.

7.0 ADVISORY TEAM ON PERSONS WITH DISABILITIES

The President shall establish an Advisory Team on Persons with Disability to review, evaluate, and recommend educational and administrative policies that address the needs of students with special needs. The Advisory Team shall meet periodically as necessary. The Advisory Team shall comprise the following, with the option to co-opt additional members when needed:

1. Coordinator, Office of Persons with Disabilities (OPWD)
2. Dean of Students
3. Deputy Registrar, Academic Affairs
4. Coordinating Counsellor, Guidance and Counselling Unit
5. Representative, Campus Association of Students with Disabilities
6. Staff member with special needs
7. The School Librarian

8. Head, Quality Assurance and Planning Unit (QAPU)
9. Director, Campus Health Services
10. Head, Centre for Disability and Rehabilitation Studies (CEDRES)

The Team shall nominate a Chairperson from among its membership who shall chair all the meetings of the Committee.

There shall be a Vice-Chair who shall act in the absence of the Chairperson and a Secretary who shall ensure that all records of the Committee's meetings and proceedings are properly taken and documented. The Chairperson shall be instrumental in summoning meetings, initiating enquiry processes and ensuring the integrity of all proceedings relating to an investigation of grievances.

The Advisory Team will ensure the enforcement of the Policy and determine when reasonable accommodation could cause fundamental alteration in the nature of the service, programme or activity or create undue financial or administrative burden, and advice accordingly.

The Advisory Team will also assist in the evaluation of current campus policies and procedures relating to persons with disabilities. Members of the Committee ordinarily shall serve two terms of two years each, after which they can be nominated for another term in order to retain institutional memory.

8.0 OFFICE OF PERSONS WITH DISABILITIES

The Office of Persons with Disabilities (OPWD) shall be housed in the Centre for Disability and Rehabilitation Studies. The OPWD is to assist members of the School Community with special needs to receive reasonable accommodation in academic and non-academic programmes, and to provide them with an equal opportunity to participate fully in all aspects of School life. The type and amount of support services and accommodation provided to persons with special needs shall be determined by the OPWD, in consultation with the students seeking the accommodation and, as appropriate, with affected faculty and staff.

9.0 SPECIALIZED FACILITIES/ ADDITIONAL SUPPORT FOR PWD

In order to realise the objective of this policy, some facilities ought to be in place. In the following sections these facilities are presented by highlighting the roles they play in ensuring equity and support for PWD.

9.1 Braille Library

A Braille Section for visually impaired students shall be introduced at the main library with a Braille Librarian employed and Braille printers acquired. The Braille Section is to ensure regular supply of Braille and related materials. The Braille Librarian is to assist students in library researches and transcribe reference material on demand. The Braille Library will have books in Braille, and on appropriate recorded media. Furthermore, the E-Learning facility at the main library shall be relocated to the ground floor and made totally accessible to all PWD.

9.2 Information & Communication Technology (ICT)

The Information Technology Service (ITS) shall offer PWD support to compensate for sensory, physical or functional limitations. The ITS shall also support PWD to access knowledge by adapting digitalization to the nature of their disabilities, in order to enhance their social and economic integration in the School community. Assistive Technologies such as Supernova – magnification, screen reader software and JAWS –text-to-speech, shall be provided to allow visually impaired students access to computers.

9.3 Counselling and Placement Centre

The Centre enables ABS put in place effective and efficient support for PWD not only to achieve equalisation of opportunities for the students with disabilities at the School but also to enhance the competitiveness of graduates with disabilities in the employment market. The Centre exists to provide counselling services, career advice, and academic study skills to all persons including students with disabilities. The Counselling and Placement Centre in conjunction with the OPWD and CEDRES shall facilitate work for students with special needs and employment for disabled persons after graduation.

9.4 Sports and Recreational Facilities

All efforts shall be made by the School to provide the necessary conditions to meet the sports and recreational needs of PWD. Efforts shall be made to increase their leisure, entertainment and recreational activities through sports and physical fitness. The School Sports Complex should offer PWD the opportunities to enjoy, experience and compete in adaptive sports that include football, swimming, track and field, ground volleyball, and weight lifting.

9.5 Students Organisation

The Students with Disability Association (SWDA) is an organization of both students with special needs and others without special needs that work together to make ABS a place where “disabilities are turned to abilities”. ABS shall assist PWD with disability in any way possible to make their existence on campus conducive by sponsoring activities such as awareness programmes.

9.6 Teaching and Learning Process

As a policy, ABS shall put in the necessary measures to support PWD in their teaching and learning efforts. Assessment and examination policies, practices and procedures shall provide students with special needs with the necessary opportunities as their peers to demonstrate the achievement of learning outcomes, which may, in some cases, include alternative assessment and examination arrangements.

The Academic Affairs Section must liaise with the OPWD to ensure that any necessary support is arranged (e.g. Braille machines, sign language interpreters, etc.). Every effort shall be made to secure a means of transport to move students with disability round in bad weather, during examinations and other such situations.

9.7 Provision of Sign Language Interpreter

ABS shall make necessary efforts to provide sign language interpreters for deaf persons and mobility guides for low vision or blind persons as when necessary.

10.0 REMOVAL OF BARRIERS IN ACCESSIBILITY, ACCOMMODATION AND INFRASTRUCTURE

As far as practicable, every building on campus that is used by PWD shall have the appropriate facilities to enable them gain easy access and move about freely. The School shall ensure that new buildings and service facilities like, lecture rooms, halls of residence, constructed at the School include structures appropriate for students, staff and visitors with disabilities and the latter are included in planning them. This approach for such persons must be enshrined in the School's construction guidelines.

Students with disabilities are to be automatically offered residential accommodation throughout their stay in the School. They shall be housed in rooms that give them easy access to toilets, bathrooms, libraries, dining halls and other hall facilities. Toilets and other facilities should be adapted to make them user-friendly to students with special needs. The necessary arrangements shall be made at the residence of staff that requires any such arrangements in their accommodation on campus.

The choice of roommates for students with disabilities should be influenced by the prospective roommate's prior experience with disabilities. Persons who have had prior experience with such persons have a greater understanding of their needs, and are better roommates. Roommates with no previous experience should be given orientation to enable them understand how to relate to students with special needs. Professional Resource Persons for students with disabilities should by the nature of their work be housed on campus.

11.0 RIGHTS AND RESPONSIBILITIES OF PERSONS WITH DISABILITIES

All Persons with Disabilities are entitled to equal opportunities within the School community. Students with disabilities are entitled to equal opportunities to learn. They also have the same obligations as any other students to meet and maintain the School's academic and technical standards. With that as a given standard, persons with disabilities have the right:

- i. To demonstrate or document how their disability affects a particular delivery system, instructional method, or evaluation criteria when requesting an accommodation.
- ii. To be evaluated based on their ability, and not their disability. If their disability affects the outcome of an evaluation method, they are entitled to an evaluation by alternative means.
- iii. To identify themselves as needing accommodation (services) in a timely fashion.
- iv. To participate actively in the search for accommodations (services) and auxiliary aids. This responsibility extends to working with the School to seek financial assistance from government and private sources.
- v. To access services, extracurricular activities, and transportation at levels comparable to those accessed by all other students. This is especially significant if the location, delivery system, or instructional methodology limit their access, participation, or ability to benefit from the academic community.

12.0 COMPLAINTS/APPEALS PROCEDURE

Although the primary responsibility for the provision of a supportive and responsive academic, social and physical environment rest entirely with the School, such commitment, however, does not exclude students with disabilities from being active participants in their ultimate success. Students with disabilities must take the initiative to inform the institution about their needs; pursue their studies with the same diligence required of all students; and accept responsibility for the role that they play in their success or failure.

A person can appeal the School's decisions concerning accommodation (services). They can accomplish this by writing a letter to the Office of Persons with Disabilities. If not satisfied, they may file a complaint with the President.

13.0 MONITORING AND EVALUATION

The Advisory Team in conjunction with the Office of Persons with Disabilities shall develop and implement a system for evaluating programmes and services for persons with disabilities in the School.

The School shall monitor and provide an annual report on applications, admissions, academic progress and the extent of integration in the School community of all such students and other persons with disabilities.

Every two years, the Team shall carry out an evaluation which would cover compliance with the provisions of all aspects of the policy. Based on the evaluation report to be submitted to the President, the policy may be reviewed.

14.0 ANNEXES

Annex I: Functions of the Office of Persons with Disabilities (OPWD)

Specific duties of the OPWD may include, but are not limited to:

1. Coordination and administration of specialized services, including consultation with faculty for students with disabilities.
2. Advice and counselling on disability-related issues.
3. Liaising with campus and external agencies, including referral and follow-up services to these agencies on behalf of students with special needs.
4. Facilitation and provision of adaptive technologies (e.g. computer training, assistive listening devices, adaptive computer hardware or software) including new devices that may become available with emerging technology.
5. Providing oral and sign language interpreters.
6. Providing note-takers for classroom and academic activities.
7. Providing on-campus mobility assistance to and from lectures, etc.
8. Creating a student volunteer programme/soliciting volunteers to provide support for tutoring, reading, writing, etc.
9. Registration assistance, including priority enrolment, assistance with applications for financial aid and related School services.
10. Providing Braille and transcription services.
11. Providing loaning services for tape recorders, Braille machines and enlarged prints.

If future evidence supports the need to modify or amplify the aforementioned services, such changes will be assessed and acted upon within the parameters posed by the School's available resources.

Annex II: Duties of the Head of Office of Persons with Disabilities (OPWD)

The School may appoint a Senior Member in the Centre for Disability and Rehabilitation studies as the Coordinator of the Office of Persons with Disabilities.

The duties of the Coordinator shall include:

1. Ensuring the implementation of the School's policy of equal opportunities in respect of persons with disabilities.
2. Administering the affairs of PWD in the School in pursuance of the equal opportunities policy of the School encompassing admissions, accommodation, academic work, health, social and recreational needs.
3. Liaising with the Admissions Office to ensure that the applications of students with disabilities are properly evaluated with reference to exemptions and waivers.
4. Drawing up profiles of students with disabilities and their subsequent distribution to faculties, departments and halls of residence.
5. Ensuring that students with disabilities are given appropriate accommodation on campus.
6. Arranging orientation programmes for students with special needs in respect of their health, mobility, academic, social, recreational and other needs to facilitate their fullest participation and integration into campus life.
7. Liaising between students and departments during initial discussions.
8. Enhancing disability awareness on campus by organizing orientation programmes for faculty, students and staff.
9. Consulting with persons with disabilities in the search for technical advice on the nature of facilities they require in the halls of residence, lecture rooms, libraries and the

general environment on campus and forward findings to the School authorities for the necessary provision to be made.

10. Consulting with persons with disabilities for advice as to the facilities they would require for their support in respect of learning, studies, class work, examination, etc. and informing the School authorities to make the necessary provision and adjustment.

11. Liaising between the School and outside agencies, both governmental and non-governmental, concerned with persons with disabilities to ensure that students with special needs fully benefit from their programmes including financial and material assistance.

12. Liaising between persons with disabilities and Department Boards/ other School bodies to facilitate the resolution of the problems and difficulties of persons with disabilities.

13. Ensuring that persons with disabilities get the professional helpers they need by liaising with governmental and nongovernmental agencies.

14. Coordinating and overseeing all services available to persons with disabilities and writing of annual reports on them for the School's information and necessary policy decisions.

15. Campaigning for funding.

16. Co-operating with the Office of the Dean of Students to explore the possibilities of full employment for graduating students with special needs.

17. Undertaking all other kinds of services that would enhance the academic and social life of persons with disabilities in the School.

ANNEX III: DEFINITION OF TERMS

Hearing Limitation (Deaf and Hard of Hearing)

Limitation in the hearing process that impedes the educational process and necessitates accommodations, support services, or programmes. Students in this category may require communication accommodation such as oral or sign language interpreters, and note taking services, etc.

Learning Limitations (Disability)

A generic term that refers to a heterogeneous group of disorders manifested by difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning, or mathematical abilities due to neurological dysfunction. Even though a learning disability may exist concomitantly with other disabling conditions (e.g. sensory impairment) the learning disability is not the direct result of those conditions or influences.

Members of the School Community

All employees and students of the School and dependents of School staff resident at all School Locations.

Other Functional/Medical Limitations

Any disability, such as a dysfunction of a body part or a neurological or psychological disability that necessitates accommodations, support services, or programmes, that does not fall within the other categories of limitations defined.

Physical or Ambulatory/ Mobility Limitation (including wheel-chair users)

Limitation in locomotion or motor functions (e.g. cerebral palsy) that indicates a need for accommodations, support services, or programmes, that does not fall within the other categories of limitations defined.

Students with special needs

Students who are disadvantaged by reason of any verifiable and persistent physical, learning, cognitive, sensory, psychological, neurological, or temporary impairment of a nature and degree sufficiently serious to interfere with their studies and academic progress or participation in other essential campus activities

Visual limitation

Blindness or partial sight to the degree that it impedes the educational process and may necessitate accommodations, support services, or programmes, e.g., Braille, notetaking, enlarged prints, care attendants, etc.

Persons with Disability

Any person (workers and their dependants as well as students) who are disadvantaged by reason of any verifiable and persistent physical, learning, cognitive, sensory psychological, neurological, or temporary impairment of a nature and degree sufficiently serious to interfere with their studies and academic progress or participation in other essential campus activities

Adaptive Sports

Sports played by persons with disabilities, including physical, mental intellectual and sensory impairment

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INTERNATIONAL OFFICE POLICY



PART I

INTERNATIONALISATION POLICY

1. PURPOSE

To establish a framework for the development and integration of internationalisation in the strategy of Accra business School, organisation, diversity, culture and governance.

2. SCOPE

Internationalisation applies to and integrates across: curriculum content and development; research and scholarship; student orientation and experience; staff and staffing; commercial and service delivery; and a guiding context of our work and values in the University. This approach provides an explicit recognition of the overarching academic context; regulatory framework for quality and partnerships; and the scope of the business environment the University operates in. It applies to all staff and students and members of the University decision-making or advisory bodies. It also provides a framework for the University's partner providers to operate in when they are dealing with University programmes.

3. DEFINITIONS

3.1 Internationalisation

The process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of tertiary education. It means achieving an international focus across all University activities and necessitated by processes of globalisation of knowledge, markets, values and culture.

3.2 Internationalisation of the Curriculum

Is characterised by a structure and content of a course within a program that not only provides a global awareness, but also offers relevant local examples and permits a student to learn in the context of the culture in which the student is most familiar.

1.3 Partner Provider

An Educational institution providing courses and programs of the University through an approved Education Agreement.

3.4 Internationalisation Policy Statement

Accra business School has a global focus. It believes that its future is dependent on how it accesses global knowledge and expertise, collaborates with universities and research institutes throughout the world, and access international student markets. Internationalisation encompasses a set of actions and domains, but is also a state of mind that is borderless and determines responses to a variety of cultural, academic, administrative and social issues. Internationalisation requires an integration of an international dimension into all we do and is the University's response to the globalisation of education training and research.

Accra business School international strategic purpose is to internationalise ABS by:

- Developing University staff and students as global learners and citizens.
- Preparing graduates to perform capably and sensitively in international and multicultural societies.
- Encourage staff to develop as international researchers and to deliver teaching and training at international standards.
- Facilitate collaborative links between international communities, especially those located in regional areas.

The internationalisation of ABS will provide:

- Access and equity to international students studying and researching with the ABS on-campus, off-campus and off-shore.
- Internationalisation of the curriculum and student experience.
- International collaborations in education, training and research.

3.5 Responsibility

The President is responsible for implementation of this Policy.

The Accra Business School will assess all internationalisation activities to determine the individual, institutional or regional benefit through its:

Body	Role
University Council	Strategic development and reporting against ABS objectives.
President, Vice President and Heads of Department	Strategic development, resource allocation and overall responsibility.
Audit and Risk Committee	Monitor risk.
Academic Board	Academic principles and frameworks and teaching and research quality assurance.
International Committee	Strategic development, planning and risk management.
Earned Income Committee	Financial advice and approvals.

3.6 Implementation

Implementation will occur through the following actions:

1. Tabling at Academic Board and International Committee.
2. Email and accompanying memo to all Heads of Departments at Accra Business School.

PART II

INTRODUCTION TO POLICY EXCHANGE POLICY

1. GENERAL POLICY ON FACULTY/STUDENT EXCHANGE PROGRAMME

1.1 Aim

In order to encourage the Departments of Accra Business School to promote new programmes to meet appropriate academic, cultural and Research excellence by exchange of Faculty/Students within Ghana and Overseas by mutual agreements entered upon with selected Universities.

1.2 Areas of Exchange Programme

1. Cultural Exchange Programmes
2. Research – Business Administration
3. Research – Information Technology
4. Research – Theology
5. Faculty Exchange by Live Lectures/Discussions

To begin the programmes, we may need a detailed proposal from the departments concerned which are capable of conducting exchange programmes. Such proposals should be put up for broad discussion in the Board of Studies of the concerned Departments to arrive at the curriculum. During such discussion, following points may be borne in mind.

- (i). Whether such programmes should be short term or long term and accordingly the period of such terms may be fixed.
- (ii). Number of students that can be taken for inward programme and also number of students that can be exchanged for outward programmes with the Academic institutions. It is also essential to keep a balance between the number of students coming and going on exchange.
- (iii) Can there be a curricular support for the exchange viz. with respect to the syllabi of the

host institution leading to PG/M.Phil/Research Programmes. Their grading policies and style of instruction may also be taken into account with respect to our grading policies and style of instruction.

1.3 Student Services

To provide orientation, academic advising, boarding and lodging etc and the approximate cost of such services may be made known to the students. An academic calendar may also be provided to the students.

Facilities such as Students Scholarships, availability of infra structure and also mutual benefits to students may be highlighted.

2. GENERAL TERMS FOR THE EXCHANGE PROGRAMMES AND REQUIREMENTS

1. Partnership may be established with reputed Universities for the purpose of exchange programmes.
2. A detailed Memorandum of Understanding (MoU) may be prepared in consultation with the host institution and entered upon for the exchange programme.
3. Health and safety conditions in the host institutions/our University may be made known to the students concerned.
4. A Special Officer may be deputed at the University level to co-ordinate with students/Universities.
5. The language of instructions may also be fixed according to the courses offered.
6. The selected proposals submitted by the Board of Studies may be put to the Registrar/President/Syndicate for final approval.
7. On final approval by the competent authority, an MoU may be signed with the host institutions by an officer duly deputed by the competent authority. Such MoU may be made valid for a period of at least 3 years.
8. The initiating department will have the sole responsibility for the smooth and successful conduct of the programme and will have to closely co-ordinate with officer specifically detailed for the purpose.
9. Materials for the purpose of exchange in education and research, publication, academic information and knowledge system may be docketed.

