AKENTEN APPIAH-MENKA UNIVERSITY
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NIMDEE NE NSANONWUMA SUAKYERE MA MPUNTUO

OVERVIEW OF ACCREDITATION PROCESS

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Outline of Presentation

- Introduction

- History of Accreditation

- Legal Framework

- Types of Accreditation

  - Institutional Accreditation

  - Programme Accreditation

- Introduction of New Programmes –

Policy Approval and Accreditation

- Programme Assessment

- Key Norms

- Recurring Deficiencies

- Conclusion

Introduction

Accreditation is a globally acceptable practice of external quality assurance that provides assurance to the public that an academic programme meets specific standards.

To the public, it is:

- A reliable indicator of the institution's quality
- An assurance to the public, of external evaluation and adherence of institutions to high quality standards.
- An assurance that educational activities of an accredited institution or programme have been found to be satisfactory and meet the requirement for accreditation.
- Mechanism for ensuring public confidence and reliability on educational programmes

To the student, it provides:

- An assurance of high standards and educational quality through adherence to established standards.

- Assistance in transfer of credits between institutions.

- Transition of students from one accredited institution to another.

For higher education institutions:

- Stimulus for self-directed institutional improvement.
- External review provides strengthening of institutional and programme self-evaluation.
- Enhances the reputation (credibility) of an institution because of public regard for accreditation.
- A means by which an institution gains eligibility and recognition for delivering tertiary level education.
- Listed nationally or internationally among the database of accredited institutions.
- A demonstration of compliance with international standards

In a nutshell:

❑ Students - assurance that they are receiving quality education.

❑ Employment – Employers require an evaluation report as part of their recruitment process/placement

❑ Further studies – Across the world, only recognized degrees are accepted for admissions.

❑ All tertiary education institutions in Ghana are required by law to run only accredited academic programmes. There are sanctions for TEIs whether public or private, that run unaccredited programmes.

Reason For Accrediting Your Programs

Dear ▓▓▓▓▓▓▓▓▓▓

thank you for your application to the European ▓▓▓ Course. Unfortunately, your application has been rejected, because your study programme is not accredited by the national authority in Ghana, GTEC.

Programme accreditation is mandatory for all university sector institutions (public and private). It applies to all programmes, undergraduate diplomas, bachelor degrees, postgraduate diplomas, master's degrees and PhD programmes.

The programme accreditation for B.Sc. ▓▓▓ Engineering has expired on 31-08-2015 and you have started your studies in 2019.

Programme's accreditation status in the GTEC database: https://gtec.edu.gh/programes-by-institution/61658B6-1E96-4E For more information on the general eligibility requirement, please see: https://www.aalto.fi/en/study-options/european-mining-course-master-of-science-technology#13-general-eligibility

According to our general eligibility requirement, the degree needs to be a recognized part of the official national education system. Therefore, we cannot accept applicants with a degree from a programme that is not accredited by GTEC.

We thank you for your interest and wish you all the best in your future endeavours.

Best regards, Admission Services Aalto University aalto.fi/studies admissions@aalto.fi

madeinaalto

History of Accreditation

Early 90s – Started as desk at the Ministry of Education

Fewer universities (UG, KNUST, UCC, UDS)

Fewer programmes

TEIs were not committed

Assessment reports are written not typed and panel leads invited to speak to their reports at Accreditation meetings

National Accreditation Board (NAB) – NAB Act, 2007 (Act 744)

Increase in the number of TEIs and programmes

Major restructuring of the accreditation (Introduction of the Committee system

Increased awareness about accreditation

GTEC

Education Regulatory Bodies Act, 2020 (Act 1023)

The merger of NCTE (Policy) and NAB (QA and Accreditation)

310 TEIs

A lot academic programmes being submitted for Accreditation

Legal Framework

Accreditation (Institutional and Programme) is legal requirement (Education Regulatory Bodies Act, 2020 [Act 1023])

Accreditation Functions

- *Section 8 of the Education Regulatory Bodies Act, 2020 (Act 1023)* spells out the accreditation functions of the Ghana Tertiary Education Commission.
- *Section 8(1b)* provides that "The Commission is responsible for the accreditation of programmes of public and private tertiary education institutions.
- By this GTEC has the exclusive mandate to accredit programmes of TEIs. The Act 1023 provides sanctions for anybody/anyone/Institution who contravenes the provisions.

Legal Framework

Section 8 (3) states that "the Commission shall, in conjunction the Commission for Technical and Vocational Education and Training (CTVET) to accredit technical and vocational education and training institutions and programmes at the tertiary level.

