

# WIAWSO COLLEGE OF EDUCATION

SEFWI WIAWSO



## COLLEGE POLICIES

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(PRINCIPAL)

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# **GENDER AND INCLUSION POLICY**

## **POLICY 1 WACEP1**

### **Introduction**

Gender equity and empowerment of women as well as the active participation of women in political, economic, social and cultural life of an organisation or institution should be promoted. For women to function well in society, gender perspectives must be mainstreamed.

The Gender and inclusion policy will affirm Wiawso College of Education's commitment to creating a gender-balanced and friendly space for all members of the college community – academic staff, non-academic staff and students. This policy will recognise the need for gender parity and prevent all forms of gender discriminations and unfair treatment based on sex.

### **2. *Purpose/Objectives***

The institutional Gender objectives of Wiawso College of Education are to:

- Ensure governance, administration, teaching and learning culture that is gender sensitive in all aspects of the college's operations, including admission, recruitment of employees, service delivery and positions for example; Senior Hall Warden, HODs, College Chaplain, SRC president and others.
- Serve the interest of both gender in the Teaching and learning process, training and development activities.
- Ensure equal mutual respect and value of the integrity and dignity of both sexes.
- Ensure the integration of gender parity into the College's strategic plan, policy development, operational practices and procedures.
- Ensure that College/SRC initiated projects are gender-sensitive.
- Ensure that women and men have the same right and the same opportunities to advance and develop

### **3. *Scope/Application***

The Gender and Inclusion policy shall apply to all staff, both male and female (teaching and non-teaching) of the college, students and other stakeholders.

### **4. *The policy statement***

Wiawso College of Education is committed to attaining gender equity. In view of this the college shall stimulate and nurture a gender-friendly environment to ensure the integrity, dignity and development of academic/non-academic staff, students, service providers and other members of the college community. The college will also ensure that its educational provisions caters for a wide range of circumstances including: people with different racial, religious, and ethnic backgrounds; people with specific learning disabilities, physical and mobility problems; sensory impairment and medical conditions.

### **5. *Supporting Procedures***

## 5.1 Principles of Gender Inclusions

The Gender inclusion policy shall be based on the following principles that should be adhered to by all responsible stakeholders for its implementation.

- Gender equity should be a shared responsibility of all – management, departmental heads, staff, students and others.
- Gender sensitivity and inclusiveness in appointment should be reflected in the top management positions without prejudice to merit as much as possible.
- Measures should be adopted to address existing gender imbalances by fostering female and male participation in decision making.
- There should be provisions of incentives and special opportunities to facilitate equal participation of competent female and males in all aspects of the college's activities.
- The college should ensure that staff and students are gender sensitive in their actions and language.
- The college should implement affirmative action as a way of addressing gender disparities and inclusivity in recruitment and capacity development of staff where there exist wide gaps.
- There should be provisions to ensure gender equity and inclusivity in representations on staff and students decision making bodies.
- The college should ensure that all staff and students are fully aware of and accept their responsibilities to perform their respective roles in a manner that genuinely promotes equality of opportunity.

The College shall also be committed to:

- Addressing any perceived barriers to providing and promoting inclusive practices for all staff and students and targeting areas to eliminate inequities.
- Educating all staff, students and other members of the college community about the requirements for sustaining a safe secure and gender – friendly and inclusive environment.
- Including gender equity as one of the criteria for staff recruitment without compromising competence.
- Educating staff and students on risk assessment of the environment to prevent incidences of gender and inclusion violence.
- Publicising and enforcing the college's sexual harassment policy which prohibits sexual harassment and such other behaviours that violate the dignity and integrity of mankind.
- Tackling matters of sexual harassment and unfair treatment promptly by ensuring that perpetrators to sexual harassment, gender-based violence and unfair treatment are duly punished.
- Facilitating speedy dispensation of justice by the student and staff disciplinary committees in respect to gender-based violence and unfair treatment.
- Monitoring by range of methods the effectiveness of the actions taken to promote equality of opportunity.

- Ensuring that any breach of this policy is reported and dealt with in an appropriate manner.
- Encouraging the engendering of student leadership and programmes to foster the interest of females and males.
- Ensuring that there is no discrimination against anyone with respect to staff and students accommodation on the basis of gender, marital status and pregnancy.
- Providing access to all occupations and positions, including leadership roles, regardless of gender.
- Elimination of all traces of discrimination on the basis of sex.
- Removal of barriers to the full and equal participation of women in the college.

***Responsibility for Implementation***

a. Policy Implementation

It shall be the responsibility of the College Governing Council, Management, Heads of Departments and Units, Staff, Students and any other members associated with the college to observe, conform with and apply this policy in all their activities and dealings for and with the college. Particularly, the under listed have the following responsibilities in implementing this policy.

6.1 ***The College Council***

The College Council shall ensure the subsistence of a gender friendly environment by promoting gender equity and eliminating discrimination across the length and breadth of the college by formulating such policies as may facilitate this.

- b. The council shall approve the setting up of a Gender Mainstreaming office/unit (GMO) which will be responsible for implementing gender policies in the college.
- c. Request an annual report from the principal of the college on milestones, progress, potholes and road block relating to the implementation of the Gender and Inclusion Policy and programmes in the college.

6.2 ***The Principal***

The Principal shall:

- a. On the approval and advice by the College Council set up a Gender Mainstreaming Office which will be responsible for implementing gender and inclusion policy in the College.
- b. Ensure the implementation of the Gender and inclusion policy across departments, offices, units, classrooms, dormitories etc.
- c. Provide the physical space and other facilities as the Gender Mainstreaming Office/Unit may require, for its effective operations.

6.3:1 ***Staff, students and others.***

All staff members, students and other members of the college community shall undertake and observe practices that promote gender equity in the college.

6.3.2 Students shall demonstrate conduct that conforms to gender-friendly dispositions.

6.3.3 Services providers, contractors, food vendors and visitors to the college shall recognise and ensure sufficient conformity to the college gender and inclusion policy in their undertakings in relation to the college.

7. ***Responsibility for Monitoring, Implementation and Compliance.***

1. The College Council

2. The Principal

3. The Vice Principal

4. Head of Departments/Units

5. Staff

6. Students

7. Others

7. The College Governing Council

The College Council shall receive annual progress report from the principal on steps taken or being taken to provide gender-friendly environment in the College.

7.2 ***The Principal***

*The Principal shall:*

a. Receive and consider periodically a comprehensive report from the Head of the Gender Mainstreaming Office indicating steps taken or being taken to provide a gender-friendly environment so as to promote gender equity.

b. Monitor and evaluate the effectiveness of gender related policies/issue in the departments, units, offices etc of the college through the Gender Mainstreaming Office.

c. Ensure the existence of identifiable benchmarks directed at promoting equality of opportunity including impact assessment and publication of outcomes on gender enhancing programmes.

7.3 ***The Vice Principal***

The Vice Principal shall facilitate the processes relating to and where appropriate collaborate with relevant officers and specified units/departments on monitoring compliance with gender policies of the College.

7.4 ***Heads of Departments/Units***

The Heads of Departments/Units shall ensure the compliance with gender policies by persons working in their departments/units.

7.5. ***Staff, Students and Others***

Staff members, Students, Service providers and visitors to the College who observe and identify areas and practices that do not promote gender equity or conform to gender-friendly dispositions in the College should draw same to the attention of the Gender Mainstreaming Office.

8.0 ***Breach of the Policy***

8.1 ***Staff***

Staff members who wilfully, deliberately or with intention contravene the rules in this policy will be subject to appropriate sanction.

8. ***Students***

Information and advice about College rules and regulations and students responsibilities to others is provided in the Students' Handbook. Therefore any student who contravenes this policy through inappropriate behaviours or other intentional acts, will be subject to the appropriate student disciplinary processes of the College, up to and including expulsion.

8.3 ***Others***

Any other person who has a responsibility for ensuring compliance with this policy and contravenes any of the rules will be subjected to the appropriate action.

9.0 ***Complaints***

9.1 Complaints related to threats to or disregard of the observance of the College Gender and Inclusion Policy can be made formally or informally to the Gender Mainstreaming Office, the vice principal or to the Head of any department/unit of the college.

9.2 It shall be the responsibility of the Gender Mainstreaming Office, or other administering or enforcing department/unit of the College to receive complaints related to threats to, or disregard to the observance of the College Gender and inclusion policy.

9.3 The reporting departments/units or points stated under sections 9.2 above shall not preclude the functions or exercise of statutory power by relevant departments, units and authorities recognised under the laws of Ghana..

9.4 All complaints received by any department/unit of the College, other than the Gender Mainstreaming Office, shall be forwarded to the Gender Mainstreaming Office for investigation and appropriate action.

10. ***Status***

- Drafting of the Policy: 8<sup>th</sup> April, 2016
- Council/Management Approval of policy 30<sup>th</sup> April, 2016
- Review of policy: 8<sup>th</sup> September, 2016.

11. ***Key Stakeholders:***

- Staff
- Students
- Others

12. ***Approval Body***

College Governing Council

13. ***Initiating Body;***

- Gender Mainstreaming Office
- Heads of Department/Units

14. ***Definition of Terms:***

14.1. ***Gender:***

The fact of being female or male, especially when considered with reference to social and cultural differences.

14.2. ***Sex:***

This refers to either of the two groups that people, (animals and plants) are divided into according to their function of producing young ones.

14.3 ***Affirmative Action;***

This refers to the process in which organisation/institutions identify areas of improvement by taking positive steps to promote opportunities in education, training and employment of people who are underrepresented.

14.4 ***Gender Mainstreaming***

The term refers to the Strategy for making women's and men's concerns and experiences an integral dimension in the design implementation, monitoring and evaluation of policies and programmes in all spheres of life such that inequality between women and men is not entertained.

14.5 ***Gender Inequity***

This refers to a situation where one gender (especially male gender) is treated more fairly than the other.



14.6 ***Gender Discrimination***

Gender discrimination is prejudice or partiality in actions or attitudes based on sex.

14.7 ***Women's Empowerment***

This refers to the act of giving women more control of their own lives or situations and (legal) right/backing.

14.8 ***Gender Equity***

This is the quality of being impartial, fair and just in matters relating to sex.

14.9 ***Gender Awareness:***

To become conscious of one's roles, duties or responsibilities in terms of sex.

15. ***Related Legislation***

- Harmonised conditions of Service for Colleges of Education.

16. ***Related Policy and other documents***

- Harmonised conditions of service for Colleges of Education.
- Sexual Harassment Policy

17. ***Effective Date***

8<sup>th</sup> May, 2016

18. ***Review Date:***

8<sup>th</sup> September, 2016

19. ***Key Words***

Gender, Inclusion

20. ***Owner/Sponsor***

College Principal

21. ***Author:***

College Governing Council

22. ***Further Information:***

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## **POLICY TWO: WACE P2**

### **1. FINANCIAL MANAGEMENT POLICY**

The Financial Management Policy is to ensure effective mobilization of income and disbursement to meet all budget expenditures and other emergencies through effective and regular monitoring, evaluation, and track performance at every stage of the process.

The Financial Management Policy will ensure value for money and efficient delivery of public service, through procurement acts and procedures in order to meet the government's financial accounting reporting, disbursement, internal control and auditing requirements that commensurate with international standard of Generally Accepted Accounting Practices (GAAP), Sarbanes Oxley Act of 2002 (SOX) and Financial Reporting Standards (FRS).

### **2. Purpose/Objectives**

The College as an institution receives and spends funds from various sources. In addition to legislative and professional practice related compliances, a large component of the funding received by the college is restricted in use by the terms and conditions attached by fund providers. These requirements compel the college to have an effective system of financial practices, internal controls, and reporting systems. For this reason, all income and expenditure activities shall correspond with rules and regulations described in this policy document.

The purpose of this policy is to ensure that Wiawso College of Education provides appropriate and effective stewardship of college funds and financial discipline. The specific objectives of this policy include:

- to ensure transparency in income generation.
- to ensure transparency in expenditure.
- to streamline the collection of monies into the college funds.
- to prevent financial loss to the college.
- to establish procedures for the payment of monies from college funds.
- to outline clearly the disciplinary actions that would be instituted against offenders.
- to outline sanctions for breach of financial discipline.
- to implement approved procurement practices.

All officers and students acting on behalf of the College shall be guided by this policy document.

### **3. SCOPE/APPLICATION**

The policy shall apply to all stakeholders of the College including; students, staff, departments, units, contractors, suppliers and all persons acting in various capacities irrespective of gender, disabilities and status on behalf of the College.

#### **4. THE POLICY STATEMENT**

The policy will set guidelines for receiving and disbursing funds and to promote efficiency in the management of the college's finances which may require systems for safeguarding assets, authorization and approval procedures, and information systems such as;

1. Streamlining invoicing and bill collection
2. Eliminating errors, omissions and transposition of entries
3. Minimizing record keeping redundancies
4. Ensuring compliance with tax laws and account regulations
5. Personnel to quantify budget plan
6. Keeping all payments and receivables transparent
7. Amortizing prepared expenses
8. Keeping track of liabilities
9. Coordinating income statements, expenses statements and balance sheet
10. Balancing multiple bank accounts
11. Ensuring data integrity and security
12. Keeping all records up to date
13. Maintaining a complete and accurate audit trail
14. Use of I.C.T in all procedures
15. Ensuring value for money and efficiency of public service through the use of procurement laws and procedures.

#### **5. SUPPORTING PROCEDURES**

##### **a. Preparation of the college budget**

Budget is prepared at the close of every financial year against the ensuing year. Inputs for the budget are collected from management and the heads of departments. Students' bills, the previous years' bill and the college payment vouchers are of prime importance for the preparation of the budget.

The budget is a single most important document which streamlines the college's needs, income and expenditure.

The budget comprises short history of the college, computation of enrollment of workers and students, income and expenditure estimates.

##### **6. Collection of revenue**

The College obtains revenue from three main sources namely; Internally Generated Fund (IGF), Government Subvention (G.O.G) and Ghana Education Trust Fund (GET-Fund).