10. Necessary budget allocation may be made for each specific programme and activity that is implemented under the terms of MoU.

PART III

FACULTY EXCHANGES

1. PURPOSE

The purpose of faculty exchanges is twofold:

1. to bring into a department for a short term, specific expertise which will be helpful to the department in research, teaching and graduate supervision and
2. to assist an ABS faculty member to gain experience elsewhere which will be of benefit to him/her and to the University.

2. POLICY

1. Exchange of faculty members between ABS and another institution will be supported and encouraged when such exchanges are considered to be advantageous to both the faculty member and his/her department. An appropriate level of supervision of graduate students must be maintained during the period of the exchange.
2. A faculty member interested in the possibility of an exchange should apply to the Department Chair who may discuss the matter within the department and with his/her counterparts at other institutions.
3. The ABS faculty member interested in an exchange shall apply in writing for a leave of absence with pay to the Chair of the Department.
4. The incoming faculty member must be recommended by the receiving department and be appointed as a visiting faculty member in the usual manner (but normally without salary).
5. The request for leave of absence in 3. and the appointment in 4. will normally be processed concurrently and concluded by the Dean. Information on the exchange shall be forwarded to the Vice-President, Academic.

6. Exchanges may be one, two or three semesters in length and will usually be for the same period for both parties. Appointments should be concluded four months in advance of the commencement of the exchange.
7. During the exchange period, the ABS faculty member will continue to receive full salary, pension contributions and benefits from ABS (including sick leave, long term disability and vacation), and will be eligible to apply for departmental travel funds for assistance towards temporary relocation expenses.
8. Faculty members visiting ABS will continue to receive salary and benefits from their own institution and will not be eligible for any relocation expenses reimbursement from ABS.
9. For purposes of renewal, tenure and promotion, salary review and study leave eligibility, the ABS faculty member will be considered as being in active service to ABS, but assessments of performance will be sought from the other institution when appropriate.
10. The Department Chair will be responsible for assigning the teaching and departmental duties to the visiting faculty member.
11. Although no special budgetary provision will be made, there may be circumstances in which funds from individual research grants or from Departmental or Faculty discretionary accounts may be allocated to make it possible for a foreign academic to participate in a faculty exchange.
12. Particularly in cases involving faculty members from developing countries, the University may seek support from such agencies in order to facilitate an exchange.

3. INTERPRETATION

Questions of interpretation or application of this policy or its procedures shall be referred to the President, whose decision shall be final.

PART IV

STUDENT EXCHANGES

1. SUMMARY OF EXCHANGE PROGRAMME PROCEDURES

1.1 Summary of Exchange Programme Procedures

The University offers one type of student exchange programme, the policies and procedures of which are handled slightly differently. This is the School wide International Exchange. The following indicates the process for approvals for typical programmes

1.1 Members of academic staff wishing to propose, pursue or implement a new international link of any kind must review the proposal in the first instance with the relevant Head of Department to ensure compatibility with school strategy and obtain school approval prior to any formal adoption of an agreement.

1.2 University Wide and School Exchanges

Initial discussion with the International Exchanges Manager within International and Recruitment;

Proposals for new, school-based, student exchanges may only be made with the express understanding that the promotion, selection of students, nomination to the host university and support of students abroad is a school matter and the Code of Practice on Student Exchanges applies to such exchanges. Where an exchange is university-wide, such matters will be the remit and responsibility of the International Exchanges Team within International and Recruitment;

Draft agreement to be drawn up using the relevant template as a starting point;

Draft submitted to partner institution for discussion;

Before any agreement for the exchange of students is finalised, a site visit to the proposed exchange partner university should be undertaken;

Final agreement, if the exchange is school based, goes to the Faculty learning and teaching committee for agreement;

A Department, in consultation with the Student Recruitment, Admissions and International Affairs Office, submits agreement to the Education and Student Experience Committee (ESEC) and to the Director of Finance;

Following approval by ESEC and the Director of Finance, the agreement is submitted to the Vice President for signature;

Copies of the signed agreement to be sent to partner institution, programme coordinator and the Student Recruitment, Admissions and International Affairs Office;

For Department exchanges, the Faculty member in charge of the exchange should ensure internal procedures are in place to provide for promotion of the programme, academic advising and support, and for follow-up, including ensuring that transcripts and other relevant documents are obtained from partners and submitted to the Student Recruitment, Admissions and International Affairs Office.

1.2 In cases, where there is genuine urgency and submission to the relevant committees is not practical, approvals may be given by the appropriate committee chairperson and subsequently notified to the committee.

2. CODE OF PRACTICE: RECIPROCAL STUDENT EXCHANGE AGREEMENTS

2.1 This Code of Practice is applicable to all reciprocal student exchange programmes. The purpose is to ensure that all necessary steps are taken by the relevant staff, academic or administrative, or schools, to ensure that Accra Business School students will not be disadvantaged whilst studying abroad, and that programme quality is maintained at a high level.

2.2 Any school wishing to establish a student exchange programme must demonstrate that the exchange is planned to operate on a reciprocal basis and that there is sufficient demand from students to fill those places.

2.3 There must be a clear academic focus to the exchange.

2.4 Exchange partners must be of reputable standing academically and approved by the Accra Business School.

2.5 It is imperative that exchange partners be visited by staff from either party institution to visit on a regular basis, preferably at least every four years, to ensure that standards are maintained. Such a visit will include inspection of all aspects of the exchange: academic issues; support services, and facilities such as accommodation, computing and recreational provision. Failure on the part of our exchange partner to adhere to reasonable standards will result in the closure of the exchange.

2.6 Whenever an academic institution proposes an exchange, it should ensure that resources will be available to implement paragraph 2.5 above. It should also ensure that information about the proposed partner is made available for comment prior to any decision to establish an exchange being made. This material should include undergraduate and postgraduate

prospectuses and other supporting information such as information on student housing provision and other facilities.

2.7 Accra Business School coordinators must have good working links with the coordinator at the host institution. Such links may include common teaching or research interests, previous visits, or similar evidence of existing co-operation. Exchanges established at department level must have a coordinator appointed to organise and support the exchange, select students to participate and to provide briefings, assist with the completion of all required documentation and to liaise with the partner institution. For exchange agreements operated on a university-wide basis, The ABS department will co-ordinate the programme on a similar basis. Where such a coordinator is not identified, the exchange should not be approved. The ABS department will ensure that arrangements are made to enable incoming students to apply, be processed, and gain admission to the ABS.

2.8 Partner institutions are required to provide up to date course listings and other support material to the coordinator of the exchange on a regular, preferably annual, basis. This is to ensure that decisions on course selection may be made on a sound academic basis.

2.9 Partner institutions should provide, or make available, or make arrangements to assist students in finding, suitable housing for incoming students, as ABS does for its partners' students.

2.10 Due regard to Health and Safety issues must be paid and where possible, the partner institution should provide the programme coordinator with a copy of its health and safety policy, and its student support policy.

2.11 Students studying abroad must ensure, and be advised of this requirement, that they have adequate travel and health insurance for the complete period of the programme.

2.12 Students selected to take part in an exchange must be of good academic standing, according to the application guidelines.

2.13 It must be possible for Accra Business School students to enroll for classes which are approved by their school at Stirling. This is applicable to language students as well as non-language students.

2.14 Support services for incoming students at the partner university must be of a good standard and students should expect to have access to academic advice and support, reasonable housing and other services at a fair cost where appropriate.

2.15 The exchange should be available to students with special needs and/or disabilities. The partner institution must be able to accept admission of, and provide support for, a range of such students and make clear before any agreement is signed if any particular disabilities or special needs cannot be supported.

2.16 There must be close co-operation between academic departments at ABS. Thus, for example, a student wishing to study abroad must have approval from all his or her schools at Stirling and be taking relevant courses whilst abroad.

2.17 Courses taken abroad must be subject to grading and students will receive block credit for courses successfully completed overseas. Students must be advised clearly before beginning their study period abroad how the course approval and credit transfer systems work. All students who study abroad must complete a Learning Agreement with their Adviser of Studies before the start of the study period.

7.2.18 Students wishing to study in a non-native English-speaking country, must be able to enrol in classes which shall be taught in English, unless the primary purpose of the study period is to improve their language skills as part of their degree programme.

2.19 Students should be able to communicate with their coordinator at Stirling regularly.

2.20 There should be close co-operation between the Academic Department of ABS involved in the student exchange and the foreign partner.

2.21 If a potential programme does not meet the above conditions, it will not be approved. Existing exchanges will be assessed for their adherence to these principles regularly.

3. POLICY ON STUDENT EXCHANGES

3.1 Any proposal to establish a formal agreement of exchange, co-operation or mutual understanding between Accra Business School and an academic body based overseas will be submitted to the Ghana Tertiary Education Commission (GTEC) for approval prior to it being signed on behalf of the ABS.

3.2 Once appropriate approval has been given, the ABS International Exchanges Manager will arrange for the agreements to be signed by the Vice President, ABS.

3.3 It is expected that any new proposal should undergo a process of consultation prior to being submitted in order that the agreement be assessed for its academic, legal and other implications. The academic member of staff acting as the proponent or organiser of the programme would normally consult all colleagues and academic departments which might be affected by the proposal and also submit a draft to the Head of GTEC in order that suitable advice may be obtained.

3.4 Any proposal for a new exchange agreement of institutional collaboration should be backed by a clear statement of academic aims and objectives, showing clearly the academic purpose of the agreement and establishing clear indicators against which the agreement may be measured.

3.5 Exchange agreements which provide for an exchange of students throughout the ABS shall normally only be permitted at undergraduate level. At postgraduate level, only exchanges which are available within a degree programme, or an academic department, shall normally be permitted.

3.6 Any exchange agreement proposed must be supported by a statement on intent to implement the Code of Practice on Reciprocal Student Exchange Agreements.

4. GUIDELINES ON THE TRANSFER OF CREDIT FOR EXCHANGE STUDENTS

4.1 The academic grades received by students when studying overseas on exchange will not be counted towards the student's degree classification.

4.2 The academic credit obtained by students when studying overseas on exchange will continue to be counted.

4.3 Students selected to study abroad will follow an approved programme of study agreed with the relevant Adviser(s) of Studies. All students will need to submit and adhere to a formal Learning Agreement and must pass all agreed modules at the partner institution according to the partner's grading scheme.

4.4 Following successful completion of these modules (confirmed by partner institution transcript), students will receive 15-18 credits hours for one semester and will be progressed to their subsequent semester at Accra Business School.

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INTERNAL AND EXTERNAL MODERATION POLICY



INTERNAL AND EXTERNAL MODERATION: PURPOSES AND PRACTICES

Principles

- Moderation of assessment tasks is part of the assurance of standards –ensuring, and offering evidence that we have checked that, the tasks we set are of an appropriate standard and do test the learning objectives of a given module. Internal moderation of questions and exercises (by other academics within the institution) is desirable for all assessment; external moderation is also desirable as an ‘audit trail’ showing that the process has been carried out and as a check that the standards of one institution are credible to another.
- Moderation of marking serves the same purposes and also demonstrates that the marking process has been carried out rigorously, fairly and without personal bias. External examiners can handle only a small sample of work, but a larger sample should be processed internally.
- Where possible it is also desirable and useful (for audit purposes) that the marking process and the deliberations of examination boards have also been observed and declared to be fairly and legally conducted.
- The curriculum and design of programmes is moderated during the validation process, by the input of External Advisers and Quality Office (or equivalent). Substantial changes to modules or programme between Validations should receive similar consideration –again, to ensure that the changes do not move the programme away from comparability with programmes offered elsewhere.

Moderation of assessment tasks

The practice now laid down in the General Academic Regulations is that each year’s draft module assessment tasks shall be given for comment to another academic within the institution competent in the teaching of the subject matter, along with the learning objectives of the module, and a copy shall also be sent to the external examiner of the module. A written record of all comments shall be kept by an appropriate Faculty officer. The internal phase of this moderation must take place before the tasks are advertised to students. If changes are made as a result of external moderation the students must be informed of them as soon as possible after

they are agreed. There may be cases where an external examiner is appointed after the start of a module's presentation in a given year, and it is not desirable to delay telling the students what their assessment is too long into the semester.

Internal moderation of marking The internal moderation of marking –second-marking, check-marking of a sample –has two purposes: (a) to help maintain consistency of standards between modules, and (b) to make accidental or deliberate bias in favour of or against a candidate more difficult. It adds to the work of the staff, however, so it should not become so extensive as to double the marking load. It is suggested that a sample of about twenty scripts is appropriate: all of a very small module (up to about 25 students) or a sample of about twenty from a larger course.

All assessment tasks counting for more than 10 per cent of the module score should be double- or check-marked in this way. The sample should contain two elements; (a) fails, distinctions (marks of 80+) and cases from either side of border-lines (to maintain standards), and (b) a random sample chosen by the second marker from the main run of marking, plus all scripts handed in late, to assure against bias in individual cases. The size of the random sample should be such as to make the total up to 18 (before late scripts) once all fails, all distinctions and one script nearest above and below each borderline (50, 60, 70, 80) has been included –but the random element of the sample should include at least five scripts even if this takes the total above twenty. Because they count for a substantial proportion of the final marks, all final-year Projects should be second-marked. The most expeditious way of arranging this is for them to be marked by both the potential examiners for the oral defence, who will need to read them in any case for that reason.

Selection of External Examiners.

Current policy is that all external examiners should be approved by the Kwame Nkrumah University of Science and Technology. At the same time Accra Business School pays close attention to prospective external examiners Curriculum Vitae. Key emphasis is placed on teaching and examining experience, experience of acting as an external adviser in the validation of programmes or an inspector of programmes for government or a professional body, and a brief list of recent publications. (It seems a not unreasonable principle that those judging work at honours or masters level should have a current and relevant background in research or scholarly activity).

Each programme should have two kinds of external examiners: i) Module examiners, who will comment on the marking standards of one or, preferably, several modules, and ii) A programme

examiner, not necessarily familiar with the subject matter of the entire programme (though he or she will probably also be a module examiner), who assures the quality of the marking and deliberation process as a whole. The programme examiner should always be someone employed within the country or close enough that he or she can attend the ABS Examination Committee. The duties of the role include receiving reports from all the module examiners, attending the examination Board, certifying that regulations have been applied fairly and rigorously, and commenting to the Programme Team on elements of staff/institutional practice or student performance that seem particularly meritorious or appear in need of improvement in the next run of the module (drawing on the module examiner reports as well as his or her own direct experience).

The term of office as programme examiner should normally not be more than two years. They should not have worked or studied at the institution at which they are to examine for three years before appointment, they should not be related to anyone in the institution, and they should not have examined, supervised, employed or been employed or supervised by any member of the programme's academic staff during the past five years. It is suggested that they should normally be of senior lecturer grade or above.

As suggested above, the programme examiner might also be used to comment on proposed substantial modifications to the learning outcomes or module content of programmes, between formal Validations. Three models appear acceptable for the selection and practice of module examiners:

- i) They could be staff working in Rwanda, drawn from or added to the Register of Approved External Examiners, who could either collect or be sent scripts to moderate or come to the institution to read them.
- ii) It may be desirable for students to submit a soft copy of their assignments in so that these can be attached to emails, in addition to the hard copy, and it may be necessary to scan in examination scripts. If this is not possible or practicable, funds will need to be found to copy scripts and courier them to the examiner. Module examiners should probably be appointed for three years, extended by mutual agreement for a further three. They should not have worked or studied at the institution at which they are to examine for two years before appointment, they should not be related to anyone in the institution, they should not have examined, supervised, employed or been employed or supervised by any member of the programme staff during the past three years, and they should not be in close scholarly or research collaboration with anyone teaching on the modules they are examining.

They should normally be of at least senior lecturer grade It is not necessary to appoint a separate module examiner for every module. Examination teams should be picked so that a relatively small number of people cover all topic areas, at least in terms of general familiarity with them. After grades have been adjusted as a result of internal moderation, module external examiners should receive a sample of two scripts from around each borderline and all failed scripts and distinctions. They may advise on the fairness or otherwise of the individual failed and ‘distinction’ scripts but may only comment on the general standard of the remainder, unless it is their feeling that the entire module needs to be remarked. In this case the Dean of Accra Business School should determine whether to accept the module external examiners' advice that the addition of a constant to all or part of the range would be sufficient to meet his or her objections, to ask the module external examiner or programme examiner to remark the scripts, or to appoint a fresh internal marking team.

In the last of these cases, a fresh sample of scripts should be sent to the module examiner after remarking. Module external examiners might also be used to comment on proposed substantial modifications to the learning outcomes or the weight or method of assessment of modules, between formal Validations.

Name	Qualification	Affiliation	Position
Dr Kingsley Opoku Appiah	Ph.D. in Accounting and Finance	KNUST	Moderator
Dr Justice Ebo Crentsil	Ph.D. in Finance	Ghana Revenue Authority	External Examiner
Dr. Emmanuel Attah Kumah	Ph.D. in Accounting	All Nations University College	External Examiner
Dr Ebenezer Offei Agyeman	Ph.D. in Finance	University of Western Sydney	External Examiner

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PEER EVALUATION OF TEACHING POLICY



POLICY RATIONALE

Quality of teaching and learning processes is a major role in the achievement of the ABS's vision and mission is. Consequently, the ABS Strategic Plan (2022-2027) has initiated a strategic intervention to promote student-centered teaching techniques and problem-solving oriented learning as part of measures aimed at delivering exciting teaching and learning methods that are informed by research. This is adequately expressed in the Teaching and Learning Policy of ABS. However, contemporary trends point to putting in place processes that seek to evaluate teaching beyond data obtained from student questionnaire and evaluation Peer evaluation or review of teaching has been used for decades elsewhere for assessing and improving the quality of teaching in tertiary education. The rationale of this policy is to ensure that best practices are shared among peers in teaching and learning settings such as classrooms, laboratories and field work, etc.

Thus, the ABS has a professional obligation to explore means of enhancing its teaching to improve student learning experiences. This policy is intended to be the basis for promoting and evaluating a dynamic student-centered and problem-solving oriented teaching and learning as envisioned in the ABS Strategic Plan (2022-2027).

POLICY BACKGROUND

For several decades, many African Universities have assessed quality of teaching using Heads of Departments and students' evaluation of teaching. The assessment by Heads of Departments has largely been subjective and not very effective in most Ghanaian universities. There is mistrust among faculty in relation to the use of student evaluation for management decisions. Today, the Ghana Tertiary Education Commission requires that every university has in place an effective system of peer and professional evaluation of teaching. These have necessitated the formulation of this policy.

