

not overflow with some students outside. Also such arrangements ensure safety, in case of an emergency evacuation.

- Print out students' list for each of the courses allocated to you from the OSIS. This allows for identifying students who have registered for the courses; those auditing courses without registration should be reported to the Head of Department.
- Re-sit examinations should be organised within the first two weeks of the first semester to allow for early marking and entry of marks on students' score sheets on the OSIS.
- At the beginning of each semester, the departments should print the broadsheets for all courses of the

previous semester. This allows for the detection of all registered courses which do not have marks entered so that measures are taken to start the process of cleaning the broadsheets.

We shall continue to give further reminders as and when deemed necessary. We wish all our academic staff a pleasant working semester.

### Contact

The Quality Assurance Directorate may be contacted via email, [qualityassurance@uew.edu.gh](mailto:qualityassurance@uew.edu.gh). You may also call us on **+233 20 204 1045**.

**Your comments, suggestions and articles are welcome.**



# Quality Speaks

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## FROM THE DIRECTOR'S DESK

As is usual with the Directorate, we welcome all students (freshers and continuing) to campus for the start of the 2016/2017 academic year. Already the regular orientation which ushers fresh students into the university atmosphere has been organised for students who have reported. Perhaps the fresh students have noticed the amount of freedom of movement in and out of the campuses and also across each campus. The so-called freedom may appear pleasant and appealing but it comes at a cost. We, thus, want to caution fresh students to be aware of the dangers of unlimited freedom. Similarly, we sound a reminder to continuing students that they are equally to comport themselves in such a way

as to respond appropriately to the freedom of a university environment.

There are three main catch-words that all students should bear in mind. These are 'time-management, self-discipline and self-denial'. Often, we may compare the life on a university campus to that of a military camp. In the camp there are routine assembly times when instructions are given as to the activities that each group would engage in for each day. The officer-in-charge expects promptness to calls to assembly as well as comportment at the assembly and on the field of operation. Also, self-denial should be observed on the fields as the troops are not allowed to demand the comforts of life till they return home. In a similar vein

students on campus should consider themselves as soldiers on a battle field who are fighting courageously to win the battle with the mind that joy lies ahead. In acquiring the skills associated with your academic programmes you are preparing yourselves for a bright future, thus, the justification for working hard to achieve high academic laurels.

We wish to remind all students that lectures, assignments and quizzes should be taken seriously as the cumulative efforts that you put into these activities will determine your final output. Frequent travels in and out of campus will not help under such circumstances as assigned tasks should be submitted on schedule. So self-denial and dedication to the programmes to which you have enrolled must be the key. Most of the programmes offered during the semester require that continuous assessments be done regularly and the performance records kept. Students are, therefore, advised to start thinking of how to plan their study schedules. Peer influence should not compel anyone to fall into bad company. As an institution, we are committed to graduating our students within the four-year period assigned for our undergraduate programmes and the two-year-period

for the postgraduate programmes. We, thus, advise students to be committed to the reasons why they are in the University. Take advantage of our quality services, such as counselling sessions; library services, and Internet access on all our campuses. The authorities of this University are committed to deliver excellent academic services so as to achieve unparalleled academic excellence in teacher education within the West African sub-region. When unsure of what to do or where to move, do not hesitate to contact your Heads of Department who are always available to direct you on the right path.

We, in the Quality Assurance Directorate, are committed to ensuring that our students gain the maximum teaching and periods required for their programmes. We shall, as usual, make our rounds to the lecture halls, classrooms and laboratories to ensure that our students are comfortable and they are not short changed. We are located on the first floor of the Faculty Block at the North campus and we welcome you to interact with us any time you find this necessary. Have a wonderful semester.