- i. **I.G.F-** These are monies the college accrues internally. They include boarding and lodging fees, tuition fees, admission fees, college infrastructural development charges and college development planning charges. They are all included in the students' bills which students pay at the bank.

After payment at the bank, bank paying slips of two folds are prepared with one given to the students for the issuance of college receipts and other kept by the bank which later are sent to the college's account office for reconciliation.

At the end of every month the college's receipts and cheque books are put *vis-a-vis* the bank statement to eradicate irregularities like omission errors, transpositions. The accounting staff balances their receipts and expenditure with the bank statements.

ii. **Salaries and Allowances**

These are paid to workers of the college. The Salaries and Allowances are budgeted for through the use of college's payment vouchers and other documents from management. This is handed over to the National Council for Tertiary Education (N.C.T.E) for onward submission to the Minister of Finance for verification and approval. The salaries go straight away to the workers accounts. Students' feeding grants are paid in the form of a cheque by government through N.C.T.E.

iii. **Goods and Services**

This is part of Government subvention (G.O.G) given to the college to cater for some of the college's administrative costs like fuel, stationary, building materials, car maintenance, overtime and others.

Receipts are budgeted for and sent to N.C.T.E and later to Ghana Integrated Financial Management Information System (GIFMIS) at the regional level for screening and subsequent payments.

iv. **Ghana Education Trust Fund (GETFund)**

These are monies accrued from the Central Government for capital expenditure. Contracts are awarded to deserving contractors. While the contract sum and other documents covering the contracts are handed over to the college, payments are however done by the Central Government through the N.C.T.E.

a. **Expenditure**

The money accrued internally or externally shall be spent according to the needs of the college. The budget apportions the various costs to the individual items.

Expenditure of goods and services come into play when suppliers are screened and selected by the Tender Committee. Payments to various suppliers are done by the cheque system after the prevailing withholding tax and vat have been deducted and added respectively.

Payments are put *vis-a-vis* the procurement laws, regulations and procedures. Payments up to GhC5,000.00 could be endorsed by the Principal. Above this threshold however, they are referred to the entity tender committee or the Public Procurement Agency for approval.

Payments for other goods and services used internally should always have the name of the Principal boldly written on the face of the cheques. They are also liable to tax, vat and procurement laws, regulations and procedures where applicable.

**b. Posting to the Value Books**

- The receipts and cheque books are by far the primary value books. All items in receipts books must be posted to the cash books before sending them to the ledgers
- All cash transactions in the cheques must be sent to the cash books before scripting them to the ledgers. The receipt books must take care of income. The cheques are responsible for the expenditures.
- There should be Students' Ledger books to record payments made by students with corresponding balances which could be debit or credit.
- There should be Purchase Day Books and Sales Books for suppliers. Balances from these books should be to the Creditors or Debtors Ledgers.
- There should be Store Ledgers to show balances as leftovers for the year which could be debit or credit.
- There should be a journal to record goods and services and salaries and allowances (G.O.G) from the central government.

**c. The Fixed Assets Register**

There should be a Fixed Assets Register to record all the assets of the college. Examples are vehicles, machines, ceiling fans, stationeries, furniture, and others. Such assets must be properly embossed.

**d. Unearned Salaries and Allowances**

This shall include allowances and salaries which have not been collected by workers. Some of them must have passed on, resigned or sacked.

The banks in question must be prompted to send those monies to government chest and receipts handed to the college for future reference and auditing purposes.

**e. Preparation of final account**

All transactions from the ledgers must go to the final account. This should be done after monthly reconciliations to avert all irregularities, streamlining invoices and bills, keeping all records straight, drawing budget for the year, compliance with tax and procurement laws, amortizing all expenses and keeping all transactions transparent.

**f. Auditing**

### **g. Offences**

The following, but not limited under the policy, shall be deemed as offences for staff and students:

#### **Staff**

- ✓ Embezzlement of funds
- ✓ Forgery/fraudulent activities including but not limited, to false pretenses, over invoicing, under invoicing and fronting for suppliers.

#### **Students**

- ✓ Failure to pay fees at the stipulated time
- ✓ Forgery or fraudulent activities
- ✓ Embezzlement of funds

#### **Sanctions**

Sanctions that may be imposed on staff and students by the management shall include but not limited to the following:

#### **i. Staff**

- ✓ Refund and prosecution
- ✓ Suspension for some number of days without salary which shall be approved by management and council.
- ✓ Termination of appointment.

#### **ii. Students**

- ✓ Fine of 10% of fees
- ✓ Refund, dismissal, suspension, prosecution
- ✓ Withholding of certificate for maximum of two (2) years.

## **6. Responsibility for implementation**

College Management

## **7. Responsibility for monitoring, implementation and compliance**

- i. The Principal
- ii. Finance Officer
- iii. Procurement Officer
- iv. Internal Auditor

## **8. Status**

- ✓ Drafting of policy 1<sup>st</sup> March 2016.
- ✓ Management approval of policy – 4<sup>th</sup>–8<sup>th</sup> March, 2016.
- ✓ Implementation of policy –
- ✓ Review of policy – 1<sup>st</sup> August, 2016.

## 9. Key stakeholders

- Management
- Students
- Staff
- Contractors and suppliers
- All persons working on behalf of the College

## 10. Approval

Governing Council

## 11. Initiating body

Management

## 12. Definition of terms

- **Financial Management:** This is the process of planning, organizing, directing and controlling the financial activities such as procurement and utilization of funds of an organization.
- **Budget:** It is an estimate of cost, revenue and resources over a specific period, reflecting a reading of future financial conditions or goals.
- **Income:** The flow of cash or cash equivalent received from work (wages or salaries), capital (interest or profit) or land (rent). In other words, it the money that individual or a company receives in exchange for providing goods or services.
- **Expenditure:** Payment of cash or cash equivalent for goods or services, or a charge against available funds in settlement of an obligation.
- **Revenue:** This is an increase in assets or decrease in liabilities caused by the provision of service or products to customers. In others words, it is the income that a company receives regularly.
- **Value Books:** The principal or official books printed by government for the collection of revenues and payment of services. Examples include: General Counterfoil Receipt and Cheques.
- **Subvention:** An amount of money given to help a firm without profiting from it.
- **Sarbanes Oxley Act of 2002 (SOX)** - The Sarbanes-Oxley Act of 2002 (often shortened to SOX) is a legislation passed by the U.S. Congress to protect shareholders and the general public from accounting errors and fraudulent practices in the enterprise, as well as improve the accuracy of corporate disclosures.

## 13. Related legislation

- i. Constitution of Ghana (1992)
- ii. Financial Administration Act 2003, Act 654

- iii. Public Procurement Act, 2003 ( Act 663)
- iv. Financial Administration Regulation 200(LI 1802)
- v. Value Added Tax Act, 2013 (Act 870)
- vi. Stores Regulation 1984 Chapter 1522
- vii. Internal Revenue Act, 2000( Act 592)
- viii. Internal Audit Agency Act 2003( Act 658)
- ix. Audit Service Act, 200( Act 584)

**14. Related policy and other documents**

- i. Colleges of Education Harmonized status
- ii. Colleges of Education conditions of service
- iii. Colleges of Education scheme of service
- iv. Students handbook
- v. Constitution of Ghana

**15. Effective date**

1<sup>st</sup> May, 2016

**16. Review date**

1<sup>st</sup> August, 2016

**17. Key words**

Financial Management; Budget; Revenue; Expenditure; Salaries;

**18. Owner/sponsor**

College Principal

**19. Author**

College Governing Council

**20. Further information**

Please contact the following for any further information:

- 1. Reverend Canon Oscar C. Amoah - Principal of the College (0242166886)



## POLICY THREE: WACEP3

### 1. HEALTH AND SAFETY POLICY

#### **2. Purpose/Objectives:**

The College considers the health, safety and welfare of staff and students to be of paramount importance, and that a safe and healthy working environment is a prerequisite to achieving the College's stated goal to promote excellence in teaching, learning and research.

Through the implementation of the Health and Safety policy, **the Principal and Management** are committed to achieving the following objectives:

- To provide, as far as reasonably practicable, a safe and healthy working environment, safe premises and facilities for staff, students and visitors;
- To create for employees, as far as is practicable, a working environment where potential work-related stressors are avoided, minimised or mitigated through good management practices, effective human resources policies and staff development;
- To ensure that all staff are aware of their health and safety responsibilities and know what is expected of them and what they must do to discharge the responsibilities assigned to them;
- To ensure that staff have access to appropriate training and development to enable them to discharge competently the responsibilities assigned to them;
- To have an effective system for communicating and consulting on health and safety matters, and securing the co-operation of employees and students in implementing the Health and Safety Policy;
- To have in place arrangements to plan, implement, monitor and review measures to address risks arising from the College's activities; and
- To strive to improve continuously the College's health and safety performance, measuring its progress against agreed performance standards and Tertiary Education sector benchmarking.

The Principal and management seek and expect the full co-operation and support of the whole college community to ensure that the Health and Safety Policy and arrangements are implemented effectively.

#### **3. Scope/Application:**

This Health and Safety policy will apply to all Departments, Units, both male and female staff and students of the College, College affiliates and visitors.

#### **4. The policy statement:**

The health and safety of all departments, units, staff, students and visitors shall be a principal consideration in the planning and conduct of all College activities and programmes, and in design, construction, modification, or renovation of college buildings and facilities.

## **5. Supporting Procedures:**

5.1 Periodic checks of the contents and layout of rooms should be made by teachers and Hall board. Defective equipment, fittings and furniture should be reported immediately to the Principal.

Key guidelines:

- Ensure that free-standing furniture is not placed in such a position that it can be pushed over
- Avoid storing heavy equipment or materials on top of tall cupboards and high shelves.
- Ensure that all floor areas are kept clear of obstructions other than furniture so that cleaning staff are able to work safely and efficiently.
- Make sure that all furniture is in a good state of repair. Take out of use, and report as necessary, any defective item of furniture or equipment.
- Keep all sinks and wash basins free from obstruction so that they can be kept clean and hygienic.
- As far as practicable, keep working surfaces clear so that cleaners can wipe down as necessary.
- Report any insecure wall-mounted units.
- Make sure that light sockets are not left without a bulb, to avoid the possibility of electric shock
- Do not leave electric power cables, leads etc trailing across the floor.
- Switch off and un-plug electrical equipment after use.
- Sharp edged or pointed tools (such as cutlasses, scissors, knives, compasses) should be regularly checked and stored safely.
- Hazardous, toxic or flammable materials (bleaches, polishes, paint etc) should also be stored securely.

### **5.2 Training**

All staff (whether temporary or permanent) will receive adequate training in health and safety to ensure that all staff are competent to undertake their work safely and efficiently. The Principal will ensure that all new staff receive this training.

### **5.3 Emergency Evacuation and Fire Precautions**

In case of any announced perceived fire in the halls of residence, the following guidelines will apply:

- All male students will proceed at once to the quadrangle remaining calm and walking quickly while all female students proceed at once to the college field remaining calm and walking quickly.
- Close windows and doors as you go, but do not waste time doing so – getting out is more important.
- Evacuate the buildings as quickly as possible at the nearest possible exit.
- Do not stop to collect personal possessions.

- Do not go back into the building until you are told it is safe to do so.

In case of any announced perceived fire in the classrooms, all the above guidelines will apply but this time both students and staff will proceed to the quadrangle and remain calm.

#### **5.4 Workshops/Kitchen**

- Unauthorised persons should not use powered machinery. Students should not use powered machinery, except as part of a proper lesson. Do not use powered machinery if you are unsure of it. Do not use power machinery if you are alone in the workshop.
- All machinery must at all times be used with the appropriate safety guards. If you use machinery which rotates (drills, food mixers etc) loose clothing such as ties should be secured; long hair should be tied back; Personal Protective Equipment ('PPE') should be worn if appropriate. The last point is particularly important. If you have been issued with PPE and are not wearing it, your entitlement to injury benefit may be reduced.

#### **5.5 Laboratories**

Students must not be in laboratories unsupervised. The laboratories should be locked when unattended. The following are recommended:

- Biohazards will normally be dealt with by the Biology teaching staff.
- Chemical hazards will normally be dealt with by the Chemistry teaching staff.
- High voltage equipment will normally be used only by the Physics teaching staff.
- Laser lights will only normally be used by Physics teaching staff and should not be used by students.

#### **5.6 Litter**

Litter must not be allowed to accumulate in such a way as could lead to a fire hazard. Empty tins should not be discarded thoughtlessly, especially on the lawns and fields, where they will be mown and become dangerous.

#### **5.7 Electrical Installation Work**

Electrical work should be undertaken by the College Electrician who is employed to do it. This normally means electrical faults should be reported immediately to him for fixing. Students and staff should not attempt to fix faulty equipment, loose, worn or frayed wiring and damaged plugs themselves. They should report all faults to the College Electrician.

#### **5.8 Constructions**

When overhead work is being carried out, an area should be roped off to prevent danger to passers-by. Students must not climb ladders, scaffolding towers etc. They must not go on the roof.

## **5.9 Equipment**

All staff and students must use equipment in accordance with operating instructions, any instructions given by relevant teaching staff and any relevant training. Any fault with, damage to, or concern about any equipment or its use must immediately be reported to the College Electrician.

No person should attempt to repair equipment unless trained and designated to do so.

## **5.10 Accident or Injury**

In the event of an accident or medical emergency contact a member of the Hall Board or the College Nurse. The Principal must be informed of the incident.

The Principal or Hall Board will inform the parents when the treatment is complete and the student is either discharged or admitted to hospital, to let them know what has happened – give as much information as you can and be reassuring!

## **6. Responsibility for Implementation:**

Management considers health and safety to be an integral part of the management function and has assigned health and safety responsibility in the College as follows:

### **6.1 The Principal and the Vice Principal**

The Principal of the College is the head of the College and its chief executive officer, responsible for the executive management and direction of the College and as such is responsible for the health and safety management of the College. The Principal will discharge his responsibilities by delegating to the Vice Principal the role of health and safety champion and operational responsibility for ensuring there are arrangements in place for implementing the College's health and safety policy through the operation of the Health and Safety Team.

