



MOUNTCREST
UNIVERSITY • COLLEGE

POLICY DOCUMENT

JUNE 2016

Contents

| | |
|--|----|
| QUALITY ASSURANCE | 3 |
| EXAMINATION MODERATION POLICY GUIDELINES | 5 |
| REGULATIONS FOR THE CONDUCT OF CERTIFICATE/DIPLOMA/ UNDERGRADUATE DEGREE PROGRAMMES | 11 |
| REGULATIONS FOR THE CONDUCT OF UNIVERSITY EXAMINATIONS | 18 |
| FACULTY & STAFF DEVELOPMENT POLICY | 27 |
| MCU GRANTS AWARDS | 32 |
| POLICY ON STUDENTS' EVALUATION OF LECTURERS | 33 |
| STUDESTS' EVALUATION OF LECTURERS QUESTIONNAIRE | 33 |
| MOUNTCREST UNIVERSITY COLLEGE | 38 |
| SCHOOL OF RESEARCH AND GRADUATE STUDIES | 38 |
| SCHEDULE FOR THE PREPARATION OF YOUR DISSERTATION | 38 |
| GUIDANCE ON THE PRESENTATION OF YOUR DISSERTATION | 41 |
| RECOMMENDED FORM OF BIBLIOGRAPHIC CITATION | 43 |
| MARKING SCHEME: | 49 |
| MOUNTCREST UNIVERSITY COLLEGE | 50 |
| CODE OF ETHICS FOR FACULTY AND STAFF | 50 |
| MCU RESEARCH ETHICS POLICY | 57 |
| COMMUNITY OUTREARCH POLICY | 65 |
| INTER-INSTITUTIONAL COLLABORATION POLICY | 67 |
| POLICY ON STUDENT AND STAFF WITH DISABILITY | 67 |
| STUDENT ENGAGEMENT POLICY | 73 |
| GUIDANCE AND COUNSELLING | 76 |
| ANTI-SEXUAL HARASSMENT POLICY | 81 |
| PARTNERSHIP POLICY | 93 |

| | |
|---------------------------------------|-----|
| COMMUNITY OUTREACH POLICY | 97 |
| POLICY ON COLLABORATION WITH INDUSTRY | 100 |
| STUDENT WELFARE POLICY | 106 |
| GENDER POLICY | 119 |

QUALITY ASSURANCE

There shall be a Quality Assurance Unit, headed by the Director of Quality Assurance and supported by the Quality Assurance Committee.

The Quality Assurance Committee is a committee of the Academic Council, chaired by the Quality Assurance Director.

The membership of the Quality Assurance Committee shall include the Deputy Rector, Deans, the Deputy Registrar (Academic and Student Affairs), and at least one nomination from the faculty from each academic department serving two-year terms.

The Quality Assurance Committee shall be responsible for:

- Overseeing and ensuring that the university maintains high standards of teaching and learning.
- Review and appraises curricula of all programmes of the university college
- Appraises pre- and post-moderation reports, GTEC accreditation reviews, performance reviews, examination and final grade distributions,
- any other issues pertaining to quality that Academic Council or members of the Quality Assurance Committee choose to bring forward.

The Quality Assurance Committee shall meet at least twice per semester.

It shall report to the Academic Board, and to the Faculties, Schools departments, and the Executive Committee on all relevant issues as and when necessary.

Teaching and Course Delivery

Course Outline

At the beginning of each semester, all faculty members shall submit to their heads of department a course outline of course(s) they would teach in the semester.

The course outline shall be reviewed by the head of department in collaboration with the faculty member.

All students shall be furnished with copies of the course outline by the faculty member in respect of the course s/he will teach in the semester on the first day of contact with students.

The format for presentation of the Course Outline shall be:

Name of Instructor:

Contact Email:

Course title:

Course code:

Course Credit:

Course Description

Course Learning Objectives

Course Contents

Detailed Course Outline to include:

- Week
- Topic
- Learning outcome
- Teaching method(s)
- Lecturer

Also, reading assignments, essays, quizzes, tests, mid-semester assessment and final written examinations. Evaluation procedures to determine final course grades (marks) must be given in the syllabus. Issues that count as plagiarism should be outlined. Sources of reference materials must be provided at the end of the course outline.

Peer and Professional Assessment of Course Content

To ensure high academic standards and as a measure of quality control MCU will subject to peer and professional review the course content of various courses. Academic colleagues (peers) and external professional practitioners with relevant expertise, especially employers, and professional bodies will conduct such reviews at various times to be determined by MCU.

Assessment refers to review and evaluation of course content and inputs by people with content expertise in a consensus approach.

Peer Review:

Assessment of Course Outline:

- The Course Outline of Departments shall be subjected to Departmental Meeting when it is developed for review to enable input by all faculty Members.
- The Detailed Course Outline shall be approved by relevant Faculty Boards and Academic Board.
- The Course Outline when revised or modified shall go through the same procedures.

Assessment of Course Content:

- Based on the Syllabi, individual lecturers shall produce detailed course outlines every Semester for distribution to students. MCU shall provide a Course Design Template to guide faculty.
- A copy of Course Outlines shall be submitted to the Head of Department at the beginning of every Semester. A copy shall be forwarded by the HOD to the Dean.
- The Head shall invite a peer review of the course content either by a colleague with expertise, or by a committee or, all faculty members.
- The Head shall ensure that End of Semester Examination questions conform to course content as set out in course outlines.

Review Criteria

The review of Course Outline shall determine that:

- The course description, Rationale, Objectives and Instructional material are appropriate.
- The Learning Outcomes of the course are stated in concise terms.
- Course Assignments and Assessment are appropriate and clearly spelt out.
- The topics, concepts and themes of the course are apt and the content...
 - * is accurate, relevant and current
 - * addresses learning outcomes
 - * is divided into suitable learning units.
 - * is organised, structured, and sequenced appropriately and logically
 - * spans the credit hours allotted to the course
 - * Integrates the four foundation skills area of literacy and communication, problem solving, human relations and technology.
 - * Does not duplicate other courses.
 - * Is pitched at the appropriate academic level.

Professional Review:

Relevant professionals and professional bodies will be invited intermittently to review course content as set out in the Review Criteria above. Further, they would make specific inputs to the relevance of course content to:

- Professional standards
- Job market skills
- Developments in the field of study and application.

Approval of New Courses

There shall be an Academic Programmes Committee of the University which shall have the responsibility of review all programmes submitted to it by Deans of the Faculties/Schools.

The Academic Programmes Committee shall set a format and criterion for the appraisal of New Programmes

New Programmes developed by departments shall be submitted to the Dean of the Faculty/School for internal review and appraisal.

Approved Programmes by the Academic Programmes Committee shall be submitted to the Mentoring Institution for further review and appraisal.

The New Programme shall be submitted to the Ghana Tertiary Education Commission for final assessment and approval.

Teaching and Learning Environment

The nature of the learning environment can either hinder or facilitate learning and teaching. For students to achieve their academic goals, a conducive learning environment (teaching and learning facilities) must be in place. According to evaluations by Ghana Tertiary Education Commission (GTEC), MCU's learning and teaching environment is adequate and meets required standards. Although the University College has been continually improving the learning environment in terms of staff recruitment, expansion of classrooms, installation of teaching aids and others, the growing number of student enrolment, changing nature of learning and teaching, technological advancements in the learning process and the changing nature of student learning needs are factors that call for more improvements and innovations.

The University College shall maintain the required standard of the teaching and learning environment and will continue to improve it in order to meet the learning needs of students with a view to ensuring it is comfortable, convenient, friendly and accessible by all students.

The University College shall:

- i. Recruit competent academic staff;
- ii. Ensure presence of sufficient library space and resources;
- iii. Ensure availability of teaching and learning aids such as projectors;
- iv. Install and maintain air conditioning facilities in classrooms;
- v. Provide wireless network at designated places for use by students and staff;
- vi. Ensure that offices and learning places are accessible by people with disabilities; and
- vii. Ensure that big classrooms are equipped by sound systems.

Students will:

- i. Use teaching and learning facilities wisely and avoid damage;
- ii. Report malicious or negligent damage of teaching or learning facilities;
- iii. Observe the provisions of the Student Disciplinary Rules and Procedures related to handling of University College premises and properties; and
- iv. Avoid conducts that are likely to cause disturbances or disruptions to the learning or teaching process.

Examination Moderation Policy Guidelines

Moderation essentially operates at two levels:

1) **Pre-assessment moderation:** the critique of the setting of assessment tasks, criteria and standards to ensure that they have been constructed appropriately in order to improve the validity and reliability of assessment processes; and

2) **Post-assessment moderation:** the process by which marks / grades are checked against feedback to ensure that the mark awarded is appropriate (for the purpose of assuring the standard of the award).

1. Pre Assessment Moderation

1.1. Setting of Questions

1.1.1. End of Semester Examinations are to be set by lecturers to who teach courses. Should they be set by a senior faculty member this should be known to the lecturers affected and should be written into their contract.

1.1.2. Should the later be the case, in fairness to the students, the course syllabus and outline, should be reviewed together with the lecturer by Dean/Senior faculty at the beginning and towards the end of the Semester to make sure relevant subject matter are covered in the examinations.

1.2 Moderation of Questions

1.2.1 The aim of moderating assessment tasks before students are asked to undertake them is to address any ambiguities, vagueness, capacities, length, etc., issues which might cause concern to students.

1.2.2 Examination questions moderation and scrutiny are also important for quality assurance reasons. They must ascertain that the standards of questions are of ...

- high cognitive order
- intelligible and cogent
- answerable within the period allocated
- Cover the syllabus for the course
- Meet the objectives and learning outcomes of the subject matter
- consistency of standards, presentation and accuracy
- Checking for overlap between questions both within an exam paper, between exam papers for different modules, and between exam papers and coursework
- considering whether the paper makes it possible to distinguish across the full range of ability
- questions are appropriate in length and difficulty, and given the marks allocated to them.

1.2.3. Moderation can be carried out by the Department at a special staff meeting or by a committee/group/panel of seasoned academics. Where it is done by a committee it may be useful for individual lectures to be present during the review of their questions. This can be a process of mentoring. It also prevents lecturers from absolving themselves of any consequences of the examination.

1.2.4. It must also be noted that Moderation requires strict confidentiality to avoid leakages and strict procedures must be in place to control common knowledge of various papers set.

1.2.5. Further, since moderation requires early setting of questions and a time span between the setting and the examinations, measures should be put in place to secure the questions in a manner that prevents leakages. At this stage this must be the responsibility of the Deans.

1.3 Marking Schemes

1.3.1 All questions must be submitted with marking schemes which can be moderated with the questions to ensure high standard of questions as well as fair and objective marking.

- 1.3.2 Marking schemes also enables persons other than the examiner to internally examine the paper.
- 1.3.3 External examiners also require marking schemes for guidance.
- 1.3.4 Marking schemes are an important requirement of NAB towards the reaccreditation and need to be taken seriously in the maintenance of quality assurance.

2. Post-assessment moderation

2.2. Internal Marking

- 2.2.3. Normally, lecturers who set examinations would mark scripts.
- 2.2.4. As noted earlier however, depending on the contract, examination questions and marking of scripts may be undertaken by senior faculty upon the instructions of the Dean.
- 2.2.5. Teaching Assistants who help faculties with tutorials may not mark scripts.
- 2.2.6. MUC needs to develop a clear policy on who is designated a Teaching Assistant.
- o Normally, persons who hold first degrees and are on National Service are wrongly referred to as such though they are not.
 - o Persons pursuing graduate studies who assist with tutorials and lectures as part of their mentoring process are designated Graduate Assistants.
 - o Persons who have submitted their graduate thesis and awaiting results or have passed are designated Teaching Assistants. This is an establishment appointment lasting for a year and renewable for an additional year and in very rare situations beyond that.
 - o In US universities, the last two, Graduate and Teaching Assistants depending on their contract may apart from assisting senior faculty teach, run their own courses at the lower levels of undergraduate studies.
 - o They may be trained to set and mark examination questions under the supervision of senior faculty.
 - o NAB rules in Ghana however do not designate such persons as Senior Members who qualify to lecturer and undertake such duties.
 - o First Degree holders in particular are clearly debarred from handling first degree students as lecturers. They may however serve at lower levels as tutorial assistants.
 - MCU could also develop second marking applicable to all staff or junior faculty whereby
 - o There is peer review of scripts and marking schemes to ascertain objectivity and performance.
 - o This could be a process of two internal examiners for each paper bearing in mind that this can be time consuming.
 - o Otherwise it could involve a second internal examiner doing a review of scripts.
 - o Where the variance between marks given by the two examiners is large, the Dean can adjudicate on the difference.

Options of marking may be represented in tabular form as follows:

| Process | Definition | Condition | Note/Outcomes |
|--|--|---|---|
| Single marking only | Marked by 1st marker – no second marker or moderation | May be subject to general peer review Moderation even if examiner is a senior academic. | Moderation of some elements of assessment should be undertaken in these cases. |
| Double marking (informed) | 1st marker marks and comments//2nd marker marks whole cohort with sight of first markers mark and comments. Mark is either confirmed or amended after discussion between markers | <ul style="list-style-type: none"> • New or inexperienced marker • Suitable for dissertations | <p>May result in adjustments to marks for individual papers.</p> <p>a discrepancy of <5% in the mark of is to be resolved by taking the average of the two marks;</p> <p>a discrepancy of >5% in the mark is to be resolved by discussion between the markers to reach an agreed mark if possible</p> |
| Double marking (blind) | 1st marker marks and comments/2nd marker marks blind (i.e. without access to 1st markers comments). Final mark agreed after discussion between markers. [Simple averaging of marks is not moderation]. | • Suitable for unique pieces such as dissertations | May result in adjustments to marks for individual papers following the procedures stated above. |
| Standardisation and moderation | Marks are agreed for a sample of papers to establish standards prior to the main marking exercise. A further sample to be checked against the standards at the end of the exercise. | Suitable where marking is performed by a team. | May require reconsideration and adjustment of marks on categorical basis (e.g. papers marked by a particular marker, or in a particular mark band). |
| Moderate at the margins/ Grade boundaries. | Second-marking or sampling that concentrates at the boundaries of grade classifications such as (eg. 50%, 55%, 65% and so on). | Select a sufficient number of scripts around these marks and review them for the appropriateness of the given mark and, therefore, the grade. | This process gives confidence about the grading of assessment. |
| Cross-moderation | Following first marking, samples of scripts are exchanged between markers for second marking. | Suitable for team marking or auditing new faculty. | May require categorical reconsideration and adjustment of marks. May trigger categorical re-marking. |
| Moderation of Fails | All fails may be considered by a moderator | Especially relevant where there are a large number of fails. | Confirmation or adjustment of first mark on the individual paper. |

| Process | Definition | Condition | Note/Outcomes |
|----------------------------------|--|--|--|
| Consideration of array of marks. | Moderator compares array of marks for (i) comparability with marking in other modules: (ii) comparability of marks awarded by different markers (iii) comparability of marks for different elements of the assessment. | A number of different markers and papers. Should be used alongside other forms of moderation, | May trigger categorical reconsideration and adjustment. May trigger categorical re-marking. |
| Scaling | Scaling is the adjustment of marks for an entire cohort carried out on an assessment item so that the marks better reflect the achievement of the students as defined by the University Mark Descriptors. | Where the outcomes of an assessment are deemed to not accurately reflect what other sources of evidence would show to be an expected level of student achievement. Where a review of the array of marks indicates that marks as a whole are inappropriately high or low they may be scaled. May take place at the request of a moderator, external examiner or exam board. | Scaling must always Scaling of marks should only be done in exceptional circumstances Whenever scaling is applied to an assessment it must always maintain the ranked position of each student within a specific assignment Should take place prior to final board of examiners' meeting. Scaling must be communicated to the external examiner and examination board. |
| Normalisation | Normalisation is a statistical method used to adjust the range of marks so that marks fall within a normal distribution curve. That is the scores need to be placed upon a standard scale for comparison. | Appropriate normalization requires nothing more than adjusting the exams' means to be equal as well as their variances | The method used must also be communicated clearly to staff and students and Examiners Boards. |

3. Processing of Examination Results

3.1 Submission of Results

3.1.1 Examiners shall submit their Mark Sheets and Scripts to the Head of Department or the Dean.

3.1.2 Lecturers in the Faculty of Arts and Social Sciences shall submit their Results and Scripts through Dean to the Faculties they service.

3.1.3 Results shall be submitted latest within 4 weeks of completion of the written examination of each particular paper.

3.1.4 The Examinations office shall schedule examination for large classes early during examinations to enable examiners of such classes finish marking on schedule.

3.1.5 Until results are officially released, examiners must maintain confidentiality regarding their results.

4.0 Processing and Publication of Results

4.1 There shall be Internal Quality Assurance process of Deans making available composite results to the Director of Quality Assurance for auditing and analysis.

4.2 The Director, Quality Assurance may request scripts and individual mark sheet for auditing.

4.3 The Director, Quality Assurance shall subject results to Statistical analysis (means and standard deviations) of the distributions identify anomalies and trends.

4.4 There shall be Faculty Examiners Board meetings to determine the results of every Semester's examination.

4.5 Faculty approved semesters' examination results may be published by Deans with the approval of the Rector.

4.6 Faculty Boards shall sit to approve the composite and the total results of graduating classes.

4.7 The Quality Assurance Directorate shall be served with such reports and be represented at such meetings.

4.8 There shall be Academic Board meetings to approve the composite results of graduating classes.

4.9 These Results be published under the signature of the Registrar, with the approval of the Rector.

5.0 Conclusion

5.1 Procedures for assessment must be explicit, valid and reliable and these procedures made public to all stakeholders.

5.2 Every student receives the same opportunity for a fair assessment regardless of what the assessment task / exam is, who is marking them, or which program / unit they are studying in.

5.3 It maintains transparent and fair mechanisms for marking and moderating marks whilst acknowledging the diversity of subject pedagogies and specifying their particular arrangements for moderation.

5.4 The moderation of marks will be the minimum requirement expected of all markers.

5.5 The effectiveness of assessment procedures, including moderation processes, will be evaluated periodically.

REGULATIONS FOR THE CONDUCT OF CERTIFICATE/DIPLOMA/ UNDERGRADUATE DEGREE PROGRAMMES

Programme of Study

- i. Programmes of Study for the award of diploma or undergraduate degrees shall consist of courses for each of which a number of credit hours shall be prescribed. Each module shall cover a period of not more than one semester, with the exception of project work.
- ii. Departments shall submit details of course credit hours and total Credit hours for the programme classified as REQUIRED COURSES and OPEN ELECTIVES for approval by the School/Faculty and Academic Boards.

Structure of Programme

- i. The programme shall be divided into semesters, each course falling within one semester only. Courses in each Semester shall consist of:
Required Courses
Open Electives
- ii. Open electives may be selected from any Department or any other teaching institution in the University College. Until there is an improvement in the facilities in the University College, the implementation of the open electives concept is to be optional.

Credit hours for Programmes

- i. The total number of credit hours required by a student to qualify for a diploma or degree shall be determined by the School / Faculty / Department within the following ranges:

| PROGRAMME | MINIMUM CREDITS | MAXIMUM CREDITS |
|-----------------------------|------------------------|------------------------|
| 1-year Certificate | 12 | 30 |
| 2-year Certificate | 60 | 84 |
| 2-year Diploma | 60 | 84 |
| 3-year Undergraduate degree | 90 | 126 |
| 4-year Undergraduate degree | 120 | 168 |

- ii. The above credit hours are inclusive of lecture time, practical work, thesis writing, projects, seminar and workshops. Two to four hours of practicals are equal to one credit hour.

Registration

- i. Every student must be admitted into a School /Faculty/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/her course in consultation with his/he-r academic tutor.

- ii. Continuing students who trail between one (1) and six (6) 1st, 2nd and/or 3rd year courses at the end of the second semester Examination shall be required to:

First register the outstanding trailed course(s) for the appropriate semester.

Then register additional current course(s) to make up the required maximum credits for the semester and defer the rest of the courses.

- iii. Students shall report on the day that the University College re-opens and register within the normal period as would be determined by the University College. It shall be permissible for those who are unable to register within the said period to undergo late registration.

iv. A fine to be determined by the University College shall be imposed for late registration. Formal registration ends on the last day of the period of late registration.

v. 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 the Director of an approved Health Institution, be allowed to register within seven days from the day of the closure of formal registration.

In the event of the inability of such a student to register within the seven days stipulated in paragraph 'a' above, he/she will be allowed a deferment for a semester. In a situation where the first semester courses are prerequisite for the second semester courses, the deferment shall be for the whole academic year (i.e. two semesters).

vi. a. There shall be no registration by proxy.

A student who does not duly register within the registration period shall be precluded from commencing the semester's programme of courses.

vii. 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 School/Faculty Examiners Board can be advanced, in this case the student shall be graded incomplete ('I') and be expected to take part in the next available formal examination.

Students shall be permitted to change their courses only during the registration period.

In order to qualify as a full-time student, the student must take courses equivalent to the following range of credit hours, both limits inclusive, per semester. This will be prescribed by the Department with approval of the School/Faculty and Academic Boards.

| | |
|---------------|---------|
| Undergraduate | 15 - 21 |
| Diploma | 15 - 21 |
| Certificate | 15 - 21 |

A student shall attend all lectures, seminars, workshop sessions and practicals prescribed for the courses for which he/she has registered as a pre-condition for writing an examination.

5. Change of Programme of Study

Students who wish to change their programmes of study after the first year shall apply to the Deputy Registrar (Academic) for the requisite application forms. All such applications will have to be finally approved by the Rector.

6. Deferment of Programme

i. A student could interrupt his/her programme for whatever reason for a maximum period of one year, but he/she must be granted permission by his/her Dean through his/her Head of Department. Such request for interruption of the programme will normally be granted within the first four (4) weeks of the start of the semester.

ii. Where the interruption is for one semester, the student shall be required to satisfy the requirement for that semester before he/she proceeds to the next Semester.

iii. A first year student shall have completed the requirements for his/her first year studies before exercising the right to defer his/her programme. iv. However, a first year student may be granted permission to defer his/her programme on medical grounds on the recommendation of the Director of the Hospital approved by the University College.

Duration of Studies

A student shall be enrolled as a full-time student for the minimum period allowed for the programme of study. A student may be allowed the following maximum number of semesters beyond the prescribed period to complete the requirements for the award of the certificate/degree for which he/she is studying.

Prescribed Duration of Maximum Number of Programme Extra Semesters Allowed

| | |
|-----------------|---|
| 4-year or above | 4 |
| 3-year | 4 |
| 2-year | 2 |
| 1-year | 2 |

A Student who fails to qualify after exhausting the maximum number of extra Semesters allowed will be withdrawn.

Eligibility For Examinations

- i. A student shall attend all lectures, tutorials, seminars and practicals, and undertake all other activities and assignments specific to each course as approved by the University College. This must also be in conformity to regulations as stated under Lecture Attendance.
- ii. Each School/Faculty/Department shall, with the approval of the Academic Board, determine the requirements and content for the courses they offer. A student who does not fulfil the requirements for any course shall not be allowed to take the examination for that course.
- iii. A student who is absent for a cumulative period of 25% from all lecture related activities as indicated in (i) shall be deemed to have deferred the course. Such a student shall not be eligible to sit the end-of-semester examination.
- iv. A student shall be deemed to have registered for semester examinations if;
 - they have registered for the course at the beginning of the semester during the stipulated period.
 - they have met the requirements for eligibility for Examinations.
 - they have made all required fee payments as determined by their preferred/chosen fee schedule.
- v. Examination attendance sheets shall contain the names and index numbers of all registered students for that particular course. Signing the examination attendance sheets shall be the requisite/sole indication of proof that a student has written the examination.
- vi. Examination Attendance Sheets shall be signed thirty (30) minutes into the examination.
- vii. Students who have not registered and/or whose names do not appear in the examination attendance sheet shall not be allowed into the venue for the end-of-semester examination for that particular course.
- viii. The names of all registered students shall be posted on the Notice Board for examination by students and each student is responsible for alerting the Registry of any anomalies or omissions.
- ix. Students who are duly registered for a course but fail to take the end-of-semester examination without notifying their respective Deans shall be deemed to have absented themselves from the examination of that particular course and shall be given the appropriate grade (INC).

Semester Examinations

- i. Each course, with the exception of a project work/long essay, shall normally be completed in one semester.
- ii. A final (end-of-semester) examination shall normally be required as a part of every course. An examination schedule showing time and place of examination for each course shall be published each semester.
- iii. The marks obtained in the end-of-semester examination shall normally constitute 70% of the grade for the course while continuous assessment scores normally constitute the remaining 30%, except for practicals or other courses which are assessed entirely by continuous assessment.
- iv. Time allotted to examination papers shall be as follows:
 - ☐ 1 Credit Course - 1 hour
 - ☐ 2 Credit Course - 2 hours
 - ☐ 3 or 4 Credit Course - 2 to 3 hours

Examination and Assessment

i. There shall be formal University College Examinations in Programmes of study at the end of each semester. The examination in each course shall not be less than two (2) hours duration. In addition, there shall be a system of continuous assessment based on any or a combination of the following: mid-semester examination, class tests, essays, tutorials, assignments etc.

ii. The End-of-Semester examination shall be weighted 70% and continuous assessment 30% of the total marks of the course.

iii. Examination in all courses shall be credited by marks and later graded as follows

9 Pass Mark

A B C o F I

| | |
|-----------------|---------|
| Excellent | 70 -100 |
| Very Good | 60 - 69 |
| Good | 50 - 59 |
| Pass | 40 - 49 |
| Fail Incomplete | 0 - 39 |

The pass mark for any course shall be 40%. However, a Cumulative Weighted Average (CWA) mark of 45% shall be required at the end of each year. Where a student does not maintain the above minimum Cumulative Weighted Average of 45% the student shall be put on probation (See Section 10 B)

A final year student who passes in all courses but does not achieve the required CWA mark of 45% shall be permitted to use his grace period to improve his CWA in order to qualify for the award of the certificate/degree for which he is studying (See Section 10F).

Definitions, Probation, Repetition, Non-Regular, Withdrawal and Grace Period

A. Definitions

Trail -A student trails a course when he/she Fails (F) to obtain a pass mark or is graded Incomplete (III*) or has Deferred (Of) a course Fail -A student fails a course when he/she obtains a mark of less than 40% or fails to write an examination after registration without any tangible reason.

ii. Incomplete (Ior I*)

A student is graded Incomplete (I) for a course when he/she

is unable to write an examination on grounds of ill-health and the medical report is acceptable, provided he/she has registered for the course.

A student is graded Incomplete (I*) for a reason(s) other than 10A(ii)a above which is acceptable to the Academic Board.

iii. Deferred - A Deferred (Of) course is an unregistered course which

is neither Fail (F) nor Incomplete (I) and for which the student is/was required to register.

B. Probation

A student shall be considered to be on probation in any of the following situations:

a. 2nd and 3rd year students on trailing (F) more than four courses at the end of the second semester examination.

b. 1st, 2nd and 3rd year students on obtaining a CWA of 40.00% to 44.99% at the end of the second semester examination.

A student on probation is required to improve his/her performance and be in good academic standing with regard to IOB, within two semesters, failing which he/she shall repeat the year.

C. Repetition

A student shall be required to repeat the year/semester in any of the following situations:

- i. 2nd and 3rd year students on obtaining a CWA of less than 40% at the end of second semester examination. The student must take the cluster of courses in that year again. The credits obtained for the failed year shall be cancelled.
- ii. A student on trailing all registered courses as fail (F) in a semester in the case of Departments that offer up to six courses per semester.
- iii. A student on trailing more than six courses as Incomplete (I) at the end of first semester examination or a total of more than six courses as Incomplete (I) at the end of second semester examination.
- iv. A student who must be put on Probation for the second successive time. The student must take the cluster of courses in that year again. The credits obtained for the failed year shall be cancelled.
A student on deferring his/her programme for one semester.
- vi. A student (fee-paying/non-fee paying) whose performance is such that he/she has to be withdrawn but offers to pay the full University fees to repeat the failed year. The credits obtained for the failed year shall be cancelled.

D. Non-Regular

A student shall be considered as Non-Regular under the following situation: continuing student on trailing (F) more than six courses at the end of the second semester examination.

- i. A Non-Regular student shall cease to be a full-time student of the University (See Section 4 (vii c) and shall be required to improve his/her performance and be in good academic standing by:
 - a. Reducing his/her trails to not more than four within a period of two semesters immediately after the second semester examination and
 - b. Obtaining a CWA of not less than 45% within the same period as in Section 10 D (i)a.
- ii. Such a student, after satisfying conditions 10D (i) above may be required to register for the next class in that Academic Year.

E. Withdrawal

- i. A student shall be withdrawn from the programme in any of the following situations:
A 1st year student upon trailing more than four courses at the end of the First semester examination or a total of more than four courses at the end of the second semester examination.
- ii. A 1st year student on obtaining a CWA of less than 40% at the end of the second semester examination.
- iii. A 2nd or 3rd year student whose performance is such that he/she has to repeat for the second time in the programme.
- iv. A repeated student failing to obtain a CWA of 40% or above.
- vi. Any student upon absenting himself/herself from all courses for a semester examination without permission shall be deemed to have abandoned the programme.

F. Grace Period:

It is a maximum period of four semesters, immediately after the second semester examination, granted to final year students to correct their deficiencies in the following situations:

- 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/she has to be put on probation for the second time in succession.
 - iii. A final year student whose CWA is below 45% and has to take any course(s) to make up the grade for the award of a degree.
 - iv. A final year student whose performance is such that he/she has to be a Non-Regular student for the second time in the programme.

11. Special School/Faculty Requirements

In addition to the general University College Examination Regulations, students are expected to satisfy special School/Faculty/Departmental requirements approved by the Academic Board.

12. Graduation Requirements

- i. In order to graduate, a student is required to:
 - have completed the prescribed number of credit hours in each category of course modules specified for his/her programme of study;
 - have achieved the minimum average mark:
 - Undergraduate - 45%
 - Diploma - 45%
 - have satisfied any other requirements of the Department and Board of Examiners of the Faculty.
- ii. The class of degree for undergraduate programmes only shall be determined by the following Cumulative Weighted Averages:

| | |
|----------------------|--------------|
| First Class | 70% or above |
| Second Class (Upper) | 60-69.99% |
| Second Class (Lower) | 50-59.99% |
| Pass | 45-49.99% |

- iii. The class for diploma/certificate award shall be determined by the following Cumulative Weighted Averages:

| | |
|-------------|--------------|
| Distinction | 70% or above |
| Pass | 45-69.99% |

13. Re-Marking of Examination Script

Students have a fundamental right to query how their scripts are marked if they feel very strongly that their results do not reflect their efforts. A student who requests for re-marking shall follow the following procedures:

- i. He/she shall address the request for re-marking to the Rector through the Head of Department, the Dean.
- ii. He/she shall pay a fee to be determined by the University College. However, the fee will be refunded to the student if he/she is vindicated; a student is deemed to have been vindicated where his/her new mark resulting from the re-marking raises his/her grade.
- iii. The request for re-marking shall be made within one month after the approval of the result by the Academic Board.