GUIDING PRINCIPLES

In line with the core values of ABS relative to excellence, diversity, equal rights, integrity and stewardship, the following principles shall guide the development and use of the outcome of the peer evaluation:

- Fairness;
- Mutual Respect;
- Moral Integrity; and
- Confidentiality.

USE OF EVALUATION OUTCOME BY THE SCHOOL

In addition to students' evaluation of courses, the peer evaluation of teaching at each academic department will:

- Assist ABS to formally put measures in place to ensure that quality in teaching is achieved. Thus, the peer evaluation would assist academic staff to improve upon their teaching;
- Assist each department to identify areas where each staff needs training. This would help the department/staff concerned and the Quality Assurance and Planning Unit (QAPU) to build capacity;
- Assist to identify areas that need improvement with respect to the teaching and learning environment. It would also assist to identify equipment, tools and materials that are needed to improve upon teaching and learning;
- Serve as a component of staff promotion; and
- Serve as a component in confirmation of staff appointment, renewal of contract appointment or completion of period of probation.

DEVELOPMENT AND DESIGN OF PEER EVALUATION INSTRUMENT

QAPU will develop the Peer Evaluation of Teaching Instrument alongside Students' Evaluation of Teaching to ensure harmony and fitness for the purpose. Experts in that field would examine the validity and reliability of the instrument.

IMPLEMENTATION OF THE PEER EVALUATION OF TEACHING POLICY

1. Formative Purposes

Formative reviews are intended to improve teaching. They are for the personal use of the observed instructor. Regular interaction about teaching should be a culture of all faculties. In every department may pair themselves for the purpose of peer review of teaching and inform the HoD. The pairing could also be done according to first and second internal examiners of courses. It is recommended that a junior faculty pair with a senior colleague of their choice. The evaluation should be done before the mid-semester examinations and the same process repeated before the end of semester examinations. The essence is to determine if there is any change in the evaluation after the first one.

Copies of the completed Peer Evaluation of Teaching Forms shall be kept in the department and the HoD shall submit a report on the evaluations to QAPU through the Head of the Quality Assurance sub-committee for the colleges. The report must indicate areas that need

improvement to assist QAPU plan appropriate capacity training in collaboration with the College Quality Assurance Sub-committees.

2. Summative Purposes

Summative reviews are intended for contract renewals, promotions and other management decisions. Teaching is one of the main functions of all academic staff. They should therefore be evaluated on it before promotion. It is recommended that the Peer Evaluation of Teaching Policy be adopted and used as a criterion for evaluating teaching.

The HoD shall empanel two (2) senior colleagues, one within the concerned department who preferably should have taught the course(s) that the lecturer being evaluated is currently teaching, one outside the department. The panel will assess the applicants and the results attached to the application for promotion documents. The results should also serve as criteria for assessing applicants for ABS Teaching Excellence Awards and other related awards.

3. Mentorship Programme

The ABS must formally institute a mentorship programme for teaching. New faculty must be mentored and this includes sitting in an experienced faculty member's class and learning from him or her and vice versa. This would ensure that the new faculty receives mentoring from experienced staff. In this regard, ABS must institute a mentorship programme for teaching and develop a policy to guide it.

CONFIDENTIALITY OF THE PEER EVALUATION EXERCISE

The outcome of the peer evaluation exercise shall be confidential. There shall be no disclosure of an individual's evaluation report to a third party. The HoD shall not be considered as a third party in this circumstance.

Category of Academic Staff

For the purpose of this policy, evaluation of teaching shall be conducted for all categories of academic (teaching) staff of the School, including;

1. Full-Time lecturers;
2. Part-Time lecturers;
3. Adjunct lecturers;
4. Visiting lecturers (where necessary);
5. Post-Retirement Contract/Part-time lecturers and
6. Facilitators from Industry

IMPLEMENTATION MECHANISMS

The Human Resource Development Division and QAPU, in collaboration with the Departments, will sensitise all academic and administrative members of staff about this policy and its importance for individual staff development as well as that of the School. Workshops will be organised on this policy for all staff.

MONITORING, EVALUATION AND REVIEW OF THE POLICY

The implementation of this policy will be evaluated bi-annually against performance measures that will include:

- Staff satisfaction;
- Students' Satisfaction; and
- Productivity.

The policy shall be reviewed as and when necessary in line with other policies of ABS.

ALIGNMENT WITH OTHER POLICIES

This policy will be implemented alongside all other policies of ABS that relate to staff appraisal and promotion, including the Teaching and Learning policy. Its implementation will be in consonance with the Ghana Tertiary Education Commission (GTEC) policy on peer evaluation of teaching for tertiary institutions in Ghana.

**ACCRA BUSINESS SCHOOL
QUALITY ASSURANCE AND PLANNING UNIT
PEER/PROFESSIONAL EVALUATION TEACHING FORM**

Name of Lecturer.....

Dept.....
.....

Year.....Semester.....
...

Course
Title.....

Course
Code.....

Date.....Time/Duration.....

Topic of Lecture.....

	SCORES				
PLANNING AND PREPARATION	1	2	3	4	5
1. There is a well-prepared course outline.					
2. The outline has stated objectives to be achieved.					
3. The outline states references to help students in their studies					
4. The outline has appropriate projects/assignments.					
5. The lesson corresponds to the outline					
6. The lesson starts on time.					

	SCORES				
LESSON DELIVERY/ Introduction	1	2	3	4	5
1. Lesson starts with a review of the previous lesson.					
2. There is a good introduction of the current lesson.					
3. Students' interest is aroused from the beginning of the lesson.					
4. Students' involvement and participation is high.					
5. Lesson is delivered in clear language.					

	SCORES				
LESSON DELIVERY/Main Lesson	1	2	3	4	5
6. Gives procedure and instructional directions clearly.					
7. Uses a range of strategies for the lesson.					
8. Relates lesson to prior knowledge, life experiences and contemporary issues.					
9. Infuses research conducted or read into the lesson.					
10. Presents lesson in a systematic manner.					
11. Uses effective questioning techniques akin to the level of students.					
12. Engages students in critical thinking and problem solving.					

	SCORES				
LESSON DELIVERY/Closing	1	2	3	4	5
13. Students are made to question the lesson.					
14. Uses techniques that modify and/or extend student learning.					
15. Summary consists of key points of the lesson					
16. Students are introduced to the next lesson to build their anticipation.					
17. There is reference to other sources of information for further studies					
18. Students are given appropriate projects/ assignments for the lesson.					

	SCORES				
CLASSROOM MANAGEMENT	1	2	3	4	5
19. Manages classroom routines effectively.					
20. Respects diversity among students.					
21. Maintains positive rapport with students.					
22. Knows each student as an individual where possible.					
23. Ensures discipline in class.					
24. The lesson ends on time					
25. Individual attention.					

	SCORES				
COMMUNICATION SKILLS	1	2	3	4	5
1. Communicates with confidence and enthusiasm.					
2. Uses appropriate and accurate non-verbal communication.					
3. Projects voice/gestures/orientation appropriately.					

	SCORES				
USE OF TLM/ILLUSTRATION	1	2	3	4	5
1. Uses appropriate teaching and learning materials.					
2. Teaching and learning materials assist understanding of lesson.					
3. Students were involved in the use/ demonstration of materials.					

	SCORES				
COMMUNICATION SKILLS	1	2	3	4	5
1. Students learned what was intended?					
2. Lesson achieved its intended purpose.					
3. Feedback mechanisms.					

TOTAL SCORE.....**TOTAL %**

Scores values: 1 = Performance does not address the indication of standard. (Poor)

2 = Performance is at marginal level. (Average)

3 = Performance is good.

4 = Performance is very good.

5 = Performance is excellent.

AREAS OF CONCERN

1. List the strengths of the lesson observed.

- a.
- b.
- c.

2. List areas that lecturer needs to improve.

- a.
- b.
- c.

3. List aspects of the learning environment that need improvement.

- a.
- b.
- c.

4. Suggest areas the lecturer needs to build capacity in.

- a.
- b.
- c.

5. General comments (if any).

- a.
- b.
- c.

Name of observer.....

Department.....

Date.....

Signature.....

Name of Head of Department.....

Date.....

Signature.....

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QUALITY ASSURANCE POLICY



Approved by Court of Governors and Academic Board

QUALITY ASSURANCE POLICY

1.0 Purpose

International concerns about how to maintain quality control in an environment that increasingly puts acute pressure on the traditional modes of teaching, research, learning and management have forced most developed countries adopt a formal, transparent and credible systems of quality assurance with external verification of outcomes and processes.

The aim of the Accra Business School quality assurance policy is to enhance the effectiveness of its core activities of learning, teaching, research performance, research training and management. The policy addresses all areas of the Accra Business School activities focusing on their contribution to and in alignment with the Accra Business School Strategic Goals.

1.1 Quality Assurance Mission

Accra Business School Quality Assurance Mission therefore is:

To promote confidence in the academic provision (teaching, research and outreach services) that the quality and the standards of awards of Accra Business School are safeguarded, enhanced and effectively managed.

This mission statement provides Accra Business School with ample opportunities against which to build further and develop its quality of teaching, learning, and research base.

1.2 Features

1.2.1 A commitment to widespread involvement of staff, students and other stakeholders in the QA process.

- Critical self-evaluation and rigorous peer review of academic and administrative areas;
- Methodical collection of evidence about service satisfaction and student experience, including external comparisons;
- External assessment of professional courses through accreditation and international review;

- Multiple avenues for student and staff input to Quality Assurance and improvement: Academic Board and committees, student representative associations, and;
- Systematic use of client experiences to improve staff development and training.

1.2.2 A focus on efficient management, planning and resource processes to achieve excellence and to ensure continuous improvement.

- University-wide strategic goals linked to plans, priorities and review system;
- Strong Academic Board and committee structure to develop, implement and oversee academic policies;
- A regular cycle of reviews of departments and administrative services units;
- Alignment between academic and administrative review processes;
- A process for monitoring implementation of the recommendations of reviews through Accra Business School Court of Governors.
- Performance-based teaching and research;
- Allocation of funding to address areas of improvement;
- Annually-updated faculty teaching and learning plans; and
- A performance management and development system for all staff, including managers.

1.2. 3. A commitment to judging outcomes and processes against the highest external standards;

- Formal links with many of the world's leading universities: national and international benchmarking of academic standards and outcomes and;
- National and international benchmarking of quality assurance processes with comparable research-led universities.

2.0 AIMS AND OBJECTIVES OF THE POLICY

2.0 Goals and Objectives

Effective institutional quality assurance processes assess quality against their mission and related objectives. Accra Business School will strive to be an example of an efficient and effective QA system development in Ghana. Accra Business School in this QA framework has adopted Quality as *fitness for purpose*: a concept that stresses the need to meet or conform to generally accepted standards such as those defined by an accreditation or quality assurance body, the focus being on the efficiency of the processes at work in the institution or programme in fulfilling the stated, given objectives and mission. Goals and Objectives are the key drivers of a *fitness for Purpose* model of quality assurance. They need to be set clearly and explicitly, and in ways that can be operationalized effectively. They set the framework for planning, monitoring and measuring outcomes. They also facilitate communication with stakeholders such as employer, industry, government, students and parents

2.1 The Academic Quality Management Policy aim is to support Accra Business School efforts to achieve its Mission and Vision through development and implementation of academic programmes that meet national, regional and international standards.

2.2 The objectives of the Academic Quality Management Policy include the following: -

- To provide guidance in development and implementation of internal and external quality assurance procedures and practices.
- To ensure that the quality of academic programmes at ABS □ University meet standards expected by stakeholders.
- To ensure that graduates have attained skills and knowledge through ABS academic programmes that are valued by stakeholders.
- To enable ABS to assure itself, its stakeholders and the NAB that the University's policies, systems and processes for the development, maintenance and enhancement of quality in all its educational provisions are functioning effectively;
- To provide guidance in identifying internal and external standards and criteria consistent with internationally recognized standards.
- To assist in maintaining and developing quality of academic programmes through enhanced support processes.
- To facilitate development of a culture of continuous quality improvement to achieve academic excellence.
- To enable 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; Through the University organs to strengthen the independent role played by the Quality Unit in quality management and enhancement.

2.3 These aims can further be divided into specific implementation objectives as quality assurance management activities.

- Harmonise various quality assurance aspects/activities within ABS
- To ensure an effective performance of staff and students;
- To strengthen ties with NAB and other universities;
- To improve the University environs in order to attract and retain staff and students;
- To continuously improve the QA system, through reviews, streamlining and modernizing of QA function, policies, procedures and their supporting protocols;
- To provide leadership in the transformation of the ABS core Quality Assurance business processes through the implementation of Quality assurance.

3.0 QUALITY ASSURANCE MECHANISMS AND FRAMEWORK

The notion of quality underpinning the framework adopted by the ABS QA is of *fitness for purpose*. (i.e., the institution and its components and activities have quality if they conform to the purpose for which they were designed). The framework reflects the ABS QA dual purpose; as a mechanism for accountability.

- The policy shall apply to ABS and both academic and support staff at ABS through:
- Internal Quality Assurance Mechanisms. Continuous
- External Quality Assurance Mechanisms - Periodic
- The University, through Council, shall determine and approve quality management frameworks for ABS.
- Regular internal audits will be conducted to ensure that the Quality Assurance Policy is implemented.

3.1 Areas of Internal Quality Assurance

Internal quality assurance mechanisms are departmentally generated and are continuous. The mechanisms shall be coherent with the quality assurance framework set forth in this policy and approved by Council and shall include mechanisms to assess the following areas;

- Quality of programmes and courses
- Quality of academic staff
- Quality of teaching and learning experience
- Quality in student assessment: Internal moderation
- Quality in support services
- Quality of resources and facilities
- Quality of research
- Quality program review process

3.2 External Quality Assurance

To ensure that high quality standards are maintained, the following external mechanisms shall be utilized;

3.2.1 External Academic Review

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 recognized, credible professional accreditation agencies)
- Employers
- Former students
- Other Universities

3.3 Responsibility for Policy Implementation

The President shall oversee the implementation of the policy.

3.4 Mission, Vision and Values Statement

Accra Business School Vision, Mission and Values Statement shall underpin the execution of this policy. Accra Business School current **Mission Statement** is,

To develop a new breed of global business leaders educated to global standards who can create jobs, increase incomes and reduce poverty in Africa

Accra Business School **Vision** is,

To be the preeminent and the most preferred Christian business school in Africa.

In pursuing Accra Business School Mission, the University shall be mindful of maintaining and reinforcing its core values of: Our core values represent who we are. We are L.E.A.D.E.R.S

- *Listening: Because You Talk, We Listen*
- *Excellence: Because You Deserve the Best*
- *Access: Because You Deserve a Chance*
- *Dedication: Because You Can Count on Us*
- *Expertise: Because Our Skills guarantee your Success*
- *Relationship: Because we are your Friends*
- *Spirituality: Because Christ Matters*

3.5 Academic Quality Management Policy

The policy shall be implemented and carried out in the context of the University's Vision, Mission and Values Statements.

- The policy is based on the expectation that high quality standards shall be achieved and maintained and that academic programmes shall be internationally recognized.
- Quality management shall include all of the following activities;
- Mandatory internal moderation procedures to ensure validity of student assessments and reliability of marking
- Assessment and monitoring of academic honesty
- Monitoring academic staff performance standards
- Self-study reports
- Standardized programme and course development procedures, which include Senate approved guidelines/templates

3.6 An annual appraisal of

- What the department is trying to do (*planning*)
- What it has done (*doing*)
- Monitoring and evaluating processes and outcomes, (*Reviewing*) and,
- Making appropriate changes bases on the data (*improving*)
- Academic and non-academic staff performance
- Taking measures to remedy gaps and mis-performance.

3.7 Areas for Internal Quality Assurance

The following areas for internal quality assurance are further described.

3.8 Quality of Programmes and Courses

Assessment of quality in the design and implementation of programmes and courses shall ensure that well-qualified staff members carry out such activities, which are based on the guidelines and procedures approved by Senate.

3.9 Quality of Academic Staff

Assessment of quality in academic staff shall include expectations with regard to qualifications, scholarly work and continuing professional development. Benchmarks for minimum qualifications, scholarly work and involvement in continuing professional development activities shall be determined by academic units. Guidelines and procedures from the Performance Management and Appointments and Promotions procedures shall be considered when developing these academic staff expectations.

3.10 Quality in Teaching and Learning Experience

Assessment of quality in teaching and learning shall cover the following;

- Use of well-established tools such as the Head of Department's assessment,
- Student Evaluation of Course and Teaching (SECAT)
- Teaching portfolios and peer review
- Individual performance management goals, Appointments and Promotions Procedures that pertain to teaching shall be included in the assessment of quality teaching
- The Quality Assurance Unit shall have an advisory and supportive role in the improvement of teaching, for example, through implementation of the induction courses for academic staff, ongoing professional development programmes, Teaching Improvement Grants and Teaching Excellence Awards.

3.11 Assessment level of student engagement in the teaching and learning experience.

3.11.1 Quality in Student Assessment: Internal Moderation

Quality assurance mechanism for determining quality of student assessments, both continuous and final shall be developed. In the absence of external examiners, departments shall develop systems that are coherent with the QA framework approved by Senate. These shall include a minimum of internal moderation procedures that ensure validity of student assessment and reliability of marking.

3.11.2 Quality in support services

Assessment of quality in the academic support services provided to Faculties/Schools/Institutes and departments including record keeping and attention to process as it relates to academic excellence; shall be included in the framework for quality assurance.

3.11.3 Quality of resources and facilities

Assessment of quality of resources and facilities shall include measures of the availability and appropriateness of lecture rooms, library, ICTs, practical facilities and equipment.

3.11.4 Quality of research

In order for ABS to keep an outstanding international reputation in research, it must be committed to maintaining and expanding its research capacity to achieve research and research training of international distinction. Quality of research shall include for the following:

- Assessment of capacity to perform research at the individual and School level.
- Assessment of the research relevance to the discipline, Accra Business School, locally and globally.
- Assessment of external research and internal funding
- Assessment of research management
- Assessment of research findings and dissemination
- Assessment of research & research training strategies whether they reflect international best practices.

3.12 Program Review Process

A program is normally reviewed once every three years, or depending on the duration of the programme. In consultation with the Dean, Senior Administrators, and ABS Academic Board selects the programs to be reviewed and recommends the order of their review. A program review features both quantitative and qualitative analysis. The quantitative analysis consists of gathering and analyzing numerical data related to the program. These data are reported in the self-study report. The qualitative analysis is embodied into two parts: a self-study completed by program representatives and a study by an external review team that augments and validates the self-study. With a balance between quantitative and qualitative analysis, the program review process can ensure accountability and fairness.