The Council Chairman will:

- endorse and sign the College's Health and Safety Policy and any revisions agreed by the Health and Safety Team; and
- through the Vice Principal will ensure that health and safety issues are considered and incorporated into the general planning, provision of resources and co-ordination of the College's operations.

The Vice Principal will discharge his/her responsibilities by:

- chairing the Executive Health and Safety Team;
- ensuring that the Principal and Council are kept informed on significant health and safety developments and risks by providing relevant reports as required; and
- liaising with senior colleagues to promote greater integration of health and safety considerations into the planning and operation of College activities.

## **6.2 Health and Safety responsibilities in Academic Departments, Interdisciplinary Institutes and Research Centre.**

Management has overall responsibility for health and safety within the College and will delegate day to day management of health and safety matters to the Departmental Heads, Unit Heads and Hall Wardens.

Heads of Departments, Unit Heads and Hall Wardens will demonstrate that they are carrying out their responsibilities by:

- confirming that they are undertaking health and safety practices in their departments;
- requesting that the halls and department's health and safety officers provide regular short reports to confirm that the health and safety policy is being implemented in their respective halls/departments.
- including health and safety as a regular item on the agenda of departmental meetings to enable staff and students to raise any health and safety issues or concerns they may have.

## **6.3 Responsibilities of the Estates and Development Officer**

The Estates and Development Officer will be responsible for the safety of College premises, including building structures, services and facilities. He/She will discharge his responsibilities by:

- a) ensuring that the College has adequate arrangements in place to control premises-related health and safety risks including fire, asbestos, safety of water systems and plant, gas and electrical installations;
- b) ensuring there are adequate procedures to control health and safety risks arising out of the maintenance and repair of College premises and plant;
- c) ensuring that all contracts drawn up and/or managed by his/her unit contain detailed clauses specifying the safety precautions that must be taken during the execution of the contract;
- d) ensuring that adequate and sufficient safe working systems, method statements and, where appropriate, 'permit to work' systems are in place for all works or projects;
- e) ensuring that adequate arrangements are in place for the evaluation, vetting and supervision of Contractors employed by the Estates Division;

## **6.4 Employees**

All employees, regardless of their position within the College, will have the following legal responsibilities under 'The Health and Safety at Work:

- To take reasonable care for the safety of themselves and others at work who may be affected by their acts or omissions;
- To co-operate with their employer and others in fulfilling statutory responsibilities;
- To notify their employer immediately of any situation which they have reason to believe might present a serious and imminent danger to their own or others' safety.
- To notify their employer of any shortcomings or perceived shortcomings in their health and safety arrangements, even when no immediate danger exists, so that appropriate remedial action can be taken.

## **6.5 Students**

The College will expect all students to co-operate with its efforts to protect their health, safety, and welfare.

- Students must take reasonable care of their own safety and not place others at risk by their actions.
- Students must report defects or unsafe situations to the Estates Division and/or the College's Health and Safety Team.
- Students must adhere to the College's fire and emergency procedures, by evacuating the building if it is announced of perceived fire and go to the emergency assembly points. They must follow any instructions given to them by Security Staff or, in the case of halls of residence, the Hall Wardens.
- If a student has an accident whilst on campus, they should report it to the Health and Safety Team or visit the CHPS Compound.
- Students must not engage in reckless or careless behaviour that might compromise the college's preventive and protective measures.

## **Responsibilities of the Health and Safety Team**

The College will form a Health and Safety Team to perform the following functions:

- To provide advice on strategic and operational health and safety issues, develop and recommend policies, procedures and compliance strategies in line with best practice to ensure that the College complies with its obligations under health and safety legislation.
- To review and update arrangements for implementing the Health and Safety Policy including monitoring the compliance with the local safety policies.

## **6.12 Contractors**

The College employs a number of contractors engaged in a wide variety of tasks ranging from building maintenance and cleaning to training, consultancy and lecturing. All contractors must adhere to the College's health and safety procedures and ensure that their activities do not place the College's employees, students or visitors at risk.

Any department which engages a contractor will ensure that they are provided with relevant information relating to the College's health and safety procedures, particularly the arrangements for action to be taken in the event of fire or other emergency.

## **7. Responsibility for Monitoring, Implementation and Compliance:**

- The Principal
- The Vice Principal
- Hall Board
- Health and Safety
- Heads of Departments/Units

**8. Status:**

- Approved by Governing Council, June 18 2016.
- Minutes on last meeting revised on June 25, 2016.
- The implementation of the latest version of this policy supersedes all previous versions on this policy.

**9. Key Stakeholders:**

- Students
- Staff
- Visitors
- Contractors

**10. Approval Body:**

- College Governing Council

**11. Initiating Body:**

- Management

**12. Definition of Terms****13. Related Legislation:**

- Factories, Offices and Shops Act, 1970 (Act 328)
- College Handbook, Wiawso College of Education, Sefwi Wiawso

**14. Related Policy and other Documents (Exhibits):**

- Students handbook

**15. Effective Date:**

- 1st September, 2016

**16. Review Date:**

- 1st April each year.

**17. Keywords:**

- Health and Safety –

**18. Owner/Sponsor:**

- College Principal

**19. Author:**

- College Governing Council

**20. Further information:**

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## **POLICY FOUR: WACE P4**

### **TEACHING AND LEARNING POLICY**

#### **1. *RATIONALE***

The qualities of performance of teachers are always considered as determining factor for the success of Educational policies. For that matter Teacher Educators have been challenged on how to provide a suitable teaching and learning environments that will empower Beginning Teachers to translate theory into their practice more effectively.

At times, teachers have been criticised for teaching too much content or theory at the expense of practical experience, for not incorporating effective mechanisms that encourage the transfer of content, theory to practice.

Learning to teach is a complex process. To achieve better standards, activities for Tutors, students and other staff members need to be well-planned and supervised.

#### **2. *OBJECTIVE***

Wiauso College of Education Teaching and Learning policy seeks to provide guidelines needed to ensure that the College:

- i) provides innovative, demand driven academic and professional programmes that facilitates students learning.
- ii) gives room for acquisition of knowledge and skills that contributes to national development.
- iii) encounters interaction and sharing of knowledge within the colleges of education, universities as well as outside the world.
- iv) provides quality strategies to improve pedagogical content knowledge of teacher trainees.
- v) provides high academic and professional standards and expectation.
- vi) provides high quality courses that meet the needs of our students and support development.

#### **3. *SCOPE OF APPLICATION***

This policy shall apply to both male and female students, staff, parents, the community and applicants seeking admission to the College.

#### 4. ***POLICY STATEMENT***

Effective teaching and learning is central to the vision and mission of Wiawso College of Education. The College vision, “To produce safe Teachers” is charged the college to prepare professionals who have the knowledge, abilities and dispositions to facilitates and enhance teaching, learning and development within diverse settings.

Consequently, the college promotes and facilitates the discovery, development, documentation, assessment and dissemination of knowledge related to teaching and learning by developing professional partners in the larger community that foster significant educational, social, economic and political change.

Our mission, “Equipping Teacher Trainees to be knowledgeable and self-motivated in Tertiary environment” supports:

- a) Programmes that reflect curricula that reflect sound theory and best practice.
- b) Highly qualified and diverse students.
- c) Provide an overarching framework within which all teaching, learning and assessment and feedback activities at the college takes place.
- d) Ensure a high quality teaching and learning experience for students of all abilities.
- e) Provide a framework of expectation for teaching and learning with which there is flexibility and scope for creativity.
- f) Raise attainment by increasing levels of student motivation, participation and independence.
- g) Develop the whole person and to enable our students to progress to their favoured career and become lifelong learners.
- h) Collaborative and mutually beneficial partnership with sister schools and other organisations.
- i) Visibility and impact at local, state, national and international levels.
- j) continuous improvement of the college.

The fundamental aim of the College therefore, has always been the production of intelligent and dynamic teachers with high moral fibre.

## 5. ***SUPPORTING PROCEDURES***

The College has identified nine (9) core areas for successful teaching and learning. They are,

- 5.1 Programmes to be offered/Departments
- 5.2 Resources
- 5.3 Organisation
- 5.4 Supervision of teaching and learning activities
- 5.5 Curriculum
- 5.6i Teaching strategies and styles
- 5.6ii Pedagogical content knowledge
- 5.7 Assessment and feedback
- 5.8 Project research (regulations).
- 5.9 Monitoring and evaluation.

### 5.1 ***PROGRAMME TO BE OFFERED/DEPARTMENTS***

The College shall offer academic and professional Diploma and Degree programmes, engage in Project Research Work and programme development activities and provide services to the educational communities.

To support its mission, the college shall offer six (6) separate but related programmes.

- a) Science programme (Math, Science)
- b) Technical programme
- c) General programme
- d) Home Economics
- e) Agricultural Science
- f) Visual Arts

All students shall offer core courses in; Education, ICT and others as approved by academic Board.

The College shall have five (5) department managements, which includes;

- Science Department
- Languages Department
- Mathematics
- Technical/Vocational Departments
- Education Department

The Heads of the Departments shall supervise Teaching and Learning and other activities in the department, conduct departmental meetings, keep departmental records and reports concerns of the department to academic Board.

## 5.2 **RESOURCES**

Classrooms, lecture halls, library, science laboratory, ICT laboratory shall be provided. Heads of departments and subject heads will ensure that;

- there is appropriate, accessible and available selected materials suitable to the task in hand.
- all students are encourage to act independently in choosing, collecting and returning resource (materials) where appropriate.
- the library is a valued resource and should be used appropriately by staff and students.
- student work together to establish an attractive, welcoming and well-organised environment.
- classrooms, lecture halls will be equipped with adequate furniture for use.
- ICT laboratory will be fully air conditioned to protect computers from over-heating.
- science laboratory will be opened for or science activities.

## 5.3 **ORGANISATION**

The learning environment will be managed in such a way as to facilitate different styles of learning.

Opportunities will be made for:

- Whole class teaching

- Group work, organised in appropriate criteria (mixed abilities, gender balance, friendship)
- One to one teaching
- Conferencing
- Collaborative learning in pairs or groups.
- Independent learning.

All areas of the learning environment will be planned for, including where appropriate, outside areas, in order to ensure opportunities for a range of practical activities which will develop appropriate knowledge, skills and understanding.

The classroom will be organised to facilitate learning and developing of independence. For example;

- . Resources in each area will be grouped according to the department/curriculum subject.
- . Label and posters should be used where possible, appropriate to reflect the language diversity in the school.
- . Students will be involved in the maintenance and care of all equipments and resources.

#### 5.4 ***SUPERVISION OF TEACHING AND LEARNING ACTIVITIES***

The college shall have Academic Board to be headed by the Principal of the College. The Board shall:

- i) supervise teaching and learning activities of the departments and take decisions on all programmes of the college.
- ii) review and make decision on all curricula proposals develop by departments of the college.
- iii) address academic policies and initiate new policies and submit to council for approval.
- iv) review policies proposed by any of the committees that operates under the auspices of the academic board.
- v) see to the preparation of yearly academic calendar; this will guide the college actively for all activities to be done for each of the semesters.

- vi) supervise the teaching and learning time-table for all departments of the college.

Also shall provide and display examination time table on notice boards three weeks before the start of examination.

### 5.5 ***CURRICULUM:***

The college shall provide a challenging and stimulating curriculum designed to encourage all students to reach the highest standards of achievement.

The curriculum of the college shall consist of two main components, academic and professional.

- Students shall offer courses as registered in his/her department. No department shall offer more than ten (10) courses and not less than six (6) courses for a student in a semester. Courses offered in a semester shall not be more than 18 credit hours and not less than 12 credit hours.

The basic purpose of the professional aspect of the curriculum is to give students teachers the opportunity to test theories into practice. Students shall be exposed to teaching experience for two semesters – nine (9) month field-based experience. Student teachers will be involved in authentic diagnosing, planning, teaching, conferring and assessing students/pupils in basic schools.

Before the start of the teaching practice, the students shall be exposed to teaching experiences. In the first year, (level 100) students will undertake observation teaching and learning for one month during the college's vacation to avail themselves to the basic ideas and activities in teaching at the Basic School. The teaching practice coordinator shall organise a demonstration teaching lesson for students to observe and assess their own tutors, ask questions to prepare them adequately for the main teaching Practice. Again, they shall be exposed to on-campus teaching practice, where student will teach their own peers in small classes under a supervision of a Tutor. At this stage student teachers shall prepare a lesson plan to be vetted by a Tutor before the supervision of the peer teaching, followed by teaching demonstration school pupils, after which students are posted out for the nine month out teaching practice.

### 5.6i. ***TEACHING STRATEGIES AND STYLES***

In order to ensure equality of access and effective matching of tasks to needs, teachers will employ a variety of teaching strategies in any one session.

These include;

- Teaching observation
- Discussion and questioning
- Didactic teaching
- Interactive teaching
- Conferencing
- Brainstorming
- Investigation
- Demonstration
- Participatory
- Presentation
- Lecturing
- Experiment

Activities will be balanced in terms of individual group and whole class.

The college will also ensure the development of students thinking skills across the curriculum, which shall include:

- Creative thinking
- Enquiry
- Information processing
- Reasoning and
- Evaluation

#### 5.6ii ***PEDAGOGICAL CONTENT KNOWLEDGE***

Pedagogical content knowledge involves knowledge of teaching strategies that incorporate appropriate conceptual representation to address learners' difficulties and misconception and foster meaningful understanding. The teacher is expected to use the appropriate material, games, child centred activities, sequencing of teaching/learning from known to unknown to create interest.

As a teacher institution, pedagogical content knowledge shall be of special interest. Tutors shall be exposed to workshops to upgrade their knowledge in pedagogy so as to guide students effectively to link pedagogical content knowledge to their teaching and learning.

## **5.7 ASSESSMENT AND FEEDBACK**

Every educational goal cannot be achieved without assessment. The assessment of the college shall comprise continuous assessment (C/A) and end of semester examination.