❑ *GTEC is working with CTVET to jointly accredit CBT programmes at the Technical Universities*

❑ *Working on modalities to collaborate with NTC for the accreditation of teacher education institutions and programmes*

❑ *Allied Health Professions Council*

❑ *Medical and Dental Council*

❑ *Nursing and Midwifery Council*

Legal Framework

Offence and Penalty – 15 to 20yrs

Section 36 (1) (a) of the Education Regulatory Bodies Act, 2020 (Act 1023) states that "A person who operates a tertiary education institution or runs a tertiary education programme that is not accredited commits an offence and is liable of summary conviction to a fine of not less than twenty thousand penalty units or to a term of imprisonment of not less than fifteen years and not more than twenty years or both".

Legal Framework

In addition;

Section 36 (I) (b) of Act 1023 makes the following an offence:

- Advertising a tertiary education institution or a tertiary education programme that is not accredited.
- A person who publishes, advertises or causes to be published or advertised in the media whether print or electronic any information an unaccredited programme or institution.

!!!Accreditation is legal requirement that must be complied with by all TEIs.

Types of Accreditation

There are two broad types of accreditation – Institutional and Programme Accreditation.

❑ Institution Accreditation – It allows the institute to operate, and it is for non-chartered private TEIs. The grant of institutional accreditation is not a license to run academic programmes.

❑ Public Universities are normally established by an Act of parliament and are not required to undergo institutional accreditation

❑ Programme Accreditation – This is a requirement for all TEIs whether public or private. It is only after programme accreditation that students can be enrolled.

Introduction of New Programmes

The programme accreditation process is in two phases i.e. policy approval/clearance stage and the accreditation stage.

Policy Approval/Clearance

For now, this is a requirement for only public TEIs – Public universities, TUs, etc.

The policy approval/clearance process set out to achieve three key objectives:

- ***Alignment with national development objectives.***
- ***Public Funding – Does the programme merit funding.***
- ***Alignment with mission/establishment mandate of the institution***.

Policy Approval Committee reconstituted with extended mandate

- ❑ **Programme clearance**
- ❑ **Setting up of Schools/Faculties and Departments**

Policy Approval/Clearance (Cont'd)

Programme aim, Objectives and Outcomes

- ✓**Aim -** The institution should state the purpose of the programme and its intended outcomes in broad terms.
- ✓**Objectives -** The institution should describe what the programme is intended to achieve.
- ✓**Outcomes -** The institution should describe the knowledge, skills and competencies that would be acquired by students after graduation.

Staffing - The institution should assess the current staffing position; projections on teaching and support staff; and projections of student/staff ratios for the first five years.

Budget

✓The institution should analyse the cost implications of the new programme for the first five years and demonstrate how it intends to finance the new programme.

Policy Approval/Clearance (Cont'd)

✓The institution should 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.

✓The institution should assess the various streams of income that will be used to finance the programme.

✓The institutions should also indicate how the funding for the programme can be sustained.

Accreditation Phase

Following the grant of policy approval/clearance, the application moves to the accreditation phase. This involves:

- ✓ Resubmission of revised document taking into account comments at the policy approval phase

- ✓ Vetting

- ✓ Acknowledgement and Invoicing

- ✓ Payment of assessment fee – An application is only deemed complete after payment of the approved assessment fee.

- ✓ Panelling – A minimum of two experts (at least Senior Lecturer) in the programme area

- ✓ Assessment – On-site visit to interact with faculty members to discuss the curriculum and related issues and inspect facilities

Accreditation Phase

✓Submission of assessment report (**within 2 weeks**)

✓Copy forwarded to institution concerned to respond to deficiencies (**within 2 to 3 weeks**)

✓Response goes to Chairman of the Assessment Panel – Confirmation of remedial measures taken to address deficiencies identified (**within 2 weeks**)

✓Consideration of application by the Accreditation Committee of GTEC

✓Approval by Board (Normally 3 years at the first instance and 5 years for subsequent renewals)

Programme re-accreditation applications go through the same cycle except for the policy approval/clearance stage. The appropriate questionnaire to use is GTEC. INFO. A.6.

Programme Assessment

The assessment stage is a very key aspect of the programme accreditation/re-accreditation process.

New Programme

- ✓ The focus is to ascertain the existence, adequacy and appropriateness of structures to run the programme in areas such as:
- ✓ Programme aims and objectives - Be guided by the Bloom's Taxonomy (Create, Evaluate, Analyze, Apply, Understand, and Remember) in setting aims and objectives.
- ✓ Admissions requirement – Approved entry requirements into TEIs
- ✓ Curriculum (course structure and course descriptions)
- ✓ Staffing (A minimum of three staff, one of which should be at least a Senior Lecturer).
- ✓ Policies – Academic regulations, course assessment, staff development, ethics, peer and professional assessment of course content etc.
- ✓ Funding – Level of fees, and sources of funding.

