



Quality Speaks

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FROM THE DIRECTOR'S DESK

In this issue of our Newsletter we wish our regular students happy long vacation while we welcome our sandwich students back to the lecture rooms once more. For our students who have completed their programmes we wish them great success in the National Service or success in their search for jobs, if they do not belong to the group that will be on National Service. Four years of quality education from the University of Education, Winneba (UEW) certainly has imbued you all with most of our core values, which we are confident, will enable you to perform effectively in any place you find yourselves.

The University of Education, Winneba (UEW) in this long vacation session of the Sandwich programme has aligned its re-opening period with the vacation

period of the Ghana Education Service. It is hoped that this new arrangement will enable our esteemed clients, who are also teachers of our wards, the opportunity to come to learn without worrying about the classrooms being empty of teachers. This is an innovation which is an alternative to our previous arrangements. As an institution, UEW is working tirelessly to satisfy its customers while ensuring quality delivery of its services. Traditionally, the Sandwich session has always been characterised by short periods but with double input of academic delivery to enable us achieve cost effectiveness of our services. The current arrangement is not going to be any different but we expect to put in more working days, more assignments and tutorials and several innovative approaches to teaching to enable us deliver on our mandate. Our systems are being overhauled to forestall any

hitches during the registration of students and smooth take-off of the session. We, in the Directorate, thus, encourage our IT technicians and engineering to maintain the momentum they have begun with in preparing for hitch-free Sandwich session. It is our expectation that our students will report punctually and stay on campus for the duration of the programme by reducing the number of travels outside campus. We do appreciate the fact that majority of our clientele are parents. Our advice, therefore, is that each one would put in place measures that will ensure minimal disruption of academic work while away from home. Our libraries will remain open with the new extended opening hours. These arrangements have been made to ensure academic excellence which we continue to support research and capacity building of our clientele. The University of Education, Winneba is committed to providing quality teacher education that is unparalleled in the West Africa sub-region.

Our Online appraisal of course by students and appraisal of students by lecturers have trialled during the second semester of the 2016/2017 academic year. We have to overcome the initial problem of setting up an independent Server and then integrating it into the main UEW Server system. It has not been an easy task accomplishing. The online appraisal system was opened for students and lecturers

to complete their appraisal about two week to the commencement of examinations. A number of reminders were sent to lecturers to encourage their students to appraise their courses for the semester. Just as in any new enterprise or change the Directorate took cognisance of the fact there may be an inertia that may hold students hooked to the hard copy completion process and also excuses might come that the internet is not stable. The Directorate, thus, administered hard copy alongside the online completion of the appraisal forms. The responses to the completion of the online appraisal forms did not receive as much patronage as compared to completing hard copy appraisal forms. The Directorate intends to intensify education on the online appraisal early this time and consistently get lecturers involved in educating students about the advantages of the online appraisal procedures. At the moment the online appraisal procedures are only being applied on the Winneba campus only. It is our intention to extend this procedure to all our campuses. We will soon start engaging all the Quality Assurance Units on all the campuses in preliminary education towards the implementation process.

From the first semester of the 2017/2018 academic year the Director will pay working visits to all Quality Assurance Units of the University to engage Unit heads in discussions

Areas for Improvement

The following were identified as areas that should work on:

1. Most students generally do not like reading outside the notes given to them by lecturers for additional knowledge.
2. Some students reported late after going on holidays.
3. Some students usually arrived late for lectures and were not regular for lectures.
4. Some students found it difficult to apply what has been taught.
5. Some of the students did not have laptops which made it difficult to work when the need arose.
6. A number of students were lazy.
7. Most students did not have good communication skills.

Contact

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Your comments, suggestions and articles are welcome.

of lectures, practical sessions and, seminar and tutorials.

Classroom Environment

All the lecturers indicated that they gave course outline based on course content to their students at the beginning of the semester and that they adequately covered the contents before the end of the semester. All the lecturers were also of the opinion that their students reacted favourably to humours; appreciated PowerPoint presentations; and made use of feedback to improve their performance. However, most of the lecturers indicated that not many of their students were reading the recommended textbooks and also most of their students appeared timid and hardly volunteered to answer questions in class.

Assignments and Quizzes

The lecturers were impressed that majority of their students submitted their assignments on time and also partook lively in class discussions. Most of the lecturers also indicated that most of students' answers on homework indicated well-researched solutions. The lecturers were unanimous that their students' answers to assignments showed they had gained new knowledge and were innovative in solving problems.

Application of Learning

Most of the lecturers were of the opinion that their students applied the information gained from the lectures to their assignments and quizzes. Also students' attitudes indicated that most of them can apply the knowledge gained from lectures.