14. Examiners Board

Examiners Boards shall be composed according to regulations laid down by the University College and they shall meet after every semester to consider the examination results and make appropriate recommendations. They shall also meet at the end of the year to review the performance of students during the academic year and make appropriate recommendations. They shall meet three (3) weeks after the end of examinations.

15. Moderators and External Examiners

i. Appointment

External Examiners and Moderators shall be appointed by the Academic Board upon recommendation by School/Faculty/Boards.

Moderators shall not normally hold office for more than three consecutive years, and there shall not normally be more than one moderate for each degree programme.

ii. Duties of Moderators

Moderators shall be requested to advise on course structure and syllabuses relating to their field.

They shall be requested to review all draft examination papers which have been commented upon by the External Examiners and thereafter submit their recommendations to the Faculties.

The moderator in each academic programme shall visit the School/Faculty once in every three years upon request by the School/Faculty Boards to assess the overall standard of the programme. These visits shall be approved by the Academic Board.

iii. Duties of External Examiners

a. External Examiners shall among other things, review examination questions, model answers and marking schemes, and in some cases mark scripts.

They may be present for the conduct of oral examinations

They shall be requested to comment on the conduct of examinations, academic standards and any other matters relevant to examinations. Such comments shall be sent to the Rector with copies to Departmental, Faculty and School Boards for their consideration.

REGULATIONS FOR THE CONDUCT OF UNIVERSITY EXAMINATIONS

ALL Students are advised to take note of the **REGULATIONS** guiding the conduct of University College Examinations. Students are required to inform themselves of the following, taking note particularly of item 17.

1. Examination Time tables shall be posted on School/Faculty and Student Notice Boards and it is the responsibility of Candidates to consult these Notice Boards for details of their Departments concerned, unless otherwise stated. The University College reserves the right, where circumstances so demand to make changes in the Time Tables. All affected Candidates shall be informed, accordingly.
2. All Candidates shall report at the Examination Hall not earlier than **THIRTY (30) MINUTES** before the start of the Examination. Candidates shall occupy the places assigned to them as indicated by their Index Numbers or any form of identification arranged for the purposes of the Examinations.
3. Candidates are to have in their possession their Identity and Examination Cards and shall show these to the Invigilators before entering the Examination Hall.
4. No Candidate shall be allowed to leave the Examination Hall until after **THIRTY MINUTES** after the commencement of the Examination.
5. Any Candidate who enters the Examination Hall within **THIRTY MINUTES** from the start of a Paper shall report to the Invigilator before being checked in.
6. No Candidate shall be allowed to leave the Examination Hall within the last **THIRTY MINUTES** of the Examination.
7. Candidates are not permitted to start the Examination until the Invigilator instructs them to do so. Writing on Answer Booklets prior to the start of the Examination shall constitute a breach of Examination Regulations and the appropriate sanction applied.
8. Unless specifically authorized by the Examiner, no Candidate shall take into an Examination Hall or have in his/her possession during an Examination, any of the following:

Notes: *Textbooks; Prepared Materials; Hats, Bags, Pencil Cases; Mobile Phones; Programmable Calculators; Palm-top Computers; Scanners; Radios; and, any unauthorized Electronic Gadgets, etc.*

Invigilators have the authority to **CONFISCATE** such material and/or items and have them **DESTROYED**. The affected Candidates shall be reported to the Faculty/School Examination Officer/Registrar in writing as being in breach of Examination Regulations and the appropriate sanctions applied.

9. Candidates shall use their Index Numbers throughout the Examination. Under no circumstance should candidates use their names during Examinations. Failure to do so shall render the student's Answer Booklet/supplementary sheet invalid.
10. Candidates may leave the Examination Hall temporarily only with the expressed permission of the Invigilator and shall be under escort. The Invigilator reserves the right to take every necessary precaution, including physical search on the Candidate, before he/she is allowed to leave or return to the Examination Hall. The maximum time a Candidate shall be allowed such leave shall be at the discretion of the Invigilator.
11. No Candidate shall pass Notes or seek any other information or make any form of solicitation from other Candidates during the period of the Examination. Such form of solicitation shall be taken to be a breach of Examination Regulations and the Candidate involved shall be sanctioned, accordingly. For purposes of these Regulations, the Following shall apply:

- i. a Candidate may attract the attention of the Invigilator by raising a hand;
 - ii. a candidate shall not pass or attempt to pass any information or instrument to another Candidate during Examination;
 - iii. a Candidate shall not copy or attempt to copy from another candidate;
 - iv. a Candidate shall not leave his/her answers in such a manner that another Candidate may be able to read; and,
 - v. a Candidate shall not in any way disturb or distract other Candidates during Examination.
12. No candidate shall take away any **USED or UNUSED** Answer Booklet; Supplementary Sheet; Scannable Forms or any material supplied for the purposes of the Examination.
13. Plagiarism in any form is a serious offence punishable by dismissal from the University College. Candidates are advised to credit any material used in their work that has been derived from another source. When in doubt, Candidates are advised to consult their Supervisors and/or Heads of Department.
14. Any candidate who finishes an Examination ahead of the stipulated TIME may leave the Examination Hall after handing over his/her Answer Book(s) to the Invigilator. Such Candidates(s) shall not be allowed to return to the Examination Hall.
15. Smoking or Eating is not permitted in the Examination Hall. Any violation shall be treated as a breach of Examination Regulations.
16. A Candidate shall have himself/herself to blame in the event of violation of any of the said Regulations for the Conduct of University College Examinations. It is the responsibility of the Candidate to inform him/herself of these Regulations at all times. Ignorance of these Regulations shall not be considered as a mitigating factor in the event of any breach of a said Regulation. Infringement of any of these Regulations by an Examination Candidate shall constitute **MISCONDUCT** - and shall attract anyone and/or more of the following sanctions:
- i. Rustication from the University College for Stated Period;
 - ii. Reprimand;
 - iii. Warning;
 - iv. With-holding of Results for a period; v. Suspension from the University; and,
 - v. Dismissal
17. Students, both males and females, are entreated to dress decently to the examination Hall. The University Administration is concerned about the indecent dressing of students and every effort would be made to correct it. Any candidate who does not dress decently would be refused entry into the Examination Hall.

FORMATS FOR PREPARATION OF EXAMINATION RESULTS BY SCHOOL/ FACULTY BOARDS FOR PRESENTATION TO ACADEMIC BOARD

Undergraduate Programme

In Final Results for the Academic Year

The following students having:

- i. achieved a minimum of credit hours
- ii. passed all required courses
- iii. achieved a Cumulative Weighted Average (CWA) of 45.00% or above
- iv. satisfied all other requirements of the Department, Faculty and College/Boards are recommended for the award of the degree in the class indicated below.

| SN | Index No. | Name | CWA |
|-------------------------------|-----------|-------|-------|
| First Class | | | |
| | | | |
| | | | |
| Second Class (Upper division) | | | |
| | | | |
| | | | |
| Second Class (Lower division) | | | |
| | | | |
| | | | |
| Pass | | | |
| | | | |
| | | | |

The following students are TRAILING the course(s) shown against their names:

| SN | Index No. | Name | CWA | Course(s) Trailing |
|-----------------------------|-----------|-------|-------|--------------------|
| (indicate, 'F' 'I' or 'Df') | | | | |
| | | | | |
| | | | | |

The following students are REPEATING the year for the reason(s) stated:

| SN | Index No. | Name | CWA | Reason(s) |
|------|-----------|-------|-------|-----------|
| | | | | |
| | | | | |
| | | | | |

The following students have been RUSTICATED for the reason(s) stated:

| SN | Index No. | Name | CWA | Reason(s) |
|------|-----------|-------|-------|-----------|
| | | | | |
| | | | | |
| | | | | |

The following students have been WITHDRAWN/DISMISSED for the reason(s) stated:

| SN | Index No. | Name | CWA | Reason(s) |
|-------|-----------|-------|-------|-----------|
| | | | | |
| | | | | |
| | | | | |

These results are published subject to the approval of the Academic Board.

DEAN AND CHAIRMAN

School/Faculty Board

.....

(Date of Special School/Faculty Board Meeting)

UNDE RG RADUATE PROGRAMM E IN.....

RESULTS UP TO YEAR.....SEMESTER.....

The following students have passed all required courses up to the year and semester indicated above and have achieved the Cumulative Weighted Average shown against their names.

| SN | Index No. | Name | CWA |
|------|-----------|-------|-------|
| | | | |
| | | | |

The following students are TRAILING the course(s) shown against their names:

| SN | Index No. | Name | CWA | Course(s) Trailing (indicate, 'F' 'I' or 'Df') |
|-------|-----------|-------|-------|---|
| | | | | |
| | | | | |

The following students are REPEATING the year for the reason(s) stated:

| SN | Index No. | Name | CWA | Reason(s) |
|-------|-----------|-------|-------|-----------|
| | | | | |
| | | | | |
| | | | | |

The following students have been RUSTICATED for the reason{s) stated:

| SN | Index No. | Name | CWA | Reason(s) |
|-------|-----------|-------|-------|-----------|
| | | | | |
| | | | | |
| | | | | |

The following students have been WITHDRAWN/DISMISSED for the reason(s) stated:

| SN | Index No. | Name | CWA | Reason(s) |
|-------|-----------|-------|-------|-----------|
| | | | | |
| | | | | |
| | | | | |

These results are published subject to the approval of the Academic Board.

DEAN AND CHAIRMAN

School/Faculty Board

.....

(Date of Special School/Faculty Board Meeting)

Where the results are for the first semester of the first year, this should be Weighted Average (WA) not Cumulative Weighted Average (CWA)

DIPLOMA/CERTIFICATE PROGRAMME IN.....

FINAL RESULTS FOR THE ACADEMIC YEAR.....

The following students having:

- i. achieved a minimum of credit hours
- ii. passed all required courses
- iii. achieved a Cumulative Weighted Average (CWA) of 45.00% or above.
- iv. satisfied all other requirements of the Department, Faculty and College

Boards are recommended for the award of the Diploma/Certificate in the class indicated below.

| SN | Index No. | Name | CWA |
|-------------|-----------|-------|-------|
| DISTINCTION | | | |
| | | | |
| | | | |
| PASS | | | |
| | | | |
| | | | |

The following students are TRAILING the course(s) showing against their names:

| SN | Index No. | Name | CWA | Course(s) Trailing (indicate, 'F' 'I' or 'Df') |
|-------|-----------|-------|-------|---|
| | | | | |
| | | | | |

The following students are REPEATING the year for the reason(s) stated:

| SN | Index No. | Name | CWA | Reason(s) |
|-------|-----------|-------|-------|-----------|
| | | | | |
| | | | | |
| | | | | |

The following students have been RUSTICATED for the reason(s) stated:

| SN | Index No. | Name | CWA | Reason(s) |
|-------|-----------|-------|-------|-----------|
| | | | | |
| | | | | |
| | | | | |

The following students have been WITHDRAWN/DISMISSED for the reason(s) stated:

| SN | Index No. | Name | CWA | Reason(s) |
|-------|-----------|-------|-------|-----------|
| | | | | |
| | | | | |
| | | | | |

These results are published subject to the approval of the Academic Board.

DEAN AND CHAIRMAN

School/Faculty Board

.....
(Date of Special School/Faculty Board Meeting)

DIPLOMA/CERTIFICATE PROGRAMME IN.....
RESULTS UP TO YEAR..... SEMESTER

The following students have passed all required courses up to the year and semester indicated above and have achieved the Cumulative Weighted Average shown against their names.

| SN | Index No. | Name | CWA |
|------|-----------|-------|-------|
| | | | |
| | | | |

The following students are TRAILING the course(s) shown against their names:

| SN | Index No. | Name | CWA | Course(s) Trailing |
|-----------------------------|-----------|-------|-------|--------------------|
| (indicate, 'F' 'I' or 'Df') | | | | |
| | | | | |
| | | | | |

The following students are REPEATING the year for the reason(s) stated:

| SN | Index No. | Name | CWA | Reason(s) |
|-------|-----------|-------|-------|-----------|
| | | | | |
| | | | | |
| | | | | |

The following students have been RUSTICATED for the reason(s) stated:

| SN | Index No. | Name | CWA | Reason(s) |
|-------|-----------|-------|-------|-----------|
| | | | | |
| | | | | |
| | | | | |

The following students have been WITHDRAWN/DISMISSED for the reason(s) stated:

| SN | Index No. | Name | CWA | Reason(s) |
|-------|-----------|-------|-------|-----------|
| | | | | |
| | | | | |
| | | | | |

These results are published subject to the approval of the Academic Board.

.....
(Date of Special School/Faculty Board Meeting)

Where the results are for the first semester of the first year, this should be Weighted Average (WA) not Cumulative Weighted Average (CWA)

Calculation of Cumulative Weighted Average

The following steps are to be taken:

- i. Multiply the percentage mark scored in each course by the course credit to obtain the Weighted Marks.
- ii. Add up all the Weighted Marks calculated up to the end of the semester in question to obtain the Cumulative Weighted Marks.
- iii. Add up all the corresponding Course Credits up to the end of the semester in question to obtain the Cumulative Credits.
- iv. Calculate the Cumulative Weighted Average (CWA) up to the end of the semester in question as follows:

CWA= Cumulative Weighted Marks

Cumulative Credits

Examples:

First Semester

| SN | Course No. | Credits | Marks (%) | Weighted Marks (WMK) |
|--------------|------------|---------|-----------|----------------------|
| 1. | ARC 151 | 3 | 58 | 3x58=174 |
| 2. | ARC 153 | 3 | 51 | 3x51=153 |
| 3. | ARC 155 | 2 | 42 | 2 X 42 = 84 |
| 4. | ARC 157 | 3 | 30 | 3 X 30 = 90 |
| 5. | ARC 159 | 3 | 35 | 3 X 35 =105 |
| 6. | ARC 161 | 3 | 56 | 3 X 38 =114 |
| Total | | 17 | | 720 |

| | | |
|--------------------------------|---|--------------|
| Total Semester Weighted marks | = | 720 |
| Total credits for the Semester | = | 17 |
| Semester Weighted Average | = | 720/17=42.35 |

Second Semester

| SN | Course No. | Credits | Marks (%) | Weighted Marks (WMK) |
|--------------|------------|---------|-----------|----------------------|
| 1. | ARC 152 | 3 | 75 | 3x75=225 |
| 2. | ARC 154 | 3 | 54 | 3x54=162 |
| 3. | ARC 156 | 4 | 67 | 4X 67 =268 |
| 4. | ARC 158 | 3 | 36 | 3 X 36 = 108 |
| 5. | ARC 160 | 4 | 30 | 4 X 30 =120 |
| Total | | 17 | | 883 |

Total Semester Weighted marks = 883

Total Credits for the Semester = 17

Semester Weighted Average (SWA) = $883/17=51.94$

Cumulative Weighted Marks up to the end of Semester Two = $(720 + 883) = 1603$

Cumulative Credits up to the end of Semester Two = $(17 + 17) = 34$

Cumulative Weighted Average (CWA) up to the end of Semester Two = $1603/34 = 47.15$

Courses to be registered in Year Two Semester One are as follows:

| SN | Course No | Credits |
|----|-----------|----------|
| 1. | ARC 251 | 3 |
| 2. | ARC 253 | 4 |
| 3. | ARC 255 | 3 |
| 4. | ARC257 | 3 |
| 5. | ARC 259 | 3 |
| 6. | ARC 261 | 3 |
| | | Total 19 |

This student has to first register all his/her Trailed Courses in Year One Semester One of the previous year. He/she then adds some of the Year Two Semester One Courses to make the Maximum of 21 credits and then defers (Df) the rest of the courses as follows:

| SN | Course No. | Credits | Marks (%) | Weighted Marks (WMK) |
|--------------|--------------|---------|--------------|----------------------|
| 1. | ARC 157 | 3 | 55 | $3 \times 55 = 165$ |
| 2. | ARC 159 | 3 | 61 | $3 \times 61 = 183$ |
| 3. | ARC 161 | 3 | 45 | $3 \times 45 = 135$ |
| 4. | ARC 251 | 3 | 76 | $3 \times 76 = 228$ |
| 5. | ARC 255 | 3 | 73 | $3 \times 73 = 219$ |
| 6. | ARC 257 | 3 | 30 | $3 \times 30 = 90$ |
| 7. | ARC 259 | 3 | 28 | $3 \times 28 = 84$ |
| 8. | *ARC 253(Of) | 4 | - | - |
| 9. | *ARC 261(Of) | 3 | - | - |
| Total | 21 | | 1,104 | |

NB: The credits for the deferred (Of) courses are not loaded against the student.

| | | |
|---------------------------------|---|------------------|
| Total Semester Weighted Marks | = | 1,104 |
| Total Credits for the Semester | = | 21 |
| Semester Weighted Average (SWA) | = | $1,104/21=52.57$ |

| | | |
|---|---|---------------------|
| Cumulative Weighted Marks up to the end of Year Two Semester One: | = | $1,603+1,104=2,707$ |
|---|---|---------------------|

| | | |
|--|---|--------------|
| Cumulative credits up to the end of Year Two Semester One: | = | $(34+21)=55$ |
|--|---|--------------|

| | | |
|---|---|--------------------|
| Cumulative Weighted Average (CWA) up to the end of Year Two Semester One: | = | $(2,707/55)=49.22$ |
|---|---|--------------------|

Courses to be registered in Year Two Semester Two are as follows:

| SN | Course No. | Credits |
|----|------------|---------|
| 1. | ARC 252 | 2 |
| 2. | ARC 254 | 3 |

| | | |
|-------|---------|----|
| 3. | ARC 256 | 3 |
| 4. | ARC 258 | 3 |
| 5. | ARC 260 | 2 |
| 6. | ARC 262 | 3 |
| Total | | 16 |

This student has to first register the trailed Courses from Year One Semester Two of the previous year. He/she then adds some of the Year Two Semester Two Courses to make the Maximum of 21 Credits and then defers (Of) the rest of the courses as follows.

| SN | Course No. | Credits | Marks (%) | Weighted Marks (WMK) |
|--------------|----------------|---------|-----------|----------------------|
| 1. | ARC 158 | 3 | 40 | 3 X 40 = 120 |
| 2. | ARC 160 | 4 | 45 | 4 X 45 = 180 |
| 3. | ARC 252 | 2 | 59 | 2 X 59 = 118 |
| 4. | ARC 254 | 3 | 44 | 3 X 44 = 132 |
| 5. | ARC 256 | 3 | 60 | 3 X 60 = 180 |
| 6. | ARC 258 | 3 | 42 | 3 X 42 = 126 |
| 7. | ARC 260 | 2 | 56 | 2 X 56 = 112 |
| 8. | *ARC 262(Df) 3 | | - | - |
| Total | 20 | | | 968 |

| | | |
|---|---|----------------------------|
| Total Semester Weighted Marks | = | 968 |
| Total Credits for the Semester | = | 20 |
| Semester Weighted Average (SWA) | = | 968/20 = 48.40 |
| Cumulative Weighted Marks up to the end of Year Two Semester Two: | = | (2,707 + 968) = 3,675 = 75 |

| | | |
|--|---|----|
| Cumulative Credits up to the end of Year Two Semester Two: (55 + 20) | = | 75 |
|--|---|----|

| | | |
|--|---|--------------|
| Cumulative Weighted Average (CWA) up to the end of Year Two Semester Two: 3,675/75 | = | 49.00 |
|--|---|--------------|

NB: Calculation of CWA's for subsequent years shall be the same as illustrated above.

MOUNTCREST UNIVERSITY COLLEGE

Faculty & Staff Development Policy

SENIOR MEMBERS

Rationale

This faculty development policy takes into consideration that ...

- Important concepts and methodologies change as the body of knowledge of various disciplines expands. Faculty members must therefore pursue special opportunities for focused study of these changes unrestricted by on-going duties.
-
- Boundaries between disciplines shift over time. Faculty members must therefore explore opportunities of learning another discipline entirely or carry out in depth studies of the areas where traditionally separate disciplines intersect.
-
- Faculty members need to develop and learn to use appropriate and new instructional technologies and research methodologies to enhance undergraduate learning experiences.
-
- The societal problems to which a university addresses itself, both in teaching and research, continue to shift in form and nature, and faculty must acquire new and additional training to respond to these.
-
- Changes in the cultural diversity and age distribution of the student population modify University teaching responsibilities.
-
- Demands by the broader community for training in new or different skills requires staff retraining to assist students to reach their full intellectual potential.
-
- As a young university has many young academics that need to be mentored and encouraged to develop their academic potentials and abilities to the highest levels to raise the quality of intellectual ferment of the University.

In sustaining and developing new mechanisms for faculty development that respond to these needs as much as budgetary resources permit, MCU faculty development programs shall emphasize ways to allow faculty members to amplify or focus their specializations or to acquire new ones through varied programs and opportunities at various stages in their careers.

Objectives

The objectives of MCUs staff development policy are to:

- Maintain a “value-added” process to faculty which enhance definition of institutional goals for the future.
-
- maintaining teaching and research preeminence;
-
- constantly re-conceptualize undergraduate education;
-
- encourage and support interdisciplinary teaching, learning and research
-
- Establish an exemplary model for coping with the challenge confronting communities, the nation and to world to which universities must respond.
-
- Maintain intellectual competitiveness and the most modern expertise among faculty in the face of shrinking resources and shifting enrollment patterns.

Faculty Development Options

The following options will be available in the training and development of MCU Senior Members.

Orientation and other “initiation” programs for faculty, faculty/administrators and staff who are new or at early stages of their careers to enhance their teaching, research, and service capabilities.

Sabbaticals—MCU through sabbatical programs will encourage faculty with six or more years of instructional service to have released time to engage in intensive study in order to become more effective teachers and scholars. Although focused on individual and professional activity, this is expected to enhance the university’s research and teaching mission and benefit the students and colleagues of the sabbatical holder after returning to the campus.

As per the conditions of Service for Senior Members

One year Sabbatical leave with pay may be granted after six years’ continuous service without study or sabbatical leave. Grantees are required to return to the service of the University College for at least two academic years immediately after such leave. The period of absence under such leave shall be considered as service in calculating end-of-service benefits.

A two-year Sabbatical Leave with pay may be granted after ten year’s continuous service without study or sabbatical leave. Grantees shall be required to return to the service of the University College for at least three academic years immediately after such leave. The period of absence under such leave shall be considered as a period of service in calculating end-of-year service benefit.

One year sabbatical leave followed by a year’s leave of absence without pay may be granted after six years’ continuous service without study leave. Grantees shall be required to return to the service of the University College for at least three academic years immediately after such leave. Only the period of absence on sabbatical leave shall be considered as a period of service in calculating end-of-service benefits.

3. Study Leave Programmes:

As per conditions of service of Senior Members 18.2.3

3.1 Training Study Leave with Pay

This is available to Ghanaians for periods of formal training normally up to three years which may qualify them for higher degrees.

For one year training study leave, the member concerned is required to immediately return to the service of the University College for at least two academic years; for two years’ training study leave, three years’ service immediately thereafter is required; for a three-year training study leave, four years’ service immediately a

The period of absence under such leave shall count under the Superannuation Scheme.

Such leave up to three years shall be with pay. An extension for one year beyond three years shall be granted at the discretion of the Rector.

3.2 As per Conditions for Senior Members Study Leave

A first degree or Master’s degree holder who is appointed as Assistant Lecturer or its equivalent and who wishes to pursue a full-time or part-time programme within his discipline leading to a higher qualification may be granted training study leave provided that the application has the support of the Dean of his faculty and the

Head of his department.

Leave granted under the terms of part-time study programmes shall not affect the eligibility of Senior Members for Sabbatical leave.

3.2 As per Conditions for Senior Members 18.2.6 Application for Extension of Study Leave:

In making an application for extension of study leave, the Senior Member concerned shall observe the following:

At least a three months, notice shall be given;

The application shall state the work that has been carried out so far, as well as what remains to be completed and the time within which the remainder of the project is expected to be finished;

The application shall be certified by the applicant's supervision or Head of Department.

4. **Academic Leadership Programs** for nominated participants for faculty and academic staff to enhance their academic competencies and train as mentors and trainer of trainers, etc.
5. **Administrative Development Program**, to provide practical, on-the-job internship in administrative leadership for persons who become faculty/administrators for three to five years such as set of workshops for new chairs represent another sort of development opportunity Issues covered include personnel management matters such as hiring and recruiting faculty, mentoring faculty for tenure and post-tenure reviews. Sensitive issues workshops (e.g., harassment)
6. **Ad hoc development opportunities.** Library seminars, computer training programmes etc are available through various units of the University College.
7. **Faculty development grants:** competitive grants offered (within budgetary constraints) which provide faculty members of any rank with released time for renewal, retraining, and development by adding to their competencies, either through acquiring new competencies within their principal fields or through work in a related field for one or two semesters of study.
8. **Small grants programs.** These include small grants to cover travel and material costs for attendance at local and regional events/ conference attendance related to teaching improvement.
9. **Other opportunities for development:** for example, of campus conferences, university lectures seminars, intra peer review and attendance at lectures by colleagues recognized in the general faculty development equation.
10. **Teaching award:** Instructional excellence awards made available on a nominated, competitive basis each year for instructional improvement, diversity and curriculum transformation to promote excellence in innovative undergraduate teaching and learning.

Faculty Development Implementation Procedures

1. The Registrar/Vice Rector (ASA) announces the Faculty Development and individual programs/options to deans, indicating the timetable for submitting applications, proposals and procedures for review of applications.
2. Where nominations is required based on departmental need and on the nominee's expressed interest and potential for development through such an award deans and departmental chairpersons agree that recipients

will be released from departmental obligations during the period of the award.

3. The scholarships or appropriate officers/Committee reviews grant applications and inform applicants on outcome of their applications.
4. Preference is given to faculty whose abilities and interest give promise of long-range contributions to the academic programs of this institution.
5. Grant recipients must submit a written report on the activities and accomplishments made possible by the award through the dean and to the appropriate University at times to be determined by the University.

Senior / Junior Staff Development Policy

1. **Orientation** and other “initiation” programs will be run for staff who are new or at early stages of their careers to enhance their service capabilities.
2. **Administrative/Secretarial/Technical Development Programs**, to provide practical, on-the-job internship in administrative/secretarial duties/skill as well as supervisory skills through workshops, seminars or attachments.
3. **Ad hoc development opportunities.** Library seminars, computer training programmes etc. are available through various units of the University College.

4. Study Leaves and Sponsorship

As per conditions of service 29 Regulations governing staff training scheme

The University may sponsor deserving employees for approved courses to help them acquire qualifications or experience relevant to their work. Such sponsorship shall be in accordance with the following regulations.

- i. The initiative for nominating the deserving employee for training shall lie with the Head of the Department acting through the Registrar.
- ii. To qualify for a training award an employee must have served the University College for at least three years.

A training award will be made only when the proposed course of study is relevant to the work that the employee is doing in the University.

As per MCU Operational Manual page. Sponsorship

8.8.1 University staff may be sponsored to pursue courses that are related to their jobs. Such sponsorship shall be in accordance with regulations determined from time to time by Council.

8.8.2 Studying without permission from the Rector is not acceptable and may result in staff's name being deleted from the payroll.

8.8.3 Study leave with pay: To be eligible for sponsorship and study leave with pay to pursue further studies, staff shall have worked for at least three years.

8.8.4 There shall be a selection procedure for application for sponsorship which shall include a deadline for submission of application.

8.8.5 Staff under sponsorship could work at MCU and study elsewhere or resign their position and study at

MCU if they so wish. This is to prevent conflict of interest.

8.8.6. Notwithstanding, ... ineligible staff may ask for study leave without pay and may be granted at the discretion of either the Rector or Registrar after the approval by the relevant Dean of Faculty/Head of Department/Head of Unit.

Funding for Staff Development

- Despite her limited resources, MCU shall endeavour to set aside a percentage of its budget annually towards staff development and training.
- The QAU shall also endeavour to explore various avenues to procure, scholarships, grants, exchange programmes to fund her staff training and development.
- Time taken from the University to study on full or part-time study leave with pay etc. should also be quantified as financial support to staff.
- As per the Statutes of MCU B1.8 there shall be scholarship Committee whose composition and duties will be as follows:

B1.8 SCHOLARSHIPS COMMITTEE

a) Composition

- Rector, as Chair
- CEO, MountCrest University College (Ghana) Ltd.
- University Solicitor
- Dean, School of Research and Graduate Studies
- A representative of the Scholarships Secretariat
- Registrar as Secretary

In Attendance

- Deputy Registrar (Human Resource Development)
- The Head of Department of the Applicant

b) Quorum

- One-half (1/2) of its total membership

c) Functions

Subject to the approval of the Academic Board:

- i. to advise the Academic Board on University Scholarships policy;
- ii. to consider the award of scholarships;
- iii. to consider applications for the grant of study/sabbatical leave; and
- iv. to advise on human resource development requirements of the University.

MCU Grants Awards

| AWARD | ELIGIBILITY | FUNDING | NO. OF AWARDS (Per Annum) |
|---------------------------|---|---------|------------------------------|
| Study Leave with Pay | 1 year past probation | | |
| Study Leave without Pay | 1 year past probation | | |
| Tuition Fees | | | |
| Examination Grants | | | |
| Books Grant | | | |
| Sabbatical Leave | 6 years continuous service | | |
| Conferences & Workshops | Unrestricted with accepted presentation proposal | | |
| Small Research Grants | Unrestricted with accepted presentation proposal | | |
| Teaching Award | Nomination for teaching innovation and excellence | | |
| Best Administrator | | | |
| Best Worker | | | |
| Innovative Research Award | | | |

POLICY ON STUDENTS' EVALUATION OF LECTURERS

Introduction

As a quality assurance measure of MCU, students will assess lecturers' performance in the courses they take at the end of each semester. This will be done using an approved questionnaire. The questionnaire may be reviewed from time to time and updated to cover important developments in assessing the quality of teaching at MCU. Faculty will be sensitized to and informed about the content of the questionnaire and the basis for assessment by students.