3.12.1 Purpose

The primary purpose of a program review is to evaluate five aspects of a program;

- Quality
- Resource use
- Contribution to the Mission and Vision of the institution
- Adaptability
- Transferability and recognition of qualifications.

3.12.2 Implementation of the Internal Quality Assurance Framework

- The available expertise and leadership in each department shall be exploited when identifying the leaders of teams, for example, where possible Professors, Associate Professors or where necessary, senior lecturers in good standing may be used in key positions.
- Wherever possible current students and alumni will participate in the Quality Assurance Committees and Teams.
- The direction and support provided by the ABS leadership, management and by the Joint University Council and Senate Quality Assurance Committee is critical to operationalizing the policy.

3.12.3 External Academic Review

3.12.4 Areas of External Review will include but not be limited to the following areas:

- Courses/programmes content and delivery
- Student assessment
- Programme resources
- Academic staff qualifications, scholarly work and professional development activities.

3.12.5 Procedures for External Review will include but not limited to the following areas:

- Review of documents, i.e., staff and students records
- Observations, e.g. lecture room teaching, laboratory work, counselling, etc.
- Interviews with staff, students, senior management, etc
- On site visits to the academic and support units at an agreed time and duration to examine the quality, reliability and validity of the self-study data through review of documents, observation and interviews with staff and students.

3.12.6 The following documentation should be available for the External Academic Reviewer (s). Other documents may be required and should be made available upon request of the External Reviewer (s)

- Students assignments, tests, projects, examination papers, answer scripts

- Academic staff course materials such as course outlines, handouts, monographs, laboratory manuals and study guides
- Programme and course structure and content
- Physical facilities: laboratories and equipment, library facilities, computer facilities
- Information and Administrative support
- Financial support information, i.e. research grants, conference funds, etc.
- Academic staff Curriculum Vitae
- Publications by academic staff
- Student tracking information, i.e. progression and employment data
- Records
- Any other material in connection with teaching, research and publications as shall be requested by the External Academic Reviewer (s)

3.12.7 The Department Self-Study should include but not limited to the following areas of academic programme review;

- Assessment methods analyses/evaluations
- Marking guides/strategies
- Assessment of teaching and learning environments including teaching strategies used, resource availability, etc.
- Summaries of peer assessments
- Statistical summaries of student evaluation of course and teaching scores
- Academic staff information, i.e., qualifications, scholarly work and professional development activities
- Student results
- Department organizational structure including record keeping

4.0 GUIDELINES ON EQUALITY OF OPPORTUNITIES

4.1 Background for disability

This section provides a reference to practices for quality assurance for equality of learning and teaching opportunities for students and staff at Accra Business School. Accra Business School should ensure that policies, procedures and activities, including planning and resource allocation consideration is given to equal opportunity all students' participation in all aspects of the academic and social life of the University. ABS is committed to provision of equality for all irrespective of disability, race, gender and religion in all aspects of the academic and social life of the University.

4.2 Objectives

- To plan and provide resources for maintenance of equality in opportunities;
- To develop a culture of tolerance to embrace the value of diversity in society.

4.3 Precepts and General Principles for disability

Accra Business School should consider:

- Implementing procedures which ensure that the needs of students with disabilities are addressed at all stages and levels of academic and resource planning;
- Embedding the fair and equal treatment of disabled students in all operational practices;
- Identifying clearly the locus of senior management responsibilities in relation to arrangements for students with disabilities;
- ensuring that senior managers and other key staff have an adequate understanding of the legal framework concerning disabled people;
- ensuring that management systems include the gathering of information to enable
- Well-informed decisions to be made regarding participation and progression of students with disabilities.
- including the needs of disabled students within the remits of all resource allocation,
- academic management, estates and services committees;
- incorporating the views of disabled students in the development and review of the physical environment, academic programmes and services;
- identifying designed contact(s) for disabled students with specialist expertise and

- effective channels of communication with senior managers;
- providing staff development in disability awareness/equality for all staff;
- monitoring and reviewing the impact of all institutional policies, procedures and practices on students with disabilities with a view to continuous improvement;
- The implications for disabled students of collaboration provision and articulation and arrangements involving study in more than one institution and/or other partner organization.

4.4 Roles and Responsibilities

a) The Physical Environment

- Accra Business School ensures that disabled students can have access to the physical environment in which they will study, learn, live and take part in the social life of the University.
- Accra Business School should ensure that facilities and equipment are as accessible as possible to disabled students.

b) Information for applicants, students and staff

- The University publicity, programme details and general information should be accessible to people with disabilities and describe the opportunities for disabled students to participate.
- The selection and admission students: In selecting students institutions should ensure equitable consideration of all applicants.
- Disabled applicant's support needs should be identified and assessed in an effective and timely way, taking into account the applicant's views.

c) Enrolment, registration and orientation

- The arrangements of enrolment, registration and induction of new entrants should accommodate the needs of disabled students.
- Learning and teaching, including provision for research and other postgraduate people.
- Programme specifications should include no unnecessary barriers to access by disabled people.

- Academic support services and guidance should be accessible and appropriate to the needs of disabled students.
- The delivery of programmes should take into account the needs of disabled people or, where appropriate, be adapted to accommodate their individual requirements.
- The University should ensure that, wherever possible, disabled students have access to academic and vocational placements including field trips and study abroad.
- Disabled research students should receive the support and guidance necessary to secure equal access to research programmes.

d) Examination, assessment and progression

- Assessment and examination policies, practices and procedures should provide disabled students with the same opportunity as their peers to demonstrate the achievement of learning outcomes.
- Where studying is interrupted as a direct result of a disability-related cause, this should not unjustifiably impede a student's subsequent academic progress.

e) Staff development

- Orientation and other relevant training programmes for all staff should include disability awareness/equality and training in specific services and support.

f) Access to general facilities and support

- Students with disabilities should have access to the full range of support services that are available to their non-disabled peers.

g) Additional specialist support

- Accra Business School should ensure that there are sufficient designated members of staff with appropriate skills and experience to provide specialist advice and support to disabled applicants and students and to the staff who work with them.
- Accra Business School should identify and seek to meet the particular needs of individual disabled students.

- Internal communications systems should ensure that appropriate. Staff receive information about the particular needs of disabled students in a clear and timely way.
- Accra Business School should have a clearly defined policy on the confidentiality and disclosure of information relating to a person's disabilities that is communicated to applicants, students and staff.

h) Complaints

- Accra Business School should ensure that information about all complaints and appeals policies and procedures is available in accessible formats and communicated to students.
- Accra Business School should have in place policies and procedures to deal with complaints arising directly or indirectly from a student's disability.
-

i) Monitoring and evaluation and improvement

- Accra Business School should operate systems to monitor the effectiveness of provision for students with disabilities, evaluate progress and identify opportunities for enhancement.

4.5 Strategies and Actions

- Accra Business School shall develop and implement procedures which ensure that the needs of students with disabilities are addressed at all stages and levels of academic and resource planning;
- Accra Business School shall ensure that a fair and equal treatment of disabled students is incorporated in all operational practices;
- Accra Business School shall identify clearly the locus of senior management responsibilities in relation to arrangements for students with disabilities;
- Accra Business School shall ensure that management systems include the gathering of information to enable well-informed decisions to be made regarding participation and progression of students and staff with disabilities;
- Accra Business School shall designate contact(s) for disabled staff /students with specialist expertise and effective channels of communication with senior managers;

- Accra Business School through relevant Departments shall provide staff development in disability awareness/equality for all staff;
- The Quality Assurance Committee shall monitor and review the impact of all institutional policies, procedures and practices on students/staff with disabilities with a view to continuous improvement;

4.6 Staff Values

The University is a community of scholars, students and staff. A community implies the shared acceptance by its members of common values. The concept of values implies not only rights but also obligations, for the community itself and for its individual members. This values when adhered to should result in quality assurance. These values should be the guiding principles in QA framework.

The University mission statement should tally with the statement of Values. These values provide a framework that informs and governs what is considered by the University community to be appropriate and acceptable behaviour. The Statement also serves as the foundation for a range of University policies and guides the management of particular aspects of University life. As a value-based community, we should aspire to an encompassing ethos which:

- Promotes academic excellence and the attainment of the institutional goal of becoming a world-class University.
- Preserves what is valuable in the history of the institution and of this country, and responds to the challenges posed by past injustices and unfair discrimination.
- Achieves social transformation, empowerment and participative governance.
- Encourages the institution and all its members to accept responsibility for the welfare of the community and for behaving in accordance with these community values.

4.7 Commitment to Values

Staff of Accra Business School shall commit themselves to:

- Truth, fairness, consistency, and integrity in both academic and other work, and in all personal and institutional relationships.

- Compassion, generosity and concern for the needs and aspirations of others, and in particular for the challenges faced by the less privileged in our society.
- Respect and tolerance for cultural, religious, political, and other differences and acknowledge of the value of diversity in society.
- Respect for individual privacy, dignity, and the right to personal choice.
- Intellectual honesty, vigour in debate, openness to alternative ideas and respect for other views, beliefs and opinions.
- Commitment to high standards, personal fulfilment and the pursuit of excellence.
- The protection and responsible use of the University's assets and resources.
- Contributing to national development
- Fostering global competences among students
- Promoting the use of technology □ Quest for excellence.

4.8 Quality of Academic Staff

The staff of the Accra Business School are appointed on the basis of their academic qualities (see the Accra Business School Appointment and Promotion policy). This policy document sets broad guidelines but does not give detailed specification to be used at unit level. There is need at Accra Business School for a strong professional Academic staff who:

- Hold adequate qualification/certification in the disciplines they teach.
- Maintain high expectations for student achievement that is evident in every aspect of classroom work.
- Teach students how to learn by helping them to see the continuity in their learning and offering them the encouragement to apply learned skills in one field to other fields and to everyday living experiences.
- Provide students with ample opportunities to practice skills taught in order to grasp concepts.
- Create consistency in learning methods that include problem- solving, thinking and creative activities.
- Hold students responsible for completion of work assigned within established standards for quality.
- Set challenging and interesting classroom assignments that are appropriate to the subject and that clearly relate to other lessons taught.
- Use a wealth of materials and many different approaches to teaching concept.

- Relate, as often as possible, the objectives of lessons taught to students backgrounds, communities, and cultures.
- Maintain discipline in the classroom to foster the optimal learning environment.
- Keep students consistently informed on how they are doing and what they will be doing next, and discuss the significance of each step and its relationship to concepts previously taught.
- Keep students informed as to how well they are doing by occasionally conveying to them their level of success.
- Use testing and evaluation as a tool to measure student progress as well as determine curriculum changes and teaching strategies in order to accommodate the diverse needs of groups of students.

4.9 Specific Recommendations on Appointment and Promotion of Staff

- Fill all the vacant posts by recruiting more permanent staff and part-time Lecturers.
- Re- analysis of teacher/student ratio based on programmes and categories of students rather than on department. Staff-student ratios within departments impact considerably on the quality of learning and teaching and on the student experience. The University should develop a robust model for calculating staff-student ratios. The current model does not address the increase in programmes and student numbers
- The staff development policy should be reviewed so that workload of staff who go for further studies does not affect the performance of those who remain.
- There should be time frame for one to progress from Assistant Lecturer to Professor not to stagnate. Guidelines and procedure for appointments, promotion and reward are reviewed.
- That a ceiling for the maximum lecture hours for lectures be put at 15 contact hours per week. This should be monitored by use of ARIS system.
- Appointments of part time lecturers need to be streamlined and they should be given contracts.
- Staff development is an important part of our overall approach to quality and is important for quality enhancement. We have extensive policies relating to all aspects of staffing, but of particular relevance to quality are the following points:
 - Need for self-evaluation or culture of self-assessment. To identify the weaknesses and strengths.

- Pedagogical training for new teaching staff.
- Staff induction, new members of staff are should have a well-planned probationary period.

For example, by let a Senior Staff Member Mentor Teaching Assistants/Assistant Lecturers during their first year on the job when conducting lectures and tutorials.

4.10 Accra Business School Staff Appraisal System

The following instruments were designed for staff appraisals:

- i. The annual progress appraisal forms.
- ii. Instruments by students to assess their Lecturers.
- iii. Appointment and Promotion guidelines

Although the first two instruments exist there is no mechanism of administering them and also analysis. In this regard the following is recommended.

- Accra Business School staff appraisal system needs to be re-designed to not only evaluate but also to support and develop staff capabilities;
- To promote a culture of self-evaluation and sense of responsibility.
- Instruments by students to assess their Lecturers be administered and mechanism of analysis, reporting and follow up.
- 4. There is a need to introduce **peer observation of lecturers** as a means of enhancing the quality of teaching and also as one means of developing the individual's professionalism as a teacher. All full-time academic staff should have their teaching observed by a colleague for at least one teaching session per year. It is important that peer observation is conducted in a spirit of professional development and professionalism. Just as teachers help students learn by changing the way they think, so too can colleagues help one another understand.

4.11 Awards for Excellence

Awards should be created and given to staff who excel in their scholarship. The criteria should have the following ideals:

- Interest and enthusiasm in undertaking teaching and promoting student learning.

- Ability to arouse curiosity and to stimulate independent learning and the development of critical thinking skills.
- Ability to organize course material and present it cogently and creatively.
- Command of subject matter including the incorporation of recent developments in the field of study.
- Evidence of innovation in the design and delivery of units.
- Evidence of participation in the effective and sympathetic guidance and advising of students.
- Evidence of research which leads to discoveries and is highly acclaimed.
- Provision of appropriate assessment with worthwhile feedback to students on their learning.
- Ability to help students from equity groups, where appropriate, participates and achieves success in their courses.
- Professional and systematic approach to teaching development.
- Participation in professional activities and research related to teaching

5.0 QUALITY ASSURANCE MANAGEMENT STRUCTURE

Accra Business School is undergoing rapid expansion in terms of staffing, student enrolment and new programmes. An effective teaching and learning policy is a precondition for social change and economic development. There is at the same time an increasing number of institutions of higher learning posing competition. This calls for a review of the organization and administration of the QA function at Accra Business School. This creates the need to harness QA mechanisms for better and efficient staff, teaching and research, management and administration.

5.1 Principles for Quality Management and Enhancement

Accra Business School reaffirms its commitment to the development and implementation of a formal, integrated Quality Assurance Management System as part of its strategic mission. It seeks to further engender a creative, dynamic and supportive quality assurance culture built upon the following overarching principles:

5.2 An Independent Quality Assurance Unit

Establishment of an Independent Quality Assurance Unit which has an overall responsibility for quality assurance function.

5.3 Quality teaching, learning and research

Ensuring that the University environment meets students and staff needs through good academic planning and evaluations. The need to focus on results, performance and outcomes of both students and staff, and provide leadership and motivation, to support staff development, career progression and high completion rates.

5.4 Outreach Professional Services

Identifying and disseminating good practices within and from outside the university in terms of upholding the highest standards of professionalism, ethics, gender mainstreaming and equal opportunities for all students and staff.

5.5 Collaboration

Ensuring that there is an effective liaison with stakeholders in offering out programmes. To build and sustain productive relationships within the university, government departments, regional bodies, and other universities while strengthening and promoting confidence in the public and the university herself that the quality of provision and awards are safeguarded, enhanced and maintained.

5.6 Commitment to Change & Innovation

Promoting an innovative quality assurance culture and continuous improvement, building on the experiences of the past, seeking opportunities for needed change and pursuing and promoting creativity among staff and students within the university. The above principles form a basis for defining roles and responsibilities of different stakeholders and University organs in a quality assurance management system. It is therefore recommended that Quality Assurance organs be created by as follows:

5.7 Accra Business School Quality Assurance Committee (ABSQAC)

5.7.1 Membership of Accra Business School Quality Assurance Committee

The University joint Council and Senate Committee on Quality Assurance shall provide the overall approval on the implementation and effectiveness of the QA strategy, facilitate in publicizing the achievements made, and independence of the Quality Assurance Unit. Its composition shall be as follows: -

- i. Chairperson (Registrar)
- ii. Two representatives from Management
- iii. Two representatives from Council
- iv. One representative from the Ministry of Education
- v. Two representatives from Academic Board
- vi. One Administrative representative (Secretary)
- vii. Two student representatives.
- viii. Two Faculty members

5.7.2 Terms of Reference

- To promote a quality culture at the Accra Business School;
- To establish and monitor quality standards and practices;
- To review and evaluate quality assurance system and procedures;
- To attend to specific recommendations as required from time to time by Accra Business School Quality Assurance Committee.

5.8 Roles and Responsibilities in the Quality Assurance Process

All members of the University community and its organs should be sensitized to strive for high quality in their activities. All members of the University, including teaching staff, researchers, support staff and students themselves-contribute directly or indirectly to the quality of the teaching, research and outreach services. This summary relates principally to the stakeholders most directly concerned with the quality of the academic provision.

5.8.1 Structure of Academic Provision

Accra Business School academic provision forms a basis for defining roles and responsibilities of different stakeholders in a quality assurance management system. The academic provision of ABS is the responsibility of academic units.

5.8.2 Roles of Students

- a) Students can make a significant contribution to the quality of their own learning and that of their fellow students. They can also contribute to the improvement of the learning opportunities of future students on similar programmes.
- b) Some students' responsibilities are defined in the Academic Regulations. To maintain and enhance the quality of their own learning and that of others, students also have a responsibility to;
 - i. Attend regularly,
 - ii. Prepare for taught sessions, especially seminar and workshop sessions,
 - iii. Spend the recommended time in student managed learning,
 - iv. Use the information and guidance provided,
 - v. Take up available opportunities to receive academic advice and feedback on their work,

- vi. Thoughtfully complete course questionnaires and other surveys and consultations,
- vii. Use the system of academic boards, course representatives, and representations through the students. Union to raise issues for improvement.

5.8.3 Roles of Academic staff

a) Accra Business School confidence in the quality of its programmes rests mainly on its expectations with regard to the professionalism of individuals, who are aggregated in programmes and course teams, organized and managed in departments and faculties and act within a policy framework laid down at institutional level. The majority of these guidelines relate to the institutional policy and procedural framework, but the professionalism of individuals is of great importance.

b) Individual staff are normally members of subject group of a department but may contribute to several programmes. Departmental structures vary and though roles of subject groups and programme teams are set out separately below. The separation of responsibilities is not clear-cut. Staff have responsibilities both for the development of the research or subject area and for the coherence and quality of programmes as experienced by students.