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## A REMINDER OF ACADEMIC QUALITY ASSURANCE IN THE UNIVERSITY OF EDUCATION, WINNEBA

**M. K. Amedeker**  
**Director, Directorate of Quality Assurance, U. E. W.**

### Introduction

Each semester, the Quality Assurance Directorate reminds all staff of the University of the need to ensure that all endeavours in the University of Education, Winneba (UEW) are flavoured with the essential elements of quality. In this Issue of our Newsletter, we wish to remind the academic staff of some of the activities, which we believe most of them are already executing:

- It is essential that students are given well-prepared course outlines or course manuals right from the beginning of the semester. We should ensure that the reference books or the reading list given on the course outlines are physically available in the University's libraries and students directed to those libraries are holding the recommended books, as per the reading list.
- Ensure manageable class sizes by grouping students in large classes and taking the groups in turn. This ensures that classes do

display was also put up by the band after playing for the march past by the athletes before exiting the field. The subsequent days of the competition saw the band at one event or the other, playing in the background to cheer competitors on with the expectation of enhancing their performance mood. Some research outputs have shown that background music was an effective strategy for mood enhancement (Hewston, Lane, Karageorghis, & Nevill, 2005). The Band also provided pre-task music for football teams by playing their anthems to inspire them to put in their best for the matches. The Band based its action on research outcomes (Lanzillo, Burke, Joyner, and Hardy, 2001; Pates, Karageorghis, Fryer, and Maynard, 2003), which have shown that pre-task music can manipulate activation states through its arousal control qualities, facilitate task-relevant imagery, promote flow, and enhance perceptions of self-confidence. The Band also played fanfare during medal presentations.

To make the UEW hosting a unique one, the Band made use of the anthems of the universities that won gold medals in their respective events. This gave the athletes on the dais a strong sense of pride, hearing their university anthems. A gold medal is presented for first place, silver for second, and bronze for third. The national anthem of the winner is played as each medalist's national flag is raised (photoenhancements.

com, 2003).

To make the UEW hosting a unique one, the band made use of the anthems of the universities that won gold medals in their respective events. In some cases, the full anthem was played while a few also saw excerpts of the anthems played. These were done with the ceremonies at the Olympic games in mind where the national anthem of the winner is played.

To the athletes on the dais, the anthems gave them a strong sense of pride to hear their university anthem being played for them at such a ceremony. To their supporting team mates at the games, it was all joy as they took to the singing of their institution's anthem during its play. Alumni of the various universities who came to witness the games also had nostalgic feelings, hearing the anthem of their alma mater. The closing ceremony of the games witnessed more of the anthems being played for victory ceremonies and also special prize presentations.

### Conclusion

In conclusion, the use of the anthems of the competing universities by the Winds Band of the Department of Music Education in the 24th Ghana Universities Sports Association (GUSA) hosted by the University of Education, Winneba in January, 2016 enhanced the quality of the Games.

### References:

- Author. Importance of

## THE QUALITY ASSURANCE DIRECTORATE GETS INVOLVED IN THE FRESHERS' ORIENTATION FOR 2016/2017 ACADEMIC YEAR

### From the Directorate

#### Introduction

The Directorate has participated in orientation programmes organised for the freshly admitted students to the 2016/2017 academic year at the North and South Campuses in Winneba and the Ajumako Campus. The interaction was centred on the students' role in helping the University of Education, Winneba to become a centre of excellence in teacher education.

The Director started by reiterating the Mission and Vision of the University. The Mission he said was that the University of Education, Winneba was set up to train competent professional teachers for all levels of education and also to research educational issues and disseminate the results as well as contribute towards educational policies. He said the students were also stakeholders in the mission of the University and consequently would be engaged in research during the course of their studies. Then, the Director also outlined the Vision of the University of Education, Winneba (UEW) as that of becoming an internationally

reputable educational institution for education and research. The students were entreated to advance the cause of the University by committing themselves to the training they would be undergoing to become teachers of international repute. The Director reminded the students of the eight core values cherished by the University. These values were (1) Academic excellence, (2) Good corporate governance, (3) Service to the community, (4) Gender equity and social inclusiveness, (5) Teamwork and partnerships development, (6) Positive work attitude, (7) Environmental responsibility, and (8) Judicious utilisation and management of funds.

The students were reminded of the hierarchy of authority in the University as well as among the students' leadership, which gives them the opportunity to take part in the governance of the University. Then, the students were told that during their studentship they would be expected to provide service to the community through school visitations, school attachment programmes and internships in the basic and second cycle institutions. The University, according to the Director, was making great strides in admitting enough female students in order to ensure gender equity. The Director also drew the students' attention to the sign language interpreter who was actively interpreting for the students with hearing disabilities and said that in catering for the disadvantaged,

the University was ensuring social inclusiveness.