Students' Strengths

The lectures identified the following as strengths for the students:

1. Students demonstrated the ability to understand the content of the course that was delivered.
2. Most students were active and showed much enthusiasm in class discussion during the delivery of various courses.
3. They had the ability to ask questions that led to further discussions.
4. Students were prepared to undertake practical sessions of the courses taught.
5. Some students showed genuine attentiveness and participated during lectures.
6. Some students had analytical skills.
7. Some students are independent minded and self-driven in the discourse of instruction.

about the way forward for improving our performance as the quality assurance agents of the University of Education, Winneba. All heads of Units are, thus, informed to liaise with the Directorate on issues they need clarification on and also feed the Directorate with their analysed data of students' and lecturers' appraisals. This will enable the Director to acquaint himself with extent of work on the campuses. The visits will also involve mini-workshops that will upgrade the knowledge of personnel of the Units and bring them abreast of new developments of quality assurance in Higher Education Institutions. Quality assurance mechanisms go beyond teaching and learning and our institution having many non-teaching departments need to be catered for, hence the need for mini-workshops to bring the Units abreast of how to assist all other departments.

I wish to end by extending our felicitations to the entire University for a semester successfully completed. I hope all our lecturers have had good rest during their 10-day holiday. We wish to encourage all of us to complete our marking of examination script in good time as we look forward to welcoming our Sandwich students for a lively teaching and learning session. Quality Our Hallmark!

STUDENTS ID CARDS FOR EXAMINATIONS

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During the second semester examinations of the 2016/2017 academic year, some students failed to report at the examination halls with their student identification cards. Whilst some claimed not to be having the document, others claimed they were told to bring their financial clearance chits and not their ID cards that is why the left behind their ID cards. Thanks to the vigilance of some invigilators, some of these students were turned away to go and bring their ID cards or their course registration printouts.

It is unfortunate that some students appear not to know the basic requirements for a student to be admitted into an examination hall. According to the rules and regulations governing examinations at UEW, students must show their identification cards before being allowed into the examination hall. This rule can be found in the Undergraduate Students' Handbook on Rules and Regulations, 2015, Section 26.4.0 – Students' Identity Cards on p. 27, which states in Sub-section 26.4.1: Identity cards of students will be inspected during examinations. Candidates are therefore requested to display

their identity cards on their tables for inspection by examination officers. Also, Section 26.0 – Examinations, Sub-section vii states on p. 24: Candidates may be required at any time to establish their identity. This is a very important requirement. It is worth noting that there are times that, through no fault of theirs, certain students may not have been issued with the Student's Identity Cards. However, it is expected that only students who have previously registered for a particular course will write the examination for that course. In the light of this, students who genuinely have not been given Student's Identification Cards are allowed to present their course registration printouts which should indicate that they are duly registered for the course. The criterion for qualifying for an examination is found in Section 26.1.0 of the Undergraduate Students' Handbook on Rules and Regulations, 2015 on p. 26, which states: Qualifying to write University Examinations: A candidate shall qualify to write a University Examination if Sub-section 26.1.1: The candidate has registered for the approved course. This is the reason why a course registration printout is an acceptable identification to qualify a student as a candidate of the approved course during the examination. Students must, however, ensure that their photos appear on their registration printouts by consulting with the responsible offices.

The issue of financial clearance forms came up as a result of some students not fully paying their fees before the commencement of the semester examinations. It had been observed that though some students were given the chance to make partial payments of their required fees, because they could not as of the time make full payments, some students failed to honour their side of the agreement even though it was made clear to them to ensure full payment of fees before the beginning of the semester examinations.

What has led to this behaviour?

The failure of some students to report to examination centres with the student identity cards could be traced to a number of reasons – some students did not attend the pre-academic orientation programmes and also some students fail to read notices. At the beginning of every academic year, fresh men and women are taken through all the basic rules and regulations they need to know to survive on campus as good junior members. Where much detail cannot be given, the students are referred to the Students' Handbook on Rules and Regulations. Students are also encouraged to read notices. It is, therefore, disappointing that some students with disdain fail to present their ID cards at the examination centres.

We would like to encourage our cherished students to avail themselves of the rules and regulations that border on their successful stay at UEW, especially those that govern examinations. Whilst encouraging students to ensure they have their ID cards with them when going to write examinations, we would like to entreat all officers whose job it is to provide students with ID cards to make all efforts to ensure that all students have their ID cards, and also have them on time. This will weaken the excuses that some students give for not bringing their ID cards into examination halls.

For the invigilators who insisted on the right thing being done by ensuring that students presented their identity cards before being admitted to write their papers, we pat them on the back. It is our expectation that more invigilators will emulate this gesture to add to the quality of our examinations.

REPORT ON LECTURERS' APPRAISAL OF STUDENTS' LEARNING FROM THE DIRECTORATE OF QUALITY ASSURANCE, UNIVERSITY OF EDUCATION, WINNEBA

Introduction

The lecturers' questionnaire for appraising students' learning comprised 39-items that were closed-ended and open-ended. The items sought to find out about issues concerning the general classroom learning environment.

Rubrics and Analysis

The closed-ended items were rated on a 4-point Likert type scale ranging from 1 (lowest acceptance of behaviour) to 4 (highest acceptance of behaviour). The open-ended items gave the lecturers the opportunity to express their opinions about students' behaviours and also give suggestions about how students' behaviours could be improved. The items were analysed by simple percentages.

Results

A total of 49 courses were analysed during the second semester of the 2016/2017 academic year.

Mode of Delivery

About two-thirds of the lecturers (66 %) indicated that they delivered their courses through a combination