Procedure

1. The Quality Assurance Unit shall initiate and administer the Lecturer Evaluation Questionnaire to all classes latest during the penultimate week of a Semester.
2. This will be done by staff of the Unit with the assistance of Class Representatives.
3. Lecturers shall not be involved in the distribution and collection of the evaluation forms.
4. Lecturers will be required to leave the lecture hall before the forms are administered and collected.
5. Student names shall NOT be indicated on the forms.
6. All forms filled out shall be submitted to the Quality Assurance Unit.
7. The Unit shall analyse each course and produce a Lecturer Performance Report on each course taught, including a compilation of the written comments by students.
8. Copies of the Reports shall be submitted to Heads of Department (HOD) for distribution to Lecturers.
9. Where the reports record poor performance, Heads of Department must have discussions with Lecturers affected on how to improve performance. If need be the HOD must refer such cases to the Dean.
10. Annual Reports of Heads of Department on Lecturers to the Dean of Faculty must include an overall assessment of teaching performance based partly on students' evaluation of lecturers.
11. The Appointment's Board shall consider student's evaluation of a lecturer as part of its promotion assessment in the area of teaching.

STUDESTS' EVALUATION OF LECTURERS QUESTIONNAIRE

Introduction

To improve the teaching quality and academic competence of lecturers of MountCrest University College (MCU), please complete this evaluation form based on your personal opinion. Do not write your name on any page.

Academic Year:

Semester

Lecturer's Name:.....

Course Code..... Course Title:.....

Please check (√) in the evaluation table below your own opinion as applicable.

Levels of Evaluation: 4 = Excellent; 3 = Good; 2 = Fair; 1 = Poor

| Topics of Evaluation | 4 | 3 | 2 | 1 |
|---|---|---|---|---|
| 1. The Lecturer distributed a detailed Course Outline at the beginning of the course. | | | | |
| 2. Course objectives and requirements were clearly presented to me. | | | | |
| 3. The Lecturer was regular and punctual at lectures. | | | | |
| 4. The lecturer was well prepared, organized and clear in presentation. | | | | |
| 5. The lecturer encouraged student participation in class discussions. | | | | |
| 6. The lecturer encouraged students to think critically. | | | | |
| 7. Students' assignments were given and returned in a timely manner. | | | | |
| 8. Assignments were returned with useful and constructive feedback. | | | | |
| 9. The lecturer is willing to offer help to individual students. | | | | |
| 10. The lecturer stimulated my interest in this course. | | | | |
| 11. The content of the Course Outline was fully covered | | | | |
| 12. Overall I was favourably impressed by this lecturer | | | | |

Please provide additional critical comments in a constructive way

13. What factors (if any) were obstacles to your learning on this course?

.....

.....

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.....

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14. Are there any other constructive comments you wish to make regarding teaching methods, user of inclusive language, readings, tutorials, lecturer's attitude etc.?

.....

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.....

LONG ESSAY POLICY:

Definition/Description:

An Essay is defined as “a ...literary composition on a particular theme or subject, usually in prose and generally analytic, speculative, or interpretative.” Long Essays are longer compositions that require students to undertake close reading, analysis, comparison and contrast, persuasion, conciseness, clarity, and exposition. Students must exhibit all dimensions of essay writing such as the descriptive, narrative, expository and argumentative. The last two in particular are important to Long Essays. They require students to investigate an idea, evaluate evidence, expound on the idea, and set forth an argument concerning that idea in a clear manner and establish a position on the topic in a concise manner. As a final project it involves lengthy, detailed research of literature or previously published material and may also require empirical research where the student collects data through interviews, surveys, observations, or experiments.

Purpose:

The purpose of writing Long Essays is to enable students to acquire skills in sustained field and library research, data collection, analysis and report writing. Long Essay encourage students to conduct research, develop ideas and concepts in their writing, understand different points of view regarding a topic, choose a position and support it with the evidence collected during research.

Scholars thereby become competent handlers of available literature on relevant topics, creative and original thinkers and develop academic writing skills relevant to their professions, occupations and careers. It is particularly advantageous for those who proceed to undertake graduate studies.

Departmental Requirement:

A Long Essay is a requirement of various Departments of the University. While some may designate it as project work, the Humanities in particular designate it as Long Essay. Some Departments may make it compulsory and others optional for their student.

Qualification:

Qualification for Long Essay writing shall be based on departmental requirements. Departments may require performance relating to CWA to qualify students. Students who do not qualify to write Long Essays shall make up for the credit through taking taught courses.

Duration & Number of Credits:

Long Essays shall be...

- a. Year-long projects carrying 3 credits per Semester totaling 6 Credits annually, Or
- b. Semester-long projects carrying 4 credits.

Submission & Discussion of Proposed Topic:

Students will pick a topic of their own choice in consultation with lecturers or where the Department offers suggested topics may choose one. After thorough preliminary discussion of the topic, students would submit their topic to the Head of Department early during the First Semester of their final year (Level 400).

Approval of Proposed Topic:

Departments shall discuss and approve the proposed Long Essay topics.

Appointment of Supervisor:

A Supervisor in the relevant sub-disciplinary area shall be appointed to supervise a student writing a Long Essay.

Essay Structure:

Essays shall follow the disciplinary structure of Departments in which they are written. Generally, however, the Essay shall conform to the following style and format of presentation.

Style and Presentation

Font Type & Size:

- a. Students shall use New Times Roman Font size 12 in processing the Long Essays.
- b. All footnotes shall be in New Times Roman Font size 10.

Spacing

The Text of the Essay shall be double-spaced.

Widows and Orphans:

Students shall avoid page breaks that leave a line at the end or beginning of a page.

Number of Words:

The number of words in a Bachelor's Degree Long Essay shall not be less than **8000 words** and shall not exceed **10,000 words**.

Number of Pages:

The Total number of pages shall not exceed **40 pages**.

Page Numbering:

- a. Preliminary pages should be numbered using Roman numerals.
- b. All other pages should be numbered using Latin numerals beginning with the first page of the main text through the entire work to the end (including end matters). **NOTE: Do not begin re-numbering at the beginning of each Chapter.**

Preliminary Material:

- ***Title Page:*** (Giving The exact wording of Title: Registered name of Author, Index Number, and Year as shown in appendix A)
- ***Abstract:*** A short abstract of the Essay not exceeding one page single spaced.
- ***Content Page:*** List various content with relevant matching page numbers in the text on this page.
- ***Acknowledgement:*** A short acknowledgment including credit to photograph, map and other such sources.
- ***List of Figures, tables, maps and illustrations useful to readers.***
- ***List of Abbreviations***
- ***Glossary of Non-English and technical terms.***

End Matters:

These shall consist in the following order...

- Bibliography
- Oral Sources
- Appendices

The Text:

Clarity Consistency and Simplicity must be the hallmark of Long Essays. The following general house styles shall be followed unless otherwise determined by Departmental academic style:

Headings:

A consistent Font style should be adopted to differentiate Chapter Headings, Sub-headings, and Sub-subheading etc. Upper case should be confined to ONLY chapter headings.

Paragraphing:

Where the first line of a paragraph is indented the double space shall be retained. Where there is no indent of the first line there shall be 2 double spacing between paragraphs.

Quotations:

Quotations of more than 5 lines should be indented 0.5cms from both left and right margins and be on Font Size 11 single spaced. A line space should be left above and below them.

Quotation Marks:

Except for quotes within quotes, single quotation marks (‘) should be used.

Capitals:

Make a minimal use of capitals and use lower case for words like government, church, state, party, volume etc.

Italics:

Except for Nouns (proper names), use italics for all non-English words. There should be minimal use of such words and they should be explained in English.

Numerals:

Generally spell out numerals under 100 (one hundred), and avoid beginning sentences with a numeral. Use figures with measurements of distance and percentage. Numerals should be used in tables.

Dates:

Use the following forms: ‘9 June 2004’, ‘1990s’, Tuesday, 5 August 2014’.

Spelling:

Must be consistent and students must stick to either American or UK English consistently in the entire work. (Do not mix the two.)

Abbreviation:

Use full stops after abbreviations, except for acronyms or initialisms consisting entirely of the first letters of each word in Capitals (USA, LMS, CMS), and for contractions (Dr. St. Mr.). Note especially full stops after red., vol., etc., but not after eds, vols, etc.

Notes and References:

It is required that all sources used, oral or written, published or unpublished, be acknowledged in the Long Essay and indeed all other work submitted in the University for assessment. The system of referencing may conform to the disciplinary style of the subject matter. As a general rule however the University has a strong preference for the amended Chicago Style of referencing. Examples are offered below.

Footnotes and Endnotes:

Students may use footnotes or endnotes depending on the preferred style of the Department. However as a general rule footnotes should be used rather than endnotes. Such notes should be brief and not provide extensive commentary on the text. Footnotes shall be presented at the foot of the main text, single spaced, in Times New Roman font 10. Students must make sure that footnote numbers in the text correspond with those beneath the text and the latter appears on the same page as the former.

Citation and Referencing:

Students of the College of Health Science shall use the **APA style**. Students of the Arts and Social Sciences shall use the **Chicago style** of citation and referencing downloaded below.

MOUNTCREST UNIVERSITY COLLEGE
SCHOOL OF RESEARCH AND GRADUATE STUDIES
SCHEDULE FOR THE PREPARATION OF YOUR DISSERTATION

Stage 1: Identification of initial proposal

This process may begin as early as you think is necessary, but certainly no later than the semester before you formally commence your Dissertation. After you have begun to identify the area(s) in which you wish to work, you should ask the advice of tutorial staff in the relevant areas.

Stage 2: Seeking approval for your topic

You must seek advice from your Programme Leader before completing the “Dissertation Proposal Form A”. He/she will identify a member of staff who may be suitable to supervise your Dissertation. ***You must then take the initiative and contact your supervisor to arrange a tutorial to discuss your proposal.*** The purpose of this tutorial is to refine your initial ideas and work up a more detailed definition of the topic and a specific title. You must register your proposal on the “Dissertation Proposal Form A” available in this guide or from the Registry Services. ***This should be completed and handed in to Registry Services by the Monday of Week 10 of the semester before you wish to begin your Study.*** The form should include the title, aims, methodology, programme of work, initial bibliography and proposed supervision arrangements.

The details on “Form A” will be reviewed by the appropriate Panel of Examiners and the external examiners for the Programme involved. ***It is therefore most important that you complete the “Dissertation Proposal Form A”, and return it by the deadline.***

Stage 3: Approval of Dissertation topics

As noted above, your “Dissertation Proposal Form A” will be reviewed by the Panel of Examiners and the External Examiners for your Programme. You will be informed when approval has been given or if any modifications are required, and an appropriate supervisor will be allocated.

Change of topic

It is recognised that some revisions and amendment to Dissertation topics and titles may be required as research and writing proceeds. Once approval has been given, you should discuss any such requirements with your supervisor in the first instance. Broadly, relatively minor alterations can be approved by your supervisor or Programme Leader, but major amendments may require the completion of the “Dissertation Revision Form B” and formal approval as in 11 above. “Form B” is also available in this Guide or from **School of Research and Graduate Studies** and, once completed, must be submitted only to School and not to your supervisory tutor or Programme Leader.

Ethical and Health and Safety Issues; Protection of Children Legislation

If your Study will involve you working with other people (for example, conducting a survey among other students, service users, members of the public, or investigating a particular firm or organisation), working with animals, or work which impacts on the environment, you must consider the ethical issues raised by your work and ensure that you take appropriate steps to address them in your Study. This may necessitate the consideration of your proposal at the College Ethics Committee. The Ethics Committee meets three times a year. The Committee has designed a checklist to help you assess ethical issues relating to your research.

To appeal against a decision made by the Ethics Committee regarding a research proposal, you should submit an appeal in writing (within 10 days of hearing from Ethics Committee) and forward it, together with any new supporting material, to the Secretary of the Ethics Committee (via Registrar). This will be examined by the Registrar and the Chair of the Ethics Committee, and a final and binding decision will then be made.

If your Study involves you in experimentation, there will be Health and Safety considerations to be taken

into account and you must complete a COSHH assessment before commencing. Studies which require such assessments will not be approved unless the assessments are undertaken. Where such considerations are involved, the Study must conform to any recommendations which emerge. Therefore, you must discuss any such issues with your supervisor at the initial meeting and follow through any recommendations made.

Interim Reports

Your Programme Leader may require you to present an Interim Report on the progress of your Study to ensure that you are working effectively and have not run into difficulties. The exact form of this report and the time at which you must present it will vary from Programme to Programme and your Programme Leader will inform you.

PREPARING AND SUBMITTING YOUR DISSERTATION

Guidance for planning your work

You should arrange to meet your supervisor soon after the Board of Examiners meeting that considers your proposal. Bear in mind, when planning your work, that the University of Worcester is closed on dates of public holidays and that there are reduced numbers of academic and support staff during the major holiday periods. Opening times of central services such as Media & Print, Computer Centre, and the Library will be shorter than during the academic semesters. Remember also that research active staff may be away from Worcester attending conferences and conducting their own research.

Writing the Dissertation and Tutorial Support

It is important to work steadily at the Dissertation during the semesters in which you are taking it. You will not have the stimulus of regular class-contact in the same way as in other modules - it is your responsibility to manage your time and to work regularly and consistently.

You should seek regular tutorial guidance to discuss your work as it develops. ***If you are carrying out a dissertation tutorial support throughout your study so you will need to plan this with your supervisor. The responsibility for making contact with your supervisor and arranging these tutorials is yours: make sure that you take advantage of the specialist help and advice your supervisor can give you.*** Your supervisor will help you refine the scope of your topic, locate or handle sources of information and assist you in developing the appropriate scholarly apparatus (references, bibliography etc.) which you will need. Your supervisor will also be able to discuss your ideas with you and help you in your approach to difficult points. You should be prepared to submit at regular intervals, drafts for your supervisor's comments.

The relationship between you and your supervisor is an important one, and it is also important that both sides understand its limits. You should discuss these limits during an early tutorial. Your supervisor is a source of advice and assistance, but the Dissertation is your own independent project, and must reflect your own work. Some general notes on the proper role of the supervisor are provided below (The Dissertation: A code of practice for supervision).

If you feel you are not receiving the guidance to which you are entitled, please discuss the matter with your supervisor and, if necessary, ask for the matter to be referred to the Programme Leader or Head of Department.

Presenting the Dissertation

A separate section gives detailed instructions on the presentation of the Study (Guidance on Presentation). It is essential that, in presenting the Dissertation, you conform with this guidance and with the relevant regulations set out in your Student Handbook. If you do not do this, you may fail your degree.

Submitting the Dissertation

For details about the submission dates for the Dissertation, please see the timetable at the beginning of this document. It is your responsibility alone to ensure that your Study is completed and presented in good time. Dissertations submitted after the due date will be treated as indicated below:

Late submission up to a maximum of 24 hours will be permitted and no penalty will be applied.

Dissertations submitted after the expiry of 24 hours but within 5 days of the published deadline will be marked but the mark will be capped at the minimum pass mark, unless a claim of mitigating circumstances is made and upheld.

Dissertations submitted later than five days will not be marked and will be awarded a mark of zero. Students may, however, submit a claim of exceptional mitigating circumstances and ask for the work to be marked. If the claim is upheld and the student has not gained an unfair advantage because s/he might have gained feedback to other students, the original work will be marked.

Two hard copies of the completed Dissertation and one electronic copy on floppy disk should be handed in to Head of Department, not your supervisor or Reception. When you hand it in, a receipt will be issued. (Submission dates are indicated at the beginning of this Guide).

Avoiding last minute problems

Please note paragraph 23 on extensions to the deadline for the Dissertation. In order to avoid computer/printer problems at the last minute we suggest you

- keep proper back-ups of your work on floppy disk as well as your hard disk
- do not save your entire Dissertation to a single file - split up the chapters/sections into different files
- print it in sections rather than in one go.
- keep manuscript drafts or draft print outs at each stage of your work. In case of difficulties these can be submitted as evidence of the work you have done.

Number of copies required

To facilitate double marking, two copies of the Dissertation are required. Where a Dissertation contains illustrations such as photographs, a good photocopy of the illustrations will suffice in the second copy of the Study.

Additionally, students are advised to keep a spare copy or copy of the final draft. All students are also required to submit an electronic copy of their dissertation on floppy disk. This will be retained by the Programme leader and then transferred to CD-Rom once a year. If you receive a pass with merit or pass with distinction for your dissertation, then the title and abstract of your work will be made available on the University Web Site. Should students wish to read your work in future years, they will be allowed access to the dissertation on the CD ROM if permission is granted by the Programme Leader.

Copyright

Copyright of your Dissertation remains yours as author, but the University reserves the right to retain the second copy and an electronic copy of any Dissertation submitted as required work for internal use, including use in the Library.

Academic Dishonesty

Students are referred to the sections on Academic Dishonesty in the current University Handbook. Plagiarism or cheating in the Dissertation is regarded with severity.

You will note that this Guide indicates (para. 3) that your Dissertation may arise from material or issues you have studied in your other modules. This does NOT mean you may use material you have presented for assessment in other modules in your Dissertation without substantial re-working of it. In particular, verbatim use in a Dissertation of work submitted for another assessment is Academic Dishonesty and will be treated as such.

If you are in any doubt about what Academic Dishonesty is, or how to avoid it, ensure you contact your supervisor to receive guidance.

Extensions to the deadlines of submission of the Dissertation

Extensions to Dissertation deadlines can only be granted by the Programme Leader, who will consult with senior staff, Registry Services and External Examiners. Please note that your supervisor cannot approve an extension.

The Dissertation is a major piece of work which you will have been planning for a long time. The planning and successful completion to deadline of the Dissertation is a fundamental part of the exercise.

Therefore, the deadline for the Dissertation will only be extended under the most extreme circumstances. No extension will be given without independent corroborative evidence to support the request.

Procedure in the Event of Failure of the Dissertation

Should your Dissertation be awarded a mark lower than the pass mark for your Programme (50%), you will normally be offered the chance to resubmit your Study at a date decided by the Board of Examiners. You will receive guidance from the Programme

Leader regarding the advice of the Board of Examiners. Should the resubmitted Study be awarded a pass grade, this will be restricted to 50% unless you have mitigating circumstances.

Return of Studies

You are entitled to receive one copy of your Dissertation. The second copy may be retained by the University for its own purposes.

Copy of the Dissertations completed will normally be available for collection at Graduation.

GUIDANCE ON THE PRESENTATION OF YOUR DISSERTATION

Format and Layout

This sets out some features which should be followed in the presentation of the Study. It is not intended as an exhaustive specification.

The Dissertation should normally be word processed and presented in typescript in the form of a Word document. You are responsible for correcting your typing errors. Where copies are produced by other means, they must be of a permanent nature, for example by xerographic processes.

Dissertations may be submitted in an alternative format, where appropriate. For example, video cassettes, or computer disks. If you wish to submit work in an alternative format, you must discuss this with your supervisor and/or Programme Leader *before you submit your “Dissertation Proposal Form A.”* Alternative formats must be agreed by the Programme Panel of Examiners.

A4 paper of good quality and sufficient opacity should be used with density of 70g/M is suitable. Only one side of the paper should be used; margins should be as follows:

- Left (binding edge) and top margin 40mm
- Other margins 20mm

Double (or one-and-a-half) spacing should be used in typescript except for indented quotations or footnotes where single spacing may be used.

Pages should be numbered consecutively through the main text including photographs and/or diagrams which are not embodied in the text. Such photographs and/or diagrams should be firmly fixed in place. Ensure that all photographs, diagrams, figures, graphs, maps, tables, etc. are numbered and where appropriate, indexed separately. The pagination of appendices should be continuous within each appendix, but distinct from the main text.

The Dissertation should have a plastic back and a clear plastic cover. Students wishing to bind their Dissertation in a more permanent form should obtain the permission of the Programme Leader in which the study is placed.

- The Dissertation should have a title page giving the following information:
 - (i) The full title of the thesis;
 - (ii) The full name of the author, followed, if desired, by any qualifications or distinctions;
 - (iii) The qualification for which the Dissertation is submitted;
 - (iv) The name of the University;
 - (v) The month and year of submission.

N.B. By putting your name to the study you are indicating that it is essentially your own work and that you are not presenting it dishonestly. e.g.

Kofi Nkansah Agyei

Dissertation submitted in partial fulfilment of the
Master of Science in
at MountCrest University College
Month, 2013

When submitting a Dissertation, the author should indicate in a suitable declaration any material contained in the thesis which may have been used before. If the thesis is based on joint research, the nature and extent of the author's individual contribution should be indicated.

There should be an abstract of approximately 300 words; this should provide a synopsis of the thesis, stating the nature and scope of the work undertaken.

Any abbreviations should be those in normal use. Where necessary a key to abbreviations should be provided. A dictionary should be consulted for standard abbreviations.

Any material which cannot conveniently be included in the text should be packaged in such a way that it can be bound with the thesis. Should this rubric create particular difficulties, the Supervisor should discuss the matter with the appropriate Programme Leader(s).

The order of presentation should be:

Title page, Abstract, Table of contents, Tables of illustrations or diagrams where appropriate, Preface and acknowledgements, List of abbreviations where appropriate, Text, Notes, Appendices, Bibliography.

Footnotes should be collected at the end of the Dissertation unless the student is specifically directed to do otherwise by their supervisors.

The length of the Dissertation should be within the limits specified in your Programme Handbook. A dissertation would be in the range of 15,000 - 20,000 words. Where a significant amount of information is communicated in tables, diagrams, maps and so on, or where practical work contributes to the study, the Dissertation may

well be significantly shorter than this. Your supervisor and/or Programme Leader will advise you on what is preferred or acceptable.

Recommended Form of Bibliographic Citation

Where Programmes specify how citations and references should be handled, it is important that you follow the advice. If you are in any doubt you should consult your Student Handbook and Dean of the Graduate School.

Research Degree Supervision: A Code of Practice

Introduction

1. This Code of Practice for research degree supervision sets out what the MountCrest University College regards as the responsibilities of supervisors, qualifying panel members and those of research students, and provides a basic framework within which research degree candidature will be pursued.

2. The University College considers that the ultimate responsibility for the supervision of research students rests with the supervisor, who is the formal point of contact between the student and the University College. The other members of the qualifying panel and associate supervisors, if any, are to assist the supervisor in providing effective supervision to students.

Responsibilities of the Supervisor

The responsibilities of the supervisor include the following:

- (a) identify and prescribe coursework or recommend credit transfer/coursework exemption for the student through the qualifying panel;
- (b) assess the results of performance in the prescribed coursework, together with the student's qualifying report, and recommend to the MountCrest University College School of Graduate Studies through the qualifying panel, the Head of Department and the College/School Graduate Studies Committee on the student's suitability to continue the study or to transfer from MPhil to PhD candidature or vice versa, if applicable;
- (c) report annually in writing to School Graduate Studies through the qualifying panel, the Head of Department and the College/School Graduate Studies Committee on the student's work during the previous year, and recommend whether the student should be permitted to continue the study. If at any time the supervisor is of the opinion that the student is unlikely to achieve the degree for which he or she is registered, the supervisor should report this through the Head of Department to School Graduate Studies immediately, without waiting for the annual recommendation on continuation of candidature;
- (d) give guidance to research students with respect to the nature of research and the standard expected, the planning of the research programme, literature and sources, attendance at taught classes, and requisite techniques which need to be acquired (including arranging for instruction where necessary);
- (e) maintain regular contact with the student at agreed intervals;
- (f) be accessible to the student at other appropriate and reasonable times for consultation and advice;
- (g) give detailed advice on the necessary completion dates of successive stages of the work so that the thesis may be completed within the scheduled time;
- (h) request written work as appropriate, and return such work with constructive criticism and in reasonable time;
- (i) arrange, as appropriate, for the student to give graduate seminars or the like, and guide the student in the preparation of the oral examination; and
- (j) generally oversee the student's progress.

Responsibilities of the Qualifying Panel Members

The responsibilities of the qualifying panel members include the following:

- (a) assist the supervisor in providing academic guidance and advice to the student;
- (b) assist the supervisor in monitoring the student's study progress;
- (c) assist the supervisor in examining the student's performance through assessment of qualifying and annual progress reports and other forms of examinations as prescribed by the qualifying panel;
- (d) assist the supervisor in overseeing the overall standard of the student's research work.

Responsibilities of the Student

The responsibilities of the student include the following:

- (a) discuss with the supervisor or the qualifying panel the type of guidance he or she finds most helpful, and agree on a schedule of meetings;
- (b) take the initiative in raising problems or difficulties with the supervisor;
- (c) maintain the progress of the work in accordance with the stages agreed with the supervisor, including in particular the presentation of written material, as required, in sufficient time to allow for comment and discussion before proceeding to the next stage;
- (d) ensure that the prescribed coursework, if any, is satisfactorily completed;
- (e) provide, on time, formal reports on study progress to the qualifying panel through the supervisor according to the required time intervals;
- (f) ensure that the thesis is completed within the period stipulated by the University College for assessment;
- (g) conform with the Code of Practice for Research, and observe honesty in the conduct and reporting of research.

Relationship between the Supervisor and the Student

The relationship between the supervisor and the student will follow accepted norms conducive to academic and professional development as a result of each party fulfilling the responsibilities imposed on him or her. If an effective working relationship does not develop and the student and/or the supervisor believes that, for this reason, the work is not proceeding satisfactorily, either person may make a representation to the Head of Department. The Head should consider the matter carefully and, if appropriate, recommend a replacement supervisor to School Graduate Studies via the College/School Graduate Studies Committee.

Publications

Care should be taken to ensure that the contribution of the student is recognised and properly acknowledged in any publication arising from the student's research work.

Written Material

At the time of presentation of the thesis, the student should certify that the thesis embodies the results of the study and research he or she has conducted and has been composed by the student. The supervisor should ensure that, structurally and grammatically, the thesis presented is of an acceptable standard. The supervisor will properly comment at regular intervals, as indicated in this Code, on the student's written submissions and offer advice and guidance on their improvement; but the supervisor will operate within the general principle that the final written thesis must be the student's own work.

Chicago-Style Citation Quick Guide

The Chicago Manual of Style presents two basic documentation systems: (1) notes and bibliography and (2) author-date. Choosing between the two often depends on subject matter and the nature of sources cited, as each system is favored by different groups of scholars.

The notes and bibliography style is preferred by many in the humanities, including those in literature, history, and the arts. This style presents bibliographic information in notes and, often, a bibliography. It accommodates a variety of sources, including esoteric ones less appropriate to the author-date system.

The author-date system has long been used by those in the physical, natural, and social sciences. In this system, sources are briefly cited in the text, usually in parentheses, by author's last name and date of publication. The short citations are amplified in a list of references, where full bibliographic information is provided. Aside from the use of notes versus parenthetical references in the text, the two systems share a similar style. Click on the tabs below to see some common examples of materials cited in each style, including examples of common electronic sources. For numerous specific examples, see chapters 14 and 15 of the 16th edition of *The Chicago Manual of Style*.

Notes and Bibliography: Sample Citations

The following examples illustrate citations using the notes and bibliography system. Examples of notes are followed by shortened versions of citations to the same source. For more details and many more examples, see chapter 14 of *The Chicago Manual of Style*. For examples of the same citations using the author-date system, click on the Author-Date tab above.

Book

One author

1. Michael Pollan, *The Omnivore's Dilemma: A Natural History of Four Meals* (New York: Penguin, 2006), 99–100.
2. Pollan, *Omnivore's Dilemma*, 3.
- Pollan, Michael. *The Omnivore's Dilemma: A Natural History of Four Meals*. New York: Penguin, 2006.

Two or more authors

1. Geoffrey C. Ward and Ken Burns, *The War: An Intimate History, 1941–1945* (New York: Knopf, 2007), 52.
 2. Ward and Burns, *War*, 59–61.
 - Ward, Geoffrey C., and Ken Burns. *The War: An Intimate History, 1941–1945*. New York: Knopf, 2007.
- For four or more authors, list all of the authors in the bibliography; in the note, list only the first author, followed by et al. (“and others”):
1. Dana Barnes et al., *Plastics: Essays on American Corporate Ascendancy in the 1960s* . . .
 2. Barnes et al., *Plastics* . . .

Editor, translator, or compiler instead of author

1. Richmond Lattimore, trans., *The Iliad of Homer* (Chicago: University of Chicago Press, 1951), 91–92.
2. Lattimore, *Iliad*, 24.
- Lattimore, Richmond, trans. *The Iliad of Homer*. Chicago: University of Chicago Press, 1951.

Editor, translator, or compiler in addition to author

1. Gabriel García Márquez, *Love in the Time of Cholera*, trans. Edith Grossman (London: Cape, 1988), 242–55.
2. García Márquez, *Cholera*, 33.
- García Márquez, Gabriel. *Love in the Time of Cholera*. Translated by Edith Grossman. London: Cape, 1988.

Chapter or other part of a book

1. John D. Kelly, “Seeing Red: Mao Fetishism, Pax Americana, and the Moral Economy of War,” in *Anthropology and Global Counterinsurgency*, ed. John D. Kelly et al. (Chicago: University of Chicago Press, 2010), 77.
2. Kelly, “Seeing Red,” 81–82.
- Kelly, John D. “Seeing Red: Mao Fetishism, Pax Americana, and the Moral Economy of War.” In *Anthropology and Global Counterinsurgency*, edited by John D. Kelly, Beatrice Jauregui, Sean T. Mitchell, and Jeremy Walton, 67–83. Chicago: University of Chicago Press, 2010.

Chapter of an edited volume originally published elsewhere (as in primary sources)

1. Quintus Tullius Cicero, “Handbook on Canvassing for the Consulship,” in *Rome: Late Republic and*

Principate, ed. Walter Emil Kaegi Jr. and Peter White, vol. 2 of *University of Chicago Readings in Western Civilization*, ed. John Boyer and Julius Kirshner (Chicago: University of Chicago Press, 1986), 35.

2. Cicero, "Canvassing for the Consulship," 35.

Cicero, Quintus Tullius. "Handbook on Canvassing for the Consulship." In *Rome: Late Republic and Principate*, edited by Walter Emil Kaegi Jr. and Peter White. Vol. 2 of *University of Chicago Readings in Western Civilization*, edited by John Boyer and Julius Kirshner, 33–46. Chicago: University of Chicago Press, 1986. Originally published in Evelyn S. Shuckburgh, trans., *The Letters of Cicero*, vol. 1 (London: George Bell & Sons, 1908).

Preface, foreword, introduction, or similar part of a book

1. James Rieger, introduction to *Frankenstein; or, The Modern Prometheus*, by Mary Wollstonecraft Shelley (Chicago: University of Chicago Press, 1982), xx–xxi.

2. Rieger, introduction, xxxiii.

Rieger, James. Introduction to *Frankenstein; or, The Modern Prometheus*, by Mary Wollstonecraft Shelley, xi–xxxvii. Chicago: University of Chicago Press, 1982.

Book published electronically

If a book is available in more than one format, cite the version you consulted. For books consulted online, list a URL; include an access date only if one is required by your publisher or discipline. If no fixed page numbers are available, you can include a section title or a chapter or other number.