The C/A shall carry forty per cent (40%) of the score which consist of quizzes, test, assignments, exercise and project. The end of semester examination shall carry the rest of the score, sixty per cent (60%). Tutors shall be required to set appropriate piece of assessed work every two weeks for the C/A activities.

- It is expected that students' works are marked and graded within accepted time interval.
- Marked scripts are to be returned to student as soon as practicable and discussed.
- For quality purposes test items shall be examined by appropriate body (Quality assurance) to ensure validity of the test items.

## **5.8 PROJECT RESEARCH – REGULATION**

There shall be a manual designed to assist final year students in the preparation and typing of project work. The guidelines will establish uniformity in physical format and procedure for the write-up. This manual shall also serve as a guide for supervisors of the project work in order to follow so that each supervisor does not go his/her own way. The design for the study shall be action research for all Diploma and degree students.

## **5.9 MONITORING AND EVALUATION**

- Heads of departments/subjects leaders will monitor tutors teaching, marking and written feedbacks through regular monitoring procedures such as:
  - a) Work and file scrutiny
  - b) Lesson observation
  - c) Internal verification of records
  - d) Checking of students planners
  - e) Feedback from whole college reviews and students focus groups.



- Tutors will also check student attendance to lectures/class through attendance register. Student who absents himself/herself for some number of days in a semester shall be sanction according to the discipline code of the College.
- College Management will also follow up to inspect and monitor the monitoring done by Heads of departments and subject leader, so as to ensure effectiveness acceptable standard.

6. ***RESPONSIBILITY FOR IMPLEMENTATION***

- College Management

7. ***RESPONSIBILITY FOR MONITORING, IMPLEMENTATION AND COMPLIANCE***

- College management
- Academic Board
- HOD
- Quality Assurance unit.

8. ***STATUS***

- Drafting of policy; 20<sup>th</sup>February – 26<sup>th</sup> February - 2017
- Management approval of policy; March 1<sup>st</sup>, 2017
- Review policy: The implementation of the latest version of this policy supersedes all previous versions on the policy.

9. ***KEY STAKEHOLDERS***

- Management
- Students
- Staff
- Affiliated institution.

10. ***APPROVAL***

College Council

**APPENDIX**

1. ***INITIATING BODY***

College Management

2. ***DEFINITION OF TERMS***

- Curriculum: Subjects that are taught in a college or things that are studied
- Assessment: the process of making judgment of students performance.
- Feedback: to give advice or criticism to someone about something.
- Academic: concerned with studying from books, as opposed to practical work.
- Professional: job needs special education and training.
- Programme: series of actions designed to achieve something important.
- Pedagogy: practice of teaching or the study of teaching.
- Monitoring: process checking on how projects or activities are progressing

3. ***RELATED LEGISLATION***

- Harmonised condition of service for Colleges of Education

4. ***RELATED POLICY AND OTHER DOCUMENTS***

Teaching/Learning policies in Universities in Ghana

5. ***EFFECTIVE DATE:*** 27 February, 2017

6. ***REVIEW DATE:*** The policy will be reviewed every three years

7. ***KEYWORDS***

- Pedagogical content knowledge.
- Curriculum
- Action research
- Monitoring
- Academic
- Professional
- Assessment

- Feedback

8. ***OWNER/SPONSOR***

College Principal

9. ***AUTHOR***

College Governing Council

10. ***FURTHER INFORMATION***

Rev. Canon Oscar Christian Amoah

(Principal)

Tel: 0246166886

## POLICY FIVE: WACE P5

### 1. ASSESSMENT POLICY

#### 2. Purpose/Objectives

This policy will provide guidance to students and academic staff on assessment and academic progress.

The objectives of this policy will include:

- To monitor student progress through the programme and improve student learning.
- To communicate the level of performance and achievement of students to students and any other concerned parties such as; tutors, administrators, and management.
- To evaluate curriculum and to provide the opportunity to reflect on teaching methods and the use of teaching/learning materials.
- To prepare students adequately for Diploma in Basic Education examinations.

#### 3. Scope/Application:

4. This policy will apply to all formative and summative assessments and will describe procedures to ensure the integrity of the assessment process and satisfactory academic progress. The policy shall apply equally to both male and female students and tutors.

5. **The policy statement:** Wiawso College of Education will ensure that the processes of assessment and academic progress are applied fairly and consistently across the College and that these procedures will comply with the requirements of the awarding institution.

#### 6. Supporting Procedures:

##### 5.1 Principles

- Assessments will reflect the differing learning styles, cultures and background knowledge of a diverse student body.
- Assessment is meant to challenge our students to perform at their optimal level and achieve their potential.
- Teachers will use a wide variety of assessment techniques and strategies, such as but not limited to: written assignments, oral presentations, quizzes, tests, research tasks, peer assessment and self-assessment.
- Assessment shall help students to evaluate their progress and set goals for improvement. Teacher's feedback is an important part of the assessment.
- Students will not only be assessed on their ability to reach learning goals, but also on the student's ability to work well in groups, participate in class, organize their work and show active involvement.

## **5.2 Assessment**

The policy document on the Diploma in Basic Education (DBE) programme by the Institute of Education, University of Cape Coast recommends that the assessment of students shall be based on 40% Continuous Assessment (C.A) and 60% End-of – Semester Examinations. The type of C.A. envisaged is the continuous in-course teacher assessment where tutors will play a major role in the C.A.

## **5.3 Continuous Assessment**

Course tutors will handle the C.A component of the assessment but will be guided by the following as the number of assessments to be recorded in a course for each semester.

- One (1) credit hour – 1 assignment (10marks) and 1 class test (30marks) for 40marks
- Two (2) credit hours – 1 assignment (10marks) and 2 class tests (30marks) for 40 marks
- Three (3) credit hours – 2 assignments (15marks) + 2 class tests (25marks) for 40marks
- The Heads of Departments will monitor and moderate the questions and scoring procedures that the college will use in generating the C.A. scores.

## **5.4 Assessment Procedure:**

- Tutors will provide students with course outline showing in detail, the course content, assessment plan and the number of assessments at the first meeting and before commencing delivery.
- Student Assessments will be marked in conjunction with moderated Marking Scheme by the Head of Department.
- Any student who fails to obtain two-thirds of the assessment mark will be re-assessed and any student who fails to take part in the assessment will be assessed.
- All assessment results will be recorded on the ‘Assessment Recording Sheet’ and kept securely by the assessor.
- Assessment will be marked, records completed and feedback given to students within two weeks of assessment date.

## **5.5 Appeals:**

Students have the right of appeal against assessment decisions, which may adversely affect their academic achievement, if they feel there are such grounds such as error, inconsistent judgment, misinterpretation or unfairness.

A student may appeal against:

- The non-award of any course
- The non-award of merit

- The Head of Department for the course will be responsible for investigating an appeal against any assessment decision.
- The Head of Department will investigate and re-mark the assessment to ensure that the original outcome is valid and reliable.
- The Head of Department will formally report the outcome of the re-marking, with comments, to both the student and the assessor.

**7. Responsibility for Implementation:**

- The Principal is responsible for the implementation and development of this policy.
- Academic staff and students are responsible for the effective operation of this policy.
- Tutors are responsible for ensuring that they follow procedure as detailed in this policy.
- Tutors are responsible for ensuring that students are aware of what is expected of them during each course.
- The Assessment Officers are responsible for monitoring the effectiveness of this policy.

**8. Responsibility for Monitoring, Implementation and Compliance:**

- The Principal
- The Vice Principal
- Examination Board
- Assessment Officer
- Heads of Departments

**9. Status:**

- Revisions to be approved by Governing Council.
- Minutes on last meeting revised on May 18, 2016.
- The implementation of the latest version of this policy supersedes all previous versions on this policy.

**10. Key Stakeholders:**

- Students
- Tutors
- Awarding institution
- Ghana Education Service

**11. Approval Body:**

College Governing Council

**12. Initiating Body:**

Academic Board

### **13. Definition of terms:**

- Assessment: This is the process of obtaining, analyzing and interpreting evidence for the use of students' progress, and enabling tutors to review, plan and improve student learning.
- Continuous Assessment: This is the type of assessment used to monitor student learning throughout the semester and to provide continuous feedback that can be used by students in order to improve their learning.
- Assignment: A task given to students such as coursework and homework.
- End of Semester Examinations: This is a summative assessment carried out at the end of the semester to assess students on all the topics treated in the semester.
- Feedback: This is the critical assessment on the information produced by the students after assessment.
- Credit Hours: This is simply the duration of a course in terms of daily lesson delivery or hours per week or semester.

### **14. Related Legislation**

Harmonized Conditions of service for colleges of Education

### **15. Related Policy and other documents**

- Harmonized Conditions of service for Colleges of Education
- Students Handbook
- University of Cape Coast Examination requirements

### **16. Effective Date**

1<sup>st</sup> May, 2016

### **17. Review Date:**

This policy will be reviewed in August each year.

### **18. Keywords:**

Assessment; Feedback; Credit hour; Assignment

### **19. Owner/Sponsor:**

College Principal

### **20. Author:**

College Governing Council

### **21. Further information:**

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## POLICY SIX: WACE P6

### **1. QUALITY ASSURANCE POLICY**

The college's vision is to produce 'safe teachers' who are academically sound, morally sound, professionally competent, ready to serve the community and will not cause any harm physically or mentally to the pupils. This policy outlines the college's approach to ensuring continuing quality improvement in order to achieve this vision.

### **2. Purpose/Objectives:**

This policy will seek continuous improvement in the quality of all aspects of the college's work including support as well as curriculum areas to impact on learners' achievement of the highest possible standards.

The purpose of this policy is therefore to enable such continuous improvement through a process of self-evaluation and action planning.

The objectives of this policy include:

- To ensure that all members of the college community are aware of and support the College's approach to quality.
- To ensure that an appropriate quality assurance system (a set of quality assurance policies, procedures and performance indicators) is in place to realize the vision and mission of the college.
- To ensure that structures are in place to monitor and review the effectiveness of such policies.
- To ensure that the college's quality assurance system is coordinated, developmentally oriented, and is characterized by minimum bureaucracy and maximum effectiveness.

### **3. Scope/Application:**

This policy and associated procedures or standards will involve all employees, both males and females, and collaborative partners of the College.

Quality assurance will be founded on a process of regular self-evaluation by teams and individual employees who are responsible for delivering courses and other services.

It will seek the views and perceptions of all stakeholders for whom the services of the College exist.

It will support the processes of peer review both internally and with external partners in the sector including training and private providers.

### **4. The policy statement:**

Wiauso College of Education is committed to striving for excellence and assuring quality in all its activities. This policy aims to describe the quality assurance system and strategies in place at the college to achieve high quality, and to monitor the effectiveness thereof. It will ensure there is equal access to resources of the college such as infrastructure and teaching and learning materials.

## **5. Supporting Procedures:**

### **5.1 Approval, monitoring and periodic review of programmes**

#### **5.1.1 STANDARD:**

There shall be formal mechanisms for the approval, periodic review and monitoring of programmes and awards.

#### **5.1.2 GUIDELINES:**

To established and maintain the confidence of students and other stakeholders through effective quality assurance activities, the college will ensure that programmes are well-designed, regularly monitored and periodically reviewed, thereby securing their continuing relevance and currency.

The quality assurance of programmes and awards are expected to include:

- development and publication of explicit intended learning outcomes;
- careful attention to curriculum and programme design and content;
- availability of appropriate learning resources;
- formal programme approval procedures by a body other than that teaching the programme;
- monitoring of the progress and achievements of students;
- regular periodic reviews of programmes (including external panel members);
- regular feedback from employers, labour market representatives and other relevant organisations;
- participation of students in quality assurance activities.

### **5. 2 Assessment of students**

#### **5.2.1 STANDARD:**

Students should be assessed using published criteria, regulations and procedures which are applied consistently.

#### **5.2.2 GUIDELINES:**

Student assessment procedures are expected to:

- be designed to measure the achievement of the intended learning outcomes and other programme objectives;
- be appropriate for their purpose, whether diagnostic, formative or summative;
- have clear and published criteria for marking;
- be undertaken by people who understand the role of assessment in the progression of students towards the achievement of the knowledge and skills associated with their intended qualification;
- where possible, not rely on the judgements of single examiners;
- take account of all the possible consequences of examination regulations;
- have clear regulations covering student absence, illness and other mitigating circumstances;
- ensure that assessments are conducted securely in accordance with the institution's stated procedures;
- be subject to administrative verification checks to ensure the accuracy of the procedures

In addition, students should be clearly informed about the assessment strategy being used for their programme, what examinations or other assessment methods they will be subject to, what will be expected of them, and the criteria that will be applied to the assessment of their performance.

### **5.3 Quality Assurance of teaching staff**

#### **5.3.1 STANDARD:**

Management should have ways of satisfying themselves that staff involved with the teaching of students are qualified and competent to do so. Their qualifications and competence should be available to those undertaking external reviews, and commented upon in reports.

#### **5.3.2 GUIDELINES:**

Teachers are the single most important learning resource available to most students.

It is important that those who teach have a full knowledge and understanding of the subject they are teaching, have the necessary skills and experience to transmit their knowledge and understanding effectively to students in a range of teaching contexts, and can access feedback on their own performance.

The College should ensure that their staff recruitment and appointment procedures include a means of making certain that all new staff have at least the minimum necessary level of competence.

Teaching staff should be given opportunities to develop and extend their teaching capacity and should be encouraged to value their skills.

Institutions should provide poor teachers with opportunities to improve their skills to an acceptable level and should have the means to remove them from their teaching duties if they continue to be demonstrably ineffective.

#### **5.4 Learning resources and student support**

##### **5.4.1 STANDARD:**

The College will ensure that the resources available for the support of student learning are adequate and appropriate for each programme offered.

##### **5.4.2 GUIDELINES:**

In addition to their teachers, students rely on a range of resources to assist their learning. These vary from physical resources such as libraries or computing facilities to human support in the form of tutors, counselors, and other advisers.