5.8.4 Roles of Individual, subject group and programme team responsibilities

a) It is the responsibility of individual academic staff to:

- Undertake scholarly activities which underpin teaching and research,
- Be well prepared for teaching,
- Provide students with clear information and academic guidance in accordance with University regulations, both through written information and by making themselves accessible to students,
- Where relevant, maintain contact with professional practitioners, professional and subject associations and wider academic community,
- Pursue professional development whether in the subject area or in pedagogic techniques which supports teaching.

b) It is the responsibility of subject groups to develop systems which ensure that:

- The scope, content, learning outcomes and recommended reading and other sources for units in the subject remain current.
- Courses are developed and enhanced to serve the needs of all programmes to which they contribute
- Programme and course content and learning strategies are appropriately matched to students. Knowledge and skills at entry.
- Units are monitored
- Course guides accord with University guidelines and are fit for purpose
- Subject area external examiner comments are considered, appropriate action initiated, and response made

5.8.5 Role of the Quality Assurance Committee in Best Practice.

- i. The Quality Assurance Unit shall share best practice with key stakeholders in quality assurance implementation at Accra Business School. This shall be done by organizing Workshops to disseminate lessons learned, successful innovations, and difficulties encountered in implementing quality assurance system. The unit shall also put in place mechanism for an annual conference on quality assurance implementation and research for the University.
- ii. The Unit shall develop website to provide information to students, staff and employers about the quality teaching and research and other key performance indicators expected of Accra Business School.

5.8.6 Support Services Departments

Support services Departments equally have a responsibility to maintain professional standards appropriate to the service function, and to plan, manage and review the services they provide to ensure that those services align with institutional priorities, support academic developments and add to the quality of the student experience. Support Departments which provide services directly to students have an additional responsibility to:

- i. Gather information on student needs and priorities to inform the planning of the service,
- ii. Consider student feedback, through local surveys or through the student satisfaction survey,
- iii. Develop an ethos of customer service.

5.8.7 Management Function

Commitment from the top management is an essential pre-requisite for an effective quality assurance system. Members of top management are the bedrock, the anchors of Quality Assurance. The Leadership/Management roles will be as follows:-

- Guide the University in reviewing the organizational performance for quality assurance.
- Establish a clear mission, articulate core values, and communicate high expectations of performance at all levels.
- Create and sustain an educational environment that promotes ethical values and equity for all stakeholders at Accra Business School.
- Encourage research, innovations and pursue current and future opportunities for improvement.
- Establish priorities for quality improvement to ensure that Accra Business School Mission is successfully achieved.
- Ensure the University is strategically located to achieve its Mission and Vision.

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RESEARCH PUBLICATION POLICY



1. INTRODUCTION

The Accra Business School (ABS) recognizes and continues to create the right environment to promote research and scholarship that is informed by the principles of honesty, integrity, trust, accountability and collegiality. The School has chosen to be research-driven by prioritising scientific research for the benefit the community it serves. The School seeks to distinguish itself by the quality of its research and by the way teaching is informed by research.

As a research-driven ABS would be able to:

1. Make significant contribution to Ghana's research and innovation agenda;
2. Play a key role nationally and internationally towards research informed sustainable development;
3. Build capacity of its staff and students to undertake cutting-edge research that meets global standards; and
4. Ensure that all research at the School meets the requirements of accepted good governance devoid of conflict of interest;

By adopting this policy, ABS expresses its commitment to:

1. Emphasize the central role of research in our academic work
2. Establish a framework that encourages, coordinates and manages the planning and execution of research activities at the level of central management as well as within individual departments and centres;
3. Adhere to the basic principles of research ethics as they apply to the different disciplines, to continually adapt them to new circumstances and to ensure that they are applied consistently;
4. Ensure the importance of academic integrity and the pursuit of quality in all research;
5. Organise and focus the School's research activities on chosen themes within colleges, faculties, departments, research centres and institutes, to ensure the School leverages on its strengths and competitive advantages.

2. RESPONSIBILITIES FOR ALL ACADEMIC STAFF

ABS expects that targets would be set for all academic staff who would be assessed at the end of each academic year. The targets are to ensure all academic staff include the following as part of their activities in the School:

1. Research is given a high priority as part of their academic work;
2. Research activities are undertaken to deliver quality research outputs that would guide academic staff involvement in service delivery to community;

3. Ensure continuous link between research and teaching;
4. Academic staff are well informed about new research techniques and the state of research outputs and research topics of relevance to their various fields of study;
5. Researchers take cognisance of the research policies and programmes of the various statutory research institutes, boards and international institutions that are relevant to Ghana and/or the chosen focus areas of the School, and to make use of the opportunities that are provided by such plans and programmes;
6. Researchers should seek and maintain collaborations with other researchers in Ghana and other countries by creating and participating in research networks;
7. Researchers should seek funds from the School and other funding agencies and organizations for the conduct of research at the School in order to establish a sustainable financial basis for research;
8. Academic staff should provide effective study assistance in accordance with the School's rules and guidelines for postgraduate study;
9. Researchers must refer to the School's policy on contract research, and endeavour to fulfil the accompanying contractual obligations conscientiously;
10. Intellectual property and expertise should be handled according to the School's policies in order to take advantage of opportunities for the commercialization of research;
11. Participate in appropriate mentoring programmes to strengthen the capacity of other researchers;
12. Researchers need to publicise research outputs by means of lectures at national and international subject conferences, and as publications in scientific journals or other media;
13. Researchers must seek to enhance the reputation of the School by the quality of their research work and publication.

3. EXPECTATIONS OF DEPARTMENTS AND CENTRES

The Accra Business School expects all Departments and Centres to undertake the following:

1. Take the necessary organisational measures to simplify the planning, execution and management of research activities, in order to lay a firm and justifiable foundation for controlling such activities, including maintaining standards of performance;
2. Put in the right measures to encourage academic staff to initiate and develop multidisciplinary and interdisciplinary research activities in addition to their individual activities;

3. Continuously explore and pay special attention to the possibilities and opportunities that multi-, inter – and transdisciplinary research present as a means of addressing real-world challenges;
4. Structure undergraduate and postgraduate courses in a way that promotes and fosters interest in research and to give researchers the opportunity to convey their new knowledge from research findings to students through lectures and supervision;
5. Record current and past research grants and projects, and new research qualifications on a regular basis, in collaboration with the Office of Grants and Research (OGR), in order to acquire a clear picture of the School's research profile;
6. Ensure the optimal coordination of research by eliminating unnecessary overlaps and duplications of research activities between staff at all levels;
7. Pursue connections with organisations that could help to identify relevant research problems, generate possible financial support for research, make practical use of research results, and/or exploit them commercially in accordance with the University's policy on Intellectual Property.

4. OPEN ACCESS

The School seeks to promote and underscore the importance of openness in research –i.e. freedom of access by all interested persons to the underlying data, to the analytical processes and software whenever possible, and to the final outcomes of research. This helps to facilitate replication of the research activity and secondary analyses of data.

5. RESEARCH DISSEMINATION AND UPTAKE

Research Uptake programmes should be a key component of all research activities by the academic staff. Uptake plans must be developed as part of the research proposals and must be undertaken to determine the research output. Well-developed dissemination plans should be reviewed for each research activity at the commencement of the research and evaluated at the close of the research.

6. ABS'S UNDERTAKING

The Accra Business School in ensuring the intent of this policy is fully realized, makes the following undertaking:

1. Appointments and Promotions

To place a high premium on research initiative, status and capability when making appointments and promotions, in addition to other abilities such as teaching.

2. Recognising Excellence

To give suitable acknowledgement to staff who conduct research work of high quality on a continuous basis.

3. Research Support Services

- a. To resource and facilitate the Office of Grants and Research and other support services to have in place mechanisms that enable academic staff to function effectively and efficiently to deliver on their mandate;
- b. To supply academic staff with the required laboratory facilities, research assistance and other infrastructure necessary for the execution of their research;
- c. To give special attention to the needs of subject disciplines that are totally dependent on literature and other written sources for their research;
- d. To make bursaries or other financial support available to students at the master's and doctoral levels, and to postdoctoral fellows;
- e. To give academic staff the opportunity of improving their research capabilities and increasing the impact of their research by granting research leave and providing financial support for the purpose of attending local or international subject meetings and strengthening research connections;
- f. To enable eminent researchers from elsewhere to pay the School shorter or longer visits with the purpose of promoting research at the School;
- g. To provide timely services to support research at the School;
- h. To make special efforts to provide sources for the optimal development of the capacity of its academic staff, particularly young researchers, through suitable funding, training and mentoring programmes;
- i. To develop the diversity profiles of the School's lecturers/ researchers to further the research profile of the School and to promote research at the institution;

4. Research Units

To promote the establishment of research institutes, centres, units and groups as and when the need for such entities are justified;

5. Research governance

- a. To adhere to the highest standards of ethics and accountability by ensuring available funds are awarded and managed in a discerning manner and research projects that are considered for financial support meet the relevant criteria of quality and feasibility;
- b. To continuously revise and update the policy and management plans for research;
- c. To ensure central analytical facilities are managed effectively;
- d. To provide for the evaluation of research at the School regularly in terms of its extent, quality and impact; and

e. To ensure that reports on research activities are given on a regular basis.

6. Research Communication

The School will use its structures such as the School Relations Office to widely communicate research outputs from its staff and students.

7. Links with national and international partners

a. ABS will strengthen existing partnerships, develop and maintain relationships with organisations (nationally and internationally) that are important for the promotion of research at the School;

b. ABS will maintain effective collaborations with research institutes in the country to ensure effective collaborative research to address Ghana's developmental challenges;

c. ABS will make an extra effort to strengthen links with the private sector and industry to know the research needs and human resource capacity needs of industry and jointly work at filling the gaps identified.

7. CONCLUSION

The ABS research policy will encourage and nurture a research culture in which the academic freedom of all researchers is respected and protected, and in which research work and outputs are safeguarded against any form of beliefs and ideological expediency.

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SECURITY AND SAFETY POLICY



March 2015

Introduction

Accra Business School (ABS) is committed to the safety and welfare of students, faculty, staff and visitors through the establishment of reasonable practices that: (1) support a safe and secure environment in all buildings and grounds owned, leased and/or operated by Accra Business School (2) promote safety through policies and programs; (3) provide an appropriate level of security for the school's activities; and (4) safeguard the school's property and physical assets

ABS is committed to promoting the safety and security within a supportive and accessible living, learning, and working environment.

It is further committed to safeguarding physical resources, identifying conditions or circumstances that may pose risks to safety and security and prepare the school to effectively respond to emergencies.

Collective Responsibility

Responsibility for security and personal safety rests with all persons who study, work, reside in, or visit the University. All faculty, staff, students, and other members of the Accra Business School community share responsibility for the safety and security of the school and must conduct activities and operations in compliance with national regulations and the school's policies.

The school's facilities must be used in a safe and appropriate manner so as not to endanger members of the school or the general public.

The Safety and Security Committee

As part of ABS's commitment to a safe and secure campus, the school has established an office specifically charged with security and safety responsibilities and created a committee structure, approved by the Court of Governors, to provide general oversight and leadership for the school's security, safety, and violence prevention efforts.

The school's safety and security committee is an operational committee appointed by the President to serve as a coordinating and policy body, with responsibilities for establishing the framework for an overarching safety, emergency management and security program for Accra Business School and ensuring that it is implemented through the appropriate offices evaluating the overall safety and security infrastructure.

The committee is responsible for environmental health and safety, violence prevention, emergency management, and other safety and security related efforts.

Access to Accra Business School

Every student and Staff will be issued with an ID for identification purposes. Visitors will display tags identifying them as visitors to the school.

Security of Property

Accra Business School seeks to maintain a friendly and safe environment for its members. The school, therefore, actively encourages members to take part in helping to maintain this environment.

As thefts of money, books, computers and other valuables could occur from time to time; staff and students should therefore take care to be extra vigilant.

Personal Information

Staff should not disclose telephone numbers and contact details to students and/nor visitors.

Students personal details including private telephone numbers will also be protected.

Health & Safety

Safety is a core value at Accra Business School and the school is committed to continued advancement of an institutional safety culture with strong programs of personal safety, accident and injury prevention, wellness promotion, compliance with applicable environmental health and safety laws and regulations.

Adherence to good health and safety practices and compliance with applicable health and safety regulations are a responsibility of all faculty, staff, and students.

Almond Institute makes all reasonable efforts to:

- i. Promote occupational and personal safety, health and wellness. x Protect the health and safety of Accra Business School faculty, staff and students. x Provide information to faculty, staff, and students about health and safety hazards.
- ii. Identify and correct health and safety hazards and encourage faculty, staff, and students to report potential hazards.
- iii. Conduct activities in a manner protective of the environment, and inform the Accra Business School community regarding environmental impacts associated with institutional operations and
- iv. Maintain a risk-based emergency management program to reduce the impact of emergency events.

Loss of Personal Property

It is essential that all staff and students insure their possessions against theft and any damage or other loss. Accra Business School cannot and does not accept responsibility for any losses.

Fire Safety

All members of Accra Business School must realise the ease with which electrical equipment can catch fire under certain conditions and must be vigilant in ensuring that their personal electrical items are safe and kept under surveillance when in use.

Failure to observe Accra Business School's fire regulations and procedures can have potentially catastrophic consequences. On a personal level, this means that all students should be aware of potential dangers of fire and follow these basic guidelines:

- i. Familiarise yourself with escape routes and assembly points.
- ii. Don't leave
- iii. Leave or store your personal belongings in corridors or on stairwells.
- iv. The use of candles or other naked flames is expressly forbidden.
- v. Fire doors should never be wedged open or obstructed.
- vi. Always keep flammable materials (clothes, books, papers etc.) away from heat sources such as kettles, hair tongs/straighteners, radiators, light bulbs, and any supplementary heating provided to students.

Fire Detection and Alarm

All areas at Accra Business School are equipped with automated fire detection and alarm equipment. Staff and students should be aware of the sensitivity of the fire detection system. Leaning up against call points, unattended cooking, burnt toast, and spraying deodorant directly underneath a detector are just some of the actions that can trigger a 'false' alarm. Each alarm which sounds **MUST** be treated by all as a potential fire, and students are required to evacuate accordingly.

Fire Extinguishers

Fire extinguishers are fitted in communal areas to assist staff to deal with small fires. Accra Business School views with concern any interference with fire safety equipment, which is provided and maintained for the safety of all members of the school.

This includes letting off, or tampering with fire extinguishers (except in the event of a fire), the jamming open of fire doors, the improper use or removal of keys to emergency exits and interference with or improper use of fire escapes and fire exits.

Given the potentially serious and possibly fatal consequences of the willful misuse of fire equipment, severe penalties will be imposed on those found responsible for such misuse or damage or for encouraging others in such misuse or damage.

Payment in full will be demanded for all damage caused. Under no circumstances will a plea that alcohol or other substance misuse reduced an individual's judgement be entertained as a mitigating factor.

Firearms

Firearms (including airguns, starting pistols or imitations), ammunition, knives, explosives or inflammable substances such as petrol may not, under any circumstances, be stored in rooms or on Accra Business School premises.

External Assistance

In order to promote security awareness and assist in dealing with criminal incidents, a Police Liaison Officer has been appointed by District Police Office who is available to attend incidents involving members of the school. The local Police Liaison Officer and the Community Fire Safety Officer will provide annual presentations on security and fire safety awareness to new students as part of their orientation.

Raising Awareness of Crime, and Crime Prevention

Proactive crime prevention and security awareness will help to ensure a safe and secure environment for staff, students and the broader community, enabling work and study to continue with the minimum amount of disruption.

It is therefore the responsibility safety committee of all to counter the threat of crime by reporting such activity to the security committee or directly to the Police on 191.

Incident Reporting and Investigations

It is the responsibility of all staff and students of the school to report all activity, suspected or real that appears to be of a criminal nature.

Incident reporting is crucial to the identification of patterns of criminal activity. Any report obtained is transferred to the. This permits investigations and recommendations to be made to prevent recurrences. Comprehensive reporting of incidents provides an accurate picture of the level of crime throughout the school and ensures that adequate resources are provided to combat the criminal activity.

Asset Protection

Staff and students are requested to take reasonable steps to safeguard the equipment belonging to themselves and the school. Taking such steps will help to ensure that the maximum amount of equipment is always available for use at all times.

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STUDENTS HANDBOOK



ADMISSIONS POLICY

Purpose

To ensure that all students and persons seeking to enroll with Accra Business School (ABS) are treated fairly, that the entry criteria for courses of study offered by ABS are clear, and that applications are processed in a prompt, consistent and fair manner.

Scope

This policy applies to all applications for admissions to ABS courses in all modes of delivery.

1. Admission criteria

- 1.1 ABS admits students into its courses based upon published entry criteria that are specified in official ABS marketing and course information.
- 1.2 ABS will ensure that the entry criteria are current and suitable by regularly reviewing them and amending them from time to time, with the approval of the Academic Board.
- 1.3 Entry criteria comprise a combination of academic, work experience and English language requirements specified for each course.
- 1.4 ABS requires true and certified copies of documents detailing academic qualifications and results. Where appropriate, official certified translations of documents may also be required.
- 1.5 Authenticity of documentation will be verified by the Admissions Department.

2. Admission process

- 2.1 ABS focuses on assessing applications promptly and in a consistent and fair manner.
- 2.2 ABS will not discriminate on any grounds in admitting a student to any course. However, ABS reserves the right to restrict entry to ensure appropriate and quality resource allocation and/or student experience.

- 2.3 Applicants with special needs must indicate any additional requirements for undertaking studies with ABS in the relevant section of their application form and may be asked for further details to enable ABS to assess study requirements.
- 2.4 Application approval for the coursework degree courses is determined by the Admissions Department under the management of the Admissions Manager and for the research degree courses, it is determined by the Research Manager; such approvals are under delegated authority.
- 2.5 Each formal offer of admission is made through a Letter of Offer from ABS.
- 2.6 ABS reserves the right to rescind an offer of admission and will notify the student accordingly in writing.
- 2.7 Students who provide fraudulent documentation or false, misleading or incomplete information on application forms may have their offer of admission and/or enrolment cancelled.

Related Forms:

- Student Application Forms
- Pre-Assessment Forms
- Admissions Checklists

Responsibility: Admissions Manager

ENTRY REQUIREMENTS – Undergraduate Programs

The school has the following undergraduate programs

1. Bsc Business Administration & Global Leadership
2. BA (Hons) Business and Management
3. BSc Information Technology Management
4. BSc Cybercrime & IT Security

Admission into the programme is grouped into the following categories:

- **SSSCE Holders**

Applicants should have six (6) credits **(A-D)** including **Core English, Mathematics and Integrated Science** and **three (3) Elective Subjects** in relevant areas. Applicants should have an aggregate score of 24 or better in the relevant area of study.

