

**UNIVERSITY OF EDUCATION, WINNEBA  
PLANNING UNIT**

**Guidelines for Introducing New Academic  
Programmes by  
Faculties/Schools/Institutions/Departments**

**SUBMITTED TO  
THE ACADEMIC PLANNING COMMITTEE  
(APC) OF THE UNIVERSITY OF EDUCATION,  
WINNEBA**

**BY  
THE PLANNING UNIT**

**FEBRUARY 2020**

## BACKGROUND TO THE PROPOSAL

Academic Planning Committee (APC) is a sub-committee of the Academic Board (Schedule B3 of the 2007 UEW's Statute) with mandate to provide directions and support for academic units with regard to academic planning and documentation, maintain guidelines and standards for planning and assessment and review of new academic programmes for Academic Board's consideration. At its meeting held in September 2019, at the Council Chamber, members observed that sometimes, proposals for the introduction of new academic programmes unduly delayed at the APC, which was partly attributed to the academic departments using National Council for Tertiary Education (NCTE) guidelines, and National Accreditation Board's (NAB) criteria outlined in Forms A3 (new programme) and Form A6 (re-accreditation) for scrutinizing its in-house proposals. Contributing to the discussion on the delay, representatives of the Acting Planning Officer (in attendance) suggested to the Committee to adopt its in-house template to help expedite the internal approval of new undergraduate academic programmes in the University. Consequently, the Committee unanimously requested the Planning Unit to compile relevant guidelines for adoption.

This template has therefore been designed in congruence with essential regulations contained in the UEW's *handbook on examinations and review of academic programmes; Guidelines for Requesting NCTE's Support for Introducing New Programmes in Public Tertiary Education Institutions; and NAB's format for introducing new academic programmes (NAB/INFO.A.3)* for APC's consideration and adoption. Please see **Appendix A** attached.

**APPENDIX A: ACADEMIC PLANNING COMMITTEE'S GUIDELINES FOR  
INTRODUCING NEW ACADEMIC PROGRAMMES IN THE UNIVERSITY OF  
EDUCATION, WINNEBA**

**1. Programme Title:** .....

**2. Level of Programme** (e.g. Dip., Post Dip., B.Ed. B-Tech, B.A, B.Sc.) – Indicate whether regular, sandwich, weekend or distance:.....

**3. Background Information** (State the Aims and Objectives of the programme as fit into the mission and plans of the institution and national demand for the programme):

**4. Students' Admission, Progression and Graduation:**

Clearly state the policies on minimum qualifications for admission into the programme, retention and graduation.

**5. National Relevance**

i. State the objectives and the intended outcomes of the new programme

*Describe what the programme is intended to achieve, as well as the knowledge, skills and competencies that would be acquired by students after graduation.*

ii. Demonstrate the relevance of the programme to national development by linking the programme to national development objectives.

*Link the programme to development programmes enunciated by the government, and where applicable, the programme should be linked to the skill needs of the institution's "catchment area".*

iii. Describe the inadequacies in skills in a particular sector which necessitates the mounting of the new programme;

iv. Demonstrate how the new programme will assist in overcoming the challenges in that sector.

## 6. Alignment with the Mission of the Institution

Demonstrate how the new programme aligns with the mission of the institution as stated in the legislation establishing the institution.

## 7. Target Market

Identify the market for the programme. (*Identify the sections of the population who will access the programme; and the sectors of the economy which will potentially employ the graduates produced by the programme*)

## 8. Similar Programmes Run By Other Institutions

Justify the need for the new programme and demonstrate how unique the new programme is from existing programmes in other institutions.

## 9. Projected Student Enrolments for the next Four (4) Years:

| Academic Year | Year 1 | Year 2 | Year 3 | Year 4 |
|---------------|--------|--------|--------|--------|
| Male          |        |        |        |        |
| Female        |        |        |        |        |
| Total         |        |        |        |        |

## 10. Resources:

### a. Physical Resources:

- Provide details of the available physical facilities including the following:
- i. classrooms, laboratories/demonstration rooms, studios and farms workshops and their respective capacities (as applicable);
  - ii. Pieces of equipment, instruments and tools;
  - iii. Provisions made for the physically challenged;
  - iv. Safety facilities provided.

### b. Sources of information (e.g Library) and other relevant resources.

## 11. Evidence of Practical Training (Competency Based Programmes)

For competency based programmes (CBT) and other programmes that require practical training, indicate how it intends to collaborate with industry to offer practical training. In so doing, the department should:

- i. *Show evidence that industry is willing to admit students for practical training*
- ii. *Indicate the duration of practical training*
- iii. *Indicate the competencies students are expected to acquire from the training.*

## **12. Collaboration with Professional Bodies**

For programmes that require collaboration with professional bodies in Ghana (e.g. medicine, nursing, law, etc) the department should show evidence that the identified professional body is willing to collaborate and license graduates on completion of the programme.

## **13. Linkages:**

Linkages with other organisations/institutions (national/international) for academic or other forms of support

**14. Consultations** *(State the levels of consultations for the design of the programme including consultations with the appropriate professional and/or supervisory bodies where applicable):*

**15. Components of the Programme** *(Provide details of the programme and mode of delivery to include the following):*

- a. Required (Core) Course(s)
- b. Elective Course (s)
- c. Research Component
- d. Practical Training, Industrial Attachment, Internship, Clinical Experience, etc.
- e. Semester-by-Semester Structure/Schedule of Course, showing the credit value of each course

**16. Course Description** - Provide short description of the content of the courses in the programme to include:

- a. Introduction/course description
- b. Objective (s)
- c. Content
- d. Mode of Delivery
- e. Reading List

**17. Assessment of Students' Performance and Achievements:**

- a. Regulations on students' assessment, performance and achievements should be clearly defined and there should be evidence of students' awareness of the regulations.
- b. Mode of certification: Please, state name of awarding institution.