- Learning resources and other support mechanisms should be readily accessible to students, designed with their needs in mind and responsive to feedback from those who use the services provided.
- The College shall routinely monitor, review and improve the effectiveness of the support services available to the students.

#### **5.5 Information systems**

##### **5.5.1 STANDARD:**

Institutions should ensure that they collect, analyze and use relevant information for the effective management of their programmes of study and other activities.

##### **5.5.2 GUIDELINES:**

Institutional self-knowledge is the starting point for effective quality assurance. It is important that institutions have the means of collecting and analysing information about their own activities. Without this they will not know what is working well and what needs attention, or the results of innovatory practices.

The quality-related information systems required by individual institutions will depend to some extent on local circumstances, but it is at least expected to cover:

- student progression and success rates;

- employability of graduates;
- students' satisfaction with their programmes;
- effectiveness of teachers;
- profile of the student population;
- learning resources available and their costs;
- the institution's own key performance indicators.

## **5.6 Public information**

### **5.6.1 STANDARD:**

Institutions should regularly publish up to date, impartial and objective information, both quantitative and qualitative, about the programmes and awards they are offering.

### **5.6.2 GUIDELINES:**

Wiauso College of Education has a responsibility to provide information about the programmes being offered, the intended learning outcomes of these, the qualification awarded, the teaching, learning and assessment procedures used, and the learning opportunities available to its students.

Published information might also include the views and employment destinations of past students and the profile of the current student population.

This information should be accurate, impartial, objective and readily accessible and should not be used simply as a marketing opportunity.

The College should verify that it meets its own expectations in respect of impartiality and objectivity.

## **6. Responsibility for Implementation:**

**6.1 The Quality Assurance Officer**, reporting directly to the Principal, is the most senior quality manager. He/she will be a member of the Academic Board, the Assessment Team and the College Management team.

The Quality Assurance Office will provide a facilitator service to staff and students to assist the College in determining its strategic direction and in achieving its mission and goals.

Through the Academic Board and Quality Assurance Office, the Vice-Principal will submit annually revised five-year rolling plans to the Department of Education, and reports to the Higher Education Quality Committee on quality assurance structures and systems.

**6.2 The Academic Board** will focus on improvement, promoting teaching excellence, and the formulation of strategies to achieve teaching excellence. Specifically, it will:

- advise the management on the formulation and implementation of college policy for effective teaching and learning;
- facilitate the development of an appropriate total environment for teaching and learning;
- promote greater understanding within the College of learning processes;
- assess, on an on-going basis, the effectiveness of policies, programmes and systems relating to teaching and learning and to recommend improvements;
- monitor the quality of facilities and technology provided by the College for teaching and learning and to motivate new developments where necessary.

**6.3 A Staff Development Committee** will be established to assist the College in realizing its objectives through promoting and ensuring excellence in staff development. It will be responsible for advising the Council and Management on the formulation and implementation of policy, systems and programmes for effective staff development;

**6.4 The Student Representative Council (SRC)** will be charged with assuring quality in the area of student life.

The SRC shall propose policy in areas such as sports administration, student societies, the residence system and counseling and health services, and shall deal with any problems which may arise.

The Students' Representative Council will have direct access to management, including the Principal, at any time in order to deal with urgent matters.

**6.5 The Principal's office** is tasked with formulating policies and assuring quality in research and academic matters. These include training, development and monitoring of staff and students, administration, funding and resource allocation, and the management of associated research institutes.

## **7. Responsibility for monitoring, implementation and compliance**

- The Principal
- Vice Principal
- Quality Assurance Officer
- Internal Auditor
- Heads of Departments

## **8. Status**

- Revisions approved by Governing Council, June 18, 2016.

- Minutes on last meeting revised on June 24, 2016.
- The implementation of the latest version of this policy supersedes all previous versions on this policy.

## **9. Key stakeholders**

- Management
- Students
- Staff
- NCTE
- NAB
- Partner Schools
- Alumni
- Suppliers
- Contractors
- Contractors and suppliers
- All persons working on behalf of the College

## **10. Approval**

- Governing Council

## **11. Initiating body**

- Management and QA unit

## **12. Definition of terms**

- Quality: The highest or the finest standard.
- Assurance: This is a declaration that tends to inspire full confidence.
- Quality Assurance: This is the systematic review of educational programmes to ensure that acceptable standards of education, scholarship, finance and infrastructure are being upheld at all times. It refers to the process of evaluating/assessing the extent to which the individual/ unit/ institution is delivering on its promises in order to meet set standards.

- **Monitoring:** To check something at regular intervals in order to find out how it is progressing.
- **Evaluation:** To consider or examine something in order to judge its value, quality, importance, extent or condition.
- **Implementation:** A process of putting something into effect or action.

### **13. Related legislation**

- Harmonised Status for Colleges of Education

### **14. Related policy and other documents**

- Colleges of Education Harmonized Status
- Colleges of Education Conditions of Service
- Colleges of Education scheme of service
- Students Handbook

### **15. Effective date**

1<sup>st</sup> July, 2016

### **16. Review date**

End of July each year.

### **17. Key words**

- Assurance; Quality; Implementation; Monitoring; Evaluation; Effectiveness.

### **18. Owner/sponsor**

College Principal

### **19. Author**

College Governing Council

### **20. Further information**

Please contact the following for any further information:



## POLICY SEVEN: WACE P7

### 1. ADMISSIONS POLICY

This policy sets out the College's aims for the recruitment and admission of students. It also describes the principles and processes which are used to select and admit new students to Diploma in Basic Education programme.

#### 2. Purpose/Objectives:

The College's recruitment and admissions support the goals and aims of the College as laid out in its Mission and Vision statements. Our vision is 'to produce safe teachers', graduates who demonstrate impact, excellence and will not pose any threat in the communities they find themselves.

The objectives of this policy shall include:

- To recruit students of the highest academic and intellectual ability.
- To recruit students with the potential and motivation to succeed on our courses.
- To recruit students who will fully engage with pedagogical activities and come out as well nurtured teachers.

We also aim to achieve a student community that is balanced and diverse in terms of experience and background, recognizing the educational as well as cultural benefits that this brings to us all.

**3. Scope/Application:** Application for admission into Wiawso College of Education will be open to all SSSCE and WASCCE graduates who offered Business Studies, Arts, Science or Vocational/Technical and possess the requisite qualifications for the admission. It is open equally to all gender.

**4. The policy statement:** To set the entry requirements to ensure that the right caliber of students are admitted into the college. It is also to ensure equal opportunity of admission for both males and females.

#### 5. Supporting Procedures:

##### 5.1. Admission Requirements

- **WASSCE /SSSCE Qualification Applicants**

The general requirement for admission to the Diploma in Basic Education (DBE) programme is as follows:

- i. WASSCE Holders: PASSES (A1-D7) in Six (6) subjects including English Language and Core Mathematics, with a minimum of C6 in any three (3) of the six subjects relevant to the programme of choice.
- ii. SSSCE Holders: PASSES (A-D) in Six (6) subjects including English Language and Core Mathematics. Three (3) of the six subjects must be relevant to the programme of choice.
- iii. Candidates Awaiting the MAY/JUNE, 2016 WASSCE RESULTS may also purchase the online forms and apply.
- iv. **Appendix A** provides further information on the Entry Requirements.

## **5.2 Online Application Procedure:**

5.21. Applicants will first make a payment of the agreed application fee into the Colleges of Education- Ghana Account at any branch of the following banks nationwide:

- i. GCB Bank Ltd.
- ii. uniBank Ghana Ltd.
- iii. Additionally, payment can also be made through mobile money wallet: Tigo Cash, Airtel Money or MTN Mobile Money by dialing short code \*924\*8# from all networks.

5.22. Upon payment, applicants will be given the following information:

- A Personal Identification Number (PIN).
- An Admission Application Serial Number.
- The Admission Website Address- [admission.coeportal.edu.gh](http://admission.coeportal.edu.gh)

With this PIN, applicants will then visit the Colleges of Education admission website: [admission.coeportal.edu.gh](http://admission.coeportal.edu.gh) and follow specific guidelines to fill the online application form.

### **5.3 Guidelines for filling the online application form on the Colleges of Education portal**

- i. Supply your card information and ensure to keep the card safely for subsequent login.
- ii. Click 'Login' to start applying
- iii. Fill the application form and supply all the required details, as well as attaching a passport picture.
- iv. An applicant's passport picture should be in JPG or JPEG format and must not exceed 40KB in size.
- v. Click 'Preview button to do any of the following:
  - a. Click 'Edit' button to modify your application.
  - b. Click 'Save and Continue later button' to save your application form for the option of coming back at later time to edit.
  - c. Click 'Submit and Print Confirmation' to complete your online application.
  - d. After clicking on 'Submit and Print Confirmation', click 'Print Form' button to print Confirmation Page.
- vi. Keep printed Confirmation Page safe. You will need the Application Form Number to check your admission status.
- vii. Click on the 'Close' to back to the login page.
- viii. Each applicant is to print two (2) copies each of his/her confirmation page and attach his or her results slip(s) and any other relevant documents and forward same by post to: The Principal, Wiawso College of Education, P. O. Box 94, Sefwi Wiawso, Western Region.
- ix. Quote your Application Reference/Form Number on your envelop.

### **5.4 Selection Procedure**

Selection of applicants for admission into Wiawso College of Education shall take into consideration, the following:

- Applicants with the best or better qualifications

- Equal opportunities for male and female applicants with best or better qualifications
- Applicants with some forms of disability but having the minimum requirements.
- Applicants from all parts of Ghana who possess the requisite qualifications.

**6.0 Responsibility for Implementation:**

- The Principal is responsible for the development and implementation of this policy.
- Admissions Committee

**7.0 Responsibility for Monitoring, Implementation and Compliance:**

- The Principal
- The Vice Principal
- Admissions Committee

**8. Status:**

- Revisions approved by Governing Council, January, 2017.
- The implementation of the latest version of this policy supersedes all previous versions on this policy.

**9. Key Stakeholders:**

- Students
- Tutors
- Awarding institution
- Ghana Education Service

**10. Approval Body:**

College Governing Council

**11. Initiating Body:**

College Management

**12. Definition of Terms:**

- Admission: Permission to enter into a place of study as a recognized student.
- Application: A formal request to a College of Education for admission.
- Online Application: A formal request made on the internet to a College of Education for admission.
- Applicant: A person who applies to a college of Education for admission.

- Recruitment: A process of enlisting applicants for admission.

**13. Related Legislation**

Harmonized Conditions of service for colleges of Education

**14. Related Policy and other documents**

- Harmonize Statutes for the Colleges of Education
- NAB/NCTE Admissions Requirement

**15. Effective Date**

February, 2017

**16. Review Date:**

This policy will be reviewed in every January.

**17. Keywords:**

- Online; Application; Admission; Requirements; Qualification; Recruitment

**18. Owner/Sponsor:**

College Principal

**19. Author:**

College Governing Council

**20. Further information:**

Please contact the following for any further information:

Reverend Canon Oscar C. Amoah - Principal of the College (0242166886)

## **POLICY EIGHT: WACE P8**

### **22. APPOINTMENT AND PROMOTION POLICY**

**23. Purpose/Objectives** – The purpose of this policy is to lay down the procedures and guidelines needed for appointment and promotion of senior officers of this College of Education.

It is to entreat the Appointment and Promotions committee to recommend to Council for the appointment of Senior Staff A (teaching and non-teaching such as Assistant Tutor, tutor, Senior Assistant Accountant and equivalent grades).

The objectives of the Appointment and Promotion committee shall include the following:

- a. To recommend to Council for the appointment/promotion of Tutors and above equivalent grades.
- b. To recommend the appointment and promotion of senior and junior staff.
- c. To engage and promote other Senior Staff A on behalf of Council.
- d. To approve an appointment for a period of one year in urgent cases, pending the regularization of the appointment.
- e. To recommend to Council the appointment of Academic and Administrative Staff where appropriate.
- f. To draw up and review the criteria for appointment/promotions from time to time.

**24. Scope/Application:** The Appointment and Promotions Committee will see to the appointment and promotion of Senior Staff A and B.

**25. The policy statement:** There shall be an Appointment and promotions Committee for the engagement of the services of Senior Staff A and B of the College.

#### **26. Supporting Procedures:**

5. 1 **Membership:** Membership of the Appointment and Promotions Committee shall comprise:
  - i. The Principal of the College as Chairperson
  - ii. Vice Principal of the College
  - iii. Two tutors elected by the Academic Board one to represent Science and Technology and the other to represent the Social Sciences and the Liberal Arts.
  - iv. Head of Department/Unit in which the appointment is being made.
  - v. One External Assessor in the candidate's area of specialization.
  - vi. The Secretary of the College shall be in attendance and act as secretary
5. 2 **Tenure of office**
  - i. The term of office of all members of the Committee (other than ex-officio members) shall be two (2) years subject to re-election.
5. 3 **Meetings and Quorum**
  - i. The appointment and Promotions Committee shall meet as and when necessary.
  - ii. The quorum for the meeting shall be five members including the Principal.
5. 5 **Rules and Procedures:**

- a. No business shall be conducted in the absence of the Principal of the College or the Vice Principal of the College.
- b. The Principal shall be present for the appointments or promotions to Principal/Chief Tutor and equivalent grades
- c. The Committee shall review applications received in the light of the following:
  - i. Applicant's formal qualifications, experience and age;
  - ii. Status of contract (short-term, long-term, post-retirement, etc);
  - iii. Recommendations of the Departments/Units where applicable
  - iv. Report(s) of External Assessors where applicable.
- d. Appointment/Promotion shall be made to a named department or departments/unit.
- e. Proceedings of the Appointment and Promotions Committee shall be kept in the form of Minutes on general policy matters and Minutes of individual appointments.
- f. Minutes on general policy matters shall be sent to all Heads of Departments/Units.
- g. Relevant extracts from the minutes in respect of individual appointments shall be made available only by the Principal to competent authorities if required.
- h. All documents in the appointment process and all discussions at the Appointment and Promotions Committees shall be confidential.
- i. The Secretary of the College shall communicate the decision of the Appointment and Promotions Committee to the applicant within three weeks, and in the case of appointments requiring prior approval by the College Council, within two weeks after such approval.
- j. The Appointment and Promotions Committee may, on application, review its own decisions affecting appointments/promotions. For this purpose, the full membership of the Appointment and Promotions shall be present.
- k. Appeals shall lie for the Appointment and Promotions Committee to the College Council. In considering such appeals, Council may be assisted by an expert appointed by Council.
- l. Any member who disagrees with the decision of the Appointment and Promotions Committee may petition Council within the 7 days on receipt of the communication from the Secretary of the College. Council's decision on any appeal is final.