- **WASSCE Applicants**

Applicants should have six (6) credits **(A1- C6)** including **Core English, Mathematics and Integrated Science** and **three (3) Elective Subjects** in relevant areas. Applicants should have an aggregate score of 6-36 in the WASSCE as interpreted below:

SSSCE	INTERPRETATION	WASSCE	INTERPRETATION
A	1- Excellent	A1	1- Excellent
B	2- Very Good	B2	2-Very Good
C	3- Good	B3	3-Good
D	4- Credit	C4	4-Credit
E	5- Pass	C5	5-Credit
F	- Fail	C6	6-Credit
		D7	7-Pass
		E8	8- Pass
		F9	9- Fail

- **‘A’ Level Holders**

Five (5) Credits in GCE ‘O’ Level Examination, including English Language and Mathematics and three (3) ‘A’ Level passes in relevant subjects. A pass in the General paper is required. Successful candidates will be placed at Level 200.

• Professional Certificate Holders

Applicants holding any stage of **ACCA**, **ICA** or **CIM**, must in addition have credits at WASSCE/SSSCE in **THREE** Core Subjects and **THREE (3)** Electives or **FIVE (5)** credits at the "O" level including English Language and Mathematics. Applicants in this category are admitted into Year One.

• Other Certificate Holders

Holders of DBS, City and Guilds, Senior Stenographers and Private Secretary can also apply to be considered on merit. Candidates should have passed all subjects.

GBCE candidates with credits in five (5) subjects including English and Mathematics qualify for Level 100.

Advanced Business Certificate (ABCE) holders with passes in three (3) compulsory subjects plus three (3) optional subjects relevant to the programme of study will be placed at level 200.

HND Holders with a first class desiring a top-up in the same discipline shall be admitted to level 300. Those with second upper or second lower shall be placed at level 200. HND Holders with three (3) years relevant working experience in addition to the minimum entry requirement at WASSCE/SSSCE or five (5) GCE O' level Credits including English Language and Mathematics will also be placed at level 300.

• Matured Candidates

Candidates should be twenty-five (25) years or above. They should have an average of three (3) years working experience and pass a mature entrance examination organized by the institution (Accra Business School)

ENTRY REQUIREMENTS – Postgraduate Diploma in Business Administration

- A Bachelor's degree from a recognized University or its equivalent.

ENTRY REQUIREMENTS

Postgraduate Programs

The school offers the following postgraduate programs.

1. Master of Business Administration

2. MSc Accounting & Finance
3. MSc. Communication & International Marketing
4. MSc. Information Technology Management
5. MSc. International Relations
6. MSc. Public Affairs

Applicants who wish to undertake the postgraduate course must satisfy the following minimum entry criteria.

For Master of Business Administration (KNUST)

1. A bachelor's degree (2nd class lower or better) and at least 2 years relevant work experience

For Master of Business Administration (Wrexham University)

1. A bachelor's degree (2nd class lower or better) irrespective of the field and at least 2 years relevant work experience or
2. At least, 3 years managerial working experience with good WASSCE or SSCE grades

For MSc Accounting & Finance (KNUST)

1. A bachelor's degree (2nd class lower or better) in the relevant area (accounting, finance, economics, statistics) and at least 2 years relevant work experience

For MSc Communication & International Marketing (KNUST)

1. A bachelor's degree (2nd class lower or better) irrespective of the field and at least 2 years relevant work experience

For MSc Information Technology Management (Southeast Technological University)

1. A bachelor's degree (2nd class lower or better) in the relevant area and at least 2 years relevant work experience

For MSc Human Resource Management (KNUST)

1. A bachelor's degree (2nd class lower or better) irrespective of the field and at least 2 years relevant work experience For MSc International Relations (KNUST)
2. A bachelor's degree (2nd class lower or better) irrespective of the field and at least 2 years relevant work experience For MSc Public Affairs (KNUST)
3. A bachelor's degree (2nd class lower or better) irrespective of the field and at least 2 years relevant work experience

N.B If you have begun an MBA or MSc at another institution/university and would like to transfer to the ABS, you may be able to apply for exemptions and a course fee reduction on a subject-for- subject basis. Contact the Admission Support Team, who will take you through the exemption and application process.

ENGLISH REQUIREMENTS

Applicants whose first language is not English and who have not completed tertiary study in the English language need to demonstrate proficiency in English as follows:

- 6.5 or better Academic IELTS (with no individual band lower than 6.0), *or*
 - 575 or better TOEFL, *or*
 - 91 or better TOEFL IBT (International Benchmark Test), *or*
 - 234 or better TOEFL CBT (computer Based Test), *or*
 - 58 or better Academic PTE (Pearson Test of English), *or*
 - 176 or better Cambridge English scale, CAE and CPE (from 2015), *or*
 - A levels with C or better in English in the CTC General Certificate of Education (GCE), *or*
2. Evidence of English Language proficiency of any of the above is valid for two years up to the date of commencement at ABS.

ADVICE AND GUIDANCE PRE-ENTRY, DURING COURSE AND COMPLETION

1. Pre-entry advice and guidance

ABS offers Pre-entry Advice and Guidance to prospective students who need answers to these questions or any other questions regarding entry into Higher Education

- What if I have not got any qualifications?
- Are my qualifications relevant?
- What is available in Higher Education?
- How do I apply for a course at ABS?

We can offer advice and guidance if you are:

- Looking at ways to get into Higher Education;
- Wanting to know what is available in Higher Education;
- Unsure you have the right level of qualifications;
- Unsure whether Higher Education is for you;
- Unsure about how to apply or what to put in your personal statement;
- Looking for a change of direction and want to take the next step;
- Unsuccessful in your original course choice.

Advice and guidance are available via telephone, e-mail and face-to-face. If prospective students have any questions, or are at all daunted by the thought of Higher Education, they can contact us by e-mail: support@abs.edu.gh

2. Monitoring and supporting At Risk Students.

- (a) ABS will identify 'at risk' students and then counsel such students. ABS ensures their academic staff provide counselling on academic issues to such students. If after counselling, the student's academic performance is not improving, the ABS's Academic Director (or nominee) will decide on the appropriate action to take.

ABS has an 'at risk' register to record and analyse the reason why the students are 'at risk' as well as log the actions taken to assist the student.

- (b) ABS provides a Study Skills Guide with the Student Handbook. ABS also conducts a Study Skills seminar relating to the materials in the Study Skills Manual to assist students to develop better studying habits as well as provide assistance with preparing assignments and answering exam questions. ABS ensures that during Study Skills seminars, students are made aware of what constitutes academic misconduct and the penalties that may be applied where plagiarism and other misconduct identified by ABS academics
- (c) ‘At Risk’ can be caused by either academic or personal circumstances (or both). ABS must look after the students’ physical well-being including but not limited to ensuring that there are proper occupational health and safety systems and access, equity and anti-discrimination policies and processes.

POLICY ON STUDENT INDUCTION

1. Aims and Scope of the Policy

We regard student induction as one of the key elements supporting our corporate objective of welcoming, introducing and settling down our students, so that they are able as quickly as possible to benefit from university life. We recognise that induction plays a critical role in shaping student perceptions of what we offer and our commitment to deliver high quality provision. We also recognise that induction often forms our students' first experience of our university.

This Policy identifies the components of induction for all incoming students (at all levels). It is consistent with the commitments made in our corporate plans. The policy is also in line with our commitments to enhance the quality of the total student experience and to embed all students into Schools/Departments, connecting them with named Personal Tutors.

This Policy is committed to ensuring continuous quality improvement and will seek to evaluate, receive feedback and monitor effectiveness of its implementation and will fine-tune policy and its implementation where appropriate.

2. The Purpose of Induction

The main purpose of Induction is to welcome and introduce students joining our University, so that we can celebrate and value their choice to come and join our diverse and vibrant learning community. We wish to ensure that our students settle down as quickly as possible, are aware of the support and services available to them and enter into a partnership with us to shape their learning programmes and to gain the most out of life at the university.

The main elements of induction should include:

- Welcoming, by providing opportunities for social interaction among staff/students and signaling the value we place upon and our appreciation of their decision to study with us
- Orienting, by providing a comprehensive introduction to our services and facilities, necessary regulatory information, student handbook and complaints procedure
- Building a learning partnership, by providing an introduction to and/or reinforcement of the programme of study, the methods of assessment, appeals mechanisms, and availability of additional learning support, opportunity to undergo assessment of learning needs and related information and guidance on postgraduate and employment opportunities. These objectives will be achieved through a programme of regular tutorial reviews
- Establishing effective administration, by providing an opportunity for each student to engage with the necessary administrative procedures so that s/he is accurately and efficiently enrolled on his/her course of study, registered for appropriate modules

3. Responsibility

3.1 We will ensure that all new students are programmed to be personally welcomed by the President, the Vice President, Tutors, or other members of the Corporate Management Team.

3.2 Personal Tutors will play a lead role in providing regular academic reviews which identify and monitor student progress, barriers to effective learning and provide academic and personal support, which may include referring students to appropriate internal services, such as Student Services, Learning Resources Centres, security, and catering services) and the Students' Union.

3.3 All university staff will be expected to treat new students as well as continuing students with courtesy and professionalism.

3.4 Schools (and the Fields within them) are responsible for:

- Planning and organising programmes of induction

- Verifying that the student has met the conditions of the offer - including checking achievement of qualifications
- Registering students on units of study
- Where appropriate, checking students' ability to meet the demands of the course, particularly in respect of English Language proficiency and numeracy.

3.5 The enrolment operation is responsible for:

- enrolling students
- confirming student identities
- issuing ID cards
- collecting the first instalment of fees

4. Minimum Components

The following components will be found in all induction programmes:

Welcome

- Welcome and congratulations on choosing ABS.
- Icebreaker and bonding activities
- Meeting continuing students
- Advice on accommodation, money-management, time-management
- Information about sports and recreational facilities and spiritual services

Orientation to the University

- Essential information about the University
- Tour of the campus
- Library tour and introduction to information searching
- Introduction to using IT facilities

- Introduction to counselling and health services
- ABS Regulations
- Student Handbook
- Student Complaints and Appeals Procedure
- Introduction to and information about service areas
- Transport links to and between campuses (where appropriate)

Academic

- Aims and objectives of programme of study
- Opportunity to discuss aims of the course
- Academic Calendar/Academic Framework/programme timetable
- Course structure - core, options
- Discussion about expectations of higher education
- Self-assessment of key skills
- Discussion about referencing and plagiarism • Introduction to Study Skills Guide
- Assessment methods and assessment criteria
- Credit accumulation
- English language threshold requirements - referral opportunities
- Advice on study skills - identify support available
- Use and availability of ICT
- Reading lists and guidance on private study
- Identification of special needs - referral (where appropriate) to Disability and Dyslexia services
- Health and Safety regulations

Registration and Enrolment

- Unit registration for ABS students
- Advice on completing enrolment and other forms
- Payment of fees
- Availability of loans and other forms of financial support/assistance
- Issue of ID card

5. MBA/ MSc ENROLMENT

5.1 General enrolment rules

- (a) Students who are approved to do a course (i.e. Have received a Letter of Offer from ABS) and who have completed the induction module must then enroll in a minimum instalment of subjects each time they enroll and by relevant enrolment cut-off dates. Also, students must undertake a minimum number of subjects each year if it is the student's first enrolment, the student must enroll within **3 months** of issue of the LOO otherwise the offer in the LOO will expire and the applicant must go through the application process again and pay another application fee.
- (b) Enrolment means to nominate/select and pay for subjects to ABS.

5.2 Minimum instalment of subjects and maximum period to undertake subjects.

- (a) The students must enroll (i.e., nominate and pay) each time for a minimum instalment of 4 subjects (excluding re-enrolments or resits). Nomination and payment of subjects is explained above.
- (b) The maximum period allowed to undertake all subjects in the MBA or MSc is 3 years and therefore, students must undertake a minimum of 4 MBA or MSc subjects each year (excluding re-enrolments).

6. UNDERTAKING SUBJECTS

6.1 Attendance

- (a) Students must sign an attendance sheet for all lectures they attend for each subject. Note that the attendance sheet is open for signing up till 12 noon for Saturday and Sunday lectures.
- (b) Students must attend at least 70% of the tutorials in each subject. If students miss more than 30% of the tutorials without an acceptable excuse and supporting documentation, ABS at its discretion, may not allow those students to continue with the subject (and all fees will be forfeited) or require those students to complete additional written work or re-enroll in that subject the next time it is offered (**that is, students will not be allowed to submit assignment or write exams**)

6.2 Disciplinary action

Students who do not comply with the terms and conditions in the Student Application Form and the rules and regulations will be subject to disciplinary action (including expulsion and forfeiture of all fees paid). This includes, but is not limited to, the following:

- (a) If students misrepresent or provide any or incorrect or incomplete information when submitting their application to become a student or for subject exemptions (or when providing any information during the course), ABS may vary or reverse the decision regarding admission, registration, enrolment and/or exemption. All fees paid will not be refundable.
- (b) If students do not attend the required number of tutorials, then action will be taken as detailed in section 3.1 above.
- (c) If students cheat or plagiarize in any assessment, such as an exam, assignment or project (or proposal)
- (d) If a student is found to be 'at risk'
- (e) If a student is misbehaving or acting in a manner inappropriate for a higher education student as determined by ABS in its absolute discretion (which may include breaching any of ABS policies, for example policies relating to anti-discrimination, sexual harassment, anti-racism, disability or affirmative action) then if after a written warning is provided by

ABS the student's behaviour does not improve to the satisfaction of ABS, ABS may cancel the student's registration in the course and all fees paid will be forfeited and not refundable.

(f) If a student has fees outstanding, and after written warning the student has not made the payment, ABS may either suspend the student's registration or cancel the student's registration in the course, as determined by ABS, and all fees paid will be forfeited and not refundable.

6.3 Missing or destroyed Assessments

(a) If any assignment, project or similar assessment goes missing or is destroyed, the student must promptly provide another copy of the relevant assessment for marking.

(b) If any exam goes missing or is destroyed and no copy is available, ABS in its discretion will either:

- Mark the exam as a NGP – Non Graded Pass; or
- Allow the students to re-sit the exam (ie different exam questions), at no additional cost to the student; or
- ABS will deem a grade for the exam, being the average of the student's previous similar assessments (if there are previous similar assessments).

6.4 Assessment

(a) Each subject is composed of various assessments and may include one or more projects, reports, presentations, small written items, assignments, and exams and are weighted accordingly.

(b) ABS may change its mode of assessments, submission details and weighting from time to time and this shall apply to all students notwithstanding when they joined the course.

(c) Student's assessments for subjects will not be marked and will be discarded if students are not enrolled (i.e have nominated and paid for the subjects) in the relevant subjects by the enrolment cut off dates.

6.5 Late Submission of Assignments

Students are expected to meet strict deadlines for all course assignments and should be discouraged from handing in assignments late. Faculty should stress the importance of

effective time management and the need for professional accountability. With the exception of physical illness (supported by medical proof), faculty are encouraged to not accept excuses for the submission of late work. Students are encouraged to obey strict assignment deadlines. All assignments submission should be done through the appropriate submission portal. Submission after deadline is discouraged and will be outrightly rejected. Non-submission of assignment will lead to a nil grade.

6.6 Request for Re-marking

A student may request the re-marking of a major assignment (at least 40% of the course grade) within two weeks after the result has been released, or in the case of final examination or project up to two weeks after the start of the next course. The request must go through the programs manager or his deputy and must indicate the reasonable cause to request remarking. If the request is approved, an amount of **250ghc** must be paid to the school's accounts and a receipt presented before the remarking will occur. If the remark grade is more than two grade or marks higher than the original, the remarking fee will be refunded to the student.

6.7 ABS Examinations Rules of Conduct

- (a) Students shall place their valid ID (such as a valid driver's license/ Voter's ID) on the top right-hand corner of the table.
- (b) No student shall bring into an examination room any Foreign Material Examination Booklets, Exam Questions, and Student Exam ID Slips.
- (c) Students must fill in and sign the Student Exam ID Slip.
- (d) Students must not open the Exam Question Papers or Exam Booklets until advised to do so by the invigilator.
- (e) Students must check the front page of their Exam Question Paper to ensure that they have the correct Examination Question Paper based on their enrolment. ABS will not be responsible for any exams sat incorrectly.
- (f) Students are **NOT** permitted to write in the Exam Booklets until advice to do so by the invigilator.

- (g) Students must completely fill in the cover sheet of the Exam Booklet and write their student ID's and the question number on each page of the Exam Booklet.
- (h) Students must write all answers in ink (black or blue) only. Exam Booklets will not be marked if written in pencil.
- (i) Students must write legibly. If an examiner cannot read a student's answers, strict penalties will apply including possibly receiving a nil grade.
- (j) Students may only temporarily leave the examination room for a maximum of 5 minutes after the published starting time with the consent of the invigilator.
- (k) Students must not cause any disturbance or engage in any conduct likely to disturb any other student in the examination room. Such behaviour may result in the student being dismissed from the examination room.
- (l) Students are **NOT** permitted to bring in any hardcopy textbook, any number of physical/printed learning materials, articles, notes, and programmable calculators. Students are not allowed to access any electronic learning materials or e-books as the use of tablets, iPads or any other similar devices are prohibited during the exam. Prohibited items stated above will be confiscated for the duration of the exam and this will be reported to ABS examinations unit by the invigilator.
- (m) Students must place all unauthorized devices and other personal belongings in their bags or outside the examination room. Bags may be placed at the front desk/reception of the school. Bags left unattended are at students' risk.
- (n) Students must turn off all mobile phones (including the alarm) and place them in their bags at the front desk or reception of the school.
- (o) During any examination, students shall not:
 - (i) Have in their possession any items other than those permitted by the invigilator;
 - (ii) Directly or indirectly give assistance to any other person;
 - (iii) Speak to any other student;
 - (iv) Copy from or otherwise see or use the papers or Exam Booklet of another student;
 - (v) Allow any other student to copy from or otherwise see or use the student's papers or Exam Booklet; or
 - (vi) Use any means to obtain an undue advantage in completing the examination.