1. Jane Austen, *Pride and Prejudice* (New York: Penguin Classics, 2007), Kindle edition.

2. Philip B. Kurland and Ralph Lerner, eds., *The Founders' Constitution* (Chicago: University of Chicago Press, 1987), accessed February 28, 2010, <http://press-pubs.uchicago.edu/founders/>.

3. Austen, *Pride and Prejudice*.

4. Kurland and Lerner, *Founder's Constitution*, chap. 10, doc. 19.

Austen, Jane. *Pride and Prejudice*. New York: Penguin Classics, 2007. Kindle edition.

Kurland, Philip B., and Ralph Lerner, eds. *The Founders' Constitution*. Chicago: University of Chicago Press, 1987. Accessed February 28, 2010. <http://press-pubs.uchicago.edu/founders/>.

Journal article

Article in a print journal

In a note, list the specific page numbers consulted, if any. In the bibliography, list the page range for the whole article.

1. Joshua I. Weinstein, "The Market in Plato's Republic," *Classical Philology* 104 (2009): 440.

2. Weinstein, "Plato's Republic," 452–53.

Weinstein, Joshua I. "The Market in Plato's Republic." *Classical Philology* 104 (2009): 439–58.

Article in an online journal

Include a DOI (Digital Object Identifier) if the journal lists one. A DOI is a permanent ID that, when appended to <http://dx.doi.org/> in the address bar of an Internet browser, will lead to the source. If no DOI is available, list a URL. Include an access date only if one is required by your publisher or discipline.

1. Gueorgi Kossinets and Duncan J. Watts, "Origins of Homophily in an Evolving Social Network," *American Journal of Sociology* 115 (2009): 411, accessed February 28, 2010, doi:10.1086/599247.

2. Kossinets and Watts, "Origins of Homophily," 439.

Kossinets, Gueorgi, and Duncan J. Watts. "Origins of Homophily in an Evolving Social Network." *American Journal of Sociology* 115 (2009): 405–50. Accessed February 28, 2010. doi:10.1086/599247.

Article in a newspaper or popular magazine

Newspaper and magazine articles may be cited in running text ("As Sheryl Stolberg and Robert Pear noted in a New York Times article on February 27, 2010, . . .") instead of in a note, and they are commonly omitted from a bibliography. The following examples show the more formal versions of the citations. If you consulted the article online, include a URL; include an access date only if your publisher or discipline requires one. If

no author is identified, begin the citation with the article title.

1. Daniel Mendelsohn, "But Enough about Me," *New Yorker*, January 25, 2010, 68.
 2. Sheryl Gay Stolberg and Robert Pear, "Wary Centrists Posing Challenge in Health Care Vote," *New York Times*, February 27, 2010, accessed February 28, 2010, <http://www.nytimes.com/2010/02/28/us/politics/28health.html>.
 3. Mendelsohn, "But Enough about Me," 69.
 4. Stolberg and Pear, "Wary Centrists."
- Mendelsohn, Daniel. "But Enough about Me." *New Yorker*, January 25, 2010.
- Stolberg, Sheryl Gay, and Robert Pear. "Wary Centrists Posing Challenge in Health Care Vote." *New York Times*, February 27, 2010. Accessed February 28, 2010. <http://www.nytimes.com/2010/02/28/us/politics/28health.html>.

Book review

1. David Kamp, "Deconstructing Dinner," review of *The Omnivore's Dilemma: A Natural History of Four Meals*, by Michael Pollan, *New York Times*, April 23, 2006, Sunday Book Review, <http://www.nytimes.com/2006/04/23/books/review/23kamp.html>.
 2. Kamp, "Deconstructing Dinner."
- Kamp, David. "Deconstructing Dinner." Review of *The Omnivore's Dilemma: A Natural History of Four Meals*, by Michael Pollan. *New York Times*, April 23, 2006, Sunday Book Review. <http://www.nytimes.com/2006/04/23/books/review/23kamp.html>.

Thesis or dissertation

1. Mihwa Choi, "Contesting Imaginaires in Death Rituals during the Northern Song Dynasty" (PhD diss., University of Chicago, 2008).
2. Choi, "Contesting Imaginaires." Choi, Mihwa. "Contesting Imaginaires in Death Rituals during the Northern Song Dynasty." PhD diss., University of Chicago, 2008.

Paper presented at a meeting or conference

1. Rachel Adelman, "'Such Stuff as Dreams Are Made On': God's Footstool in the Aramaic Targumim and Midrashic Tradition" (paper presented at the annual meeting for the Society of Biblical Literature, New Orleans, Louisiana, November 21–24, 2009).
 2. Adelman, "Such Stuff as Dreams."
- Adelman, Rachel. "'Such Stuff as Dreams Are Made On': God's Footstool in the Aramaic Targumim and Midrashic Tradition." Paper presented at the annual meeting for the Society of Biblical Literature, New Orleans, Louisiana, November 21–24, 2009.

Website

A citation to website content can often be limited to a mention in the text or in a note ("As of July 19, 2008, the McDonald's Corporation listed on its website . . ."). If a more formal citation is desired, it may be styled as in the examples below. Because such content is subject to change, include an access date or, if available, a date that the site was last modified.

1. "Google Privacy Policy," last modified March 11, 2009, <http://www.google.com/intl/en/privacypolicy.html>.
 2. "McDonald's Happy Meal Toy Safety Facts," McDonald's Corporation, accessed July 19, 2008, <http://www.mcdonalds.com/corp/about/factsheets.html>.
 3. "Google Privacy Policy."
 4. "Toy Safety Facts."
- Google. "Google Privacy Policy." Last modified March 11, 2009. <http://www.google.com/intl/en/privacypolicy.html>.
- McDonald's Corporation. "McDonald's Happy Meal Toy Safety Facts." Accessed July 19, 2008. <http://www.mcdonalds.com/corp/about/factsheets.html>.

Blog entry or comment

Blog entries or comments may be cited in running text (“In a comment posted to The Becker-Posner Blog on February 23, 2010, . . .”) instead of in a note, and they are commonly omitted from a bibliography. The following examples show the more formal versions of the citations. There is no need to add pseud. after an apparently fictitious or informal name. (If an access date is required, add it before the URL; see examples elsewhere in this guide.)

1. Jack, February 25, 2010 (7:03 p.m.), comment on Richard Posner, “Double Exports in Five Years?,” The Becker-Posner Blog, February 21, 2010, <http://uchicagolaw.typepad.com/beckerposner/2010/02/double-exports-in-five-years-posner.html>.
2. Jack, comment on Posner, “Double Exports.” Becker-Posner Blog, The. <http://uchicagolaw.typepad.com/beckerposner/>.

E-mail or text message

E-mail and text messages may be cited in running text (“In a text message to the author on March 1, 2010, John Doe revealed . . .”) instead of in a note, and they are rarely listed in a bibliography. The following example shows the more formal version of a note.

1. John Doe, e-mail message to author, February 28, 2010.

Item in a commercial database

For items retrieved from a commercial database, add the name of the database and an accession number following the facts of publication. In this example, the dissertation cited above is shown as it would be cited if it were retrieved from ProQuest’s database for dissertations and theses.

Choi, Mihwa. “Contesting Imaginaires in Death Rituals during the Northern Song Dynasty.” PhD diss., University of Chicago, 2008. ProQuest (AAT 3300426).

(Downloaded from www.chicagomanualofstyle.org/tools_citationguide.html)

Plagiarism & Cheating:

Students should be careful to avoid plagiarism which would attract a fail grade. For the avoidance of doubt, plagiarism includes the following: Presenting someone else’s work (entire or part) as your own original work; using another person’s work without properly citing the source in your paper (using the persons words verbatim without quotations marks and acknowledging the source). Make sure that you acknowledge and give proper credit for the use of the work of others. **Contracting others** to write the entire or any part of the Long Essay amounts to **cheating** and is punishable under the rules of **examination malpractices**.

Rules of Submission:

A Student writing Long Essay shall fill a submission form, attach it to the printed and bound Essay and submit it to the relevant authority in the Department at a date of submission to be set annually in the Calendar of the University College. Students must endeavour to meet the deadline.

rg3.99convert 3.99

Grading:

Long Essays will be graded with the following general marking scheme in mind.

| Item | Description | Marks |
|------------------------------------|---|-------------|
| Title and Topic | Relevance of Topic and aptness of Title. | 5 |
| Use of Sources | Extensive and appropriate knowledge and use of secondary sources/ authorities | 15 |
| Empirical Data | Use of appropriate methodology and collection of relevant empirical data. | 15 |
| Knowledge of subject matter | Knowledge of the theories, concepts and content of the subject matter showing an understanding of issues and debates. | 20 |
| Analytical Thinking | Sound analysis of data showing creativity and originality. | 20 |
| Language and Presentation | Flow of thought and English with clarity of expression and logical presentation. | 15 |
| Clarity of Conclusions | Conclusions derive from data and analysis, and are forcefully drawn with evaluative evidence. | 10 |
| Total | | 100% |

Marking Scheme:

The general marking scheme adopted for assessment of students would be as follows:

A:

| | |
|---|------------|
| 1. Logical presentation, originality of argument: | 20 |
| 2. Knowledge of the subject matter: | 25 |
| 3. Understanding of issues and debates: | 20 |
| 4. Extensive and appropriate use of material/authority: | 15 |
| 5. Clarity of Conclusion: | 10 |
| 6. Clarity of Expression: | 10 |
| TOTAL: | 100 |

B:

| | |
|---|------------|
| 1. Analytical Thinking: | 15 |
| 2. Originality and Creativity: | 15 |
| 3. Use of Sources: | 20 |
| 4. Knowledge of field: | 35 |
| 5. Flow of Thought and English: | 10 |
| 6. Proper Writing Style and Bibliography: | 5 |
| TOTAL: | 100 |

MOUNTCREST UNIVERSITY COLLEGE

CODE OF ETHICS FOR FACULTY AND STAFF

Introduction

This Policy of Ethics is meant to be a living document that best reflects the culture and values of MountCrest University College (MCU). It describes standards of conduct and integrity that are consistent with the mission and ethical values embraced by the college's mission statement.

The Policy is intended to guide faculty and staff 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 supplements but does not supersede the rights and obligations of faculty and staff under the law.

A faculty or staff member confronted with an ethical dilemma may seek out a number of institutional resources for assistance in its resolution. The first person to contact will usually be the immediate supervisor or department chair. If for any reason that is unsuitable, they may seek advice from any of the following:

- The Ethics Committee
- The Director, Legal Services
- The Senior Assistant Registrar, Human Resources
- The Rector's Office

Statement of Purpose

MCU is an institution of higher education dedicated to excellence in education, research, and patient care. In line with this, MCU is dedicated to upholding the highest ethical standards in its students, faculty, and staff. Consequently, the MCU Mission Statement; "to train and prepare a new generation of graduates in body, mind and spirit, for the transformation of society". This mission is to be achieved through: (i) innovative teaching programmes aiming to make the college's degrees more relevant to the current demands of employers; (ii) flexible curriculum which reflects the social and developmental factors affecting the job market; (iii) flexible opportunities for adult learners to advance their careers" seeks to engage the mind, elevate the spirit, and stimulate the best effort of all who are associated with the University College.

Scope

This document serves as a statement of principles and responsibilities for the full MCU community. Members of the MCU (including MCU Health System) community include board of directors, council members, senior officials, faculty, staff, students, student employees, and student leaders.

Statement of ethical principles

This Statement of Ethical Principles sets forth overarching ethical principles to which members of the MCU community are expected to adhere. These ethical principles are intended to provide a foundation for conduct in support of the University's mission. This Statement of Ethical Principles should be used as a general guide in making ethical decisions that affect the MCU University community.

The University community is diverse in race, ethnicity, gender, sexual orientation, background, age, religion, abilities, and in many other ways. The actions of each member have an impact upon the culture of inclusion and respect for which we strive as a community. The University is committed to free inquiry, free expression, and the vigorous discussion and debate upon which the advancement of its multifaceted mission depends. All members of the University community are expected to respect the rights of others regardless of their differences or points of view.

As stewards of MCU resources, every member of the community is expected to exercise sound judgment in the performance of our responsibilities and to ensure that all University resources are used prudently, ethically, and for their designated purposes.

All members of the MCU community should conduct their activities with integrity, both in fact and in appearance. Activities, pursuits or interests that detract from the ability to perform our duties or affect independence and objectivity of judgment should be avoided. We should demonstrate sensitivity in identifying potential conflicts of interest or commitment, whether of a financial, personal, or professional nature. It is impermissible to use positions of authority to secure private, personal advantage or gain.

It is not the purpose of this Policy of Ethics to address every situation, but merely to make each faculty and staff member 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 Policy of Ethics may result in differences of opinion as to what actions are and are not ethical in particular situations. Each faculty or staff member can and should make basic ethical decisions himself or herself, and can and should consult with his or her supervisor or department head on difficult or questionable decisions. Each faculty or staff member should feel free to contact the Senior Assistant Registrar, Human Resources or the Personal Assistant to the Rector directly to discuss any situation about which there could be differences of opinion or legitimate exceptions to the guidelines contained herein.

STUDENT/ STUDENT RELATIONSHIP

Relationships between students should demonstrate those qualities, which help maintain the social cohesion, peace, progress, and the vision, mission and values of the University. Students should show honesty and courtesy to each other. They must preserve the decorum of good relationship and team spirit and must resolve any misunderstanding among themselves amicably. They must encourage each other in strengths and weaknesses in their academic, professional and moral formation.

Any student who has a problem with another student should promptly establish contact with him/her to seek resolution. If the problem persists it should be put into writing and submitted to the SRC President for resolution. The SRC president shall first seek an amicable resolution. If the problem is still unresolved the SRC President shall form a Resolution Committee from among the students to resolve the matter. Report on matters resolved by a Resolution Committee shall be submitted to the Vice-Rector/ Dean of Students.

STUDENT-STAFF RELATIONSHIP

Interactions between the faculty and students at Mountcrest University College are guided by mutual trust, confidence, and professional ethics. Students are to show honour and respect to the University Authorities, faculty and staff. On the other hand the administration will promote an atmosphere of unity, mutual trust and fairness among students, faculty, staff and administration. Students should therefore feel free to air any grievances without fear of reprisal or punishment from either faculty or administration. If a grievance is not resolved amicably between student and staff, the matter may be brought to the attention of the Head of Department of the staff concerned for resolution by either party. The Head of Department, if need be, may defer to higher university authority depending on the nature of the case.

Faculty-student relationships have a power differential between faculty members and students; personal faculty-student relationships carry risks of conflict of interest, breach of trust, abuse of power, and breach of professional ethics. Faculty members shall not engage in consensual relationships with students whenever a faculty member has a professional “position of authority” with respect to the student in such matters as teaching a course or in otherwise evaluating, supervising, or advising a student as part of a school program. Even when the faculty member has no professional responsibility for a student, the faculty member should be sensitive to the perceptions of other students that a student who has a consensual relationship with a faculty member may receive preferential treatment from the faculty member or the faculty member’s colleagues.

Any credible allegation of a faculty member’s misconduct, including failure to avoid or terminate a position of authority while in a consensual faculty-student relationship obligates the department chair, dean, or other responsible person to conduct a prompt and thorough inquiry to determine whether the allegation is true.

Staff/Staff Relationship

All staff of the University shall retain the moral necessity of social cooperation, fairness, reciprocity, collegiality, and respect that is constitutive of the values of Mountcrest University College. Any conflicts that arise must be resolved amicably. Conflicts that are unresolved may be referred to the head of department, dean, or other responsible persons to conduct a prompt and thorough inquiry to determine whether the allegation is true.

Sanctions

Persons in violation of this policy shall be subject to sanctions ranging from verbal warnings to dismissal or termination. Persons who knowingly make false allegations shall be subject to the same sanctions.

Notwithstanding herein, the rights of faculty to Academic Freedom and Responsibility shall not be violated.

Relationship to the local community

Members of the University community shall serve as an example of sound character in the local community and beyond. All should endeavour to maintain cordial and courteous relationship with people in the community and wherever they find themselves. They should be involved in social action in the community as and when necessary. Any grievances with individuals or section of the community related to University Business should be brought to the knowledge of University Administration through heads of Department.

Compliance with the Law

College faculty and staff shall comply in good faith with all lawful requirements, both domestic and international, applicable to MCU College. Any uncertainty about the application or interpretation of legal requirements should be referred to the employee's supervisor, or department head or the Senior Assistant Registrar for Human Resources, or the Personal Assistant to the Rector, or the Director of Legal Services. When these laws, regulations or policies are unclear, we are expected to take it upon ourselves to obtain clarity.

Because of the wide variety of activities which occur across MCU, there are hundreds of laws and regulations that apply. The most common are listed below. Most policies related to faculty, staff and students can also be found at the following:

- Faculty Handbook
- Student Handbook

In addition, School of Medical and Health Sciences faculty and staff and MCU Health System personnel are subject to the MCU Health Code of Conduct. Managers and supervisors are responsible for knowing the legal and regulatory requirements that pertain to their areas of oversight and responsibility. They are responsible for determining and ensuring that each community member has adequate knowledge in order to do his/her work correctly and receives appropriate information and training on an ongoing basis.

Use of MCU Resources and Assets

It is expected that faculty and staff will be efficient and economical in their use of college resources, and not permit the abuse of these resources by others. Faculty and staff are reminded that MCU property is to be used for the business of the college, though limited, reasonable, private use is acceptable at the discretion of management.

Consulting

MCU encourages faculty to consult as part of professional development and enhancement of the institution's reputation. Specific guidelines shall be set out by each faculty or school.

Staff may also engage in limited consulting activities so long as they enhance their professional development and/or the reputation of the institution, and do not interfere with the performance of their responsibilities. Staff members should obtain the approval of their immediate supervisor before beginning any consulting activities.

Harassment and Discrimination

MCU 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 the college and is not acceptable behavior. . No one shall discriminate against any individual on the grounds of race, ethnicity, gender, sexual orientation, gender identity, religion, age, disability or any other factor protected under law

Confidential Information

MCU retains confidential records for a variety of business needs, much of which must be kept confidential as a matter of federal and state law. Members of the MCU community are expected to protect MCU information by properly safeguarding it whether it is in use or not, and discussing it only with those who have a legitimate business need to know

MCU faculty and staff are required to respect individuals' rights to privacy and to treat as confidential all information supplied to them on that basis. MCU prohibits disclosure and discussion of confidential information obtained from official records, either during or after employment with the University College (unless an employee is authorized to do so). Such information includes:

- personal and official information about students, such as academic and judicial records,
- 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 the college's business transactions,
- the personnel records of college 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 or in regard to performance appraisals of members of the staff.

Conflict of Interest

A conflict of interest exists when a faculty, staff member, or a member of their family is in the position to benefit personally, directly or indirectly, from his or her dealings with an organization or person conducting business with the college. Confidence in the college and its employees is put at risk when the conduct of an individual involves, or appears to involve, a conflict between his or her private interests and those of the institution. Faculty and staff members have an obligation to avoid all situations in which their personal interests conflict or could be construed as being in conflict, with those of the college. Such avoidance includes placing oneself in a situation that may compromise the faculty or staff member's objective professional judgment (e.g. having a family member in a class, in a reporting relationship, or in a business relationship with MCU).

MCU community members should familiarize themselves and comply with the MCU's policies on Conflicts of Interest and Conflicts of Commitment and disclose potential conflicts as required by these policies.

- Financial Conflict of Interest
- Institutional Conflict of Interest
- Conflicts of Commitment, Staff (Staff Handbook)
- Conflicts of Commitment, Faculty (Faculty Handbook)

The Use of Technology:

MCU's policies are designed to balance the free exchange of ideas in support of the academic mission and the need for security of critical, sensitive and regulated information.

MCU shall provide 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. In addition, every employee who logs in to the MCU's network resources is required to review and agree to the Code for Ethical Computer Use.

In general, technology should be used for college-related business including teaching, research, administration, and communication with colleagues. The college 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 his/her password and must take all reasonable precautions (e.g. prevent unauthorized access to accounts or data by others) both within and outside the MCU community. Employees must not make unauthorized copies of copyrighted software or data.

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, the sending of abusive or offensive material, and chain letters, is expressly prohibited.

Gifts, Entertainment, Travel

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

Faculty and staff shall not accept or solicit any gifts or benefits for themselves that might be interpreted as an attempt to compromise or influence them in carrying out their duties. Gifts of reasonable value (less than \$100 in value in cedi equivalent) such as those generally used for promotional purposes by the donor, or modest entertainment or acts of hospitality, may be accepted.

The college's detailed policy on travel and reimbursement is maintained by the Human Resource department.

Intellectual Property

MCU College respects the ownership of intellectual material governed by copyright laws. Faculty and staff are expected to comply with the copyright laws and provisions of the licensing agreements that apply to software, printed and electronic material. For specific guidelines consult MCU College's copyright policy.

All research, consulting and development activities conducted under the auspices of MCU that may result in patents should be discussed in advance with the Dean of the Undergraduate Students.

Use of MCU's seal and letterhead is restricted to the business the university college. Questions regarding use of the seal and letterhead should be referred to the Office of the Registrar.

Political Activity and Dealings with Public Officials

Faculty and staff shall not use MCU 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 MCU.

The Use of Human Subjects in Research

MCU 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, testing the relationship between individuals and factors in their 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.

Researchers should be particularly cautious whenever the design of the research allows results to be identified by individual subject and when the results are potentially damaging to a subject's reputation, employability, emotional well being, financial standing or human dignity. In such cases, participation in the study should be strictly voluntary and the participant given information regarding their potential personal risk. 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. Support and approval for such projects should be obtained in advance from department head and/or other managers.

MCU maintains a Research Review Board (RRB) to comply with Federal regulations related to the use of human subjects in Government-sponsored research. Questions about the RRB or about policies and procedures in this area may be referred to the Dean of Graduate Studies and Research or Director Institutional Development and Consultancy.

MCU is responsible for ensuring that research with human subjects takes place with the highest levels of protections for the individuals involved and must comply with all applicable laws and policies.

MCU shall also ensure that it complies with all applicable laws and policies concerning animal research.

Research Integrity:

Research at MCU is integral to its mission and must always be conducted to the highest ethical standards and in compliance with all applicable laws, regulations, policies, and contractual obligations.

Sponsored Research:

Faculty and staff who are involved in federally sponsored research must strictly follow all laws and procedures related to that work. Violations can result in the loss of funds from grants and contracts, and, in some instances, civil fines and criminal penalties. Compliance support is available through the Research Cost Compliance office or the research support offices.

Financial

Proper stewardship of University and Health System funds is the responsibility of all employees involved in financial transactions. MCU funds may only be used for necessary and reasonable business-related expenses incurred in the furtherance of MCU’s missions. Dishonesty in all forms, fraud, theft and similar behaviors are all failures of integrity that undermine the whole MCU community. The University and Health System receive funding from a variety of sources that carry with them fiduciary responsibilities.

Environmental Health and Safety:

MCU shall comply with laws that protect the environment and promote workplace safety. MCU must operate its facilities with all necessary permits, approvals, and controls, especially with respect to handling and disposing of hazardous materials and waste. Anyone working with or around these materials must be familiar with the statutes, regulations and policies that apply to them.

Violations

Reporting other violations or concerns

Each community member is expected to report violations or concerns about violations that come to his/her attention. Managers have a special duty to adhere to the standards set forth in this document, to recognize violations, report through applicable channels, and to enforce the standards. Violations of applicable laws, MCU policies and standards, and retaliation against anyone who reports possible violations may result in an adverse employment action, as well as civil and criminal charges.

Confidentiality of individuals reporting violations of laws, rules or policies will be maintained to the extent practicable, and individuals reporting violations in good faith will be protected from retaliation.

How to Report a Violation or Discuss a Concern

In most cases, you should report violations or concerns to your immediate supervisor or department head, if appropriate. You also may directly contact Director, Legal Services, MCU Human Resources or any of the MCU compliance offices. You may also choose to contact the following cell phone numbers:
.....

Procedure for Alleged Violations

The following process applies when MCU has not mandated other remedies. At any stage of the process, a faculty or staff member may be represented by legal counsel at their own expense.

First Notice

The administration, as represented by the Ethics Committee, shall notify a faculty or staff member in writing when a violation of the Policy of Ethics is alleged. The notification shall include the specific section of the code in contention. The faculty or staff member has ten days thereafter to respond to the allegation and to state his or her intent to stop the violation. The notice will spell out what steps will occur as a consequence of the alleged violation and what remedies the employee has for a defense. Should the alleged violation require adjudication, the nature of the adjudication will depend on the seriousness of the alleged violation, with some issues resolved through departments and divisions and others requiring a full hearing. In all cases the process will begin within ten calendar days of the initial notification.

Second Notice

In the event the alleged violation continues and/or the faculty or staff member fails to respond in writing within ten days, the administration shall give a second notice of the alleged violation, and outline the adjudication process that MCU shall follow. This notice shall include the time, place and date if the case is to have a formal hearing. The hearing shall begin within ten calendar days of the faculty or staff member's receiving the second notice, unless extended by mutual consent.

Administrative Hearing

The faculty or staff member found to have violated the Policy of Ethics shall have the right to a review of the findings and process within 15 days of the adjudication, unless extended by mutual consent. During this time no formal action may be taken by the administration regarding the alleged violation of the Policy of Ethics.

Appeal of Administrative Ruling

The faculty or staff member accused and found to have violated the Policy of Ethics may be represented by legal counsel at their own expense at this hearing. If the appellate review finds no violation of procedure or process, then the Administration may take whatever action it deems appropriate from a formal reprimand up to termination. Violations of the Policy of Ethics policy will be referred to senior management by the Ethics Committee, with recommendations for appropriate action. The decision and recommendations would go to the Rector for review. This process may result in disciplinary action up to and including dismissal from employment at MCU.

Reporting criminal behaviors

Students, employees, patients and visitors are to report accurately and immediately any criminal offense, or suspected criminal activity directly to the MCU Security Office (Tel.) or the Ghana Police Service (Tel.)

Conclusion

We hope that the principles set forth herein will make faculty and staff realize that the purpose of this Policy of Ethics is to promote the highest possible standards of business conduct.

Adapted from:

1. Duke University
2. Bentley College

MCU Research Ethics Policy

Policy on research ethics for research on human beings, animals, environment and culture ensures that the rights and dignity of subjects involved in University research are protected. This policy aims to promote awareness of ethical principles and issues in the conduct of research activities thereby clarifying for researchers their ethical obligations. The core values of the University are based on commitment to the principles and values enshrined in the Constitution of Ghana. The University is committed to upholding the highest ethical standards in a research community that is committed to the principles of quality and excellence, accountability, transparency, integrity, respect, diversity, social responsibility and community engagement.

This policy prescribes the ethical framework for the University community within which all research should be conducted, while being mindful of the goal of developing an enabling environment for all learners and scholars in the pursuit of their studies in accordance with the principles of academic freedom.

The policy is designed to support ethical standard at MCU and provide guidelines for seeking approval of the University Research Ethics Committee for research projects. The policy does not replace existing codes of ethics of professional bodies and/or national legislation.

1.1 Scope

The policy on ethics with respect to the use of human, animal, environment and community subjects, shall apply to all University research and class projects. In addition, the policy applies to research involving the use of University facilities by outside persons/agencies operating under an agreement with the University.

1.2 Definitions

i. University research project(s)

All research projects carried out by students and staff of MCU or by outside agencies using MCU's facilities.

ii. Class project(s)

A class project or research project assigned by the academic institution as part of the requirements for a qualification.

iii. Principal investigator and research assistant

A principal investigator is a staff member or any other researcher appointed by the University or a person who leads a team of researchers carrying out a research project. He/She could be supervising postgraduate students. This extends to a lecturer supervising a class project/practical

iv. Research assistant

Students or other persons who are authorised by the principal investigator to carry out a research project.

v. Protocol

The description of the project to be submitted for clearance by the University Research Ethics Committee.

1.3 Human subjects

Research involving human beings as subjects is important for the advancement of knowledge in the sphere of human welfare and university research has made a substantial contribution to the welfare of society. The protection of the rights and dignity of all subjects by a policy statement of ethical standards and procedures is seen as an important aspect of research procedures.

Research and associated class projects must be conducted with extreme care with regard to the rights and

welfare of the individuals who volunteer as subjects. The institution where human research is conducted has direct moral responsibility to the subjects of that research and this applies to MCU. The rights and welfare of all who participate as subjects in University research activities are of primary importance to the University and their rights must be protected by conscientious scrutiny of each University research project and class projects to identify all foreseeable risks. All subjects should also be afforded the opportunity to protect themselves and should participate only by express consent, freely given after having received adequate information about the project to evaluate the risks that may be encountered as well as the legal limitations to anonymity and confidentiality. Subjects must be able to rely on the researcher to respect their privacy, to maintain anonymous status and to keep confidential all data collected pursuant to participation in the project with legal limitations.

1.3.1 The University policy on research ethics shall be binding upon all researchers and lecturers and the research projects concern.

1.3.2 The University research projects referred to in this document are those involving the use of human subjects and these must be approved by the appropriate committees before commencement of the project where they involve –

- (a.) Personal or physical observation of or contact with a human subject or community.
- (b.) Eliciting personal information from or about a human subject, including use of personal records of an institution.
- (c.) Experimental therapeutic or non-therapeutic research on human subjects.
- (d.) Interviewing and interview procedures.
- (e.) The use in a new research project of stored confidential data originally collected by any of the preceding methods.
- (f.) The use of tissues of human origin.

1.3.3 Where class projects are involved, it is incumbent upon lecturers to make student investigators aware of the policy, procedures and ethical guidelines for use of human subjects in academic research. The Committee established to implement this policy has discretion in applying the ethical guidelines where exceptional circumstances or common sense dictate, provided that the basic principles underlying the policy are not compromised.

2.1 Ethical guidelines and information to human subjects

2.1.1 University researchers using human subjects will identify themselves to their subjects, that is, their association with the University

2.1.2 Information to all subjects to facilitate their giving fully informed consent includes –

- the nature of the research, its purpose and usefulness
- a precise description of the procedures in which the subject will be asked to participate
- the anticipated personal risks, including direct physical, psychological or social
- the methods for protection of confidentiality and anonymity which will be observed by the principal investigator and other researchers in respect of the subject's participation as well as the legal limitations to anonymity and confidentiality.

2.1.3 The fact that the subject is free to withdraw from the project at any time, even after giving consent and after the project has commenced.

2.1.4 Where appropriate the subject should be provided with this information –

- the anticipated personal benefits derived from his/her participation
- the anticipated social benefits to the subject from his/her participation
- the extent to which risks in the project have been pre-tested and whether the project in which the subject will participate differs from pre-tested practice
- the anticipated risks to a larger social group or a third party

- the possibility that the data from this research may be stored and used for a different purpose in future without obtaining a new consent from the subject, if this is the case
- whether the results of the project will be available from the principal investigator when they are published
- the name of the person to whom comments on the project may be directed

2.2 If the subject is a child or a person under legal disability, full information must be provided to the legal guardian or curator.