Programme Assessment

Existing Programme

The focus is to ascertain the existence, adequacy and appropriateness of structures to continue to run the programme in areas such as:

- ✓Programme aims and objectives – Be guided by the Bloom's Taxonomy (Create, Evaluate, Analyze, Apply, Understand, and Remember) in setting aims and objectives.

- ✓Admissions requirement – Approved entry requirements into TEIs

- ✓Curriculum (course structure and course descriptions)

- ✓Staffing (A minimum of **six** staff, one of which should be at least a Senior Lecturer).

- ✓Policies – Academic regulations, course assessment, staff development, ethics, peer and professional assessment of course content etc.

- ✓Funding – Level of fees, and sources of funding.

Key Norms

There are key GTEC norms to note and ensure compliance:

✓Teaching Load – Nine to 12 contact hours per week with varying reduction for administration.

✓Student Load – Minimum of 15 and maximum of 21 contact hours per week.

✓Requirements for Heading a Department – Minimum of a Senior Lecturer

✓Qualifications (Proportion of PhD holders) – A minimum of 60% of total staff strength.

✓Staffing (Proportion of full-time and part-time staff) – 60% full-time and 40% part-time.

Key Norms

Pyramidal Structure

Full Professor	-	10%
Associate Professor	-	15%
Senior Lecturer	-	35%
Lecturer	-	40%

Note that the Assistant Lecturer rank does not feature on the pyramidal structure. It is a transitory rank.

Key Norms

Qualifications for teaching at TEIs

LEVEL	QUALIFICATION REQUIRED
Diploma	Minimum of Bachelor's degree with considerable practical experience in the subject area. Taught master's degree in relevant areas is also acceptable.
Bachelor's	Minimum of research master's degree. One year taught and second year research leading to the production of a thesis in relevant area.
Master's and other Graduate level	Ph.D. degree or other doctoral degree in the relevant area.
PhD	Supervisory Committee made up of professors and PhD holder with considerable teaching and research experience in relevant areas.

Key Norms

Admissions Requirement

- *SSSCE Candidates*: Credit Passes (A-D) in six (6) subjects comprising three core subjects, including English Language and Mathematics, plus three (3) relevant elective subjects.

- *WASSCE Candidates*: Credit Passes (A1-C6) in six (6) subjects comprising three core subjects, including English Language and Mathematics, plus three (3) relevant elective subjects.

Key Norms

- Mature Student Admissions - Such applicants should normally *not exceed 5%* (for Public Tertiary Educational Institutions) and *20%* (for Private Tertiary Educational Institutions) of the total admissions of an institution in a given academic year.

- Applicants with foreign qualification should be sent to GTEC for evaluation before admission.

Conditional admission is not permitted.

Key Norms

Staff-Student Ratio (SSR) For Universities:

PROGRAMME AREA	SSR
Social Science and Humanities	1:27
Business Administration	1:27
Science	1:18
Applied Science, Technology and Health Sciences	1:18
Engineering	1:18
Pharmacy	1:15
Medicine	1:12

Deficiencies (Recurring)

❑Staffing – Inadequate staff both in terms of numbers and qualification.

❑Presentation of staff list (Staff list template)
  ✓No indication of HoD
  ✓Qualifications column no properly presented in most cases

❑Programme aims, objectives and learning outcomes – Not measureable, lack focus and not succinct in most cases (In most cases confused)

❑Components of the programme (mandatory courses) – Confused with all core courses instead of university-wide course.

Deficiencies (Recurring)

❑Course descriptions (should include brief course objectives, course content, reading materials, mode of delivery) – Format not followed. It helps if it is presented in sub-headings.

❑High Staff-Student Ratio (SSR) – Mostly Public TEIs

❑Unqualified Heads of Department - Mostly Public TEIs

❑Research output – Publication in predatory journals

❑Tracer studies not conducted for existing programmes

Deficiencies (Recurring)

❑ Documents full of typographical and grammatical errors in some cases

❑ Outdated reading materials

❑ Unavailability of relevant policy documents.

❑ Delays

Deficiencies (Recurring)

Summary Sheets – Four column table (No., Identified Deficiencies, Suggested Remedies, and action taken by institution. Reference pages

Staff list - Qualification title, where and when obtained
Area of specialization
Courses to be taught

Conclusion

- The success of a TEI can be measured by the level of its adherence to regulatory requirements. The programme accreditation is a key regulatory requirement to ensure and maintain academic standards.

- It should be a collective responsibility of key actors at various levels of the University.

- GTEC on its part is always available to assist TEIs to adhere to standards.

Conclusion

- Let us work together to ensure a robust accreditation regime that gives credibility and recognition both nationally and globally to graduates being churned out of our TEIs.

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THANK YOU

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QUESTIONS AND COMMENTS