## 5.6 Vacancies

- a. Vacancies shall be announced by internal and/or external advertisement as appropriate.
- b. Such vacancies may be filled through:
  - i. Secondment from other Colleges under a scheme of staff exchange.
  - ii. Technical assistance.
  - iii. A recommendation by the Principal in consultation with Head of Department as appropriate.
  - iv. Application by individuals on their own initiative.

### **5.7 Appointment by Promotion**

- a. Promotion shall normally proceed from one rank to the immediate next rank, i.e. from Tutor to Senior Tutor to Principal tutor to Chief Tutor.
- b. Notwithstanding the normal progression as stated in (a) above any member of the College may apply at any time to be promoted to any rank for which he/she considers himself/herself qualified.

### **5.8 Submission of Application**

- a. Application indicating the position sought and the area of discipline concerned shall be submitted to the Head of Department with a covering letter copied to the College Secretary..
- b. The Head of Department shall forward to the Secretary of College one copy of each application submitted as confirmation that the application has been received and the forwarding letter shall be copied to the Secretary of the College.
- c. In the case of any person applying from outside the Secretary of the College such application shall be sent to the Secretary of the College who shall refer to the head of department to be processed as in 5.8b.

### **5.9 Departmental Appointment and Promotions Review Committee**

- a. There shall be Departmental Appointment and Promotion Review Committee comprising all Heads of Department in cognate Departments and persons of Principal and chief Tutor rank in the Department.
- b. The Departmental Appointment and Promotion Review Committee shall meet at least once a semester.
- c. On receipt of an application the Head of Department shall refer it to the Departmental Appointment and Promotion Review Committee for consideration. No application shall be withheld from the Committee.
- d. The Committee shall consider all applications for appointment and promotions and shall forward the list of all applications with its comments and recommendations to the College Appointment and Promotions Committee.

### **5.10 Handling of an Application from the Department**

- a. Following the recommendation by the departmental Appointment and Promotions Committee, the Heads of Department shall recommend to the Principal three persons two of whom shall be considered for appointment as External Assessors for an evaluation of an applicant's work.
- b. The Secretary of the College shall request each External Assessor to comment on each publication submitted for assessment stating its contribution to the candidate's academic/administrative/professional standing.
- c. The request for assessment shall be accompanied by:



- i. A copy of the application including curriculum vitae/
- ii. Copies of publications and other exhibits of the applicant's work; and
- iii. Criteria for appointment/promotion.
- d. No internal assessment shall be sent.
- e. An External Assessor shall be a person of standing in the applicant's field but normally not employed by or in any way connected with the College.

#### **5.11 Handling of Application at the Registry**

- a. The Secretary of the college shall maintain a register of applications received in his/her office indicating the dates of receipt and shall bring the register to the attention of the Appointment and Promotions Committee at least twice a semester indicating the stage of processing of each application.
- b. When the processing of an application is completed, the Secretary of the College shall satisfy himself/herself that every document is in order and shall list the applications for consideration by the Appointment and Promotions Committee, inviting the candidates for interview where necessary.
- c. In case of appointment/promotions, the Secretary of the College shall provide the Appointment and Promotions Committee with:
  - i. The approved Departmental Committee
  - ii. The approved criteria for appointment/promotion
  - iii. The reports of the Departmental Appointment and Promotions Committees
  - iv. The reports of the Referees/External Assessors
  - v. Salary scales attached to the position

#### **5.12 Criteria for Promotion**

- a. The applicant shall be assessed on the basis of evidence of continuing performance in respect of the following:
  - i. Teaching
  - ii. Scholarship
  - iii. Research/Contribution to knowledge
  - iv. Academic leadership
  - v. Inventiveness, innovation and resourcefulness.
  - vi. Extension work/service to the College and the nation.
- b. (i) An application shall be supported by publications including books, refereed articles in journals or manuscripts, publication of conference proceedings, systematized materials, and creative works, and patents.  
 (ii) Works accepted for publication shall also be submitted for consideration in which case an applicant shall not submit more than two at a time.
- c. The following shall be taken into account by the Appointment and Promotions Committee;

- i. Contribution to College Boards/Committees
- ii. National/International recognition
- d. All first appointments shall be by interview.

#### **6.0 Responsibility for Implementation:**

- The Principal
- Appointment and Promotions Committee
- Academic Board.

#### **7.0 Responsibility for Monitoring, Implementation and Compliance:**

- The Principal
- The Vice Principal
- Academic Board

#### **8.0 Status:**

- Revisions approved by Governing Council, February, 2017.
- The implementation of the latest version of this policy supersedes all previous versions on this policy.

#### **9.0 Key Stakeholders:**

- Job Applicants
- Staff who are due for promotions
- Visitors

#### **10.0 Approval Body:**

- College Governing Council

#### **11.0 Initiating Body:**

- The College Council
- Management

#### **12 Definition of terms:**

- Appointment – The act of appointing; designation of a person to hold an office or discharge a trust.
- Promotion – Advancement in rank or position
- Secondment – The transfer of an officer or corporate executive to another post for temporary duty.

#### **13.0 Related Legislation**

- Harmonized Status for Colleges of Education
- Harmonized Conditions of Service for Colleges of Education

**14.0 Related Policy and other documents**

- Harmonized Status for Colleges of Education
- University of Cape Coast Examination requirements

**15.0 Effective Date**

- 1<sup>st</sup> March, 2017

**16.0 Review Date:**

1<sup>st</sup> of August each year

**17.0 Keywords:**

- Appointment
- Promotions
- Secondment

**18.0 Owner/Sponsor:**

- College Principal

**19.0 Author:**

- College Governing Council

**20.0 Further information:**

Please contact the following for any further information:

Reverend Canon Oscar C. Amoah - Principal of the College (0242166886)

## POLICY NINE: WACE P9

### **1. STAFF TRAINING AND DEVELOPMENT POLICY**

Staff development Policy aims to support and assist the development of individual staff and shall therefore enhance the College's performance by contributing to the achievement of strategic goal and objectives and promoting its values associated with staff and students' diversity, innovation, excellence and integrity.

### **2. Purpose/Objectives**

One of the College's key commitments is increasing the knowledge, skills and abilities of its staff members. The College is dedicated to the pursuit of higher learning so that it shall continually improve the provision of learning opportunities to students. Development of knowledge, skills and abilities shall enhance the performance of staff in their current jobs and prepare them for future roles.

The aim of the Staff Development Policy is to assist the development of each staff member in order to enhance the College's performance.

The objectives of this policy and associate development activities are to:

- Support the College's strategic objectives.
- Enable staff members to enhance the necessary knowledge, skills and abilities to perform their duties.
- Enhance the recruitment and retention of high quality staff.
- Provide support for career advancement.
- Maintain and increase job satisfaction.
- Develop the ability of staff to initiate and respond constructively to change.
- Maintain and improve organizational effectiveness and efficiency.

### **3. Scope/Application:**

The Staff Development Policy of the College shall apply to all permanent staff members, both males and females equally. It shall cover individual and group responsibilities for staff development, study assistance for staff members enrolling in tertiary study, expectations with regard to processes relating to development planning and equity considerations.

### **4. The policy statement:**

Wiauso College of Education is fully committed to ensuring that all staff have the relevant knowledge, skills and expertise to perform their work to consistently high standards and to achieve their full potential. We recognize that the training and development of our staff is fundamental to the improvement of our operational performance and the achievement of our strategic goals. Wiauso College of Education will therefore strive to make training and development an integral part of our operations and to follow a continuous process of appraisal, training and development.

## **5. Supporting Procedures:**

### **5.1 Principles of Staff Development**

The Staff Development Policy shall be based on the following principles that should be adhered to by all responsible for its implementation:

- a. Staff development activities should contribute to the achievement of the college's strategic objectives.
- b. Staff development is a legitimate form of work activity.
- c. College planning documents (e.g., Strategic Plan) should provide high-level priority and specific focus areas for staff development activities.
- d. Some staff development activities may be mandatory as a consequence of employment agreement, legislation, and/or College policy.
- e. Permanent staff members shall be eligible for staff development access.
- f. The development of staff should be a responsibility shared by the individual staff members, departmental heads and management.
- g. Staff should ensure that their professional development is in line with their required qualifications.

### **5.2 Assistance Available For Staff Members Pursuing Further Studies**

- a) The college must support and encourage staff members in the achievement of formal qualifications related to enhancement of the necessary knowledge, skills and abilities to perform their current roles.
- b) Study assistance shall be a privilege granted at the discretion of the College in the interest of appropriate development for the staff member and overall organizational performance.
- c) Study assistance may comprise of Study Leave with Pay and staff should also be able to access Staff Development Fund provided by GETFund.

### **5.3 Equity and Diversity**

Staff development should be accessible on an equitable basis, should promote the principles of equity and diversity, and should reinforce the college's equity and diversity objectives.

Where appropriate, staff development opportunities should accommodate any specific needs of under-represented groups or draw attention to equity and diversity issues.

### **5.4 Budget**

Each Head of Department will submit an annual budget for internal College-wide staff development activities and implement them appropriately when allocated.

## **6.0 Responsibility for Implementation:**

### **a) Policy Implementation**

The College Management Team, in collaboration with the Human Resource Management Department and the Quality Assurance Unit is primarily responsible for implementing this Staff Development Policy by ensuring that staff members are given appropriate opportunities to develop.

**b) Responsibilities of Management**

Management is responsible to:

- i. Analyze the development needs of the College and individual staff members and ensure that each staff member has a current development plan to meet these needs.
- ii. Make sufficient budgetary provision for staff development for their staff and ensure that staff members are released for approved activities.
- iii. Promote staff development opportunities and support the application of new knowledge, skills or abilities in the workplace.

**c) Responsibilities of Heads of Departments**

All Heads of Departments shall be responsible to:

- i. Propose to Senior Management Team, specific staff development needs of their staff.
- ii. Develop and implement internal programmes of staff development needs activities.
- iii. Monitor and evaluate staff development activities and report on their effectiveness to the Senior Management Team.

**d) Responsibilities of Individual Staff Members**

The effectiveness of any staff development activity is highly dependent on the positive participation of the individuals involved. Staff members have a responsibility to develop their knowledge, skills and abilities to enhance performance in their role. Staff members are required to:

- i. Use appropriate performance and development process to discuss development needs with their Head of Departments.
- ii. Advise their management if they believe that specific needs are not being met.
- iii. Seek opportunities to enhance their knowledge, skills and abilities required in their current role.
- iv. Provide feedback on the usefulness of staff development opportunities.

**7. Responsibility for Monitoring, Implementation and Compliance:**

- i. The Principal
- ii. Academic Board
- iii. Heads of Departments

## **8. Status:**

- Drafting of policy – 6<sup>th</sup> April, 2016
- Council approval of policy – 30<sup>th</sup> April 2016
- Review of policy – 1<sup>st</sup> September 2016

## **9. Key Stakeholders:**

- Teaching staff
- Non-Teaching staff

## **10. Approval Body:**

College Governing Council

## **11. Initiating Body:**

- Academic Board
- Heads of Departments

## **12. Definition of terms:**

Training: This refers to a planned effort by an organization to facilitate employees of job related competencies.

Development: this is any process aimed at preparing staff for future challenges and a variety of tasks that they may perform in future towards the achievement of the organizational strategic goals.

Staff Development - Staff development refers to the range of activities that improve individual staff skills and knowledge in ways that improve ability to undertake their job and which increase job satisfaction, performance and staff retention. Activities include: tertiary qualifications, mentoring, training courses, workshops, coaching and conferences.

## **13. Related Legislation**

- Harmonized Conditions of Service for Colleges of Education

## **14. Related Policy and other documents**

- Harmonized Conditions of Service for Colleges of Education

## **15. Effective Date**

1<sup>st</sup> May, 2016

**16. Review Date:**

1<sup>st</sup> September, 2016.

**17. Keywords:**

Training, Development, Staff

**18. Owner/Sponsor:**

College Principal

**19. Author:**

College Governing Council

**20. Further information:**

Please contact the following for any further information:

2. Reverend Canon Oscar C. Amoah - Principal of the College (0242166886)



## **POLICY TEN: WACE P10**

### **STAFF AND STUDENTS DISCIPLINE POLICY**

#### **1. Rationale**

Every institution (school) needs safe supportive school environment, which depend on how students and staff/staff families conduct themselves positively to standards set forth in the discipline code.

Discipline procedures help encourage members of staff and students to achieve and maintain standards of behaviour and performance. They also help to ensure that disciplinary offenses or matters of poor performance are dealt with fairly and consistently such that anybody, irrespective of gender whose behaviour does not meet these standards may be dealt with through a laid down regulation governing disciplinary action.

#### **2. Purpose/objective(s)**

Wiauso College of Education vision is to produce “Safe Teachers”. Teachers who are academically, professionally and morally sound, so that, they will be able to fit well in any community they happen to live after completion of their programme. Students’ behavior has been a major issue of concern for all stakeholders of Education. To ensure discipline amongst students, staff members and all families in the school community must also live to expectation. The purpose of this policy is to:

- Establish a common understanding of the standards of behaviour expected of all students, staff and families.
- Provide a detailed list of what to do in every aspect of your work.
- Represent a broad framework that will help to decide on an appropriate course of action when the college is faced with a disciplinary issue.
- Provide sanctions/punishments for any person in the school community who deviates from the laid down rules.