2.3 Except where the principal investigator justifies an alternative method, the information set out in 2.1 and 2.2 will be presented to the subject in writing as part of the consent. Where the information is justifiably presented verbally, reference shall be made to a printed copy of the information.

2.4 Deception of human subjects

2.4.1 Where it is necessary for the principal investigator to withhold or to misrepresent significant facts in informing the subject, such deception must be expressly justified in his protocol. Particularly the protocol must demonstrate that –

- the deception is indispensable to the effectiveness of the project
- the deception must extend to all the elements as proposed
- all alternative investigative methods are unsatisfactory
- the deception would not invalidate the informed consent of the subject
- the subject shall be informed of all elements of the programme which were withheld or misrepresented by a member of the research team as soon as possible after participation in the project has been completed.

2.4.2 No protocol shall be approved where deception disguises or misinforms the subject of the risks, or in itself creates substantial risks to the subject's esteem and dignity.

2.5 Informed consent of human subjects

2.5.1 The information and consent forms will contain these elements –

- the name of the University and the principal investigator
- a brief but explicit description of the procedures the subject will personally participate in
- an explanation that the subject is free to withdraw from the project at any time, even after the consent is given and the project commences
- when a foreseeable risk exists, the consent form shall include an acknowledgement by the subject of the risks involved in the research and a waiver by the subject of any claims arising from the research.

2.5.2 Remuneration for participation as a subject in a University research project, if any, would depend on the time required of the subject and inconvenience caused, and would not be sufficient to induce the subject to disregard any risk interest in the participation.

2.5.3 Where the subject group is a “captive population” such as populations of correctional institutions, provision may be required in the protocol for receiving the consents of the institutional authority and the individual subjects and/or their legal guardians or curators. In respect of this guideline school pupils and students involved in a particular project may be considered as “captive populations”

Provision of informed consent is understood to include consent to publish findings subject to the requirements in respect of subject confidentiality and anonymity.

2.6 Risks and benefits to human subjects

2.6.1 It is the responsibility of the principal investigator to demonstrate in the protocol, where appropriate –

- That the direct and indirect risks to human subjects of the proposed research has been carefully

analysed, particularly where the subject population displays vulnerability by reason of age or mental capacity that consideration has been given to the risk of damages or offence to third parties who may identify with subject individual or groups for racial, cultural or sexual reasons, and to public sensitivity at large.

- That the principal investigator has explored the risk factor sufficiently in the protocol.
- Whether the benefits to the subject personally and the importance of the knowledge to be gained outweigh the risks inherent in the project.
- Whether risks have been minimised and provision made to remedy any harm.
- Whether the consent of the subject will encompass all foreseeable risk factors.

2.6.2 Procedures involving physiological intrusions of clear medical concern will be performed by a medically authorised person. No methodology would be approved which may subject the participants to short or long term change, unless such change is directly beneficial to the subject.

2.6.3 The Committee reviewing the protocol will observe caution in approving any methodology, which stimulates negative behaviour, such as anger, aggression or racial antagonism.

2.7 Privacy of human subjects

2.7.1 The University recognizes and supports the freedom of persons and communities to reveal or withhold all information about themselves not already in the public domain, by deliberate and fully informed decision, and with the assurance that subjects' anonymity will be protected and all records of participation in the research project will be kept confidential.

2.7.2 The University Research Ethics Committee reviewing the protocol shall examine the proposed use of institutional records in a project. The Committee will consider the potential invasion of the privacy of the individuals whose records are to be used, and the advisability of obtaining consent from those individuals and the institutional authorities.

2.7.3 Consideration shall be taken of the privacy of third parties where the subject may be asked to disclose information or opinion about such third parties.

2.7.4 Mechanical methods of observation, such as television, camera, microphone and tape recorders may be used only with the consent of subjects and/or their legal guardians.

2.7.5 Use of student records will be consistent with the University's policy on privacy of student records.

2.7.6 Location of a University research project on a private property must be disclosed in the protocol and approved in advance by the property owner (shopping centers and commercial businesses are private property).

2.7.7 A University researcher given access to a government or community institution or agency has a responsibility not to make public exposure of the conditions or practices with which the researcher disagrees without first reporting them to the responsible authority and giving reasonable time for an investigation to be made and a decision reached.

2.8 Anonymity of subjects and confidentiality of data

2.8.1 The subjects' anonymity shall be strictly protected and all data collection will remain absolutely confidential. Where the subjects have given written consent, information may be disclosed only within the strict limits of the terms of the consent.

2.8.2 Measures shall be taken to preserve the anonymity of the research subject, both in the published

results of the project and in the records retained by the principal investigator.

- 2.8.3 Where confidential data are to be stored for possible re-use the method of recording and storing data must be strictly designed to confer anonymity on the subject.
- 2.8.4 All research assistants and persons having access to confidential data must be briefed by the principal investigator on the duty to observe the rules of anonymity and confidentiality set by the National Health and Safety authorities and the University Research Ethics Committee.
- 2.8.5 In a situation where a researcher acquires information on illegal activities or information relevant to a criminal investigation, such a researcher may be called as a witness in court proceedings and can be compelled to make full disclosure of such information received. Principal investigators should appraise all researchers associated with the project of the legal implications in this connection.

2.9 Animal research ethics

University staff, intending to make any use whatsoever of animals in their work, whether in research or for teaching purposes, are required to apply to the Research Ethics Committee for ethical clearance by submitting an application on the appropriate form. A sub panel of experts will be formed to review the protocol. The term “Animals” in this framework policy refers to all animals having the power of sense perception or sensation.

The use of animals in scientific research can only be justified if the benefits to both humans and animals outweigh the potential harm to the animal subject. All research and teaching involving animals must be approved by the Research Ethics Committee before the research commences, so that a formal evaluation of the potential harm/benefit equation can be undertaken.

“Justification for causing psychological or physical distress, illness or pain to animals should not be based on any explicit or implicit assumption that non-human animals experience these conditions in qualitatively different ways to humans.” (Medical Research Council guidelines)

All animal research conducted under the auspices of MountCrest University should uphold the “Three R” principles for humane animal research, namely:

- Replacement of so-called “sentient” animal wherever possible, with “non-sentient” research models or systems to eliminate the use of animals that can experience unpleasant sensations.
- Reduction of the numbers of animals in experiments by design strategies that facilitate use of the smallest number that will allow valid information to be obtained from the study.
- Refinement of animal sourcing, animal care practices and experimental procedure to eliminate physical and psychological distress within the limitations imposed by the objectives of the research.

The researcher has a mandate and a responsibility to oversee and monitor the care and use of all laboratories and other animals kept for teaching and research purposes at, or under the auspices of the University.

3.1 Humanities and social sciences research and community engagement ethics (non-biomedical research)

Research involving human subjects in the non-invasive collection or sourcing of information requires ethical clearance from the University Research Ethics Committee. This includes the use of communities and cultural areas. Ethical clearance is mandatory before seeking permission from local authorities or traditional leadership. The same principles described under human subjects apply. Application is to be made on the appropriate application form.

3.2 Research involving environment and bio-safety

Projects involving hazardous biological or chemical materials will be reviewed by a subpanel consisting of the experts in bio-safety, in addition to the usual ethical review by the MountCrest Research Ethics Committee. The subpanel will also review research involving environmental matters and genetically modified organisms.

Care should be taken to ensure that all researches are carried out with the necessary respect for the impact that it could have on the physical, biological and spatial environment. All researchers undertaking research with bio-hazardous material that could potentially cause harm to humans, animals or the environment or the researcher and supporting staff must familiarise themselves with appropriate bio-safety and containment procedures.

All research involving genetically modified organisms or research that poses a risk to the natural environment or the researcher and supporting staff, must be submitted to the Research Ethics Committee for review and approval. This includes –

- All research involving recombinant DNA techniques or genetically modified organisms
- Research involving organisms that are pathogenic to humans and/or animals
- Research involving radiation
- Research which may potentially cause harm to the natural environment
- Bio-hazardous research involving humans or animals will be reviewed by the applicable panel, unless specifically referred to this Committee, after the initial review.

The researcher is ultimately responsible to apply for ethics approval for a given project and should make this decision after discussion with peers, the head of the department, which will refer the matter to the chairperson of this committee for a decision, if necessary. Researchers are also responsible for registering the use of bio-hazardous materials in compliance with the relevant Act and regulations.

3.3 The researcher-client/sponsor relationship

It is recognised that the researcher has the right to receive an explicit research mandate from the sponsor/client. These additional conditions apply in context;

- There shall be no interference from sponsors or clients that may jeopardise the integrity of the study or prejudice the interests, health or dignity of the subject.
- Information that may reveal the identity of the human subjects may not be supplied to the sponsors/clients unless this was in the original proposal and was part of the informed consent given by the subjects.

4.1 Ethical clearance application procedures

4.1.1 Functions and responsibilities of the Research Ethics Committee

- a. The Research Ethics Committee of the University shall review protocol submitted for University research project and class projects to ensure that the use of human subjects meets the ethical standards of the University where the projects –
 - Involve application for external funding or for internal grant administered by the University.
 - Are University research or class projects, which are funded internally or do not require funding.
 - Involve an application to an institution or organisation to use its members, who are legal minors, as human subjects.

The Research Ethics Committee may approve the protocol of a project or recommend amendments to the protocol in consultation with the principal investigator, where there is a perceived discrepancy between the protocol and the standard guidelines. The Committee may also require a project to be monitored in such manner as deemed appropriate.

- b. The approval of the Research Ethics Committee constitutes the approval of the ethical standard of the University when required by a funding agency or sponsor.

- c. The Research Ethics Committee shall refer the matter to Executive Board of the MountCrest University where;
- (i). The principal investigator is not prepared to alter the research protocol to conform to the ethical guidelines of the University and the principal investigator wishes the decision of the Committee to be reviewed.
- (i). A minority of the Committee wishes to register dissent from the approval given by the Committee, of a protocol.
- d. The Research Ethics Committee shall investigate and attempt to satisfy objections to ethical standards in any ongoing or completed project submitted for review by the Committee. In a case where the dispute cannot be resolved the matter shall be referred to the Executive Board of the MountCrest University.
- e. The Committee shall clarify and interpret the policy procedures and ethical guidelines and, where necessary, may recommend procedural or policy changes to the Executive when necessary and will provide appropriate information to staff
- f. The Chairperson of the Research Ethics Committee will be responsible for preparing agendas for meetings and minutes.
- g. The MountCrest University shall produce an ethical clearance certificate using the format agreed upon.

4.2 Request for ethical review

- The project supervisor shall apply, using the appropriate form for approval of a University research project or class project involving human subjects or the handling and use of animals in as described –
 - ◇ The principal investigator shall submit a protocol to the Research Ethics Committee at least four weeks in advance of the proposed date of the commencement of the project.
 - ◇ Where the project involves an application for external funding or for internal grants from the University, the principal investigator shall submit the protocol at least five weeks in advance to the deadline date of submission of application to the sponsor. The designated University authority will process only such applications that have been cleared by the University Research Ethics Committee.
 - ◇ Where a University research project or class project involves application to a University or school board to use pupils as subjects, the principal investigator shall submit the protocol to the Research Ethics Committee at least four weeks in advance of the deadline date for receipt of application by the School Board.
 - ◇ In all other cases, applications for ethical review must be submitted to the Research Ethics Committee at least four weeks in advance of the proposed date of using the application form.

4.3 Appeals

- Where a decision of the Research Ethics Committee is appealed by the principal investigator or by dissenting member of the Committee, the Committee shall record the reasons for the decision of the Committee under appeal and the written dissent, if any.
- Where any objection to an ongoing or completed University research project is not resolved, the matter may be taken on the Research Ethics Committee.
- On appeal, the Research Ethics Committee shall invite the principal investigator to support his project but the deliberations of the Committee will be held in camera.
- The Research Ethics Committee may confirm or modify the decision previously taken regarding the matter on appeal.

4.4 Project report

The principal investigator must submit a brief report of every research project granted ethical approval. The report must include;

- Title of project, researchers, ethical approval number, brief summary of results, conclusion, whether there were any unforeseen and desirable consequences and if so the steps that were taken to rectify them, whether the results have been published and if so the full reference.

COMMUNITY OUTREACH POLICY

Purpose of Policy

The purpose of Community Outreach Policy is to strengthen MCU connection(s) 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

Policy Objectives

The Community Outreach policy seeks to:

Guide MCU on areas to engage with the community in Community Outreach, based on community felt needs, institutional priorities as well as national and global goals.

Identify effective approaches for engaging in Community Outreach activities.

Provide framework for MCU engagement in Community Outreach projects activities.

Develop procedures for documentation and storage of Community Outreach materials and products.

Provide the institutional frame work for monitoring and evaluating Community Outreach activities.

Provide the institutional framework for managing Community Outreach activities.

MCU Commitment to Community Outreach

MCU shall be committed to a consistent application of community engagement and shall participate in any such external and programme development evaluation as necessary.

MCU shall support student and staff efforts to reach out to urban and rural contacts and use this population as a platform for recruitment.

Community outreach programmes shall be exclusively guided by the principle of social responsibility where MCU shall share and translate knowledge generously to address community challenges.

MCU shall promote outreach activities and services through reliable and effective communication media.

The sustainability of community outreach programmes shall be considered important to ensure a lasting impact on the communities.

Management of Community Outreach

The 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. Community engagement shall be coordinated and facilitated through a central management structure.

Funds shall be allocated annually to facilitate community outreach programmes.

Community Outreach shall be coordinated from the Division of Research and Extension.

The Deputy Rector shall nominate for approval by the Rector, members of the Community Outreach Committee.

The Terms of Reference for the Community Outreach Committee shall be:

- Develop, review and recommend the Community Outreach Policy to the University Academic Board.
- Receive, evaluate and recommend to the Deputy Rector, priority community activities and proposals.
- Resolve conflicts arising from implementation of community outreach activities and projects.
- Undertake monitoring, evaluation, reporting and learning of the community outreach service delivery.

Categories of Community Outreach Activities

Community Outreach activities and projects may be initiated as:

- Community requested intervention
- Externally funded project for implementation by University staff
- Cooperate responsibility and community service by the university.

Ownership of Project Facilities and Equipment

At the conclusion of the project, any facility, equipment or machinery of a permanent nature acquired through Extension and Outreach activities shall remain the property of MCU unless otherwise stated in a MoU or the Agreement.

Community Outreach Code of Ethics and Integrity

Community Outreach shall be conducted in an open and transparent manner.

All Community Outreach personnel shall observe high ethical standards. Community Outreach personnel shall be responsible for all the property under their care.

Respect of gender, religion, culture, disability, age and any other diversity shall be upheld by all Community Outreach personnel and their collaborators.

Community Outreach personnel shall work in a manner that maintains their integrity, confidence and professionalism.

Community Outreach personnel shall respect the rights of others by refraining from disruptive, threatening, intimidating, harassing or harmful behavior to themselves or other person(s) or property or environment.

Community Outreach personnel shall comply with all applicable institutional, national, international, policies, laws and regulations.

Intellectual Property Rights

Ownership of all Intellectual Property arising from Community Outreach activities shall be governed by the MCU Intellectual Property Rights Policy.

Dispute Resolution

MCU shall maintain regular communication to resolve any issues related to any community outreach programme.

Any arising disputes concerning Community Outreach activities shall be referred to the Deputy Rector for resolution and in the event of any party being dissatisfied with the decision, a right of appeal to the University Academic Board and then the University Council shall apply.

Disputes not resolved by the University Council shall be subject to the arbitration rules of the Laws of Ghana.

Policy Review

This Policy shall be reviewed after every five (5) years or earlier when necessary.

Policy Implementation and Approval

The Deputy Rector shall be responsible for the implementation of this policy.

This policy is approved for implementation under the authority of Chairman of the University Council.

INTER-INSTITUTIONAL COLLABORATION POLICY

MCU shall enter in an agreement with other tertiary educational institutions with the purpose of achieving inter-institutional collaboration in the following areas;

- Consultancy
- Contract research
- Joint research
- Training of company employees
- Postgraduate Training/workshop

MCU shall collaborate with educational institutions that are recognised by the Ghana Tertiary Education Commission (GTEC) and approved by the University Council.

Proposals for collaborative programmes must demonstrate relevance to the University's strategic goals and objectives, and must be seen to enhance the University College's reputation nationally and internationally.

All collaboration proposals must comply with Ghana Rules of arbitration and legislation, and all relevant regulatory requirements affecting both the University College and the partner.

All collaboration proposals must conform to the procedures established for academic proposals within the University, and meet the same criteria for approval.

All collaboration proposals must conform to the relevant requirements of the Ghana Tertiary Education Commission, as confirmed by the Quality Assurance Unit.

The process to be followed for the establishment of a inter-institutional collaboration agreement shall be as follows:

A report should be written on the following matters.

- The academic credibility of the proposed partner.
- The financial viability of the proposed partner.
- Student support and welfare and grievance/dispute resolution procedures available in the partner institution.
- Responsibility for funding the cost of the collaboration
- The management structures and roles and responsibilities of all partners.
- Responsibility for marketing, advertising etc., including the use of logos (i.e. joint badging for marketing purposes).
- The extent to which Otago University academic and/or general staff will or will not provide support for the collaboration.

POLICY ON STUDENT AND STAFF WITH DISABILITY

The main purpose of this policy is to ensuring the effective attraction, participation of students and staff and staff with Disability throughout the learning and working experiences at MountCrest University College. This is to ensure the inclusion of students and staff and staff with disability at the University College

The objectives of this Policy are to:

- provide equal opportunities to suitably qualified students and staff with disabilities to have access to tertiary education without environmental and social barriers;
- proactively prevent discriminate against any student with disability admitted to MountCrest University College
- develop and maintain conducive academic physical environment to allow full participation of students and staff with disabilities,
- develop the capabilities and capacity of MCU human resources that would enable them to provide the

essential sMCUport for students and staff with disabilities

- encourage research and policy development in the area of disability towards informed interventions and sustainable service provision; and
- involve students and staff with disabilities to actively participate and contribute in the decision making processes of the university, especially in matters affecting the learning and social living.
- develop linkages with local and international governmental and non-governmental agencies and communities in sMCUport and facilitation of inclusion of students and staff with disabilities in all activities and programmes of MCU.

UNDERLYING PRINCIPLES

4.1 Disclosure of disability status

a) The University subscribes to the social model of disability and recognises it as a function of an impairment, the environment and societal attitudes. The definitions contained in this policy namely that of “impairment”, “students and staff with disabilities” and “persons with disabilities” must be read together when deciding on the disability status of any person. MCU will encourage voluntary disclosure in order to provide suitable support, but will not impose on any student to disclose their disability status.

b) The MCU Disability Unit Registration and Reasonable Counselling Procedures shall be applied. In the case of non-disclosure by a person with a disability, or where the disability is not self-evident or self-reported, it will be more difficult for MCU to comply with the provisions of this policy. MCU may require from a student to disclose sufficient medical and other information to confirm the disability status claimed and/or to assist in determining the appropriate reasonable counselling needs. MCU has the right to request medical proof from the student to verify any impairment or condition claimed. Support may not be applied retrospectively.

c) Disclosure may occur during the initial application process or at any time during the period of study with the University.

d) MCU will take all reasonable measures to protect the confidentiality of information that has been disclosed. Information is released to appropriate stakeholders only with the consent of the student (or, where applicable, the student’s parent or guardian).

4.2 Reasonable counselling

a) MCU respects and will implement the rights of students and staff with disabilities to receive reasonable counselling, when a student voluntarily requests disability-related counselling. MCU will put in place a fair procedure through which reasonable counselling requests are assessed and budgeted for.

b) The MCU Disability Unit will facilitate the particular ways to best accommodate the student.

c) A consultative approach will be followed with the student requesting counselling and, where necessary, MCU will obtain expert opinion to determine the most effective form of counselling. MCU may decline requests for reasonable counselling if it causes or may cause unjustifiable hardship to the University. In the event that the University is unable to meet the known requirements of an individual student, the limitations of provision should be explained to the student preferably prior to their admission to the University.

d) Students and staff with disabilities will have equitable access to recreation and sport facilities on campus as far as feasible and affordable. Housing will be provided with due regard to reasonable counselling needs of students and staff. Any special arrangements aim to minimise any detrimental impact by reason of disability and should not otherwise disadvantage or advantage the student with a disability.

4.4 Progressive realisation

This principle recognises that making the environment fully inclusive cannot happen overnight; therefore, persons with disabilities and their families cannot expect the University to deliver not withstanding resource constraints. However, MCU will endeavour to do all that is reasonably and practicably possible to realise a fully accessible environment.

4.5 Universal Design Principles for teaching and learning

- (a). Students and staff must be evaluated on their abilities not their disabilities and, where practicable, methods of teaching and assessment be modified to take account of the differences experienced by students and staff with disabilities.
- (b). Teaching methodologies and processes will be accessible to students and staff with disabilities as far as is reasonably possible. Universal access and design principles will be applied in relation to the curriculum, including the content and design of training material, facilitation and teaching style, practicals etc. to facilitate learning.
- (c). Any modification of programmes requirements or assessment methods will be discussed and agreed on by the Faculty (or nominee), the Disability Unit and the student. If, after due consideration, the view is that in a certain discipline or programme's teaching methods and specific teaching environments pose insurmountable obstacles relating to a student's level of impairment, and a genuine attempt has been made by all role players to seek solutions, the Disability Unit in consultation with the Faculty may advise the student to register for an academic programmes with fewer access impediments.
- (d). The University undertakes to encourage and support wherever possible: Universal Design Principles of learning in new academic programme offerings; and educating academic staff with regard to the range of reasonable counselling, and alternative assessment modes.

ROLES AND RESPONSIBILITIES

6.1 The Rector shall be responsible by providing effective leadership that would ensure full participation of and compliance with the objectives and tenets of the policy on students and staff with disabilities by all stakeholders.

6.2 The Registrar shall be responsible for the full operational implementation of the policy

6.3 The Director of Development shall be responsible for providing advice on the required physical environment for facilitation of conducive learning and social living of students and staff with disabilities. He shall continuously conduct physical assessment of the physical facilities of the university and provide quarterly report on them

6.4 The Disability Unit will be responsible to develop and implement processes to give effect to the provisions of this policy. The unit shall be headed by a Senior member with expertise in persons living with disabilities

6.7 All staff in all faculties/units/departments will be held accountable for compliance or otherwise with the provisions contained herein.

RIGHTS AND RESPONSIBILITIES OF STUDENTS AND STAFF WITH DISABILITIES

Every student with a disability has the following rights:

- i. Equal access to courses, programmes, services, activities, and facilities available at the University.

- ii. making choice counsellor and of whom to disclose their disability except as required by law.
- iii. Information reasonably available in accessible formats.

Every student with a disability has the responsibility to:

- i. Meet the University's qualifications as well as the academic and institutional standards.
- ii. Register in timely manner with the disability unit of MCU to facilitate provision of essential support and information.
- iii. Provide documentation from an appropriate professional source that verifies the nature of the disability, functional limitations, and the need for specific counselling.
- iv. Follow specific procedures for obtaining reasonable and appropriate counselling, academic adjustments, and/or auxiliary aids.

INSTITUTIONAL RIGHTS AND RESPONSIBILITIES

MCU has the right to:

- i. Request current documentation from a student completed by an appropriate professional source to verify the need for reasonable counselling, academic adjustments, and/or auxiliary aids.
- ii. Deny a request for academic adjustments, and/or auxiliary aids if the documentation does not identify a specific disability, the documentation fails to verify the need for the requested services, or the documentation is not provided in a timely manner.
- iii. Refuse to provide an adjustment, and/or auxiliary aid that is inappropriate or unreasonable including any that poses a direct threat to the health and safety of others;

The University College has the responsibility to:

- Inform students and staff with disabilities of University policies and procedures
- Ensure that University courses, programs, services, jobs, activities, and facilities, when viewed in their entirety, are offered in the most integrated and appropriate settings.
- Provide information regarding policies and procedures to students and staff with disabilities and assure its availability in accessible formats on request.
- Evaluate students and staff on their abilities, not their disabilities.
- Provide reasonable and appropriate academic adjustments, and/or auxiliary aids for students and staff with disabilities on a timely request by a student.
- Maintain appropriate confidentiality of records and communication concerning students and staff with disabilities except where disclosure is required by law or authorized by the student

ADMISSION POLICY

All applications from candidates who have disclosed a disability shall be considered in the same way as any other application and a decision shall be made that is based on the candidate's academic merit and potential. No applicant shall be refused a place at the University on the grounds of disability.

SERVICES FOR STUDENTS AND STAFF WITH DISABILITIES

Any student with a disability may be eligible to receive services from the Office of the Dean of students and staff. The University shall offer many services to its students and staff with disabilities. All potential and admitted students and staff with disabilities shall be eligible for Pre- and Post-admission counselling and any other counselling services offered by the university college.

PROCEDURES FOR ACCESSING SERVICES

The Student with Disability shall contact the Head of the Disability Unit to request information about procedures for accessing services.

Responsibilities of the Office of the Include:

- Determining eligibility for participation of students and staff with disabilities in the academic counselling process based on a review of appropriate documentation.
- Determining appropriate counselling for each student based on the individual's need.
- Ensuring the student receives appropriate counselling.
- Interacting with faculty on performance of students and staff with disabilities when appropriate.

Responsibilities of the Student Include:

- Contacting the Head of the Disability Unit at the beginning of each semester so that appropriate counselling/ services can be requested in a timely manner. Students and staff are strongly encouraged to make this contact within the first two weeks of each semester. This includes filling out the required paperwork, which indicates the student's need (e.g., extended time to complete exams, note taker, sign language interpreter, etc.).
- Providing the Office of the Head of Disability Unit with appropriate medical, psychological, psycho educational or neuropsychological documentation indicating the student's disability, resultant functional limitations, impact of the disability in a postsecondary environment and any recommended or suggested counselling.
- Providing signed consent authorising the Office of the Head of Disability Unit to discuss his/her need for reasonable counselling, and academic adjustments with the professional source of his/her documentation.
- Informing the faculty Head of Disability Unit or Head of Department at the beginning of each semester about his/her disability, how performance may be affected, and necessary and reasonable counselling(s).
- Meeting the timelines and procedural requirements established by the Office of the Head of Disability Unit for scheduling examinations, requesting assistance, arranging with a faculty Dean, and/or the Office of the academic registrar.
- Responsibilities of the Faculty Dean include:
 - Discussing with the Office of the Head of Disability Unit any concerns related to the counselling(s) or arrangements that have been requested by the student during their initial contacts.
 - Determining the conditions under which the examinations is to be administered (e.g., open book, use of notes, computer with word processing including spell check, formula sheet, calculator, dictionary).

- Providing appropriate counselling, either personally or by making arrangements with the office of the Head of Disability Unit.
- Ensuring the timely delivery of the exam, along with all necessary instructions and materials for proper administration, if a student's exam is to be administered outside of class. The faculty member may also make arrangements with the student for the delivery and return of the exam.
- Ensuring the confidentiality of information regarding students and staff with disabilities.

COMPLAINTS AND DISPUTES

Students and staff with disabilities are welcome to report complaints and request assistance and support to resolve them. They shall be required to follow the complaints procedure of the University College

DEFINITIONS

3.1 **“Disability”** as per the UN Convention on the Rights of Persons with Disabilities refers to a social construct resulting from the interaction between a person's impairment, attitudinal and environmental barriers.

3.2 **“Impairment”** means a physical, sensory, mental, emotional or cognitive condition resulting from an injury, illness, trauma and/or congenital factors that is permanent, long term or recurring and which causes or is likely to cause a loss or difference of physiological or psychological functioning which will be determined on a case by case basis. The impairment can be visible or invisible. The impairment impacts substantively on the way the student accesses the MCU learning experience and may require reasonable counselling measures to be put in place.

3.3 **“Learning experience”** means MCU culture, processes, curricula, teaching methodologies, services including sMCUpport services, staff expertise, attitudes, built environment and/or facilities that as a collective provide students and staff with the context within which to acquire the academic qualification for which they have enrolled.

3.4 **“Policy”** refers to this policy document and all procedures and guidelines issued in terms of its provisions, and those that may be issued in future.

3.5 **“Reasonable counselling”** means any modification or adjustment to the environment that will enable a student with a disability to have access to or to participate or advance in academia. These measures ensure that persons with disabilities enjoy equal opportunities and are equitably represented in the MCU student community to the extent that it does not cause the University unjustifiable hardship

3.6 **“Students and staff”** refer to all full-time or part-time students and staff enrolled in all academic programmes at MCU.

3.7 **“Students and staff with disabilities”** refers to any person with an impairment (as defined) who is suitably qualified and who experiences restricted access to or progression in the learning experience due to their impairment and/or barriers and/or a combination thereof. Disability, as a consequence of an impairment as well as environmental and attitudinal barriers, substantially limits a student from equal participation in the learning environment.

3.8 **“Suitably qualified”** means a person who is eligible for entry into an academic programme at MCU.

STUDENT ENGAGEMENT POLICY

Purpose

The purpose of this policy is to define our intentions to involve and empower students in the process of shaping their learning experience in their journey towards becoming autonomous, independent learners.

MCU is committed to working with all students, either as individuals and/or as groups, to help them develop the skills and confidence to be actively involved in the organisation of their own learning and experience, regardless of their mode of study, age, disability, gender, race or religion.

Objective

The policy seeks to provide a framework for effective engagement of students in various aspects of college life for improved learning outcome.

Policy Statement

All students shall be actively encouraged and supported to be involved in college activities in order to improve quality processes in a manner and at a level that is appropriate to all.

MCU shall foster an appropriate range of activities to establish a culture and environment where students, especially females and persons with disability are encouraged to take up opportunities.

Heads of Departments shall foster and promote student engagement opportunities across University College. The Deputy Rector and Director of Quality Assurance shall be responsible for ensuring that all students are aware of and able to access student engagement opportunities through SRC, provision of Students Handbook and the University College's website.

Scope of students' engagement

Students shall be engaged in the following aspects of college life:

• *Teaching and learning*

Students shall have access to tutors services through facilitation, tutorial, supervision etc. Library services, computer laboratories and other relevant materials would be provided to enhance teaching and learning.

• *Workshops, seminars and orientations*

MCU would from time to time organize workshops, seminars and orientation on assessment and examination procedures and other issues of academic and national interest.

• *Practicum*

MCU shall facilitate the Supervised Industrial Work Experience (SIWE) for students through the preparation of student teachers, mentors and other stakeholders. The Departmental Coordinators shall design activities for the realisation of the goals and objectives of the SiWE practicum.