- (p) Students shall cease writing when instructed by the invigilator. At the conclusion of the examination, all students shall remain seated until all Exam Booklets have been collected by the invigilator.
- (q) Students must not unstage, re-arrange and remove any of the pages of the exam booklet(s).
- (r) No student shall remove from an examination room (or take photos of) any Examination Booklet, Student Exam ID Slip and Exam Question Paper.
- (s) Immediately after the examination is completed, the student must hand over to the invigilator the Examination Booklet(s), Student Exam ID Slip and Exam Question Paper.
- (t) Any student who breaches any of these rules shall be guilty of misconduct and the invigilator must immediately inform ABS by filling in the Exam Incident Report Form and penalties will apply.

For further information on examination policy, follow this link <https://abs.edu.gh/policies/>

6.8 DNS/MC/IC

DNS means **(Did Not Sit)**.

In an unlikely event where a student is not able to sit for an exam or partake in any assessment due to circumstances beyond his or her control, the student is required to write officially to the school via email 3 days before and or 5 days after the final assessment (examination).

It is only when such email is received from a student that DNS will be recorded for the student. Which is to mean that another convenient time and date will be scheduled for such student to sit for that assessment.

Student will receive fail grade if he/she fails to comply with the above instructions. Note that this not classified as resit or retake.

MC

MC means (medical and compassionate resit).

In an unlikely event where a student falls ill the day before or on an assessment date, the student is asked to provide a medical report proof from the said hospital to the school via email. After this is done, another date and time as approved by the registrar is communicated to the student to take his or her missed subject.

Note that in an event where the student is not in the capacity to send the mail, he/she may ask any family member or friend to send it on their behalf. If the student has made payment for the module involved, he/she is not required to make payment again the next time he/she is made to write the paper.

IC

IC means (Incomplete)

This means that if a student has started an assessment but could not complete it and did not also communicate to the school the reason for non-completion of his/her assessment or project over a period of time.

By this conduct the student is given IC.

Students must ensure that they complete all assessment given before a complete mark is awarded them.

6.9 Student Research

To ensure that students complete all modules including the final project work within the 12month period, student research work is introduced at the 8th module. By this, students are able to finish the course at exactly 12 months awaiting thesis defense and graduation. Students should note that there are cost component to their thesis defense and graduation, and these will be communicated to them if such cost are determined.

7.0 MBA and MSc Grading System

Examination in all courses shall be credited by marks and later graded as follows

Marks	Grade	Description
70-100	A	Excellent
60-69	B	Very Good
50-59	C	Good
0-49	F	Fail
	DNS	Did Not Sit
	IC	Incomplete

As per KNUST guidelines, there is 60% weightage for exam marks and 40% weightage for assignment marks while calculating the total marks.

7.1 DFAULT PAYMENT

Students who default in fee payment will not be allowed to sit for examination. Students should ensure that they go strictly with the deadlines stated in their choice of payment plan.

Kindly note that the University do not accept cash payment at the office, rather all payments should be done through the respective bank account number provided or through the momo short code provided.

8.0 SUBMISSION OF ASSIGNMENT AND THESIS THROUGH TURNITIN SOFTWARE

8.1 Purpose

This policy statement aims to provide guidance to staff and students on the availability, responsibilities, and support for the use of Turnitin at the University.

8.2 Limitations of TURNITIN

- a. TURNITIN does not offer a ready solution to plagiarism. Its use is therefore not a substitute for good academic writing practices, for example, correct citation and referencing.
- b. There are significant gaps in its search base. For example, TURNITIN may not be able to accomplish the following:
 - i. detect plagiarized work from books or sources which are 'old' and not available on the Internet
 - ii. detect work which is plagiarized by translating from one language to another, for example, French text translated to English.
 - iii. search all electronic journals.
 - iv. detect images, graphs, mathematical equations that may have been plagiarized.

8.3 Overview

The University supports the use of Turnitin for the electronic management of assessment, enabling students to submit work electronically, and for it to be assessed and moderated by staff and examiners. Turnitin can also be used to support students in understanding academic integrity and academic conventions, through formative use. It can also be used more formally for plagiarism detection purposes.

As TURNITIN is essentially a text matching system, the report generated identifies those sections of the text that matches another text source in the TURNITIN repository. The overall total of text match will be expressed as a percentage (Similarity index) in each report. This percentage is for guidance only. TURNITIN does not indicate the acceptable level and would therefore not indicate that plagiarism has occurred. The judgment as to whether plagiarism has occurred is based on institutional norms.

Guidelines

Students are required to pass their assignments & project work through the Turnitin Software for which each student has an account under the ABS account umbrella.

- I. Overall Similarity index: This should not exceed 25% for assignments and 20% for thesis.
- II. Single source similarity index should not exceed 2%.
- III. Notwithstanding the above indices, the following should be applied when deciding whether plagiarism has occurred or not.
 - a) Faculty should be mindful of the limitations of TURNITIN and review the originality reports carefully;
 - b) Faculty should document in detail the processes leading to a student being charged with plagiarism and hence being sanctioned. Such documentation will be essential if there is an appeal.
 - c) The overall similarity index should not be used as the only basis for determining that plagiarism has occurred. Each work should be reviewed thoroughly through visual inspection of the matched text, irrespective of how high or low a similarity index is. Similarly, the single source index and the number of words in a string that have been flagged should be examined.
 - d) Where direct quotations have been properly acknowledged they can be ignored.
 - e) In the event where there is limited information in the research area, similarity index from a single source exceeding 2% should be further investigated before taking action.
 - f) Self-plagiarism. In the event where a portion of a thesis has been published by the same author/researcher, it can be overlooked after careful visual inspection has confirmed this.
 - g) Bibliography and extensive direct quotations, although duly cited, could present a high percentage match. Parameters on the TURNITIN software should be set to ignore such material.
 - h) Cover page and declaration information will be similar for all students submitting their long essays/thesis and this can inflate the similarity index. This should be ignored during the visual inspection.

The university will conduct a tutorial session for all new students on the usage and familiarization of the Turnitin software. Students will also have a session on Academic Writing before the start of lectures

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TEACHING AND LEARNING POLICY



1. BACKGROUND AND JUSTIFICATION

The Accra Business School (ABS) is a globally recognised School of excellence in Africa. ABS is faced with increasing student to lecturer ratios with the current student population being about four times more than the student population a decade ago. In addition to this, new academic programmes have been introduced to meet the needs of industry. These have culminated in the emergence of some challenges including an urgent need to address plagiarism, provide more e-library resources and promote more effective teaching and learning methods among others. The goal of the Policy is to enhance Teaching and Learning activities by providing guidelines to all academic and supporting staff as well as the students of ABS.

Scope of the Policy

The scope of the Teaching and Learning policy includes the guiding principles for teaching and learning, objectives of the policy and corresponding strategic actions to achieve the policy objectives, support for effective teaching and learning, academic regulations, guidance and counselling services, professional development of staff, international students and support services and implementation guidelines.

2. GUIDING PRINCIPLES FOR TEACHING AND LEARNING

The ABS Teaching and Learning policy seeks to provide the needed guidelines to ensure that the School offers innovative, demand-driven academic programmes that facilitate the acquisition of knowledge and skills to contribute to the development of the nation. The core values that have implications for the teaching and learning principles are as follows:

- *Application of technology and innovative approaches*

The School emphasizes on teaching and learning methodologies that are simultaneously varied, flexible, innovative, state-of-the-art and relevant. The reliance on modern technologies is assumed.

- *Globalization of education*

ABS as an international University shall emphasize the importance of multi-cultural interactions among staff and students. The training should endow students with the knowledge and skills that will make them competitive in a globalized world.

- *Quality assurance and improvement*

ABS shall maintain the highest quality of teaching and learning through intellectual inquiry/research, exploration and application, and continuous professional development of staff. In this regard, ABS must continually strive to pursue and develop cutting edge technologies for the socio-economic development of mankind.

- *Staff-student cooperation for mutual benefits*

Effective teaching and learning depends, to a great extent, on the collaboration developed between teachers and learners. ABS shall therefore evolve strategies to promote and improve student-staff collaboration in all aspects of education, including research.

- *Academic freedom*

ABS's core values include the belief in "ethical and scholarly questioning in an environment that respects the rights of all to freely pursue knowledge". This means that the School is willing to accept and promote a diversity of views, beliefs and inclinations within the limits of law and order.

- *Equity and diversity*

ABS's Teaching and Learning Policy is committed to upholding equal rights and opportunities for all staff and students without prejudice to ethnic background, religious beliefs, language, gender or any other socioeconomic circumstances.

- *Lifelong learning*

Learning is a continuing process that ensures that the learner is continuously equipped with the knowledge and skills required to play a useful role in society. The Teaching and Learning policy should therefore emphasize the need for lifelong learning among students and teachers alike.

- *Academic programmes and curricula*

Academic programmes shall be clearly spelt out and thus, help students to make selections without confusion. Programmes shall, for instance, state in unambiguous terms, the requirements for progression and eventual certification.

3. OBJECTIVES OF THE ABS TEACHING AND LEARNING POLICY

The ABS Teaching and Learning policy seeks to bring to fruition the School's mandate, mission and core values. The goals of the policy shall include the following:

- Equipping students/learners with the requisite knowledge, skills and attitudes to make them useful participants in development;
- Providing a congenial and satisfying environment for both teaching and learning;
- Regularly assessing teaching and learning with the aim of enhancing quality;
- Recognizing excellence in research, teaching and learning;
- Promoting critical thinking and problem-solving skills;
- Promoting entrepreneurial skills;
- Expanding the ICT infrastructure and institutionalizing its application in teaching, research and learning;
- Expanding and modernizing the physical infrastructure and facilities of the School;
- Expanding postgraduate training and research;
- Promoting gender equality; and
- Promoting peer evaluation of teaching.

3.1 STRATEGIC ACTIONS TO ACHIEVE THE TEACHING AND LEARNING POLICY OBJECTIVES

The Policy shall, by implication, focus on four core areas. These are teaching and research, learning, human resource development and evaluation/assessment. In all these, innovative approaches would be key.

3.1.1 Teaching and Research

ABS shall aim to:

- Institutionalise a system of quality assurance in teaching, research and service utilizing appropriate methods including evaluation by peers, students, self and Heads of Institutions (where applicable);
- Actively promote research-led teaching that benefits from upto-date knowledge and technologies arising from such research;
- Reward excellence in teaching and research in a way that serves as an incentive to all staff;
- Encourage student-centered learning that develops critical thinking and evaluation of information rather than rote learning;
- Offer pedagogical training for all academic staff that promotes effective teaching and learning;
- Develop and implement strategies in all programmes that ensure that teaching staff adopt an integrated approach to teaching and learning;
- Encourage and promote interdisciplinary cooperation among staff and students that incorporates relevant knowledge and skills in teaching and learning;
- Promote equal opportunity for all students to learn irrespective of disability or differences in religion, ethnicity, race or language, socio-economic background or other characteristics that foster discrimination;
- Institute a peer evaluation of teaching mechanism whose instrument shall be developed by the Quality Assurance and Planning Unit (QAPU); and
- Establish a Teaching and Learning Unit within QAPU that will have day-to-day responsibility for monitoring the implementation of the Teaching and Learning policy.

3.1.2 Learning

With respect to learning, ABS will instill in all students the need to:

- Strive for excellence in their academic pursuits by developing active learning habits and developing skills that enable them to be useful professionals and good citizens;
- Apply knowledge acquired in the classroom to solving real life problems;
- Develop and improve their written as well as oral communication skills;
- Develop autonomous learning skills and attitudes that promote lifelong learning as a way of keeping up with a fast-changing world of technology and knowledge;
- Develop inquiring and curious mind-sets that seek new ways of doing “old things”;
- Develop a multi-cultural and international outlook in their studies that will prepare them for a highly competitive global workplace;
- Develop an integrated approach to problem-solving that respects the diversity of available multidisciplinary skills and approaches;
- Encourage innovative learning and avail themselves of information and communication technologies that enhance access to information and facilitate contact with teachers and colleagues;
- Focus on acquiring managerial and entrepreneurial skills that expand employment possibilities;
- Eschew the “ivory tower” mentality and cultivate a sense of belonging to the community and therefore having a responsibility to its cultural, political and socio-economic wellbeing;
- Cultivate strong moral and ethical values; and

- Consider themselves as stakeholders in the achievement of continuing excellence by ABS and be active participants in its activities.

3.1.3 Human Resource Development

High quality human resources are a pre-requisite for ABS to achieve its vision of becoming a centre of excellence for the dissemination of knowledge and skills in science and technology for sustainable development. Consequently, ABS shall focus on:

- Attracting, developing, motivating and retaining high calibre staff for teaching;
- Offering opportunities for continued training and professional development of all academic staff to improve teaching and research in all programmes of study;
- Establishing Quality Assurance and Monitoring Units within academic Departments, Faculties or Colleges, as the case may be, which will be responsible for initiating new appropriate academic programmes and implementing evaluation procedures within;
- Ensuring that appointments and promotions are fair, transparent and unbiased and duly recognise quality teaching, research output, and service to community provided by staff;
- Actively promote and support postgraduate studies with the aim of building a pool of potential researchers and teachers to fill vacancies in the various academic programmes;
- Offering refresher and custom-made training courses to improve the skills and knowledge of professionals already in the field; and
- Developing online training and assessment tools tailored to the Teaching and Learning policy for staff, especially newly recruited staff to build their capacity.

3.1.4 Assessment and Evaluation

The ABS shall consider the following issues in assessing the quality of teaching and learning:

- Ensuring that Academic standards are comparable to global best practices;
- Opportunities for academic staff to be fairly and objectively assessed particularly by students and also by peers and senior management;
- Students' academic work shall be assessed as and when necessary using approaches and methods that are considered appropriate, fair and transparent;
- Both staff and students shall be provided with timely and detailed descriptive feedback on any assessment to serve as a guide for future improvement in teaching and learning;
- Both staff and students must understand that the essential role of objective evaluation/ assessment is to enhance academic work and should never be used as a tool for victimization; and
- Students' prior learning, experience and other achievements shall be recognised and credited to them appropriately. This is especially important in the admission of mature and transfer students.

3.2 INSTITUTIONAL ARRANGEMENT TO FACILITATE THE IMPLEMENTATION OF THE POLICY

The Vice President shall be charged with the overall responsibility of ensuring the implementation of the University's Teaching and Learning policy. Day-to-day implementation and monitoring responsibility shall, however, lie with the Academic Units and the Quality Assurance Unit. Faculties/Colleges shall draw up their own teaching and learning plans in line with this policy. Such plans shall give a comprehensive description of the strategies to promote and enforce quality teaching and learning.

ABS shall ensure that the requisite resources are adequately provided to the academic and research units for the pursuit of the objectives of the Teaching and Learning policy. These resources include, among others, the following:

- Adequately furnished/equipped classrooms and laboratories;
- State-of-the-art workshops and studios;
- Properly furnished and resourced staff offices;
- Well-resourced library system with access to current literature;
- Information and communication infrastructure; and
- Reliable source of electricity.

3.3 INCENTIVES FOR EFFECTIVE TEACHING AND LEARNING

Meaningful incentive packages act as extrinsic motivation for teachers and learners in their quest to give of their best. ABS shall establish three types of awards to recognize hard working Lecturers and Students: the Distinguished Teacher, Distinguished Researcher Award and the Distinguished Student Award. The President shall be responsible for the establishment of selection committee(s) to guide the selection of award winners based on existing established criteria.

3.4 MAKING TEACHING, LEARNING AND RESEARCH EFFECTIVE

In order to make teaching/learning and research effective, ABS shall pay attention to certain critical issues that have a direct bearing on the achievement of excellence. Some of the issues are as follows.

3.4.1 Academic Programme Review

For academic programmes to be relevant in a fast changing and globalized world, a system of regular review of academic programmes is a primary mechanism to maintain and improve quality. ABS shall enforce the 5-year rule of review of curricula.

3.4.2 Professional Development of Staff/Orientation for Newly Appointed Staff

ABS's Strategic Plan emphasizes the necessity to produce, recruit, develop and retain highly qualified and experienced staff. Every effort shall be made to ensure this desire becomes a reality. The President shall ensure that staff development focuses on recruiting the critical mass of future teaching/research staff required by the University. The University's Research Grant scheme shall be revitalized. The Grants Office would liaise with the various academic departments to design and write proposals for funding.

A system of short courses in pedagogy for all academic staff, particularly, the newly recruited ones shall be implemented. All Lecturers shall undergo a training course in pedagogy.

3.4.3 Refresher Courses for Academic Staff

Refresher courses ensure that academic staff are equipped with new developments in teaching and research methodologies. Lecturers would be encouraged to take refresher courses within and outside the University for staff development.

3.4.4 Use of Teaching and Learning Resources

The use of modern technology to enhance teaching and learning cannot be over-emphasized. The ABS has elected to deploy modern ICT-based audio-visual aids in teaching and learning. All lecture rooms and halls shall be equipped, at the minimum, with mounted projectors, and every Lecturer at ABS should have access to a laptop for teaching.

3.4.5 Teaching and Learning Implementation and Monitoring Unit

A monitoring and implementation Unit shall be established under the Quality Assurance Unit. The objectives of the Teaching and Learning policy would be achieved through strict implementation and close monitoring.

3.4.6 Open Access to Research and Lecture Notes

The ABS Space is an open access University based Institutional Repository that makes available in digital format academic and research output and teaching and learning resources. The ABS Space requires staff and students to deposit their research output and learning and teaching resources, published and unpublished works in the Institutional Repository. The repository is accessible at all times. The ABS Space has several benefits and Lecturers and students shall be encouraged to use this resource and other open access resources to support teaching and learning.

3.5 MEASUREMENT AND ASSESSMENT OF TEACHING AND LEARNING

ABS has procedures for assessing students, teachers and researchers. In the case of students, details of assessment of learning can be found in ABS Recorder No. 334 vol. 44 (1). The assessment of Teaching can be found in the ABS Recorder for Appointments and Promotions of Senior Members.

3.5.1 Monitoring of Students Records and Progress

The academic tutorial system shall allow academic tutors to have access to the academic records of their students for the purpose of monitoring their progress. Academic Tutors shall be required to act as counsellors to students and efforts shall be made to ensure that Tutors perform their functions regularly.

3.5.2 Research and Tracer Studies on Teaching and Learning

ABS through the QAPU would use data generated from student evaluation; alumni satisfaction survey (tracer studies) and environmental survey to generate information to guide planning and policy review and improvement.

3.6 ACADEMIC DISHONESTY AND PLAGIARISM

Academic dishonesty refers to any behaviour that has the effect of providing a misleading basis for admission, assessment or academic progression or advantage to which the person is not entitled. Academic honesty and integrity are fundamental principles of the University as an institution devoted to the pursuit of excellence in learning, teaching, research and service. Any conduct that breaches academic honesty attacks the integrity of teaching and learning, and this contravenes academic values of respect for knowledge and scholarship. Academic dishonesty is in fact a form of fraud and therefore it is considered criminal in academia.