#### **3. Scope and applications**

The policy shall apply to all stake-holders of the college; staff, students, staff families, vendors, customers and all persons acting in various capacities on behalf of the college.

#### 4. Policy statement

- 4.1 The policy will streamline code of conduct with language that is as clear as possible. Examples may include prohibitions on illegal activities, smoking, drinking [alcohol], foul language, discrimination and harassment.
- 4.2 It may also include expected dress, appearance and reporting procedures of emergency situations. It is expected that all cases of indiscipline are thoroughly investigated by disciplinary committee. In all these investigations, the culprit must be given a hearing before recommended sanction(s) is/are applied.
- 4.3 The disciplinary sanctions will be applied equally to both males and females.

#### 5. Supporting procedure

To maintain discipline in the college, offences shall be reported to the appropriate offices of the college. Offences and their recommended sanctions have been arranged as follows:

##### 5.1 EXAMINATION OFFENCES AND RECOMMENDED SANCTIONS

OFFENCES	SANCTIONS
a. Cheating in quiz/internal examination	First offence: cancellation of paper, Second offence: cancellation of paper and two week external suspension/signing of bond Third offence: Dismissal
b. Cheating in external examination (Institute, UCC)	Cancel of paper and ban for one year
c. Impersonation	Dismissal and /or prosecution of the two persons involved.
d. Staff assisting student in cheating in examination	Ban from invigilation
e. Staff acting in a manner with intent to falsify record	Dismissal
f. Verbal assault/threat on	

invigilator/supervisor g. Physical assault on invigilator	Cancellation of candidate's exam paper/one year ban.  Dismissal and Prosecution
--	---

**5.2 Breaking Bounds, Flouting Authority and Recommendation Sanctions**

<b>OFFENCES</b>	<b>SANCTIONS</b>
a. Breaking of Bounds b.	First offence: warning/apology,  Second offence: 2 weeks external suspension/signing of bond  Third offence: Dismissal
c. Flouting authority of prefects – by students	First offence: verbal warning/apology  Second offence: 2 weeks external suspension/signing of bond  Third offence: Ejection from Hall of residence
d. Flouting authority of staff – by students	First offence: 2 weeks external suspension/signing of bond.  Second offence: Ejection from Hall of residence
e. Flouting the authority of the Principal – by student and staff.	1. Student: First offence: 4 weeks external suspension/signing of bond.  Second offence: Dismissal  2. Staff:

	<p>First offence: warning/apology,</p> <p>Second offence: Release from college</p>
--	--

**5.3 Assault Cases and Recommended Sanctions**

<b>OFFENCES</b>	<b>SANCTIONS</b>
a. Physical assault on student – by student	Dismissal/Prosecution
b. Assault on member of staff or staff family – by student.	Dismissal/Prosecution
c. Physical assault on student/staff and their families – by staff or staff family.	First offence: Ejection from college residence
d. Verbal assault – by staff/student	Second offence: release from college/prosecution
	First offence: caution with written apology
	Second offence: Ejection from college residence
e. Sexual assault – by student (rape, defilement)	Third offence: Dismissal/Release
f. Sexual assault – by staff (Rape, defilement)	Suspension, dismissal, prosecution
g. Sexual Harassment	Prosecution and release from college
	Caution/written apology/suspension/release; if

	staff
--	-------

***5.4 Unauthorized Collection of Money, Fraud, Embezzlement of Funds and Recommended Sanctions.***

<b>OFFENCES</b>	<b>SANCTIONS</b>
a. Collection of unauthorized monies	First offence: warning and refund  Second offence: dismissal/release from college
b. Collection/receiving of bribes	First offence: warning  Second offence: release from college/dismissal
c. Fraud/stealing	Refund/Suspension/dismissal
d. Embezzlements of funds	Refund/lose official position/disqualified from holding any position/dismissal

**5.5 *Releasing Unauthorized Information and Recommended Sanctions***

OFFENCES	SANCTIONS
<p>a. Release of official information to unauthorized person(s)</p> <p>b. Writing anonymous letters/posters/documents</p> <p>c. Deliberate distortion of facts/character assassination</p>	<p>First offence: written warning</p> <p>Second offence: removal from position</p> <p>First offence: warning</p> <p>Second offence: removal from position/release from college</p> <p>First offence: written warning</p> <p>Second offence: dismissal/release</p>

**5.6 *Classroom Offences/Recommended Sanctions***

OFFENCES	SANCTIONS
<p>a. Engaging in private business/trade during classes hours.</p> <p>b. Absent from classes for a day without permission.</p> <p>    i) Persistent absent</p> <p>    ii) Absent from classes for more than two (2) weeks.</p> <p>c. Refusal to produce any of these to students:</p> <p>    i) Course outline</p>	<p>First offence: warning</p> <p>Second offence: ban from any form of business in college.</p> <p>Warning by H. O. D.</p> <p>    1. Documented on file</p> <p>    2. Deducting the number of days absent from salary.</p> <p>Dismissal/release from college</p> <p>First offence: warning</p>

ii) Discuss assessment plan with students	Second offence: release from college.
iii) Give exercises/quizzes	

**5.7 Other Illegal Offences and Recommended Sanctions**

OFFENCES	SANCTIONS
a. Drunkenness during official hours/programmes	First offence: warning/counseling Second offence: two week external suspension (students) Release from college (staff)
b. Smoking/drug abuse	First offence: warning/counseling Second offence: dismissal/release from college
c. Termination of pregnancy/abortion – by student.	Dismissal (student) Release/prosecution (staff involved)

**5.8 Other Traditional Laws**

- a) Mode of Dressing
  - i) Use of extended hair – not allowed
  - ii) Students are strictly to wear college uniforms/college T – Shirts (Lacost).
- b) A female student who becomes pregnant could:
  - i) Defer her course for a period of one year or
  - ii) Continue the course but stay outside campus for her parents to take proper care of her.

## **6. Responsibility for implementation**

College Management

## **7. Responsibility for monitoring, implementation and compliance**

- H. O. Ds.
- Disciplinary Committee
- College Management
- College Council

## **8. Status**

- Drafting of Policy 23<sup>rd</sup> and 24<sup>th</sup> May, 2016
- Management approval of policy – 30<sup>th</sup> May, 2016
- Implementation of policy
- Review of policy

## **9. Key stakeholder**

- Management
- Students
- Staff/Staff families
- Vendors
- All persons working on behalf of the College

## **10. Approval**

College Council

## **11. Initiating body**

College Management

## **12. Definition of terms**

- a. **Offence** : An illegal action or a crime
- b. **Code of discipline**: Sort of conduct expected of student/staff and families in the college.
- c. **Sanction** : Form of punishment that can be used if someone disobey us a rule
- d. **Dismissal** : Removal from job/position
- e. **Suspension** : When one is officially stopped from an activity for a period
- f. **Cancellation**: Decision to end an arrangement
- g. **Prosecution** : when one is judged for a crime in a court of law



**13. Related legislation**

- Constitution of Ghana
- Colleges of Education Harmonized Condition of Service
- Ghana Education Service Code of Discipline

**14. Policy and other documents**

- Students hand book
- Ghana Education Service Code of Discipline
- University of Cape coast Code of Discipline for Examination

**15. Effective date**

1<sup>st</sup> September, 2016

**16. Review date**

1<sup>st</sup> October, 2016

**17. Key words**

- Offences
- Sanctions
- Dismissal
- Suspension
- Discipline
- Prosecution

**18. Ownership/sponsor**

- College Principal

**19. Author**

- College Council

**20. Further information**

1. Rev. Canon Oscar C. Amoah    Tel: 0242166886
2. [waticoedu@yahoo.com](mailto:waticoedu@yahoo.com).

## **POLICY ELEVEN: WACE P11**

### **1. CONFLICT MANAGEMENT POLICY**

#### **INTRODUCTION**

Conflict and disagreements at work are common events in the best of workplaces and should not be seen as unwelcome or as an indicator of an unhealthy culture. However, where conflict and disagreements are not addressed, this can lead to poor working relationships, reduction in performance and a negative impact on motivation and morale in the workplace.

It is the responsibility of all those who work at Wiawso College of Education to seek to resolve conflict and disputes as quickly as possible to avoid problems escalating. The management promotes the use of informal avenues to conflict resolution, such as workplace mediation; however it also recognizes that it is not always possible to resolve all conflict informally, which is why the formal grievance process is available.

This Conflict and Dispute Resolution Policy enables individuals to raise issues about their work, working environment (including Health and Safety at work), changes to working practices, harassment, working relationships or terms and conditions of employment. It can be used as a reference document to provide staff with further information around what informal conflict resolution tools are available at Wiawso College of Education. This policy also provides information to staff on how to raise a formal grievance.

#### **2.0 PURPOSE/OBJECTIVE**

2.1 The aim of this policy is to set out the approaches that can be used to attempt to resolve conflict and disputes, irrespective of gender, informally and where informal approaches have not been possible or have been unsuccessful. The policy goes on to detail how to raise a formal grievance and how management will deal with this.

2.2 The policy adheres to the guidance provided in the Harmonized Conditions of Services for Colleges of Education dealing with employee problems or concerns about their working conditions, relationships and/or colleagues. Management encourages all staff to resolve issues at the lowest possible level; this may include exploring informal resolution processes such as informal discussion, conflict coaching and/or mediation to attempt to resolve the complaint.

#### **2.3 Specific Objectives**

The specific objectives of this policy are:

- To enable all those who work for Wiawso College of Education to seek to resolve conflict and disputes as quickly as possible to avoid problems escalating.
- To enable individuals to raise issues about their work, working environment (including Health and Safety at work), changes to working practices, harassment, working relationships or terms and conditions of employment.
- To provide staff with further information around what informal conflict resolution tools are available at Wiawso College of Education.
- To provide information to staff on how to raise a formal grievance.

### **3.0 SCOPE/APPLICATION**

3.1 This policy applies to all staff, both males and females equally. The Principal, Vice Principal, Heads of Departments, Finance Officer, and other Officials are dealt with under the same principles set out within this procedure.

3.2 Any complaint should be brought as soon as practicable in all circumstances and in any case within 4 weeks of the event complained of. Should the complaint be brought beyond this point, employees should understand that they may not be able to proceed if those receiving the complaint consider that the delay has impeded a proper investigation being carried out.

3.3 This policy will not be appropriate for all circumstances and may not apply to the following situations:

a) Collective disputes, which should be raised through the Colleges of Education joint trade union consultative arrangements which includes a dispute procedure.

b) Disciplinary or capability matters or any matters arising out of the operation of these procedures. This includes raising matters which may be presented as a defence in a disciplinary hearing or at a management investigation. Appeals against disciplinary or capability sanctions, including dismissals should be made in accordance with the Colleges of Education Harmonized Conditions of Services (Article 32).

c) Appeals against job evaluation, decisions and assessment should be dealt with under the Colleges of Education Harmonized Conditions of Service performance assessment (Article 32).

d) Compulsory termination on grounds of ill health; an appeal against this should be brought under the Capability procedure.

### **4. THE POLICY STATEMENT**

4.1 In the first instance, the College expects all staff to attempt to resolve matters informally where possible and practical.

4.2 All staff experiencing conflict should take part in an informal discussion with the relevant parties with the aim of resolving the conflict early on.

4.3 If informal discussions have not resolved the issue, the College would expect that the next stage in the informal process is mediation unless the matter is considered inappropriate for resolution through mediation.

4.4 Mediation can be used to attempt to resolve conflict among colleagues, without the need of a formal investigation. A formal investigation can often be difficult for all parties concerned, take some weeks to complete and may affect ongoing working relationships for those involved. Mediation can be used at any point during the grievance process; however it is most effective prior to a formal grievance investigation.

4.5 Whilst mediation can be used to address a wide variety of issues it is not suitable;

- as the first response to a conflict situation in most cases; employees should in the first instance seek to resolve the issues by talking to the other parties first before mediation is considered.
- When a decision regarding right or wrong is required.
- When the parties in dispute do not have the power to resolve the issues; e.g. terms and

conditions of employment.

- When all parties do not agree to undertaking the mediation process.

4.6 If the conflict or dispute cannot be dealt with informally, the formal grievance process should be used.

## **5.0 SUPPORTING PROCEDURES**

### **5.1 Informal Procedure**

5.1.1 In the event of any grievance, the employee should, as a first step take up the matter informally with his or her Sectional Head.

5.1.2 If any employee is dissatisfied with the Sectional Head's decision he or she shall appeal to the Head of Department.

5.1.3 If the grievance remains unresolved, the aggrieved employee shall have the right to appeal to the College Secretary. Although it is an informal stage, it is useful for a note to be taken by the College Secretary confirming the discussion and if appropriate, any agreed future action. A copy of this note will be given to the employee and kept permanently in the employee's file.

### **5.2 Formal Procedure**

5.2.1 After clause '5.1.3', if the grievance still remains unresolved the employee shall have the right to appeal to the College Principal.

#### **5.2.2 Raising a Formal grievance**

An employee can formally raise a grievance in writing at any time. The Grievance Form in **Appendix A** can be used for this purpose if desired. A written grievance should specify the nature of the grievance and the outcome sought by the employee and be submitted to the Principal's Office.

5.2.3 If no satisfactory redress is achieved, the local Union may take up the matter with the Regional Industrial Relations officer or the National Secretariat, as appropriate, who shall deal with the matter under the provisions of the labour Act 2003 (Act 651) or any amendment thereof.