• *Decision making*

Students shall be encouraged to contribute to decision making by involving them in statutory and ad-hoc committees.

• *Clubs and societies*

Registered groups would be allowed to operate as clubs and societies in MCU. Their activities will be supervised by the Students' Affairs Office.

• *Student support and guidance*

To help students adjust and solve their emotional challenges, Academic Counselors, 'safe space' focal persons as well as Guidance and Counseling coordinators would support students through counseling and advice.

Assessment

The quality assurance unit shall review and develop additional tools to assess the level and quality of students' engagement in the University College. Find attached students' engagement tool.

TOOLS FOR ASSESSING STUDENT ENGAGEMENT

Tools for monitoring Student engagement relate to the support given to student teachers by the College and the opportunities for them to contribute to the management and improvement of their educational experience.

It focuses on:

1. Advisory and support provision
2. Academic support during their course
3. 'Student Voice': opportunities for trainees to contribute to the management and improvement of the University College.
4. Skill development
5. Representation at University College Statutory and ad-hoc committee level

The college has policies and procedures in place that aim at encouraging trainees to learn independently and to participate actively in improving the quality of their educational experience [☐] Yes [☐] No

Please tick [☒] only one of the following responses in the table as it applies to students' engagement in the university college: key Poor (1): Satisfactory (2): Good (3): Excellent (4):

| Statement | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| 1. Mechanisms are in place to ensure that there is effective participation by student trainees in decision making in the College | | | | |
| 2. The College has documented an effective disciplinary procedures for student teachers | | | | |
| 3. The College has an effective Academic Advisory System for student teachers | | | | |
| 4. The College has a Counselling Service available for all student teachers that provides confidential advice | | | | |
| 5. The College has staff with knowledge relating to academic advice and counselling | | | | |
| 6. Student teachers attend an orientation programme designed to familiarise them with the College and its happens at the beginning of their course | | | | |
| 7. The College has a system that encourages student teachers to have regular meetings with their tutors to discuss their progress and any difficulties they may be experiencing | | | | |

| Statement | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| 8. There is a system to ensure that our trainees frequently participate in micro teaching during their course in order to enhance their skills | | | | |
| 9 Students teachers have an elected representative who attends management committee and Council meetings | | | | |
| 10 Student engagement strategy encourages trainees to become involved in the management of their own learning through peer and self-assessment activities | | | | |

GUIDANCE AND COUNSELLING

Guidance & Counselling

Guidance and Counselling services shall be an integral part of MountCrest University College. In this regard, student interests and attitudes will be taken into account in assessing their potential and suitability for further education, training and the world of work. This process is part of the University College's overall provision and helps students to achieve goals which are consistent with their ability.

Guidance and counselling specifically seeks to orient students in the most suitable direction.

The guidance and counselling process aims to help students to grow in self-knowledge and self-esteem by helping them:

- To understand their abilities, interests and special aptitudes
- To acquire information about educational and vocational opportunities
- To make and carry out appropriate choices and plans to achieve satisfactory adjustments in life.
- In practice, these three areas are closely linked in practice

The guidance and counselling programme is concerned with the following functions:

1. An appraisal/assessment service which is designed to collect, analyse and use a variety of data for the purpose of better understanding the students. This will also assist them to understand themselves. It involves the use and interpretation of psychological and educational standardised tests and measurement.
2. An information service providing facts on which to make informed choices and decisions. This service includes career information management in order to acquire and disseminate useful career and course details.
3. A counselling service, which is designed to facilitate self-understanding and self-development. It helps students explore their own thoughts and feelings about their present situation, about the options open to them and about the consequences of those options.
4. A range of programmes and planned experiences, designed to develop the skills and knowledge that will assist the students and their choices.

Guidance and Counselling at MountCrest University College

MountCrest University College offers a comprehensive guidance and counselling service to all our students.

Students are offered the opportunity to obtain advice and support about a range of issues. Issues such as relationships to study skills or family difficulties to learning advice and information.

Students are given care and support in the area of learning to assist them to cope with all aspects of growing up and school life and with their individual personal circumstances

Counsellors are on hand to meet with students in a confidential environment where each student is cared for and supported throughout their time in the school.

The guidance and counselling programme and activities are designed to help students explore their thoughts and feelings and the choices open to them upon completion of their education at MountCrest University College.

The Guidance and Counselling Unit liaises with the Rector, Deputy Rector, Quality Assurance unit, Deans of Faculties and Schools, Lecturers and Student Support Unit. The Unit has contact with parents, psychologists, employers, colleges, counsellors and the Department of Education to ensure a comprehensive network is in

place to support all students.

The role of the Guidance Counsellor falls into three areas:

1. Educational Guidance & Counselling - providing support at key moments during your time in school. The Guidance Counsellor is involved in helping with the transition from primary to secondary school and with helping with subject choices in first year and fifth year. The Guidance Counsellor also works with students on developing their study skills and future prospects.
2. Vocational Guidance & Counselling - working closely with students in 3rd and 4th year regarding career and further educational choices.
3. Social and Personal Guidance & Counselling – the Guidance Counsellor is available to meet with students to talk about any issue that may arise in their school life. The students also have talks and workshops on stress management, making friends and mental health.

Responsibilities of Students

Students shall be responsible for:

- developing their skills and competencies and for planning and pursuing their studies and research;
- providing the services that facilitate their learning and their growth into academic experts.
- seeking additional services that they may need apart from the services offered as an integral part of the curricula; services in classroom context.

Responsibilities of the University College

The University College is responsible for:

- planning and implementing curricula, learning environments and courses to allow students to make effective academic progress and graduate within the normative timeframe;
- overseeing and systematically developing the accessibility and safety of different functions and services;
- ensuring that all students are treated equally;
- developing multichannel guidance and counselling services both in-person face-to-face and online digital services;
- ensuring that students have the opportunity to receive professional guidance and counselling services either individually and/or in groups especially at an early stage of their studies and when they are making choices about their studies and moving on to a different degree level.

Special advisory services are offered when students have questions, for example, about learning, time management, motivation, career planning or special arrangements. The person who provides special advisory services must have special expertise in the area in question; - offers basic and advanced training to persons who provide academic guidance and counselling services (such as targeted training for academic tutors and dissertation supervisors and courses in university pedagogy) and facilitates collaborative working through networks; - expects the persons who provide academic guidance and counselling services to develop their instructional skills by attending training and participating in development activities and peer activities.

Guidelines pertaining to each education cycle –

Staff in the Guidance and Counselling Unit engage in systematic collaboration with all Faculties and Schools to develop academic guidance and counselling services. The related processes (such as dealing with challenging situations) and relevant stakeholders and their roles and responsibilities have been fully described.

Degree programme staff and our Education and Learning Services provide timely information, advice and guidance to prospective applicants and individuals seeking to develop their professional competencies. Different applicant profiles are taken into consideration when providing information and advice.

The Guidance and Counselling Unit and the faculties and schools collaborate to support international students' adjustment to Ghana and campus life. They have collaboratively designed services that enable international students become familiar with the Ghanaian academic culture, develop their employability skills and build contacts with potential employers. International students are also offered the opportunity to learn local languages. While different stakeholders work together to support the labour market relevance of degrees and help students plan their careers, the primary responsibility for providing this type of support falls on the academic faculties.

Guidance and Counselling Policy and Procedures.

REFERRALS

Students Counselling is generally on a voluntary basis. However, situations may arise where the University College will request a student to attend counselling, for example, in relation to behavioural issues.

Referrals for Internal Counselling Referrals may be made:

- By College staff.
- By self.
- By a parent.
- By community members.

Referrals for Outside Counselling

Where the University College, in its discretion determines it is appropriate, a student (through their parents/caregivers) may be requested to attend for counselling/treatment by external care providers. The rationale for such request may be that the student requires an intervention that is not deemed appropriate for the Counsellor to provide. This may occur for a number of reasons, such as the nature of the required intervention or the degree of involvement required. In making such a request, the following guidelines are to be followed:

- the request will be discussed with the student and their parent/s and the rationale explained
- the student and their parents will be provided with the name(s) of one or more suitable practitioners but they may consult whoever they wish
- the Counsellor will facilitate the referral if requested and, with consent, will be entitled to provide such reports to the external care provider as are in the University's opinion reasonably necessary
- the Counsellor will be entitled to receive reports from the external care provider as are reasonably necessary to satisfy the University College team (Counsellor, Dean, Heads of Department) that the issues that required the attendance at the external care provider have been satisfactorily resolved or are being managed to the University College's satisfaction.

The parents and the student will be expected to accede to a request by the University College for outside counselling unless reasons are produced which establish, to the University's reasonable satisfaction, why such a course is inappropriate.

Parents

It may be deemed appropriate by the Vice Chancellor Deans, Heads of Department, other senior staff or Counsellor for the Counsellor to see a parent(s) in relation to issues affecting their ward.

Use of Guidance and Counselling Services by Staff

Staff may consult the Counsellor. However, in seeing staff, the primary role of the Counsellor is to provide short term intervention only and, where appropriate, will refer the staff member to an outside care provider. Staff should be aware that if they consult the Counsellor in a formal counselling situation then their name will be included on the weekly list provided to the Registrar/Director of Academic Affairs.

Therapies/Interventions

Counsellor will provide recognised therapies and interventions in dealing with a student, These may include cognitive, behavioural, family, narrative, and solution-focused approaches. In many cases the given intervention will be a blend of approaches which focus on supportive, short-term, problem-centered outcomes.

Duration/Frequency of Consultation

Unless specifically requested by a student, consultation with the Counsellor will generally be during class time. Hence, the likely duration of each consultation will be for the duration of a lesson (maximum). It is the responsibility of the student to ensure that appointments do not clash with scheduled assessment tasks.

Frequency of consultation will be dependent on the nature of the issues as determined by the ounsellor. Where it is necessary for a student to be seen at least weekly over an extended period, consideration will be given, at the University College's discretion, to requesting the student (through the student's parents) to consult an external service provider at the cost of the parents.

Joint Interventions

Where appropriate, joint interventions may be provided. Such situations may include the involvement of other appropriate staff. On occasions groups of students may be seen by the Counsellor and other appropriate staff.

Confidentiality

Students will be informed that discussions with the Counsellor are in confidence, except where in the reasonable opinion of the Counsellor:

- there is a concern that the student will cause them self-harm
- there is a concern that the student will cause harm to another person
- the student discloses criminal activity such that it may impact on the welfare of the student or others or the reputation of the University College
- the student discloses that he/she has suffered harm or the Counsellor reasonably suspects that the student has suffered harm, sexual abuse or neglect
- it is otherwise required by law (e.g. in evidence in court)

Further, it will be explained to students that the above exceptions are required by law, or for the University College to discharge its duty of care to students,

It will further be explained that the Counsellor will regularly provide to the Registrar/Director of Academic Affairs a list of those students who have been seen by the Counsellor.

Release of Information Policy:

Before a student is seen by a mental health professional in Counseling Services, they must sign a release that includes the following information:

All communication between a client and a counselor, psychologist, or psychiatrist is confidential and will not, except under the circumstances explained below,

- be disclosed to anyone outside of Counseling Services unless written authorization to release information is given.
- A Release of Information Form will need to be signed to have a Counseling Services professional staff communicate information to anyone.
- A record is kept of a client's work with the Guidance and Counselling Unit.
- It contains information a student client has provided to Counseling Services in writing as well as counseling notes from client sessions.

- As of Admission, records are kept in perpetuity, meaning they are kept indefinitely in secure electronic form.
- Previous to Admission, records were destroyed after a period of 7 years from an individual's last visit. Counseling Services files never become a part of the permanent MCU educational record.
- Most limits to confidentiality are to ensure safety. If there is evidence of imminent danger of harm to the client or other(s), we must take action. If a student client describes abuse of a child or elder, the information will be reported to the appropriate agency. It is possible a court order may require release of privileged communication.

Counseling information cannot be released to the following without the student client's consent: parents or guardians, spouse, siblings, or significant other or another doctor, lawyer, or health organization or insurance company, disability payment source, or state agency.

Procedure:

A student client may review his counseling record in the confines of the Guidance and Counseling Unit offices with a counselor and only by appointment.

A student client wishing to grant release of information to another party must complete the Release of Information form.

There is no charge if records are released directly to another physician or health care facility, or another entity of MCU

A summary of a student client's counseling record may be prepared by the Counsellor/ therapist. A summary is a written document created by a Counsellor/therapist based on the contents of the chart describing the counseling episode.

Records may be faxed or mailed. A cover sheet or letter must be affixed to accompany all documents.

The legal counsel of MCU may wish to review cases involving probable legal action before the information is released. In a legal case, the whole chart is copied at the written request of the legal counsel.

The Guidance and Counselling Unit will not release any medical information obtained from another clinic, hospital, or private physician if marked "not for secondary disclosure".

The Unit will not release records pertaining to alcohol/drug use, mental health, HIV/AIDS, abortion, and sexual assault unless the written consent is signed.

In cases of immediate transfer by ambulance or police of a client to any emergency facility or hospital, appropriate information can be sent with the client, including photocopies of clinical notes and identification information. This material should be provided for continuity of care. Also in these cases, all attempts will be made to contact the emergency contact person(s) supplied by the student client on his/her Student Client Intake Questionnaire Form or at the student client's verbal request to contact such persons as so designated.

Pages of the chart with the stamp "re-disclosure is prohibited" may accompany records released by the records technician. The recipient of the information is then prohibited from using the information for other than the stated purpose and will prevent disclosure to a third party.

Fees may be waived by permission of the Director of Guidance and Counselling Unit.

ANTI-SEXUAL HARASSMENT POLICY

1.0 Introduction

- 1.1 This MCU's Sexual Harassment Policy is intended to provide protection of the rights of its members and to provide a set of guidelines for code of conduct while in MCU. This policy is written to reflect the Laws of Ghana position on Sexual Harassment.
- 1.2 The goal of this policy is to allow for an environment that is free of Sexual Harassment by way of comparable protection of the rights of our senior and junior members through standardised practices and procedures.
- 1.3 MCU seeks to increase awareness of the MCU's Sexual Harassment Policy, and to provide education and information for its members to bring about understanding on Sexual Harassment and the MCU's policy concerning Sexual Harassment, as well as their rights and responsibilities as members of MCU.

2.0 Definitions

- 2.1 "Sexual Harassment" - Sexual Harassment shall mean all behaviour that is considered to be unwelcome attention that is of a sexual nature or topic. A victim of Sexual Harassment does not necessarily have to be the one directly harassed but may be expanded to include anyone who finds the behaviour offensive and considers himself or herself to be affected by such behaviour.
- 2.2 "Sexual Harasser" - Sexual Harasser shall mean one who is engaging in Sexual Harassment. Within the context of being with the MCU, a Sexual Harasser may be, but is not limited to, a staff, a student, or a stakeholder, or even a stranger.
- 2.3 "Complainant" - Complainant shall mean the person or persons who bring forth the complaint or request for investigation into alleged Sexual Harassment.
- 2.4 "Respondent" - Respondent shall mean the person or persons toward whom the Sexual Harassment complaint is directed. The Respondent is usually the Sexual Harasser or the parties involved in Sexual Harassment.

3.0 Policy Statement

- 3.1 MCU provides an educational and professional working environment for its members and is committed to making such environment free from Sexual Harassment.
- 3.2 Sexual Harassment is a form of sex discrimination and is illegal. The MCU will not tolerate Sexual Harassment in any form.
- 3.3 MCU will provide education and training for all its members in order to ensure equal access to information on sexual harassment
- 3.4 The MCU provides this training to further their commitment to educate and train their employees about Sexual Harassment and other workplace harassment issues.
- 3.5 Sexual Harassment will often, but not always, exploit a relationship that is between individuals of unequal authority or power in the workplace. Examples include relationships such as those between senior members, senior member and a junior member, between junior members, or between an employee and another employee, irrespective of their positions with the MCU. Sexual Harassment is not limited by the gender of either party; it is not limited by the superior or subordinate relationship of either party; it is not limited to Sexual Harassment that may occur within the confines

of the building or office you may work in, nor is it limited to the hours while in the confines of MCU. Sexual Harassment includes, but is not limited to the following types of behaviour and situations:

- (a). written or verbal comments, emails, telephone calls, or text messages that are of a sexual nature;
- (b). physical contact that is of a sexual nature;
- (c). imposition of terms or conditions of employment or giving of instruction to an employee, whether explicitly or implicitly, that is of a sexual nature;
- (d). use of such behaviour as a criteria, whether explicitly or implicitly, for evaluation in making decisions affecting an individual or employee;
- (e). conditions that create a hostile or intimidating environment or workplace;
- (f). conditions that allow any such behaviour to be perpetuated or tolerated by another employee or individual.

3.6 In relation to the above items, behaviour considered to be sexually harassing may also include, but is not limited to: unwelcome sexual flirtations, advances, or propositions; verbal remarks of a sexual nature (whether directed to an individual or a group), including sexually explicit or offensive jokes; graphic or degrading verbal or written comments of a sexual nature about an individual or the individual's appearance; any suggestive or unwelcome physical contact; conduct of a sexual nature that interferes with an employee's activities or with an employee's job performance; or assault.

4.0 Responsibility

4.1 It is the MCU's responsibility to investigate and respond to all allegations of Sexual Harassment in a manner that is both consistent and in accordance with the law.

5.0 Confidentiality

5.1 The MCU shall make all efforts to respect the right to confidentiality of all of the parties involved in a Sexual Harassment investigation. The MCU cannot absolutely guarantee the confidentiality or privacy or absolutely protect the identity of any of the parties involved in an investigation or Sexual Harassment complaint.

6.0 Complaints Found to be Malicious or Frivolous

6.1 Charges or complaints found to be malicious or with the intent to damage another person's reputation or standing may result in sanctions imposed, or even charges filed against the Complainant by the respondent.

7.0 Unsubstantiated Claims

7.1 The failure to substantiate a Sexual Harassment claim shall not automatically constitute a frivolous or malicious charge.

8.0 Retaliatory Action

8.1 Action taken against any individual, whether staff or student, that is a result of that individual filing a complaint or seeking redress due to an incident or incidents of Sexual Harassment is strictly prohibited. Any such actions taken by members of MCU shall be regarded as separate causes for complaint and/or disciplinary action.

9.0 Seeking Remedy or Redress Outside of the MCU

- 9.1 The MCU's Sexual Harassment policy does not prevent members from pursuing a complaint with any third party or agency.

10.0 MCU Procedures

- 10.1 The MCU takes all complaints of Sexual Harassment seriously. The MCU also has an obligation to investigate all claims of Sexual Harassment brought forward by a Complainant in a thorough and judicious manner that also respects rights of the respondent(s). The MCU shall consider any report to its Executives, Deans, Heads of Departments, its Human Resources Department of a Sexual Harassment complaint to be a serious matter and the department or supervisor who first takes in the report must immediately notify his/her Director of Legal Services or Head of Human Resources Department so that the complaint can be recorded, clarified, and assigned to a staff member to investigate and so that the MCU may take preventive and corrective action.

- 10.2 MCU's Sexual Harassment procedures are composed of two parts:

- (a). A MCU intervention, and
- (b). A MCU-conducted hearing.

10.3 Step 1: Intervention by MCU

- a) Intervention is an attempt by the MCU to resolve all Sexual Harassment complaints directly without a focus on either motive or blame. Resolution of complaints at this stage requires agreement on the part of all parties involved. Agreement must be voluntary and without duress on the part of either party. Resolution at the intervention step can often produce the greatest benefit to all parties. The MCU will provide trained staff for facilitating the intervention step and intervention shall occur at a time and place of the MCU's choosing.
- b) Actions taken in the intervention step include but are not limited to:
 - i. listening to the Complainant to find out what action or resolution he/she desires;
 - ii. advising both the Complainant and the respondent as to the scope of the Sexual Harassment Policy and the definition of behaviour;
 - iii. having the Complainant meet with the respondent to discuss the complaint while a third party is present;
 - iv. providing information to the respondent that concerns actions that the Complainant may consider to be Sexual Harassment;
 - v. undertaking an initial investigation into the complaint;
 - vi. conducting an educational session or educational workshop on Sexual Harassment for the department or MCU, and providing an attendance record as proof of notice given to the respondent of this policy;
 - vii. having a senior member counsel the respondent;
 - viii. helping to draft a letter of apology, a transfer of either party, a voluntary resignation, or other appropriate level of MCU sanction(s);
 - ix. ix. conducting a follow-up inquiry to see if the complaint has been resolved or if the Complainant still wishes to take further action.

10.4 Record Keeping

- (a). All complaints shall be documented and stored in a confidential file. Complaints must be kept separate from any personnel or other employment files. Documentation must include name of the Complainant and all respondents, including a complete description of the complaint, date, witnesses, and any other information relevant to the case.

10.5 Reporting

- (a). The MCU Human Resources Manager is responsible for communicating to the MCU Rector the number, type, and disposition of Sexual Harassment complaints received. All of these communications shall be confidential and shall not disclose the names of the Complainant or the respondent.

10.6 Complaint Withdrawal

- (a). In the case of a withdrawal of the complaint by the Complainant, the intervention may or may not continue at the discretion of the MCU.

10.7 Confidentiality of Communication and Complaints

- (a). The MCU will make every possible effort to maintain confidentiality during the intervention; however, confidentiality cannot be 100% guaranteed.

11.0 Step 2:

11.1 Hearing

- (a). The hearing is the second procedure that the MCU may undertake at its discretion in order to resolve complaints of Sexual Harassment.
- (b). The hearing will consist of the following policies and procedures.

11.2 Timeliness of Hearing

- (a). All stages of the hearing procedure shall have time limits imposed upon them that are both reasonable and expedient. The Human Resources manager shall set all times and locations of meetings, hearing and other items relating to the Sexual Harassment complaint, and communicate and confirm such times to each party in writing. Hearing(s) should occur within ten (10) business days after the formation of a Hearing Board.

11.3 Withdrawal of the Complaint

- (a). The MCU should advise the Complainant about what will happen if the Complainant wishes to withdraw his/her complaint at this phase. Should the Complainant wish to withdraw the complaint, the hearing may or may not continue at the discretion of the MCU.

11.4 Contents of the Written Complaint

- (a). The complaint must be signed and dated by the Complainant and include the name(s) of the parties involved, the Complainant's address, the date of the complaint, the date or period of time that the complaint takes place, the nature and description of the harassment, and any accompanying information that the Complainant deems appropriate. The MCU Human Resources Department shall treat any written notification by any member, whether received electronically or otherwise, as notification of Sexual Harassment and shall begin the appropriate investigation; however, for the purposes of the hearing phase, the MCU's Sexual

Harassment Report must be signed and completed by the Complainant prior to the start of the complaint hearing.

11.5 Notification of Hearing Procedure

- (a). The MCU shall notify all parties of the time, place, and rules concerning the hearing procedure. The hearing shall occur no less than ten (10) business days from the date of the notification to allow all parties to gather their evidence and testimony, except in the case of unilateral agreement by all parties that the hearing should proceed sooner or later than the allotted ten (10) business days.

11.6 Hearing Board

- (a). The Hearing Board shall consist of the following members or participants:

- i. << Insert board member by name or title >>
- ii. << Insert board member by name or title >>
- iii. << Insert board member by name or title >>
- iv. << Insert as many additional members as you require >>

- (b). The Hearing Board shall designate a “Hearing Officer” who shall preside over the hearing.

11.7 Hearing Procedure(s)

- (a). The hearing is intended to provide an opportunity to determine whether Sexual Harassment has occurred and whether the MCU’s Sexual Harassment policy has been violated. Each party shall be given a complete and fair hearing. The hearing process shall be formal, but is not to be considered a court proceeding by either party. Nothing contained in the hearing process, statements, or testimony or found by the hearing panel shall be construed, binding, or considered to be evidence in a court of law. All parties involved in the Sexual Harassment complaint shall have the right to retain legal representation if they so wish. Each party shall be expected to give testimony and the hearing panel will record and hear all evidence that it believes is relevant to the Sexual Harassment complaint.

- (b). The hearing shall be conducted as follows:

- i. The Hearing Officer shall read the complaint(s) and ask the respondent to either confirm (admit) or deny (dispute) the complaint(s).
- ii. Both parties may make opening statements. Opening statements should be brief, respectful of all parties present at the hearing procedure, and should not be used to present evidence.
- iii. The Hearing Board shall give all parties the opportunity to present evidence relevant to the complaint(s).
- iv. Both parties may make concluding statements. Parties may, should they wish, submit any additional written arguments or testimony to the Hearing Board at this time.
- v. The Hearing Board shall then deliberate, and, by a majority vote of its members, make a finding as to whether the MCU Sexual Harassment policy was violated and what actions or sanctions should occur that the MCU deems appropriate and consistent with this Sexual Harassment Policy.

11.8 Outcome and Record Keeping

- (a). The outcome of the hearing shall be decided on by the Hearing Board and all findings recorded by the Human Resources Department and entered in the appropriate personnel file(s). During the hearing procedure and sanction(s), the MCU shall make every reasonable attempt to keep the Sexual Harassment

complaint and all associated documents confidential; however, confidentiality cannot be guaranteed.

11.9 Appeal of Either Intervention or Hearing

- (a). Each party involved in a Sexual Harassment complaint has the right to appeal. Appeals can be made by completing a written request of appeal to the Human Resources Department.

11.10 Contact Information

- (a). Questions, comments, or concerns regarding the Sexual Harassment Policy may be directed to <<HREmail>> or to the following Sexual Harassment Advisor or MCU representative:

- (b). <<HRContactName>>

11.11 Changes to this Sexual Harassment Policy

- (a). The practices described in this Sexual Harassment Policy are current as of <<CurrentDate>>. MCU reserves the right to modify or amend this Policy at any time consistent with the requirements of the Sexual Harassment Principles. Appropriate public notice will be given concerning such amendments. This Policy may be changed periodically in accordance with the requirements of the Sexual Harassment Principles.

12.0 Operative Date

- 12.1 This policy guidelines shall come into force on thisday....of.....

19.0 HEALTH, MENTAL HEALTH AND SAFETY POLICY AND REGULATION

Policy and principles

Health, mental health, and safety are inextricably linked to student achievement. Poor nutrition, impaired vision or hearing, dental pain, sleep deficiency, substance abuse, anxiety about home life, anxiety about relations with peers, exposure to violence, and any unaddressed symptom are examples of health and safety issues that are associated with students' under-performance in their studies. The association between academic and professional achievement and health, mental health, and safety is obvious; for example, an injury or illness that causes a low College attendance rate. At other times the association between student achievement and health, mental health, and safety is not easily observed (e.g., when a teacher's health or mental health affects teaching and relationships with students or when a student's anxiety about a real or perceived threat of violence affects his/her attention to class work). Complementary to benefits of optimizing health and safety to improve student achievement is the understanding that an educated populace is a beneficial factor for the health and safety of the population

The MoutCtrest University College thus upholds the principle of ensuring that student are in good state of health and well-being throughout their period of study in the institution. The College shall support and promote activities and provide conducive environment that will promote the health, mental health and safety of the students. The College also recognise that the student has the sole responsibility of maintaining his/her health status at all times.

Regulations

As health professionals, students in the Nursing and related programme are expected to maintain a high level of health and wellness that will enable them to undertake their academic and clinical work successfully. This will also that they are presenting good example in health and well-being to their clients, colleagues and staff

of the health facilities, where they will learn and work.

The students in the MoutCtrest University College programmes shall undergo a medical examination, at the time of enrolment and registration to commence the programme. The student shall bare the cost of the medical examination. All student shall register with a Health Insurance scheme and shall ensure that each student regularly renews his/her insurance registration.

The purpose of Health, Mental Health and Safety Guidelines for Colleges is to help those who influence the health and safety of students and College staff while they are in College, on College grounds, on their way to or from College, and involved in College-sponsored activities. The guidelines recognize that the primary mission of College is to educate students. Colleges also have a responsibility for students' health and safety while they are at College. By addressing health, mental health, and safety issues (including transportation and motor vehicle safety), Colleges can improve students' academic performance today and contribute to their increased longevity and productivity long after they leave College.

Safety policy and regulations

The campuses of tertiary educational institutions are bright and bustling places most of the time. Students should always be cautious of their safety, especially if staying on campus after hours of classes or attending an event. The good news is that it is easy to stay safe if you follow a few basic tips.

Investigate on-campus security services

Most institutions have security on campus to ensure the safety of students and staff. It's important to familiarise yourself with the services available. These may include security escorts to accompany you around the campus after hours, access to well-lit safety paths, patrolled late-night study areas, security points with emergency telephones and shuttle bus services to drop you off at public transport stations and on-campus accommodation. Some may even offer campus safety seminars and self-defense classes.

Save the security number to your phone

At the very least, we recommend saving the campus security number to your phone so that you have it on-hand at all times. Some institutions even have mobile apps that provide a direct line for students to contact security. Do not hesitate to call the security office if you feel unsafe or witness an incident.

Never leave your belongings unattended

To avoid being the victim of theft, keep an eye on your belongings at all times. You should treat your campus like any other public place, which means that your laptop, phone and bag should never be left unattended. When you are studying in the library, it helps to have a friend with you who can look after your belongings if you need to grab a coffee or go to the bathroom. Remember that your institution cannot accept liability for any loss of property.

Secure your car or bike

For students who drive, there are a few things that can be done to avoid theft or damage, including securely locking your car, installing a car alarm or immobiliser and never leaving anything valuable in your car, especially in plain view. If you ride a bike to class, you should ensure that it is locked to a bike rack — even if you're just running into the admin office to submit an assignment.

Investigate access to study areas

There may be rules about access to classrooms and study areas, particularly if you want to be on campus after hours, over the weekend or during semester breaks. In this case, you may need to apply for an access card. Students in certain disciplines, as well as postgraduate research students, may be eligible for 24-hour access.

Act responsibly on campus or at campus events

Many campuses and on-campus residences organise fun student events such as camps, pub crawls and all manner of parties. As with any social event where alcohol is present, you should ensure that you act responsibly

and put your safety and that of your friends first, as situations can sometimes get out of hand. If you are ever concerned about your safety or wish to report any of the events taking place, be sure to contact the relevant authorities or the emergency services if necessary.

Students' responsibilities in health and safety management

- Follow all safety rules and instructions.
- Use safety equipment and protective clothing when needed.
- Look out for the health and safety of co-workers.
- Keep work areas clean and neat.
- Know what to do in an emergency.
- Report any health and safety hazards to the employer

STUDENT WELFARE POLICY AND REGULATIONS

Having an effective health and safety programme help Colleges to prevent injuries and illnesses among students and staff in the institution. It also helps to reduce the associated costs for the institution. Below are the essential elements of an effective safety programme that must be observed.