Plagiarism occurs when a Senior or Junior Member presents as his/her own work, the thoughts, ideas, findings or work of another person(s) or entity, without due acknowledgement of the source. Plagiarism fundamentally breaches the principle of academic honesty. Whether intentional or unintentional, it is unacceptable in the academic world.

Plagiarism includes the following:

- Any printed, electronic or audio-visual material (including computer-based material), drawings, designs, experimental results or conclusions, statistical data, computer programmes or other creative work;
- An assessment task that is copied almost entirely from another source such as a published article, text, computer programme, internet source or another student's work (or draft work);
- An assessment task that is constructed of segments drawn from one or a number of sources without attribution of the source;
- Summarizing another person's work without acknowledgement;

- Failure to acknowledge indebtedness to books, articles and other sources;
- Citing third-party sources (e.g. texts) that the Senior/Junior Member has not read, without acknowledging the ‘secondary’ source from which the information is derived;
- In an assessment task where there was legitimate cooperation and collaborative preparatory work, submitting substantially the same final version of any material as another student; or
- In group work, where the group utilises work from another group or from other sources, or
- In-group work, where a student claims credit for the work of the group but has not actively participated in or contributed to such work.

Encouraging or assisting another person to commit plagiarism is a form of collusion and may attract the same penalties that apply to plagiarism. Academic Dishonesty and Plagiarism are considered misconduct. Sanctions for behaviour that shall be described as misconduct are enumerated in the Statutes of ABS.

3.7 TEACHING AND LEARNING CO-OPERATION

ABS gives due recognition to the legitimate right of staff and/or students co-operation on projects or research, sharing materials or data collection, discussion and interpretation of such material. Such legitimate co-operation and collaboration may include:

- Informal study/discussion groups;
- Discussion of general themes and concepts;
- Interpretation of assessment criteria; or
- Development and strengthening of academic writing and/or study skills through peer assistance.

In pursuing the above, guidelines and policies relating to academic honesty and ethics must be adhered to.

3.8 RECOGNITION OF PRIOR LEARNING AND CREDIT TRANSFER

ABS shall recognise Prior Learning and Credit transfer where learners can demonstrate that they can meet the assessment requirements for a unit through the knowledge or skills they already possess. This is based on existing criteria that may be reviewed from time to time.

4. LEGAL AND REGULATORY FRAMEWORK FOR IMPLEMENTATION

The following legislations regulate Higher Education in Ghana

- National Council for Tertiary Education Act, 1993, Act 454
- Education Act, 2008, Act 778
- National Accreditation Board Act, 2007, Act 744
- Ghana Education Trust Fund Act, 2001, Act 581

ABS currently has a variety of rules and regulations that guide the implementation of essential functions including teaching and learning. Apart from the national laws cited above as well as the enabling Act of ABS, the following Statutes, Records and Publications of ABS constitute part of the enforcement mechanisms under the Teaching and Learning Policy such as ABS Statutes.

5. SUPPORT SERVICES

These services contribute to the provision of a congenial and healthy environment for teaching and learning and can have important effects on teaching and learning outcomes.

- *Guidance and Counselling Unit* – The Office of the Dean of Students offers guidance and counselling services to all students.
- *Health Services* – Provided primarily at the ABS Hospital.

- *Office of International Students Affairs* – The Office deals with all matters relating to international students.

6. POLICY REVIEW AND AMENDMENTS

This policy does not seek to replace other provisions in the ABS Statutes. In event of conflict, appropriate measures shall be taken by the Academic Board to address them. The policy shall be subject to periodic reviews and changes to conform to modern trends. The QAPU shall liaise with the appropriate Units for such reviews and amendments.

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TRACER STUDY POLICY



Graduate Tracer Studies Policy and Forms

Published in September 2022

General Overview of Tracer Study

Tracer study refers to the investigations in which a sample of individuals are studied at a given time, and then located and studied again at one or more successive stages in their lives. Tracer studies provide information that is valuable for all these actors; and this helps to inspire education, training and employment.

The key objective of such studies is to identify the relevance of education/training for transition to a job and further vocational career in the first few years after graduation

Methodology

Modalities of the Implementation

A Monitoring Committee is chaired by the Director of the ABS Vice President. The Committee has the responsibility for designing the questionnaire and monitoring progress with regard to the implementation of the Graduate Tracer Study survey.

The composition of the Committee was as follows:

- i. The Vice President of ABS or his representative as Chairman of the Committee
- ii. The ABS Career Advisory Committee
- iii. The ABS Director of Quality Assurance and Compliance
- iv. The Chair of the Strategic Plan Monitoring and Evaluation Committee
- v. A Representative of the University Council
- vi. The Statistician of ABS
- vii. A representative ABS Alumni Association
- ix. Any other person co-opted by the Academic Board that will be involved in the survey.

The Monitoring Committee will meet twice every month to take stock of progress in implementation of the survey as well as emerging issues.

Questionnaire Design

The questionnaire collects factual information about the graduates as well as their perceptions and assessments of the value and relevance of their tertiary education. The questionnaire for the Graduate Tracer Survey is divided into various sections. The sections cover the following main topics:

- Demographic characteristics;
- Education background and plans for future studies, employment history during studies and career aspirations;
- Transition into the labour market including occupational mobility, job satisfaction and the nature and conditions of employment, and
- Evaluation of quality and relevance of ABS education

Online Survey

The study is carried out through an online questionnaire developed through online platform hosted by Accra Business School. The responses were made accessible to the Office of the Vice President and the Chair of the Survey Monitoring Committee in real time for monitoring purpose via a username and password which ABS provides.

Ethical Considerations

The questionnaire is developed and administered in such a manner to ensure that data was obtained from the respondents in an anonymous way, without any identification details to safeguard confidentiality. Respondents were apprised of the voluntary nature of their participation. Moreover, responses are reported in an aggregated manner so that the individual respondents could not be identified.

Data collection Process

Data collection will normally start in July and last up to October.

Strategies to boost response rate

A number of strategies were adopted throughout the data collection phase in order to motivate graduates to participate and to boost the response rate, as follows:

Prior to Survey

- The survey form is optimised for all devices – desktop PCs to mobile devices.
- An extensive press campaign including interviews in the written and internet televised press was carried out by ABS to increase awareness.
- A press communiqué is also issued in the Alumni newsletters and the Alumni website from the Career Advisory Service informing the Alumni that a Tracer Study is being carried out.
- A invitation letter is sent out to graduates to participate in the study.

During the Survey

- The ABS Website is regularly updated to inform and encourage graduates to participate in the survey
- Use of social media, namely, Facebook and Instagram was also made to boost visibility of the Tracer Study.
- Letters were issued to graduates E-mail addresses to remind them of the importance of the survey and the need to participate.
- Dedicated teams are constituted in ABS to follow up with respondents through phone calls and messages on WhatsApp, with the link to the survey are sent to respondents.

Areas of Survey

Tables

Table 1: ABS Departments and sample size

Table 2: Characteristics of employment and professional profile of employed graduates

Graphs

Graph 1: Age structure of respondents

Graph 2: Gender composition of ABS graduates

Graph 3: Organisation of internship in the company

Graph 4: Assessment of teaching and learning at the ABS Department

Graph 5: Assessment of competency development at the ABS Department

Graph 6: Assessment of shortcomings in ABS

Graph 7: Employment status of ABS graduates

Graph 8: Employer profiles

Graph 9: Monthly net salary of ABS graduates

Graph 10: Characteristics of graduates' employment situation

Graph 11: Crucial factors for employment

Graph 12: Duration of job search, employed vs. unemployed ABS graduates

Graph 13: Search strategies, employed vs. unemployed ABS graduates

Tracer Study Form 2

Dear participant,

My name isand I am calling you on behalf of Accra Business School (ABS). This is a Tracer Study project which aims at improving the ABS academic system with the overall objective of enabling ABS graduates to find adequate employment in the national and international labour markets.

This survey is aimed at collecting information about your education and training and your employment situation after graduation in order to get a better understanding about the situation of ABS graduates and their labour market situation and to identify needs for improvement or change. Therefore, we would appreciate, if you would share some information with us. The information you provide will only be used for this purpose.

We will treat all data and responses confidentially. This means that we will not share your personal data with anyone and the provided information / responses will be analysed anonymously.

The interview will take approximately 15 minutes.

THANK YOU FOR YOUR PARTICIPATION!

(Note to the interviewer: If respondent does not have time, motivate him / her to agree on an alternative date / time & note it down in the interview list!)

A. BASIC INFORMATION

Last Name	
Other Name(s)	
Contact Phone	
E-mail:	
Name of ABS Department graduated from	
Title of Degree Programme	
Class of Degree obtained	

B. JOB SEARCH AND EMPLOYMENT

1. Are you currently employed?

1	<input type="checkbox"/>	Yes → Please continue with question 9
2	<input type="checkbox"/>	No → Please continue with question 2

Only for unemployed persons

2. If not, what describes your current situation? (Multiple answers possible)		
1	<input type="checkbox"/>	I continued studying / training (→ Please continue with question 3)
2	<input type="checkbox"/>	I am busy with my family and/or children → Please continue with question 27
3	<input type="checkbox"/>	I am doing an internship → Please continue with question 27
4	<input type="checkbox"/>	I am currently looking for employment → Please continue with question 4
5	<input type="checkbox"/>	Other (please specify)

3. Please specify your field of studies / training and the type of education / training institution that you are currently enrolled in		
1	<input type="checkbox"/>	Field of studies (please specify):
2	<input type="checkbox"/>	Higher Education Institution
3	<input type="checkbox"/>	Institution of adult education / continuing education
4	<input type="checkbox"/>	Other (please specify):

→ Please continue with question 27

4. How long do you already search for a job?		
	<input type="checkbox"/>	Months

5. How do you search for a job (multiple answers possible)?		
1	<input type="checkbox"/>	I apply for advertised job vacancies (e.g. internet, newspaper, advertisement boards etc.)
2	<input type="checkbox"/>	I contact companies directly (speculative application)
3	<input type="checkbox"/>	I launch advertisements by myself (e.g. internet, newspaper, advertisement boards etc.)
4	<input type="checkbox"/>	I use relations / personal contacts (e.g. parents, relatives, friends)
5	<input type="checkbox"/>	I seek assistance by the State employment office
6	<input type="checkbox"/>	Other (please specify):

6. For which jobs have you been applying? (Multiple answers possible)		
1	<input type="checkbox"/>	Jobs related to my profession
2	<input type="checkbox"/>	Jobs unrelated to my profession

7. Did you have any paid work (incl. self-employment) since you graduated for ABS		
1	<input type="checkbox"/>	Yes
1	<input type="checkbox"/>	No → Please continue with question 27

8. In total, how many months of paid work (incl. self-employment) have you had since graduation from ABS?		
1	<input type="checkbox"/>	Months

→ Please continue with question 27

Only for employed persons

9. Did you have any paid work (incl. self-employment) since you graduated for ABS		
1	<input type="checkbox"/>	I have a permanent job
2	<input type="checkbox"/>	I have a temporary / fixed-term job
3	<input type="checkbox"/>	I do casual jobs
4	<input type="checkbox"/>	I am self-employed → please continue with question 17

→ In the event that you currently have more than one job, the next questions are about the job where you work the most hours.

10. Is this your first job since graduation?		
1	<input type="checkbox"/>	Yes
2	<input type="checkbox"/>	No. → Please specify how many employers you have worked for since graduation:

11. How long did you search for before you got your first job?		
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	<input type="checkbox"/>	Months
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12. For how long have you been working in your current job?		
	<input type="checkbox"/>	Months

13. By what means did you find your current job? (multiple answers possible)		
1	<input type="checkbox"/>	I applied for advertised job vacancies (e.g. internet, newspaper, advertisement boards etc.)
2	<input type="checkbox"/>	I contacted companies directly (Speculative application)
3	<input type="checkbox"/>	I launch advertisements by myself (e.g. internet, newspaper, advertisement boards etc.)
4	<input type="checkbox"/>	I was contacted by the company
5	<input type="checkbox"/>	I established contacts during an internship / cooperative training / a job after school
6	<input type="checkbox"/>	I used relations/personal contacts (e.g. parents, relatives, friends)
7	<input type="checkbox"/>	I sought assistance by the public employment agency
8	<input type="checkbox"/>	I established my own business
9	<input type="checkbox"/>	Other, please specify:

14. Is your employment based on a written contract or agreement?		
1	<input type="checkbox"/>	Yes
2	<input type="checkbox"/>	No

15. Who is your employer?		
1	<input type="checkbox"/>	Public enterprise (Waterworks, electrical power company, etc.)
2	<input type="checkbox"/>	Private enterprise
3	<input type="checkbox"/>	Government Organization (Ministry, municipality, school, police, etc.)
4	<input type="checkbox"/>	Non-Government Organization (NGO)
5	<input type="checkbox"/>	Other, please specify:.....

16. In your opinion, how important were the following aspects for your employment?						
	Not at all important	Not very important	Somewhat important	Very important	Don't know	
	1	2	3	4	5	
a	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Matching professional qualification
b	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Reputation of ABS college that I graduated from
c	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The grades in my degree
d	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Deficit of employees in my profession
e	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Social and individual competencies
d	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Relations
e	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Other, please specify

17. How many employees does your current company / organization have approximately?	
1	<input type="checkbox"/> Only me
2	<input type="checkbox"/> Less than 10 employees
3	<input type="checkbox"/> 10-49 employees
4	<input type="checkbox"/> 50-249 employees
5	<input type="checkbox"/> More than 250 employees

18. What is your job title? (Support question: What type of work do you do in your job? / Example: Accountant, IT Manager etc.)

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19. In what kind of industry, business or service do you currently work?
(Support question: Please describe what your employer makes or does?
Example: School, Bank etc.)

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 ...

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 ...

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 ...

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 ...

20. In what city do you work?		
1	<input type="checkbox"/>	Name of the city:.....
2	<input type="checkbox"/>	I work abroad → Please specify country and city of work:

21. How many hours do you work on average per day? (without overtime)		
	<input type="checkbox"/>	Working hours per day:

22. How many days do you work on average per week? (without overtime)		
	<input type="checkbox"/>	Working days per week:

23. Do you regularly work overtime?		
1	<input type="checkbox"/>	Yes → Please specify the average number of overtime hours per week
2	<input type="checkbox"/>	No

24. What is your approximate monthly net income from your current major employment		
1	<input type="checkbox"/>	Less than GH¢ 1500
2	<input type="checkbox"/>	GH¢ 1501 - 3000
3	<input type="checkbox"/>	GH¢ 3001 - 5000
4	<input type="checkbox"/>	GH¢ 10000 - 15000
3	<input type="checkbox"/>	More than GH¢ 15001
4	<input type="checkbox"/>	I do not want to tell

Only for self-employed persons

26. Why did you start your own business?	
1	<input type="checkbox"/> It was my own wish
2	<input type="checkbox"/> I inherited the business
3	<input type="checkbox"/> I did not find wage employment
4	<input type="checkbox"/> Other (please specify)

C. QUALITY OF TEACHING/ TRAINING AT ACCRA BUSINESS SCHOOL

27. What was the final grade/class in your degree (when graduating from Accra Business School)?	
<input type="checkbox"/>	Grade (e.g. CGPA 3.7 or 1 st Class)

28. How many classmates did you have (approximately) in your class?	
<input type="checkbox"/>	Classmates

29. To learn more about your situation in Accra Business School, please tell us to what extent the following statements reflect your experiences.						
	Not at all	To a little extent	To some extent	To a great extent	Don't know	
	1	2	3	4	5	
a	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The school provided technical equipment for the training.
b	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The content of the lessons was oriented to the work practice
c	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The lecturers were able to explain the content of the lessons in an understandable way.
d	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The lecturers themselves had a good command of the teaching and training content.
e	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The lectures took place according to the timetable

30. Was practical training part of your ABS education?	
1	<input type="checkbox"/> Yes → Please continue with question 31
2	<input type="checkbox"/> No → Please continue with question 33

31. In what kind of practical training did you participate?	
1	<input type="checkbox"/> Long Vacation internship in the company

2	<input type="checkbox"/>	Training on a regular basis in the company during the school year (cooperative training)
3	<input type="checkbox"/>	Visit to a company before and/or after attending ABS
4	<input type="checkbox"/>	Regular training in the school Laboratory/Career Advisory Service
3	<input type="checkbox"/>	Other (please specify):

32. To learn more about your practical training, please tell us to what extent the following statements reflect your experience?						
	Not at all	To a little extent	To some extent	To a great extent	Don't know	
	1	2	3	4	5	
a	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I was actively involved in usual work processes at my workplace / company.
b	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I had a supervisor / experienced co-worker who controlled my work.
c	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I received instructions about work tasks before I got involved in the actual work.
d	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I received continuous feedback about my performance during the practical training.
e	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I was introduced to a wide range of work/production processes at the workplace / company.
f	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	During the practical training I could make use of the knowledge I acquired in the school

33. To what extent did your vocational education and training help you to develop the following competencies?						
	Not at all	To a little extent	To some extent	To a great extent	Don't know	
	1	2	3	4	5	
a	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	ABS helped me to acquire the theoretical knowledge that is required in my profession.
b	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	ABS helped me to develop the practical skills that are required in my profession.
c	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	ABS helped me to develop the social competencies and individual attitudes that are required in the world of work.
d	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	ABS has laid the foundations that I could (potentially) become self-employed.
e	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	ABS enabled me to get along independently in life

f	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Considering all aspects of your time in ABS, how satisfied are you with the education and training you received?
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34. In your opinion, what was lacking in your education and training? → (Note to interviewer: Actively encourage respondents provide specific feedback in the category “other”)						
	Not at all	To a little extent	To some extent	To a great extent	Don't know	
	1	2	3	4	5	
a	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Training of practical skills
b	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Transfer of theoretical knowledge
c	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Teaching/training methods
d	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Commitment of teaching / training staff
e	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Training materials/equipment

Other (please specify) :

.....

D. SOCIO-DEMOGRAPHIC CHARACTERISTICS

35. In which year were you born?	
<input type="checkbox"/>	Year:

36. What is your gender?	
1 <input type="checkbox"/>	Female
2 <input type="checkbox"/>	Male

37. What is your marital status?	
1 <input type="checkbox"/>	Unmarried
2 <input type="checkbox"/>	Married

THANK YOU FOR YOUR PARTICIPATION!

(Do not read out loud!) End time of the interview



accra
business
school