**18. Student Learning Outcomes** (*Please state/list the student learning outcomes for the programme, i.e. the set of knowledge and skills a graduate of the programme should have*):

## 19. Staffing:

Provide information on staffing for the programme in the table below (*this should include only those who have responded positively to appointment letters, or if existing staff, have received letters for re-assignment or additional*)

| Staff Category       | Name of staff         | Sex | Full time | Part time | Rank | Qualifications(Title of Programme, Year Obtained and Place (institution)) (highest first) | Area of specialization | Courses to be taught | Expected workload (expressed in hours per week per teacher) | Years of teaching experience (Tertiary level) |
|----------------------|-----------------------|-----|-----------|-----------|------|---|------------------------|----------------------|---|---|
| Teaching staff       |                       |     |           |           |      |   |                        |                      |   |   |
|                      |                       |     |           |           |      |   |                        |                      |   |   |
|                      |                       |     |           |           |      |   |                        |                      |   |   |
|                      |                       |     |           |           |      |   |                        |                      |   |   |
|                      |                       |     |           |           |      |   |                        |                      |   |   |
| Technical staff      | <i>Technologists:</i> |     |           |           |      |   |                        |                      |   |   |
|                      |                       |     |           |           |      |   |                        |                      |   |   |
|                      | <i>Technicians:</i>   |     |           |           |      |   |                        |                      |   |   |
|                      |                       |     |           |           |      |   |                        |                      |   |   |
| Administrative staff |                       |     |           |           |      |   |                        |                      |   |   |
|                      |                       |     |           |           |      |   |                        |                      |   |   |
|                      |                       |     |           |           |      |   |                        |                      |   |   |
|                      |                       |     |           |           |      |   |                        |                      |   |   |
| Support staff        |                       |     |           |           |      |   |                        |                      |   |   |
|                      |                       |     |           |           |      |   |                        |                      |   |   |

NB: High order ranks should be filled first

## 20. Funding of the New Programme

- i. Analyse the recurrent and capital costs associated with the new programme. These should include the cost of equipment, library, consumables and teaching and non-teaching staff.

| <i>Projected Student Enrolment</i>                         |               |               |               |               |               |
|--|---------------|---------------|---------------|---------------|---------------|
| <b>INCOME</b>  | <b>YEAR 1</b> | <b>YEAR 2</b> | <b>YEAR 3</b> | <b>YEAR 4</b> | <b>YEAR 5</b> |
| <i>Recommended Fees</i>                                    |               |               |               |               |               |
| <i>Academic Facility User Fees</i>                         |               |               |               |               |               |
| <i>Government Subvention</i>                               |               |               |               |               |               |
| <i>GETFUND</i>   |               |               |               |               |               |
| <i>Donor Grants/Funds</i>                                  |               |               |               |               |               |
| <i>Others</i>  |               |               |               |               |               |
| <b>EXPENDITURE</b>   |               |               |               |               |               |
| <i>Employee Subvention</i>                                 |               |               |               |               |               |
| <i>Administrative Costs</i>                                |               |               |               |               |               |
| <i>Goods and Services</i>                                  |               |               |               |               |               |
| <i>Examinations</i>  |               |               |               |               |               |
| <i>Equipment</i>   |               |               |               |               |               |
| <i>Library</i>   |               |               |               |               |               |
| <i>Teaching and Learning Aids</i>                          |               |               |               |               |               |
| <i>Others</i>  |               |               |               |               |               |
| <b>TOTAL EXPENSES</b>                                      |               |               |               |               |               |
| <b>Surplus/Loss (Difference in Income and Expenditure)</b> |               |               |               |               |               |

- ii. Assess the various streams of income/funding sources that will be applied to finance the programme.

- iii. Indicate how the funding for the programme can be sustained.

## **Please, take note of the credit hours requirements for UEW's programmes**

### **Undergraduates:**

- a. Minimum credits required for graduation:
  - i. Four-Year Degree Programmes (120 – 144 credit hours)
  - ii. Two-Year Degree Programmes (60 – 72 credit hours)
  - iii. Three-Year Diploma Programmes (Distance) (60 – 72 credit hours)
  - iv. Two-Year Diploma Programmes (Regular) (60 – 72 credit hours)
  - v. One-Year Diploma Programmes (30 – 36 credit hours)
  - vi. One-Year Certificate Programmes (30 – 36 credit hours)
- b. Minimum and maximum load per semester:
  - i. Minimum credit hours for full-time students per semester – 18
  - ii. Maximum credit hours for full-time students per semester – 21
  - iii. Academic Planning Committee (APC) has the mandate to review minimum and maximum load in collaboration with the respective faculty for other programmes.

*(Source: Undergraduate Students' Handbook, 2015)*

### **Postgraduates:**

- a. Minimum credits hours required for graduation:
  - i. 18-21 credit hours for postgraduate diploma
  - ii. 21-24 credit hours for non-research master's degree (M.A., M.Ed., M.Tech. etc.)
  - iii. 30-36 credit hours for research master's degree

*(Source: UEW Policies for Postgraduate Students, 2018)*