Assignment of a Responsible Person(s)

- It is important that someone be put in charge of the programme. This means that a specific person in the district has been assigned the responsibility and authority for employee safety and employees
- Know who this person is.
- Investigation of Accidents, Injuries, and Near Misses Incidents, accidents, and near misses are investigated for underlying causes. These data are analyzed for hazards and underlying problems.
- Hazard Identification
- Inspections to identify hazards are conducted on a regular basis and job tasks are analyzed for potential safety and health risks.

Hazard Control

Steps are taken to eliminate or reduce hazards (e.g. engineering controls, policies and procedures, work practices, appropriate personal protective equipment, etc.) in a timely fashion. Students must observe and follow the laid down rules in relation to hazard control in the College, and clinical areas they attend for practical training.

Employee Involvement in Safety

There is a system, such as a health and safety committee, tailgate meetings or suggestion boxes, for involving employees in the safety programme and for encouraging them to speak up about workplace hazards without fear of reprisal. Employees receive information about the safety programme and safety issues related to their jobs (including about any chemicals they use).

Employer Responsibilities

Employers must:

- Provide their employees with work and workplaces that are safe and healthy.
- Correct any hazardous conditions that they know may result in serious injury to their employees. Failure to do so could result in criminal charges, monetary penalties, and even jail time.
- Comply with all applicable Cal/OSHA standards, including any training requirements. For example, provide information and training on any chemicals used or stored at the workplace in a language and manner that are understandable to employees.

- Notify the nearest Cal/OSHA office of any serious injury or fatality that occurs on the job, or any serious illness caused by the job. Any in-patient hospitalization of 3 or more employees as a result of a work-related incident must also be reported right away.
- Display Cal/OSHA's Safety and Health Protection on the Job poster so that workers are aware of basic rights and responsibilities. This poster is also available in Spanish. Workers also have rights and responsibilities under Cal/OSHA.

Employee Responsibilities

- Follow all safety rules and instructions.
- Use safety equipment and protective clothing when needed.
- Look out for the health and safety of co-workers.
- Keep work areas clean and neat.
- Know what to do in an emergency.
- Report any health and safety hazards to the employer.

Safety standards and regulations

Standards (technically called "regulations") describe what employers must do to protect workers from various workplace hazards. Some standards are general and apply to nearly all workplaces, such as the Hazard Communication standard. Other standards are about specific hazards found only in some workplaces, such as the Lead, Asbestos, and Fall Protection standards. Specific standards set out detailed rules that must be followed or minimum levels of protection that must be achieved for a particular hazard.

Specific standards cover a wide variety of workplace safety issues, including:

- Tripping and falling hazards
- Toxic substances
- Harmful physical agents
- Ergonomics
- Hazardous equipment
- Electrical hazards
- Hazardous waste
- Infectious diseases
- Fire and explosion hazards
- Machine hazards
- Confined spaces
- Use of respirators
- Specific operations

Handling Complaints on health and safety issues

A complaint about a workplace hazard can be filed with the College Administrator by phone, fax, mail, or online.

A "formal" complaint is one where the student or employee gives the College Administration his/her name. If the person gives a name, the Administration is required to keep it confidential.

If a student or staff wants to remain anonymous and does not give a name, the complaint is considered a "non-formal" complaint.

Complaints from the public, including former students and employees of a College, are also considered non-formal.

Each complaint is classified by the Administration to determine what inspection priority the complaint should be given.

Complaints about an “imminent” hazard that puts a worker in immediate danger of being killed or seriously injured are given immediate priority for investigation.

Blood-borne Pathogens Standard

Blood-borne pathogens are organisms that can cause disease. They are primarily viruses and are called “blood-borne” because they are carried in blood and other body fluids. The Cal/OSHA Blood-borne Pathogens standard requires employers to make available the Hepatitis B vaccine to all employees who have “occupational exposure” to blood-borne pathogens. Occupational exposure is defined as any “reasonably anticipated skin, eye, mucous membrane, or parenteral contact with blood or potentially infectious materials that may result from the performance of an employee’s duties.” Examples of College job classifications in which employees may experience occupational exposure include nurses and health aides, playground supervisors, College bus drivers, teachers, para-educators and custodians. These employees are potentially occupationally exposed because they may provide first aid or, in the case of custodial staff, may clean up spills or equipment that is contaminated.

College staff who are potentially occupationally exposed to bloodborne pathogens must be provided with training so they learn how to avoid getting exposed, be given personal protective equipment such as gloves or masks, and offered a Hepatitis B vaccine. Those having contact with blood or other bodily fluids should wear disposable gloves, wash their hands with soap and water, and disinfect any equipment or work areas that are affected.

LIBRARY REGULATIONS

Registered staff and students of the Institute are entitled to use the Institute’s library services. Other categories of user may be admitted according to the MoutCtrest University College library policy on external readers. The Institute reserves the right to refuse admission to the library.

All users must have a current the MoutCtrest University College identity card or library card, which must be produced when borrowing library materials, and at any other time, on request.

The person registered on the ID card or Library card is responsible for all material borrowed on that card. ID cards and Library cards are not transferable. Lost or stolen cards should be reported immediately to the Faculty Office, which issued the card.

All materials borrowed from the Library must be returned by the due date and time. Borrowers with overdue material may not be permitted to borrow additional items, or renew other items until such time as all overdue items are returned. Fines may be levied on overdue items.

Users are liable for the cost of replacement or repair of all material lost, damaged or defaced by them while in their possession or while on loan to them.

Unauthorized removal or attempted removal of any item from the library will be regarded by the Institute as a serious offence.

Library users must refrain from behaviour which would cause disturbances to other users. The library is a study area and noise must be kept to a minimum.

Smoking, eating and drinking in the library are forbidden, and users should not bring food and/or drink into the library.

Mobile phones, personal stereos etc. must be switched off and may not be used, within the library.

All users of the Institute's photocopying equipment are required to comply with the provisions of the Copyright and Related Rights and Acts when making photocopies from material which enjoys copyright protection. Failure to comply may expose the person to potential civil liability and to the Institute's disciplinary procedures.

Items left on the Institute's property are left entirely at the owner's risk. The Institute accepts no responsibility for any loss, damage to or theft of such items, howsoever caused.

Library staffs are authorized to take appropriate action to ensure that all library users comply with these regulations. Users are required to comply with directions from library staff.

Users are required to co-operate fully with any requests made by any member of the library staff to allow the items in the possession of the user to be inspected, and failure to render such co-operation will be regarded as a serious offence.

STUDENT REFUND POLICY

Fees paid are **NON-REFUNDABLE/NON-TRANSFERABLE** however the institution refunds 100 percent of tuition fees for courses cancelled by the institution. The application fee is non-refundable, even when a course is cancelled.

Practical Work /Internship

Practical Work/Internship shall form part of the degree programmes in all Colleges/Faculties/Departments.

Students shall be placed in appropriate institutions or establishments or work places, etc., by designated officers appointed from academic staff of faculties.

The logistics for internship shall be worked out with the person in charge of the work place before the students arrive to participate in the internship.

Internship shall normally take place during the Long Vacation from about late June to early August. However, practical work/internship will end at such a time so as to ensure that students at least get two weeks continuous rest before the next academic session begins.

Students must comport themselves at the work place. They must follow the rules and regulations of the organization to which they are sent for training, particularly the schedule of work.

Students who participate in internship must keep daily log books which they will submit with written reports soon after return to the College. Reports shall also be requested from the person or persons in charge of the work place. The format of the reports shall be such as to cover the expected objectives of the practical work/internship.

Clinical/Practicum

Clinical attachments are scheduled at the end of each semester.

Students will be placed at pre-identified health facilities in selected communities for acquisition of clinical experience to learn nursing/midwifery skills. The placement will be during the University vacation break of and.....

Clinical Hours

Students will work for forty hours per week for the four or six weeks. The clinical exposure will be under the supervision of lecturers and identified trained preceptors/ clinicians in the facilities.

Clinical Supervision

All students will be supervised on health facility basis, by assigned lecturers and preceptors. Supervisors will have regular contact with students to discuss their clinical experiences and clarify issues. Contact hours for supervision would be arranged to suit both lecturer and student (as much as possible).

Workbook/Logbook

Each student will carry and complete a logbook on practical experience gained. The book may be inspected at any time of contact with a supervisor. The satisfactory completion of the book is a requirement for taking the licensing examination by the Nursing and Midwifery Council of Ghana.

Working Days/Night Duty

Students will be assigned duty schedules by the health facilities of placement in collaboration with the supervisors. In the course of such clinical placement, Public Holidays are classified as full working days.

Students will commence night duty in the third and fourth years of study.

PROFESSIONAL CONDUCT DURING CLINICAL ATTACHMENT

Comportment

- a. Students' behaviour should not bring the image of nursing into disrepute. Whether in private or public, the student nurse/midwife must uphold the ideals of the profession. Students must appear neat and decent and use polite language with all members of the public and colleagues.
- b. Whilst on campus, adhere to the College's Dress Code

Reporting To Duty

Report to duty on all shifts assigned you. Students should avoid taking days off when scheduled for duty. The manner in which you report for duty will count for your assessment after clinical attachment.

Punctuality

Be present at your duty post at least 10 minutes before the official commencement of duty at the facility. This will enable you to participate in 'handing and taking-over' routines by staff. Do not leave your duty post before the next shift takes over. Stay at your assigned post at all times except during official break time.

Action when unable to Report on Duty

When for unforeseen reasons you are unable to report for duty, notify the head of department or supervisor in writing or verbally first followed by writing. The facility must be informed in time to find a replacement for your shift. No other arrangements will be acceptable without official notification by the head of department.

NOTE

A student who fails to report for duty will be required to make up the hours lost, during the next vacation attachment. Absence, even with approval, should be rare. A student who repeats absence from duty will be warned in writing and subsequently removed from the programme

PARTNERSHIP POLICY

PURPOSE

This policy sets out the framework for the establishment, management and governance of partnerships entered into by MountCrest University College(the University) with third parties, and is intended to support:

- (a). alignment of partnership opportunities with MCU Strategic Plan and priorities
- (b). clarity on roles and responsibilities within University College in relation to partnerships, and a consistent framework for partnership formation and implementation
- (c). and other relevant MCU statutes and policies applicable under the scope of this policy.

Scope

This policy applies to all:

- (a). University partnership categories described at clause (6) of this policy, entered into between University other entities
- (b). individuals and entities involved in the partnerships, subject to the terms of individual agreements.

This policy does not apply to:

- (a). procurement activities where University College is purchasing the supply of goods or services
- (b). employment and consultancy agreements
- (c). international education agent arrangements as defined in the International Education Agent Policy.

Partnership principles

The University College engages in partnerships with a broad range of organisations both in Ghana and overseas to support its strategic objectives. The development and delivery of these partnerships are guided by the following key principles:

- (a). Partnerships and proposed outcomes align with the strategic direction and values of University College and the ethos of ‘Ut Vitam Habeant’: of knowing that they may live.
- (b). Partnerships enhance the University College’s domestic and international reputation and brand.
- (c). Partnerships are managed in accordance with the University College’s commitments and responsibilities outlined above at clause (1)c.
- (d). Appropriate governance, due diligence, risk assessment and quality assurance structures and processes are in place to ensure that partnerships are well managed and monitored, and that the quality standards (including academic quality standards) of University College are maintained.
- (e). Educational partnerships and cooperation will support a positive student experience.
- (f). Research partnerships and cooperation will align with the overarching Research Strategy
- (g). The University College seeks to develop partnerships resulting in strong relationships, mutually beneficial outcomes, a breadth of opportunities for engagement, competitive neutrality and a positive return on investment for all
- (h). Where the University College enters into contractual agreements for institutions or other third parties to deliver a University College course in Ghana or overseas, the University College holds full responsibility for the quality assurance and management of the courses and programmes.

Partnerships must:

- (a). be established and approved in accordance with the appropriate delegations and authorities
- (b). comply with relevant laws (including international jurisdictional laws and regulations) and University rules, policies and directives
- (c). for arrangements with international governments and their entities, be consistent with Ghanaian foreign policy and reported and approved as required by the Ministry of Foreign Affairs and Regional Integration

The University College Partnership Categories

| Category | Description |
|---|--|
| Educational delivery (award or non-award) | <p>Arrangements where a University award course or non-award course is delivered under an agreement with a third party, in Australia, overseas or online. These include:</p> <ol style="list-style-type: none"> 1. dual or joint award arrangements 2. delivery of University award or non-award courses either in Ghana or overseas 3. licensing of course materials 4. co-provider arrangements involving the delivery of training services associated with training package qualifications and vocational education training (VET) accredited courses within the University College's scope of registration 5. short courses 6. training events 7. single subject study 8. delivery of workshops or events. |
| Educational Cooperation | <p>Arrangements where the University College participates in academic cooperation but does not undertake any form of educational delivery. This includes:</p> <ol style="list-style-type: none"> 1. credit transfer 2. articulation agreements 3. student and staff mobility including exchange 4. regional study centres 5. hosting of scholarship recipients funded by an institution or entity 6. other hosting arrangements such as those that facilitate visiting staff or students, partner use of facilities etc. |
| Regional/Community partnerships | <p>Arrangements that the University College has with local or regional organisations (such as Local Government and Rural Development, District Assembly, Regional Coordinating Council, Unit Committee, etc) to support the development of Districts and Regions, build higher education aspiration and awareness, and develop commercial relationships with rural and district communities.</p> <p>Includes sponsorship arrangements such as the Community-University Partnerships.</p> |

| Category | Description |
|-------------------------|---|
| Industry partnerships | Arrangements with industry for research and educational activities (such as work placement, course accreditation or research training), collaborative funding, internships, commercial arrangements or other purposes. |
| Government partnerships | Arrangements with government department for research, educational or other activities that support the University College's objectives, to optimise community/business/industry benefits from government programmes. Includes entities such as: <ol style="list-style-type: none"> 1. Ministry of Education 2. Ministry of Foreign Affairs 3. Ministry of Trade. |
| Research partnerships | Arrangements with an entity in Ghana or overseas where the main purpose is to facilitate collaborative research and commercialisation. This includes but is not limited to: <ol style="list-style-type: none"> 1. commercialisation activities and strategic precinct development 2. research student enrolment including coursework masters degrees linked to HDR 3. hosting of visiting researchers 4. research training partnerships, including partnered, joint or dual supervisory arrangements. 5. National research as a core activity for all research institutes. |

Executive sponsors – partnerships

Partnership proposals must have appropriate sponsorship by the relevant delegated authority.

The appropriate sponsor will be a Band 7 or above responsible for the category of the partnership. If a proposed partnership could fall under more than one category and more than one sponsor, the sponsor should be determined by negotiation or by the Vice-Chancellor.

Partnership sponsors must ensure that:

- (a). attraction, development, delivery and monitoring of partnerships is compliant with this policy, and other University policies and delegations
- (b). relevant internal and external stakeholders are consulted in a timely manner with view to partnership initiation and implementation
- (c). legislative and regulatory requirements are identified and complied with
- (d). all relevant internal and external approvals are obtained before entering into a partnership agreement
- (e). there are appropriate structures and processes in place to maintain, monitor and report on the delivery of the partnership and resolution of any issues
- (f). the purpose and contractual obligations of the partnership are met and benefits to all parties to the partnership are maximised
- (g). risks are identified and risk management strategies are in place
- (h). resource obligations (including use of the University's physical or virtual assets) are appropriately valued and assessed in consultation with the relevant stakeholders, and principles of competitive neutrality are observed (see the NSW Treasury Policy Statement on the Application of Competitive Neutrality).

Partnership Coordinating Unit must ensure that a register of partnership agreements within their portfolio is maintained and is accessible to other partnership sponsors and the Office of the Executive Director, Engagement and Enterprise.

Roles and responsibilities

While many organisational units may have responsibilities in relation to University partnerships, the following will have specific roles and authorities under this policy and must be involved in the initiation and development of partnerships as relevant:

- (a). Office of the Executive Director, Engagement and Enterprise: for facilitation and coordination; education partnerships and business development; and relationship management.
- (b). Office of the Deputy Rector: for all partnerships that involve delivery of the University's curriculum (existing or proposed) under partnership arrangement including research activities.
- (c). Office of Global Engagement: for partnerships that involve foreign entities or international partners.
- (d). Office of Director of Finance: for assistance and endorsement of partnership business cases (where required).
- (e). Facilities Management and/or Division of Information Technology: for partnerships that involve the use of the University's physical and/or virtual assets or infrastructure.
- (f). Legal Services: for review of all contracts and MOU agreements.

COMMUNITY OUTREACH POLICY

There is a global realisation that institutions of higher learning should engage more closely with communities within which they are situated. Universities have three universal core functions, namely: -

- i. Teaching and learning
- ii. Research
- iii. Community engagement

The Policy is in consonance with the MountCrest University College (MCU) objectives.

PURPOSE AND OBJECTIVES

Policy Purpose

The purpose of Community Outreach Policy is to strengthen MCU's connection(s) 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.

Aims and Objectives

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). Build and 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 and maximize resources by actively partnering with community organizations in planning 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 MCU 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 University College's community outreach programmes.

Policy Principles

- (a). MCU shall be committed to a consistent application of community engagement and shall participate in any such external and programme development evaluation as necessary.
- (b). The MCU Council 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.
- (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 MCU shall share and translate knowledge generously to address community challenges.

POLICY STATEMENT AND COMPONENTS

Policy Statement

- (a). MCU shall promote outreach activities and services through reliable and effective communication media.
- (b). MCU shall support student and staff efforts to reach out to urban and rural contacts and use this population as a platform for recruitment.
- (c). MCU shall ensure that all the content produced prior to, outside and during the collaboration with communities shall remain the intellectual property of the University College.
- (d). MCU 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.

Authority and Interpretation of the Policy

- (a). In case of any contention or inconsistency in the interpretation, the University College Council's decision shall be final.
- (b). The University College may from time to time issue new Community outreach guidelines to fill gaps in the policy.

POLICY IMPLEMENTATION, STRUCTURES AND PROCEDURES

Policy Implementation

The implementation of the Policy is the responsibility of all. However: -

- (a). The University Management shall be the overseer;
- (b). An annual policy implementation work plan shall be developed; and
- (c). The MCU Council shall ensure all academic programmes have a component of community outreach.

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.

Establishment of Community Outreach Committee

- (a). There shall be a Community Outreach Committee which shall be a Standing Committee of MCU Council and shall comprise of a chairperson appointed by Council and: -
 - (i). Deans of faculty,
 - (ii). The Student Representative Council President,
 - (iii). One representative of Non-teaching staff (co-opted),
 - (iv). Academic Registrar (Secretary)
 - (v). Dean of Students (ex-officio)

- (vi). vi) One co-opted member from the community

Terms of reference for the Community Outreach Committee

- a) To ensure that community outreach is promoted and enhanced at the University College.
- 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.

Definition of terms

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

“Community Engagement” means all negotiated, active and dynamic partnerships between the University 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.

“Community Partnerships” means mutually beneficial university-community relationships where each partner enters on equal bases and the interaction is guided by institutional objectives.

“Community” means any group or organization(s) of people outside the internal university college stakeholders involved in an interaction at any given moment.

“Outreach” means the function of applying academic expertise for the direct benefit of external audiences in support of the University mission.

“Policy” means the Community Outreach Policy.

“University College” means the MountCrest University College

“University Council” means MountCrest University College Council

POLICY ON COLLABORATION WITH INDUSTRY

INTRODUCTION

Universities are a key source and driver for innovation in modern economies. The role of MountCrest University College is to create and disseminate knowledge to enhance the competitiveness and quality of life for individuals and society. This is reflected in emphasis on strong ties with national and international industry, based on integrity and mutual respect for the benefits of the entire society. The University thus takes active part in the shaping and development of industry and society, and works towards satisfying needs for specialized knowledge, through education, research, innovation, development, and discussions.

Collaborations with businesses, industries, institutions and other external partners play a key role in implementing this strategy. MountCrest University College seeks to establish collaborations as smoothly and efficiently as possible. In this process, the primary objective for the University is to support exchange of knowledge and technology.

The following pages cover the general principles of the University's collaboration with external partners. The material covers information for both University employees and external parties. This is to ensure that our external partners and the University College staff have a common frame of reference when entering into different forms of collaborations. The Industry Relations Project Manager will provide further information if needed and serve as the initial contact for initiating discussions.

GENERAL PRINCIPLES

The role of MountCrest University College is to create and disseminate knowledge so as to increase the competitiveness and quality of life for individuals, businesses and society as a whole. In doing so, the university is guided by good ethics, sustainability and responsibility. The following general principles guide collaboration with external parties:

- The University is one legal entity. This means that external parties enter agreements with MountCrest University College– not with individual researchers, research centres, labs, institutes or academic schools. External parties therefore meet the same framework conditions no matter which administrative unit is involved in the collaboration.
- The Rector's Office is responsible for negotiating collaboration agreements between the University and external parties and should be engaged at the earliest stage possible. The proper authorisation must be obtained before a collaboration agreement is signed on behalf of the University.
- In all agreements entered by MountCrest University College, it is a prerequisite that our researchers are able to publish their research results and use them for research purposes.
- MountCrest University College adheres to principles of fair business practices. In particular, the University College will enter into agreements on fair market terms and avoid providing favourable treatment to specific companies or to further private interests. This applies particularly when it comes to agreements regarding intellectual property rights (IPR).
- Researchers employed at the University have an obligation to disclose research results with commercial potential to the University College. The University College will subsequently decide whether or not it wishes to assume rights to the research results in question.
- The University will work to support the successful commercialization of research results and other intellectual property that is transferred to external partners.

CONFIDENTIALITY AND PUBLICATION CONFIDENTIALITY

Private companies tend to protect confidential information to maintain a competitive position. The University College, on the other hand, has the obligation to disseminate the University College's research results to the society that has directly or indirectly contributed to financing the research. Both positions have to be considered in confidentiality agreements. In general, the non-disclosure of an external party's confidential knowledge shall not exceed a period of three (3) years from the end of a collaborative project. This period may be longer, or indefinite, when specific circumstances justify an extension of this period.

PUBLICATION

The University College strives to publish as much as possible. Private companies, on the other hand, will typically operate with a more controlled publication strategy - although private companies can also have an interest in publishing research results. The general principle is that research results will be published, but the publication can be delayed at the request of the external party. The external party will have 30 days to comment on a proposal to publish and may delay the publication for up to 3 months. Further delay can be negotiated when clear common commercial interests make that necessary.

COLLABORATION WITH MOUNTCREST UNIVERSITY COLLEGE

In a legally binding collaboration agreement, it is important for the parties to know exactly with whom they are entering the agreement. At MountCrest University College, the Rector's Office determines the boundary between the University as an institution and University employees, so that an external party will clearly understand when the agreement is made with a public research institution (the University) and when it is with a private individual (the researcher). The Rector's Office negotiates and approves any collaboration agreements with external parties that may relate to intellectual property rights (existing or future). The Rector's Office also ensures that all contracts and agreements are signed by authorised University personnel. The Rector's Office clarifies internal ownership issues and ensures that the University enters into agreements according to rules and regulations. Researchers employed at MountCrest University College cannot enter binding agreements or collaborations with external parties on behalf of the University. An agreement is only valid if an authorised signatory has signed it. In most cases, only the Rector or a Dean has the authority to enter into an agreement on behalf of the University. The Rector's Office must always be informed about agreements in writing, and the proper authorisation must be obtained from the Rector's Office first. In the following pages we cover the most common collaboration agreements that MountCrest University College enters with external parties, and which must be approved and/or negotiated by the Rector's Office:

- Co-financed Collaboration Agreements
- Consortium Agreements
- Collaboration Agreements on Contract Research and Services
- Sponsored Student Courses and Projects
- License Agreements
- Fully Funded Studentships
- Endowed Positions
- Industry Sponsorships
- Material Transfer Agreements (MTA)
- Non-disclosure Agreements (NDA)
- Confidentiality Agreements (CDA)

CO-FINANCED COLLABORATION AGREEMENTS

These are agreements where both the University and the external party contribute to the project with resources (funding, facilities, equipment, know-how, service or time). Such agreements can cover collaborations in research, education and other types of knowledge dissemination.

Key principles:

- Both parties have rights to the project's joint research results. The results may also be published, even if the collaboration does not lead to the results that one or both parties had hoped for.
- The activities are part of the normal activities of the school in question and fit within the overall aims and objectives of the University College (research, teaching, knowledge dissemination).
- The University College will ensure that the researchers involved can still perform research within the area in question after an agreement has been signed with the external party, and that the researchers have the freedom to collaborate with other companies and organisations.
- The external party can get access to a license of or can purchase the project results, depending on who has contributed to what in the production of the result(s) in question.
- If the collaboration entails support for endowed positions and/or fully funded studentships, the agreements must fulfil the conditions for such collaborations.
- Approval: The Rector's Office and the Deans of Schools involved, if applicable. Signature: Rector or Dean of School. If two or more Schools are involved in the collaboration, the agreement should be signed by the Rector.

COLLABORATION AGREEMENTS ON CONTRACT RESEARCH & SERVICES

These are agreements where an external party would like the University College to solve a specific research- or service-based task. Such agreements are a unique opportunity for companies to undertake tasks that require the special equipment or competences that are available in the University College's research environments, and to access new research-based knowledge. Collaboration on contract research and services are also called commissioned research.

Key principles:

- The research and services must be related to the University College's other activities.
- The University College must have its direct and indirect costs covered during the project, including administrative expenses (overhead).
- The external party can influence the research subject and the project planning, but not the results or findings.
- The rights to research results belong to the external party.
- The University researchers have the right to publish the research results, unless otherwise specified in the agreement.
- Approval of school and faculty members involved must be obtained prior to entering into a binding agreement.
- The researchers involved are bound by scientific integrity and ethics in their work. External parties may commission consultancy services directly from a researcher employed by MountCrest University College. It is then the responsibility of the researcher and external party to reach an agreement, but it must abide by any university regulation about external efforts of faculty members. If the agreements concern legal rights within the research area in which the researcher is engaged, the University College must be involved through a formal contract research agreement

Approval: The Rector's Office and Deans of Schools involved. Signature: Rector or Dean of School.

CONSORTIUM AGREEMENTS

These are agreements where several parties intend to collaborate in a funded research project, such as DFID, DANIDA, GIZ projects and multi-party collaborations funded by private and/or public partnerships. Key principles:

- The ownership of intellectual property goes to the inventing party or parties.
- Commercial parties in the consortium have a priority right to commercial use.
- Commercial parties pay a compensation fee to the owner of the intellectual property.
- Expenses relating to the protection of intellectual property and further development are borne by the commercial users in question.
- Publications are normally joint publications involving all partners.
- A partner may have the right to object to publication in specified situations. As a number of different circumstances may arise when a group of universities and industrial partners carry out research, there are too many variations and permutations to cover all of them in one standard type of agreement. It is thus very important to clarify all conditions concerning intellectual property and publication as early on in the collaboration as possible.

Approval: The Rector's Office and the Deans of Schools involved, if applicable. Signature: Rector or Dean of School

SPONSORED STUDENT COURSES AND PROJECTS

These are agreements where an external party fully or partially sponsors special courses or projects, executed by students, as part of their studies. Such agreements offer external parties the opportunity to have specific issues and problems worked on by students, under guidance from MCU faculty. It should be noted that internship agreements and teaching provided by external experts is outside of this type of collaboration.

Key principles:

- The project or course must be a natural part of the students' study program and must meet the learning outcomes for the course or project in question.
- The sponsorship can be in terms of funding, equipment, expertise or other resources. The level of sponsorship depends on the value of the project or course to the external party, the expenses involved and the size of the student group in question.
- The external party has the right to use any of the final products created by the course or project. The external party shall give credit to the University and students if the products are highlighted in any kind of media.
- The intellectual property rights to the results created by the course or project nominally belong to those involved; i.e. the students and the University College. However, an agreement can be made upfront that the external party can claim part of the intellectual property. The students must agree to this prior to taking on the course or project.

Approval: The Rector's Office and the Deans of Schools involved, if applicable. Signature: Rector or Dean of School.

LICENSE AGREEMENTS

These are agreements where an external party receives rights to an invention or product created within the University College. Such an agreement is usually entered into as result of a University College researcher having disclosed an invention to the University College, and the University College having assumed rights to this

according to the University College's IP Policy. The Rector's Office will subsequently seek to commercialise the invention through one or more license agreements with Icelandic and/or international companies. License agreements can be exclusive or non-exclusive. Exclusivity can be based on geographical territory and/or a specific field of application.

Key principles:

- The University College must ensure that the external party seeks to exploit the invention and the external party will therefore be granted a license to that area (or those areas) where the external party plans to exploit the license.
- The University College negotiates the commercial terms for the license agreement on market terms. This will include ownership shares and/or royalties to the University College when the external party starts to generate an income based on the University College invention.
- The University College will divide its net income between the inventor(s), the academic school(s) in question and the University College, in accordance with the University College's IP Policy and specific agreements.
- The University College will ensure that the researcher(s) can continue to perform research within the research field in question after the license agreement has been signed with the external party.
- Negotiation: The Rector's Office. Signature: Rector.

FULLY FUNDED STUDENTSHIPS

These are agreements where a company wishes to support the efforts and research of a graduate or postgraduate student. The support can be for the thesis project only or the entire study programme.

Key principles:

- The University College must have its direct and indirect costs covered during the collaboration, including administrative expenses (overhead).
- There must be a written agreement between the sponsor and the academic school from where the student will graduate clarifying intellectual property rights.
- There must be a written agreement between the University College, the supervisor and the student clarifying remuneration for each of the parties, when (and if) an invention is a result of a project

Approval: The Rector's Office and the Deans of Schools involved. Signature: Dean of School where the student will be enrolled.

ENDOWED POSITIONS

These are agreements where an industry partner contributes funding with the purpose of creating an endowed chair, professorship, or faculty positions and thereby research and education efforts which are of mutual interest to the University College and the external partner.

Key principles:

- There will be no automatic rights to any intellectual property rights generated by the holders of such positions, except for public acknowledgement, in the title for example, as they are regarded as donations.
- The hiring process will be consistent with University College practice and will include a statement of qualifications to be circulated locally and/or internationally as appropriate.
- The University College shall publish information on private financing and thus the company must accept that the requested information is published in accordance with relevant legal provisions.
- The academic freedom of faculty is essential and the external party must confirm their willingness to protect the holder of the endowed faculty position from any censorship or restraint that might interfere with their obligation to pursue truth in their research.

Approval: The Rector's Office. Signature: Rector.

INDUSTRY SPONSORSHIPS

These are agreements where an external private donor provides financial donations to the University, in order to support the University College's core activities. This can either be a one-time event or longer-term continuous support. The agreement is made between a sponsor on one side and the Rector's Office on the other side, on behalf of the centre, lab, institute, school or administrative unit that will receive the sponsorship donation.