Finally, the Director advised the fresh students to ensure environmental cleanliness, judicious use of university facilities such as chairs and tables, and to develop positive work attitudes.

## MUSIC MAKES THE DIFFERENCE AT 24TH GUSA GAMES - UEW 2016



**George Asabre Maclean**

(Department of Music Education, School of Creative Arts)

### Introduction

The benefits that sports has to offer students and humankind in general cannot be underestimated. As identified by My Essay Point, 2015, "A perfectly fit person not only performs well in school as well as home; rather he/she can distinctly shine out at the workplace as well. It is usually seen that people who participate in sports display better leadership qualities at their workplace as well." This, coupled with the sense of friendship and unity among competing teams, in the author's view, is what informs the organisation of sports events like the Olympic and Commonwealth Games, FIFA and other specific sport

organised competitions.

A brief history from the website of the Ghana University Sports Association (GUSA) indicates that from 1964, the three existing public universities in Ghana began having biennial games without any central organising body. The idea of the formation of GUSA occurred in 1965 when the three universities of Ghana attended the maiden West Africa University Games (WAUG) held in March 1965 at the University of Ibadan, Nigeria. ([www.ghanagusa.com](http://www.ghanagusa.com)). The biennial congregation of the public universities to compete has been upheld to date. The GUSA, as at 2016, had a total of eight-member universities, comprising the University of Ghana (UG), Kwame Nkrumah University of Science and Technology (KNUST), University of Cape Coast (UCC), University of Professional Studies, Accra (UPSA), University of Energy and Natural Resources (JENR), University of Mines and Technology (UMaT), University for Development Studies (UDS), and the University of Education, Winneba (UEW).

The University of Education, Winneba had the privilege of hosting the 24th GUSA Games in January, 2016 on its main campus, Winneba. Departments, Offices, Units, and Sections of the University that had roles to play towards the success of the event were all brought on board and assigned their specific roles. One of these departments was that of Music Education which was to provide music throughout the period

of the competition. This write-up is a narrative of the expectations of the Winds Band of the Department - the preparations put in by the band and the role it played during the games to make it stand out as one of the best organised by GUSA.

### Expectations and the Role of the Band

Among the expectations of the band were for it to provide fanfares for the declaration of official opening of the games and the lighting of the perpetual flame. A fanfare is a short musical flourish that is typically played by trumpets or other brass instruments, often accompanied by percussion (Tarr, 2001). The fanfare performances were to be followed by the playing of songs for the march past by the contingents as expected during games or athletic programmes. Apart from these performances were the fanfares to be played after the presentation of medals for various events on subsequent days. The Winds Band, on the contrary, thought of adding more colour to the Games by adopting the Olympic Games' way of honouring medal winners, where the national anthem of the gold medal winner is played. So the band decided to play the university anthem of any athlete or team that won gold medal for any event. This, definitely, called for a study of the anthems of all the eight (8) participating public universities.

### Preparation

Knowing the events that were before them, the Band started its preparation towards the games in September, 2015 with the collection and orchestration (the art of writing for musical instruments) of the various anthems of the universities. The means by which they were obtained varied from one to the other. Whilst some of the anthems were readily available to the band in Winneba, others were obtained electronically through e-mails and via Whatsapp. The format in which the anthems were obtained included already orchestrated, staff notated for choral rendition, sol-fa notated, solo audio recording (voice), and another as instrumental accompaniment in audio format.

For easy and quick study of the various anthems, those received in staff notation were orchestrated, the ones in sol-fa were transcribed and orchestrated, whilst the solo audio recording were transcription, harmonised and orchestrated. The instrumental accompaniment in audio format was obtained quite close to the beginning of the games and so it was learnt by auditory means. Thus, every instrumentalist had to pay strict attention to his part in the recording, and through practice, the parts were synchronised for performance.

### Performance and Impact

The band was able to carry out its duties without a hitch to the admiration of all. A spectacular