Key principles:

- The donation must be formalized with a written agreement.

Approval: The Rector's Office. Signature: Rector.

MATERIAL TRANSFER AGREEMENTS (MTA)

These agreements are used when the company and the University College want to exchange material(s). The University College will focus on protecting the knowledge shared by the University researcher with the external party, and will ensure that the MTA does not block future research and commercialisation activities.

Approval: The Rectors Office. Signature: Dean of School

NON-DISCLOSURE AGREEMENTS (NDA)/ CONFIDENTIALITY AGREEMENTS (CDA)

These agreements are used when an external party and the University College's researchers want to exchange knowledge related to a specific research project and it is important that the knowledge is kept confidential. Together with the external party, the Rector's Office will assist in defining a NDA that suits both the University College researchers and the external party. In most cases, the NDA shall be a mutual agreement that requires confidentiality from both sides.

Approval: The Rector's Office. Signature: Rector.

STUDENT WELFARE POLICY

Rationale and Objectives of the Policy

Rationale.

One of the main functions of MountCrest University College (MCU) is to impart knowledge to students. In order to achieve this, the University College must put in place a conducive environment for learning activities. Apart from academic activities, students engage in other activities aimed at enriching their social wellbeing in the course of learning. As social beings, students also interact with other people and students in different aspects such as sports and religious activities. It is imperative for the University College to ensure that all these activities are carefully balanced, and that they take place in a safe, peaceful and friendly environment. Ensuring student welfare is one of the ways to achieve this. The University College has many operational instruments that provide for student affairs and ensure their welfare. However, no single document that specifically consolidates the manner in which student welfare will be ensured. This Policy fills that gap in that it provides for student welfare in a more elaborate and specific manner.

The Objectives of the Policy

The overall objective of the Policy is to make MCU's learning and social environment friendly, safe, convenient and one that nurtures responsible and disciplined students.

The specific objectives are to:

- (a). Ensure that the system for overseeing student welfare is properly defined and coordinated;
- (b). Ensure that students are aware of all the important aspects of their social and academic lives;
- (c). Ensure that students are physically and mentally healthy;
- (d). Ensure a peaceful and acceptable interaction between/among students and between students and other members of the University College;
- (e). Ensure a safe and clean learning and social environment for students;
- (f). Ensure that students are given opportunities to participate in social activities and that such activities are undertaken in accordance with existing requirements;
- (g). Ensure that students' participation in academic and social activities is finely balanced;
- (h). Ensure that the years student spend at the University College are successful, fulfilling and happy. Ensure a high level of individual attention in a safe and secure environment.
- (i). Foster a cohesive relationship between students
- (j). Enhance student's self-esteem and commitment to MCU

Information, advice and Support

Information, advice and support will be provided through the Dean of Student, the range of information, advice and services available will include:

- (a). University College policies and procedures relating to student health and welfare;
- (b). Legislation relating to health and welfare of students;
- (c). Occupational health services/medical referrals;
- (d). Contact details for support groups and organizations to tailor to the individual's welfare needs e.g. bereavement, relationship and family matters, mental health, substance abuse, alcohol anonymous;
- (e). Career counselling services;
- (f). Culture, sports and recreation; g) Accommodation services;

- (g).Disability support services;
- (h).Anti-sexual harassment support services;
- (i). International student welfare services;
- (j). Catering and cafeteria services
- (k).Library services; and
- (l). Religious welfare services

Policy Issues, Statements and Strategies

Orientation for New Students

Policy Issue

A person who becomes a student at MCU is expected to abide by the rules and procedures of the University College in order to ensure that he/she conducts herself/himself in a manner expected of him/her. All this is linked to his/her interaction with fellow students, University College staff, University College residents and use of facilities. A student who does not receive proper orientation is more likely to break rules and this may have a direct or indirect impact on his/her welfare.

Policy Statement

The University College shall conduct an orientation programme for all new students before they embark on studies. The orientation programme shall feature, among others, pertinent academic and social issues related to student welfare.

Strategies.

The University College will:

- (i). Organize a comprehensive orientation programme; and
- (ii).Avail necessary documents to students (e.g. Student Disciplinary Rules and Procedures, Examination Regulations; Dress Code; Sexual harassment policy, student welfare policy, gender policy etc.).
- (iii). Avail students with Identity Cards.

Students will:

- (i). Fully and actively participate in the orientation programme; and
- (ii).Keep and read University College instruments relating to student welfare and other issues.
- (iii). Pay for the Identity Card.
- (iv). Report the loss of ID card and pay to get a new card.

Medical Services

Policy Issue

No matter how responsibly students live their lives, sickness will remain an unavoidable circumstance that can strike anyone. The presence and accessibility of medical services must therefore be ensured. Moreover, medical services are not only about cure but also more importantly about prevention. The University College attaches great importance on the health of students, staff and the neighbouring community. In achieving this, the University College has made arrangements with nearby hospitals; North Ridge Hospital and the Greater Accra Regional Hospital (Ridge Hospital) for use by students when the need arises. Nonetheless, the University

College has a dispensary for First Aid before referral to the above-stated hospitals. The School of Medical and Health Sciences in conjunction with the Office of the Dean of Students are charged with the provision of health care services with a focus on preventive health so as to assist students avoid interruption in learning due to illness and to prevent conditions which may lead to outbreaks of diseases.

Policy Statement

MCU's dispensary shall continue to provide medical services to students, staff as well as the community, until when the MCU Teaching Hospital becomes operational.

Strategies

The University College shall:

- (i). Collect NHIS contributions from all students during registration and register all students with the National Health Insurance Authority (NHIA)
- (ii). Provide health services in the University College's dispensary from 08:00 throughout lunch to 15:00 hrs on working days
- (iii). Invite medical experts to educate and provide health information to students;
- (iv). Maintain a friendly and working relation with nearby hospitals including North Ridge Hospital and Greater Accra Regional Hospital
- (v). Through its medical services facilities, facilitate referrals to nearby higher rank hospitals;
- (vi). Address any kind of discrimination in the provision of medical services;
- (vii). Take action against any person who causes breach of confidentiality;
- (viii). Abide by Government regulations on provision of preventive and curative health services;
- (ix). Provide and encourage preventive health services including medical check-ups and health related counselling/advice;
- (x). Handle serious psychotic cases immediately by referring them to competent medical service providers;
- (xi). Review medical and health services and its policies whenever necessary for purposes of improving the quality of services offered;
- (xii). Liaise with relevant personnel in taking care of students admitted in designated referral hospitals;
- (xiii). Liaise with relevant medical personnel to provide and promote sexual and reproductive health education;
- (xiv). To provide education and promote awareness on HIV and AIDS including prevention of transmission and post infection treatment and care;
- (xv). Promote and encourage healthy living;
- (xvi). Attend to students' medical issues without favour or discrimination based on sex, religion or disability;
- (xvii). Keep students' medical information and records safe and confidential; and
- (xviii). Act professionally and with due diligence while attending to students' medical issues.

Students shall:

- (i). Register with the National Health Insurance Scheme (NHIS) and subsequently pay to the University College the contributions as prescribed by the NHIA from time to time and reflected in the University College fee structure;
- (ii). Live responsibly and avoid conducts that are likely to lead to medical problems;

- (iii). Continually learn about health issues as a preventive measure; and
- (iv). Abide by the procedures of obtaining medical services and referral procedures at MCU medical services facilities

Accommodation

Policy Issue

The University College is unable to provide students with residential on-campus accommodation. Most students are, therefore, expected to live in private sector housing (hostels), most of which are located outside the University College Campus. A majority of these hostels are, however, within walking distances to the University College's Kanda Campus.

More detailed information, including the list of private hostels, their locations, facilities and services, as well as rents, are available at the Students Housing and Residence life Unit at the Dean of Students Office.

Policy Statement

The University College shall develop accommodation policy that will spell out the procedures for assisting students to locate private hostels at affordable cost.

The policy shall prescribe groups considered special (students with disabilities, students who are suffering from illnesses confirmed by Medical Practitioners, first year students, female students and international students) to ensure these are given priority.

The Office of the Dean of Students in collaboration with the SRC shall continue to oversee private hostels and advise students on their suitability.

Strategies

The University College shall:

- (i). Identify nearby private hostels and negotiate fair prices;
- (ii). A list of private hostels will be made available to students to assist them make choices from
- (iii). Strictly enforce accommodation agreement with students;
- (iv). Through the Dean of Students, advise students on the suitability of private hostels outside the University College;
- (v). Provide advice on off campus accommodation during orientation; and
- (vi). Identify all students with special needs for purposes of accommodation.

Students shall:

- i. Keep the accommodation agreement;
- ii. Source for private hostel suitable to their preference;
- iii. Report problems/dangers in the hostels to relevant offices;
- iv. Observe tenancy agreements with their landlords (for off campus students);
- v. Keep their rooms and surrounding environment clean and safe; and
- vi. Avoid unnecessary disturbances such as loud music and noise.

Students' Organization and Associations

There is in place a Students' Representative Council (SRC) with the responsibility of looking after General Student welfare. The SRC government is led by a President, and Executive Council. Office bearers are appointed through secret ballot paper exercise every year in March. Legible students have a right to contest for any office and there is in place a Students' Electoral Commission with the responsibility of conducting students' elections.

Student Associations and Events are dedicated to helping students develop as leaders and supporting them in their efforts to make a positive impact at MCU. There are many ways for students to get involved on campus and we are here to serve as a connection point for students in finding the opportunity that is right for them. The University College helps the students to perform their activities by helping them organize resources through their clubs and associations. Whether a student wants to start a new club, get assistance in planning an event, or find a group who shares their passion, the University College through the Office of the Dean of Students is there to assist.

Policy Issue

31. The students' organization is an important link between the University College and students and should also act as a forum for students to undertake issues of mutual interest. It is also a strategic means to prepare people who can be responsible leaders in the society at various levels. For this to be realized, the student organization must operate and function within a system that ensures accountability, transparency and delivery of tangible results. The students' organization is an important stakeholder in ensuring student welfare. The University College recognizes and honours the students' right to organize subject to the MCU Statutes, the Student Disciplinary Rules, other MCU governing instruments and the laws of the country. Moreover, MCU recognizes the role of the students' organization in ensuring the general welfare of students and in assisting the University College Management in undertaking various activities relating to students.

Policy Statement

The University College Management shall ensure smooth and transparent operation of the students' organization through provision of the necessary support and enforcing rules pertaining to its functioning.

Strategies

The University College shall:

- (i). Ensure that the students' organization performs its functions in accordance with its Constitution, the Student Disciplinary Rules and Procedures, University College rules and laws of the country;
- (ii). Conduct leadership training to newly elected leaders; and
- (iii). Allow students to form different clubs or associations in line with MCU governing instruments.

The Students' Organization leaders shall:

- (i). Understand all operational policies/rules under their organization and those of the University College;
- (ii). Lead objectively, guided by rules and policies;
- (iii). Avoid conflict of interest at all times;
- (iv). Adopt a participatory and inclusive leadership approach; and
- (v). Manage students' organization funds appropriately and in line with existing regulations.

Students shall:

- (i). Observe election rules and procedures;
- (ii). Elect competent leaders; and
- (iii). Hold their leaders accountable through appropriate channels and procedures.

Sports and Recreation

For a student to be well rounded, he or she must be physically active, have a social life and enjoy themselves in a variety of recreational activities. In support of this the Department of Sports and Recreation has been given the responsibility of providing a broad range of sporting, and recreation opportunities and experiences, which contribute to the health, well-being and personal development.

Policy Issue

Sports and games inculcate the spirit of cooperation, competition and endurance. They are also an opportunity for student interaction and character building. Besides, sports and games as a form of recreation contribute to fitness of the body and the mind. It is therefore imperative to create an environment and put in place facilities for students to participate in sports and recreation activities.

Policy Statement

MCU recognizes the importance of sports and games in shaping the academic and social lives of students. It shall therefore ensure the existence of an environment and facilities which allow students to participate in sports and recreation activities in a manner that does not interfere with academic activities and programmes at the University College.

Strategies

The University College shall:

- (i). Maintain all recreation and sports facilities (include facilities for football, netball, basketball, tennis court, volleyball, gymnasium etc.) and install new ones subject to availability of resources;
- (ii). Employ qualified games coaches and other staff in guiding and promoting the value of games and sports in the University College learning system;
- (iii). Implement the Sports Policy objectively and where necessary update it; and
- (iv). Whenever possible support sports activities outside the University College.

The Students Representative Council will:

- (i). Encourage and coordinate establishment of sports clubs;
- (ii). Coordinate various sports activities under their mandate;
- (iii). Coordinate the joining of students and members of community in various sports;
- (iv). associations through appropriate University College procedures; and
- (v). Collaborate with the Dean of Students in raising funds/resources for sports and related activities.

Students will:

- (i). Willingly participate in sports and games;
- (ii). Establish various sports clubs;

- (iii). Carefully balance between sports/recreational activities and academic activities;
- (iv). Keep sports and recreational facilities safe and clean; and
- (v). Participate in inter-institutional, national, regional and international if and when resources are available.

Physical Security

Policy Issue

For students to undertake academic and social activities successfully, their security and security of their properties must be guaranteed. Fire outbreak, theft, presence of unrecognized people on campus, improper use of appliances, negligence, possession of arms, alcohol and drug abuse are some of the things that can put security at risk. Ensuring the security of people and properties on campus is therefore a matter that calls for shared responsibility and commitment. While the University College is responsible for ensuring presence of security apparatuses and equipment, all students (and all who reside on campus) are supposed to live responsibly and to make reasonable use of the existing security architecture for ensuring not only personal but collective security.

Policy Statement

The University College shall continue to improve the security system on campus with a view to ensuring that students pursue their social and academic activities peacefully and freely.

Strategies

The University College will:

- (i). Engage a reputable security company for purposes of campus security;
- (ii). Install appropriate security signs in all its premises;
- (iii). Install appropriate fire equipment in all its premises;
- (iv). Provide necessary security information from time to time or as need arises;
- (v). Educate students on personal security measures while on campus and outside campus;
- (vi). Take measures to safeguard all entry points to the University College compound and close all undesignated entry points;
- (vii). Take necessary action against all those who will act in ways that breach security or likely to breach security;
- (viii). Deny unauthorized access to University College equipment and facilities;
- (ix). Where necessary, engage the Police in detecting, preventing or handling security breaches at the University College; and
- (x). Provide emergency numbers to students.

Students will:

- (i). Report security issues to relevant authorities/offices;
- (ii). Report behaviour or conduct that jeopardizes security on campus;
- (iii). Act responsibly and reasonably in handling University College properties including electricity systems and appliances;
- (iv). Avoid behaviour or conduct likely to cause breach of security;

- (v).Familiarize themselves with the use of security measures and systems in place on campus such as fire extinguishers; and
- (vi). Park their transport facilities (e.g. cars, bicycles, motorcycles) on designated places.

Religious and Worship Activities

Policy Issue

Worship and other religious activities are part and parcel of the social lives of students at MCU. Ghana being a secular country, all citizens, including MCU students, have a constitutional right to practice a religion of their choice and such freedom of worship must be respected and protected. However, religious freedom is not without limits; students' religious and worship activities must be undertaken in accordance with relevant University College rules and laws of the country. Moreover, clashes between and among beliefs can surface at any level. Inter-faith dialogue and activities are therefore necessary to forge a culture of religious tolerance and cooperation in areas of common interest.

Strategies

The University College will:

- (i). Ensure that religious and worship activities are done in accordance with relevant University College rules and policies;
- (ii). Where necessary provide worship facilities in terms of worship/prayer places subject to availability;
- (iii). Ensure that worship and religious activities do not interfere with established academic timetables;
- (iv). Ensure that national religious holidays are recognized and accommodated in the v) University College almanac or other academic schedules; and
- (v). Take action against any student who will practice religious activities in a manner that is inconsistent with University College rules or national laws.

Students (in their religious groupings) will:

- (i). Observe University College rules and national laws in their worship activities;
- (ii). Use worship facilities/spaces provided by the University College responsibly;
- (iii). Organize inter-faith dialogues and activities in matters of mutual interest;
- (iv). Seek necessary authorizations before organizing religious events on campus; and
- (v). Report issues to relevant authorities/offices.

Discipline

Policy Issue

Discipline is an important factor in ensuring student welfare at the University College. A sound student disciplinary system and a sense of self-discipline on the part of students are important components in ensuring the existence of an environment propitious for students' academic and social pursuits. Given the diversity of students in terms of culture, belief and thought, their daily interaction in academic and social activities may turn chaotic if disciplinary measures are not properly defined and enforced.

Policy Statement

The University College shall ensure that all its instruments on student discipline are strictly and objectively used. It will also encourage students to cultivate a sense of self-discipline.

Strategies

The University College shall:

- i) Ensure that the Student Disciplinary Rules and Procedures are enforced and where
- ii) Necessary reviewed to meet emerging disciplinary issues; and
- iii) Offer information and guidance on disciplinary issues during orientation of students and afterwards.

Students will:

- i) Abide by the Student Disciplinary Rules and Procedures and other relevant instruments;
- ii) Develop self-discipline strategies and pursue them for their personal growth and standing;
- iii) Seek guidance on disciplinary issues from academic advisors and or the Counselling Unit of the University College;
- iv) Report disciplinary issues to relevant authorities/offices; and
- v) Participate in various seminars/events on disciplinary issues organized by the University College.

MCU Staff members will:

- i. Report student disciplinary issues to relevant authorities/offices; and
- ii. Provide guidance to students on disciplinary issues during classroom sessions, consultations and other forums.

Alcohol and Drug Abuse

Policy Issue

Alcohol and drug abuse is a problem facing not only students in Universities but the nation as a whole. The effects of alcohol and drug abuse are far-reaching while others may be short term. A student affected by the problem is more likely to perform poorly in academics, loose reputation in society, deteriorate in health and mental ability and can result into many other possible negative outcomes. Given the fact that students at the University College are away from their families, they can easily be tempted to engage in drug and alcohol abuse. The University College is therefore challenged to ensure that its system of managing student affairs addresses the issue mainly focusing on preventive measures.

Policy Statement

The University College shall use the existing governance instruments and structures to apply preventive measures to ensure that students do not engage in alcohol and drug abuse. The University College shall provide assistance to those students who are already affected by alcohol and drug abuse.

Strategies

The University College shall:

- (i). Provide counselling to students who are already affected by alcohol and drug abuse through its Guidance and Counselling Department and the Dean of Students;
- (ii). Provide medical services and medical advice to students whose health have been affected as a result of alcohol and drug abuse through its medical services facilities;
- (iii). Whenever possible provide education to students on the effects of alcohol and drug abuse and related matters;
- (iv). Ensure that sale of alcohol on campus is done by authorized people and is sold at a prescribed time and

to adults only; and

(v). Ensure that prohibited alcoholic drinks are not sold on campus.

Students will:

- (i). Report cases of alcohol and drug abuse to the Dean of Students;
- (ii). Avoid alcohol and drug abuse;
- (iii). Obtain counselling from the Guidance and Counselling Department (for those already affected);
- (iv). Obtain medical services or medical advice from MCU medical services facilities (for those already affected);
- (v). Understand and abide by the provisions of the Student Disciplinary Rules and Procedures on alcohol and drug abuse;
- (vi). Report any sale of prohibited drinks to the Dean of Students;
- (viii). Report sale of alcohol by unauthorized people on campus to the Dean of Students; and
- (ix). Report sale of alcohol during prohibited times to the Dean of Students.

HIV and AIDS

Policy Issue

HIV and AIDS is not only a national but also a global concern. It takes away lives of people of all ages, but the youth are the mostly affected. This puts the future of families, graduates, the community and the nation at risk. It has become imperative for every nation and organization to develop strategies aimed at preventing new infections and taking care of those who are already infected.

Policy Statement

The University College shall mainstream HIV and AIDS issues in its internal policies and rules with a view to ensuring that students have correct information on matters related to prevention of transmission and care for those infected.

Students who are suffering from opportunistic diseases shall receive care from MCU medical services facilities and where necessary the facilities shall refer them to referral hospitals.

Strategies

The University College shall:

- (i). Provide regular education and information on HIV and AIDS to students;
- (ii). Take action against any person who will discriminate a student based on HIV status;
- (iii). Discourage and dispel all myths relating to HIV and AIDS; and
- (iv). Provide care and treatment to HIV positive students leaving suffering from opportunistic infections in line with the existing University College policies and other relevant national policies and laws.

Students will:

- (i). Seek knowledge and information (on prevention and care) about HIV and AIDS;
- (ii). Avoid intentional transmission of HIV;
- (iii). Avoid discriminating fellow students on the basis of HIV status; and

- (iv). Form a club on HIV and AIDS issues

Environmental Cleanliness

Policy Issue

A clean and safe studying and living environment is a crucial need for students at MCU. A dirty environment can lead to a number of problems including outbreak of diseases. Environmental cleanliness at the University College requires every person, living or using the campus environment in one way or the other, to take responsibility.

Policy Statement

The University College shall maintain a clean and safe environment for students' academic and social activities and calls upon every student to participate in making the environment safe and clean.

Strategies

The University College shall:

- i) Take action against all those who negligently or maliciously pollute the environment;
- ii) Engage a reputable company for conducting cleaning activities in designated areas;
- iii) Continue to destroy designated categories of waste by using its incinerator; and
- iv) Install facilities to handle normal and hazardous waste in a sound manner.
- v) Continue greening the environmental.

Students will:

- (i). Observe cleanliness and keep the environment clean;
- (ii). Keep their places of residence clean;
- (iii). Keep classrooms clean;
- (iv). Dump wastes in designated areas;
- (v). Avoid dumping dangerous materials on the MCU environment; and
- (vi). Form a club on environmental matters.

Students with Special Needs

Policy Issue

In any society there are people who, by reason of their physical or any other condition/state, would require some special or privileged treatment in order to live a comfortable and convenient life. These include, but not limited to, people with disabilities and people suffering from certain types of diseases. The University College systems and structures must be set and designed in such a way that reasonably accommodates people with special needs in order to achieve the goal of an inclusive society at all levels. The University College has been taking measures aimed at enabling people with special needs use the University College facilities and services conveniently.

Policy Statement

The University College shall continually improve its environment to ensure better access. Such improvements will be made to meet emerging needs of all students that will be identified by the University College as 'students with special needs.

Strategies

The University College shall:

- (i). Ensure its buildings, facilities, equipment, assistance etc. are accessible by students with special needs;
- (ii). Clearly identify all students with special needs and the nature of their needs; and
- (iii). Take action against any person who discriminates or harass students with special needs

Students will:

- (i). Avoid discrimination or any form of harassment against students with special needs; and
- (ii). Where necessary and possible provide assistance to students with special needs in their effort to access services or use facilities.

Students with special needs will:

- (i). Report all cases of discrimination or harassment to relevant offices; and
- (ii). Clearly, openly and honestly communicate their needs to relevant offices (during or after admission to the University College).

International Students

Policy Issue

International students have been part of the University College community since its establishment. This is an indication of not only the University College's strength in cooperative education and training but also its reputable academic standards. While international students may find it exciting to study in a new environment, they often face challenges and stresses related to among other things, coping with the new environment, being away from home, culture shock and finance. The University College system for student support and advice must be responsive in ensuring that international students enjoy their academic and social lives while at the University College. International students will enjoy the same opportunities and rights just like any other student while at the University College. However, given the fact they come from another country they might, in some situations, need special assistance and privileges in order to ensure that they cope with a new social and academic environment.

Policy Statement

The University College shall provide such special assistance and privileges whenever necessary and possible.

Strategies

The University College shall:

- i) Provide campus accommodation to international students; and
- ii) Provide support, information or advice on matters that affect their study and life at the University College.

The Dean of Student will:

- i) Provide general advice and guidance on various matters (social, academic or financial); and
- ii) Provide necessary assistance and advice on immigration matters.

International students will:

- (i). Strive to understand the general culture of the University College and its people as an assimilation/acculturation strategy;
- (ii). Seek advice/guidance from the Dean of Students;
- (iii). Report incidents of discrimination or harassment to the Dean of Students; and
- (iv). Seek academic advice from academic advisors and course instructors.

Funeral Support

Policy Issue

There are situations where a student may pass away in the course of studies and while at the University College. The process and associated costs of facilitating the burial of such student should basically be coordinated and borne by his/her family respectively. However, it is reasonably conceivable that the University College should play a role in the process simply because the student was a member of the University College community and that the death happened while he/she was at the University College.

Policy Statement

The University College shall extend moral and material support to the family of a deceased student who passes away during studies.

Strategies

The University College shall:

- (i). Provide support towards the transportation of the deceased student to the burial place in accordance to MCU's bereavement policy;
- (ii). Ensure the University College is represented in the burial ceremony by appointed officials;
- (iii). Whenever possible, ensure the deceased student receives the last respects of the members of the University College; and
- (iv). Liaise with the family of the deceased student in facilitating other necessary logistics pertaining to the burial service.

GENDER POLICY

Goal

to create an enabling, supportive and inclusive environment for promoting gender equity and encourage full individual development and participation in aspects of development and management of MountCrest University College.

Aims

To practice gender equity at all levels of the University College

To put strategies in place that will guide the process of achieving equal opportunities for staff and students of the University College.

Principles

MountCrest University College believes in the following principles as the basis of all the strategies of this policy.

- That both men and women have equal rights and must be treated equally and optimally served at all levels and in all functions.
- Fairness to all is a basic and fundamental human right
- Right to information and the right to be heard is a fundamental human right, which demands that all stakeholders are given a voice through representation in key decision-making process and channels to air out concerns
- All staff, students and stakeholders have the right safety and protection

Policy Statement

The University's overall aim is to create and sustain a fair and just academic environment where men and women have equal opportunities, voice, rights and access to resources, so that persons of both genders can realise their full potential and contribution within a community of scholars with a culture of mutual respect. In order to achieve this aim the University College will:

- (i). Ensure gender-responsive management and administration of the University and equity in all teaching and research programmes
- (ii). Reach out to marginalised groups especially women, girls and boys from poor backgrounds to enable them enjoy the benefits of university education
- (iii). Establish appropriate administrative structures for carrying out the policy; and
- (iv). Work closely with the Government of Ghana and its partners to obtain the necessary resources for implementation of this policy
- (v). Ensure that all decision-making organs of the University College have equal representation of both genders at all levels; this will be incrementally carried out over time to achieve gender parity
- (vi). Use affirmative action as a strategy to achieve gender parity for appointive and elective positions at all levels.
- (vii). Apply the principles of gender equality to leadership positions in University sponsored student organisations. Create an enabling and empowering working environment in order to recruit and retain qualified staff at all levels devoid of gender discrimination.

Strategies

The focus of the policy is to provide equitable opportunities for both females and males. Both genders have to be empowered to strive for the best. To promote and enhance gender equity in MCU, the University College shall:

1. Ensure that gender equity is integrated into institutional strategic planning and that policy development, operational practices and procedures are all informed by the principles of equity
2. Ensure that all staff and students are fully aware of and accept their responsibilities to perform their roles in a way that genuinely promotes fairness and respect for one's self and others
3. Address any perceived barriers in providing and promoting inclusive practices for all staff and students and target areas to remove inequities
4. Establish a mechanism to monitor compliance with policies
5. Ensure that any breaches of the policy are reported and dealt with in an appropriate way
6. Monitor the effectiveness of the actions taken to promote equity
7. To sensitize both staff and students on HIV/AIDS awareness, prevention and management.
8. Ensure that pregnant female students are aware of the policy on pregnancy and examinations

Given the tendency to associate certain occupations and academic disciplines with either men or women and the current male dominance in many positions, specific measures will be put in place to enable achievement of gender balance in recruitment, training and promotion.

In view of this, the University will:

- (i). Use a competitive recruitment process at all levels in combination with an affirmative action strategy.
- (ii). Ensure a gender-balanced pool of applicants for every position.
- (iii). Re-establish training programmes for both academic and nonacademic staff and ensure that men and women have equal opportunities to participate in these.
- (iv). Use affirmative action to hire into positions where one gender is under-represented,
- (v). Provide support in the form of scholarships, study leave, and other incentives to enable female academic staff members to complete postgraduate studies.

Student admissions

The University College will:

- (i). Continue to uphold affirmative action and ensure gender parity of students admitted into all undergraduate programmes of MCU
- (ii). Support visits to high schools by students and academic staff to encourage more gender-balanced enrolments.
- (iii). Encourage the development of mentoring programmes for both undergraduate and postgraduate students.
- (iv). Monitor enrolment statistics in all programmes annually to ensure gender balance is maintained or improved.

Gender Sensitive Curriculum

The University College will:

- (i). Ensure that all its curricula gender sensitively designed and developed in terms of content and delivery.
- (ii). Ensure that the curricula provides positive academic role models to both male and female students.
- (iii). Ensure that all students are exposed to theories and concepts that enable them to understand gender and its implications for Ghanaian society.

Working and Learning Environment

The University College will:

- (i). Ensure that all campus buildings have adequate and appropriate provision of male and female toilet facilities.
- (ii). Ensure adequate recreational facilities are available for male and female students.
- (iii). Ensure adequate office space for male and female lecturers.
- (iv). Strengthen security systems throughout the MCU with equal protection of both genders

Role models Role models

The University College will:

- i) Present positive female role models in all University-sponsored activities.
- ii) Undertake activities designed to raise the profile of female scholars and other professionals.
- iii) Encourage gender sensitivity in male students and staff by presenting male role models who demonstrate sensitivity in their language and behaviour.

Student Organisations and Co-Curricular Activities

The University College will:

- (i). Ensure that SRC and other student elections are free, fair, peaceful, and gender responsive.
- (ii). Ensure that its affirmative action policy applies to all University sponsored student organisations.

University Staff Awards

The University College will:

- (i). Design a system of staff performance awards that offers both women and men equal opportunities to be rewarded.
- (ii). Group long-service awards into categories that will assure balanced gender representation.

Examinations and Coursework

The University College will:

- (i). Make places available on all campuses where all students can read in safety, security, and without fear of sexual harassment.
- (ii). Protect students against victimisation if they report sexual offences or refuse the advances of a lecturer.
- (iii). Provide and enforce clear guidelines on student-lecturer relationships.
- (iv). Develop and enforce clear guidelines for the acceptable use of academic and administrative offices
- (v). Ensure that students taking examinations are properly and positively identified.
- (vi). Make available scholarships that target good female students
- (vii). Ensure that no lecturer marks the examinations of his/her spouse, child, or close relative

Monitoring and Evaluation

Gender Unit shall be established and will be charged to monitor and evaluate the effectiveness of the implementation of the Policy and report to the Registrar on an annual basis. In this regard, the unit will conduct an annual assessment to monitor and evaluate progress made. The findings will be presented to the Academic Board for further directives.