#### **5.2.4 Scheduling a meeting to discuss the grievance**

a) The Principal who shall deal with the grievance shall acknowledge receipt of the grievance in writing as soon as possible (normally within 5 working days). The employee must be invited to attend a meeting to discuss the grievance, normally within 10 working days of the officers' receipt of the grievance.

b) The acknowledgement/meeting invitation letter should be based on the sample letter in Appendix B. The letter must refer to the following:

- That the employee has a right to be accompanied to the meeting by a work colleague or trade union representative
- Make the offer of an EAP (Employee Assistance Programme) management referral
- Ask the employee to advise if the meeting arrangements are unsuitable

c) The Principal should also consider who should be present at the meeting. They may wish to be advised by their association (eg. CETAG, TEWU) when hearing the grievance. If this is the case, the employee should also be informed of this in the letter.

d) The Principal should consider how any employee(s) who are named in a grievance case should be informed. This should be done confidentially, either by meeting in person, via e-mail or letter or via telephone. It is highly likely that this employee (s) will need to be interviewed. See **Appendix C and D** for a sample letter inviting a “respondent” or witness to a grievance meeting

e) In some cases, if the grievance is about another employee, the Principal may decide to hear both parties together. Both sides must agree to this course of action in advance. In some instances (i.e. issues of employee conflict) it will be more appropriate to hear the employees separately in the first instance.

f) The Principal should ensure that a record of the meeting can be kept, using a note-taker and, if required, a tape-recorder. The employee must consent to a tape-recording of the meeting.

### **5.2.5 Inability to attend a set meeting date**

Where the employee or chosen companion cannot attend the meeting on the date proposed, the employee can suggest another meeting date so long as it is reasonable and not more than 5 working days after the date originally proposed by the Principal. This five day time limit can be extended by mutual agreement.

### **5.2.6 Arbitration meeting**

At the meeting, the Principal may wish to use the agenda points below as a guide:

#### **Introduction**

a) Make introductions as necessary

b) State what the purpose of the meeting is - ie. to hear the employee's concerns and gather information.

#### **Specify Grievance**

c) Invite the employee to re-state their grievance and describe the outcome that they are seeking.

d) If the case involves claimant and respondent:

I. Invite the claimant to make statement of case.

ii. Invite the respondent to make statement of defense (counterclaim if any).

d) Ask the employee(s) if there are any relevant witnesses to the alleged events/incidents.

I. invite witnesses to testify separately (if there are any).

e) Ask the employee to provide any documentation that may be relevant to the events described.

f) Discuss the levels of confidentiality that will apply to this process.

### **Document**

h) Adjourn the meeting if necessary to note what has been said and summarize events.

j) Invite the employee back into the meeting, to summarize your understanding of what has been said.

### **Future Timescales**

k) Tell the employee what the next steps will be in relation to their grievance - i.e. further investigation; speaking to witnesses, making a decision, anticipated timeframes etc.

l) Tell the employee that you may need to speak to them again at a later date.

m) Tell the employee that if anticipated timescales change, they will be updated regarding new timeframes.

### **Closure**

n) Advise the employee they will be informed of an outcome in person (if possible) and in writing, and they will have a right to appeal the finding.

o) Adjourn the meeting

## **5.2.7 After the arbitration meeting**

- If the meeting is recorded a copy of the recording should be given to the employee. Notes of the grievance meeting should be kept and a copy given to the employee. The employee may suggest amendments or comments. Where these are not accepted by the Principal hearing the grievance, they should be retained with the notes of the meeting as a separate document.
- Further investigation may be necessary, including interviewing relevant witnesses and examining documents/e-mails. The terms of this investigation should be determined by the Principal hearing the grievance, after consideration of the employee's concerns.
- The Principal may also wish to meet with the employee bringing the grievance again to clarify certain facts.

## **5.2.8 Further investigation**

If the substance of the employee's grievance is complex, a substantial investigation may be required. In this event the Principal may delegate the investigation to another independent person. See **Appendix H** for an investigation template and guidelines.

On completion of the investigation, a report should be provided to the Principal who will base their decision on the investigation findings. This report will be submitted to relevant parties if requested, subject to confidentiality agreements. All paperwork will be stored securely by College Secretary in the file of the person who raised the grievance.

### **5.2.8 Communicating the arbitration outcome**

- Where possible the outcome of the grievance should be communicated by the Principal within 10 working days of the arbitration meeting. If this timescale is not possible, the employee should be informed of the likely timescale for conclusion of the process.
- The communication should ideally take place in person and must be followed with a letter re-confirming the outcome. If it is not possible to communicate in person, written notification will suffice.

**Appendix E** provides a sample letter template for this purpose. This letter must state that the employee has a right to appeal the outcome, in line with the IPCC grievance procedure and a copy of this procedure should be enclosed with the letter.

**5.2.9A** record of the grievance meetings held and all correspondence including the grievance report must be kept. Copies of meeting records may be given to the employee, however, some content of the records may need to be withheld in order to maintain confidentiality of witnesses. The grievance process is confidential and should not be disclosed or referred to in subsequent people management processes. The outcomes of grievances may be relevant to subsequent disciplinary proceedings.

### **5.3 Frivolous, Malicious or Vexatious Complaints**

Misuse of the policy may result in action being taken under the disciplinary and dismissal procedure where it is determined at the end of the process after a proper investigation of the facts, that the complaint was raised with the intent of embarrassing or undermining another person.

### **5.4 Right to be accompanied at the Informal and Formal Stage**

**5.4.1** An employee shall be entitled to be accompanied by a companion at any stage of the formal grievance procedure. There is no right for employees to be accompanied by a companion at an informal stage of the process.

**5.4.2** To exercise the right to be accompanied an employee must first make a reasonable request. What is reasonable will depend on the circumstances of each individual case. However, it would not normally be reasonable for employees to insist on being accompanied by a companion whose presence would prejudice the hearing, nor would it be reasonable for a worker to ask to be accompanied by a companion from a remote geographical location if someone suitable and willing was available on site.

**5.4.3** The role of the companion is to advise the employee before and after the meeting. They can address the meeting and confer with the employee but not answer questions on behalf of the employee unless this is agreed by the management. They also cannot address the hearing if the employee does not wish it or prevent the employer from explaining their case.

### **5.5 Disciplinary Investigations**

In some circumstances, allegations made through a complaint are so serious that a disciplinary investigation may be necessary. If this occurs, Sectional Heads or H. O. Ds may in consultation

with Principal adjourn the grievance process to ensure that the appropriate procedure is followed. All parties and their representatives will be consulted if this is proposed and informed of the decision.

5.6 **CONFIDENTIALITY:** Throughout the process of attempting to resolve conflict or a complaint, the parties must agree on the level of confidentiality that will be applied.

## **6. RESPONSIBILITY FOR IMPLEMENTATION**

- The Principal is responsible for the implementation and development of this policy
- Sectional Heads, Heads of Department and the College Secretary are responsible for the effective operation of the informal grievance procedure.
- The Principal is responsible for the effective operation of the formal procedure

## **7. RESPONSIBILITY FOR MONITORING, IMPLEMENTATION AND COMPLIANCE**

- The Principal is responsible for monitoring, implementation and compliance

## **8. STATUS**

- Revisions approved by Governing Council, May 26, 2016.
- Minutes on last meeting revised on May 19, 2016.
- The Implementation of the latest version of this policy supersedes all previous versions of this policy.

## **9. KEY STAKEHOLDERS**

- All staff members

## **10. APPROVAL BODY**

- College Governing Council

## **11. INITIATING BODY**

- Management

## **12. DEFINITION OF TERMS**

12.1 Grievance: is a complaint that are raised with the employer by the employee in writing (letter, email etc.) during their term of employment

12.2 Mediation: is a voluntary process whereby a third party who is independent aids the parties in dispute to discuss their concerns with the aim of reaching an agreement if possible. See Appendix I for more information on what mediation is.

12.3 Companion: is a workplace colleague or a trade union representative.

12. 4 Informal Discussion: is a round table discussion with the parties to the complaint/conflict whereby resolution to the issue is attempted through a conversation which is led by one of the parties.

## **13. RELATED LEGISLATION**

- Harmonized Conditions of Service for College of Education.



- Republic of Ghana Labour Act 2003.

**14. RELATED POLICY AND OTHER DOCUMENTS**

- Harmonized Conditions of Service for Colleges of Education.
- Republic of Ghana Labour Act 2003.

**15. EFFECTIVE DATE**

1<sup>st</sup>June, 2016

**16. REVIEW DATE**

- The policy will be reviewed in August each year.

**17. KEY WORDS**

Grievance; Mediation; companion; informal discussion

**18. OWNER/SPONSOR**

- College Principal

**19. AUTHOR**

College Governing Council

**20. FOR FURTHER INFORMATION**

Please contact the following for any further information:

Reverend Canon Oscar C. Amoah – Principal –0242166886

Mr. Lord Owusu-Danso – Administrator - 020803189

**WIAWSO COLLEGE OF EDUCATION**

**Appendix A - NOTIFICATION OF FORMAL GRIEVANCE**

To lodge a formal grievance, please complete this form and submit it to your Head of Department. Submitting this form will commence the Formal Grievance process as outlined in the Grievance procedure.

To Name: ..... Position Title: .....  
Department .....

From Name: ..... Position Title: .....  
Department:.....

**Description of grievance**

Please provide a detailed description of your grievance (continue on a separate sheet if necessary)

**Utilisation of informal processes**

Please provide details of informal processes you have utilised in attempt to resolve this grievance

**Outcome Sought**

Please provide an indication of the outcome you are seeking through lodging this grievance

**Signed** ..... Signature Date

**Appendix B**

**Sample letter inviting aggrieved employee to a grievance meeting**

Private and Confidential

Dear I am writing to acknowledge receipt of your grievance letter/form, dated----- -

In line with formal stage the Grievance Procedure, I would like to arrange a meeting to take place on [date] at [time] in [location] to discuss your grievance. If you would prefer to meet at another neutral location, please advise me as soon as possible of your suggested venue.

You have the right to be accompanied at this meeting by a Trade Union Representative or work colleague. If either you or they are unable to attend this meeting due to unforeseen circumstances, please propose a new meeting date (within 5 working days of the original date) to me as soon as possible.

[OPTIONAL] As well as myself, I have also asked (name) to be present at this meeting, in order to assist with procedural advice.

The Employee Assistance Programme is available for your use at any time - I am happy to make a management referral to them on your behalf if you are agreeable to this. Please let me know whether you would like me to facilitate this.

I remind you also that this meeting and all discussions regarding your grievance are confidential and care should be taken when discussing this with anyone outside this process.

Yours sincerely

## **Appendix C**

### **Sample letter inviting a respondent to a grievance meeting**

Private and Confidential Dear [OPTIONAL] Further to my earlier notification to you regarding the ----- grievance, I am writing to request your attendance at an informal fact finding meeting to be held on [date] at [time] in [location].

This meeting has been arranged because you have been named as an alleged participant in [issue raised by employee].

Please note that this meeting is confidential and should not be discussed with anyone outside this process.

You can be accompanied by a Trade Union Representative or work colleague if you wish. If your companion is unable to attend this meeting, please propose a new meeting date (within 5 working days of the original date), to me as soon as possible.

[OPTIONAL;] As well as myself, I have asked that [ ] also be present at this meeting to advise on procedure.

**Appendix D**  
**Sample letter inviting a witness to a grievance meeting**

Private and Confidential

Dear

OPTIONAL [Further to my earlier notification to you regarding the ----- grievance], I am writing to request your attendance at an informal fact finding meeting to be held on [date] at [time] in [location].

This meeting has been arranged because you have been named as an alleged witness to [issue raised by employee].

Please note that this meeting is confidential and care should be taken when discussing this with anyone outside this process.

This is an informal meeting but you are welcome to be accompanied by a Trade Union Representative or work colleague if you wish. If your companion is unable to attend this meeting, please propose a new meeting date (within 5 working days of the original date), to me as soon as possible.

[OPTIONAL;] As well as myself, I have asked that [ ] also be present at this meeting to advise on procedure.

Yours sincerely

## **Appendix E**

### **Outcome of grievance hearing**

Private and Confidential Dear

### **Outcome of grievance hearing**

I am writing to confirm the outcome of your grievance meeting which took place on [date]. Your issue(s) of concern was/were {insert details of grievance}.

After full consideration of the facts, my conclusions are [insert details].

I have therefore decided to

### **EITHER**

Suggest the following solution [give details of the propose course of action]

### **OR**

Turn down your grievance for the following reasons [insert details].

If you are not satisfied with this response, you have the right to lodge an appeal against my decision. You can do this by writing to Principal by [specify date – allow 10 working days plus 2 posting days], as set out in the grievance procedure.

Arrangements for a further hearing will then be made. I have attached notes of our meeting and the grievance appeal process for your information.

Yours sincerely

Encl: Note of meeting Grievance appeal

## Appendix F – Investigation guidelines and template

1. The officer responsible for hearing the grievance is responsible for a number of actions as detailed below and may choose whether or not they will personally undertake the role of ‘Investigator’ referred to below.

2. The ‘**Officer**’ within the investigation process refers to the individual responsible for hearing the grievance and has the following responsibilities:

- Co-ordination of the investigation process (which may involve appointing an internal or external investigator (s) depending on resources available or undertaking the investigation directly as referred to under ‘Investigator’ role below)
- Defining the objectives of the investigation at the outset and briefing the investigator (s) and setting out timeframes for reporting updates etc.
- Assessing the wider business impact and risk analysis caused by the investigation and making this known to relevant parties
- Seeking HR advice and consider whether suspension is appropriate/required.
- Drafting and sending letters to aggrieved employee/respondent as referred to in Grievance Procedure.
- Notifying ‘respondent’ they are subject of a grievance
- Liaising with witnesses/respondent/aggrieved employee to let them know they will be interviewed and answering any questions.
- Notifying aggrieved employee and respondent of the progress of the Investigation.
- Reviewing the investigation report after it is completed and reaching an outcome on the grievance (including considering whether disciplinary action is required).
- Communicating the grievance decision to the aggrieved employee (and respondent).

• Keeping full documentation for the personnel file. 3. The ‘**Investigator**’ within the grievance investigation process has the following responsibilities:

- Undertaking the investigation within the objectives/parameters set by the Officer.
- Treating the investigation as a matter of urgency. Delay will compromise its value and fairness.
- Keeping the officer updated of progress of investigation at intervals agreed with the officer.
- Arranging interview times directly with those to be interviewed.
- Interviewing the aggrieved employee, the respondent and relevant witnesses.
- Be prepared to interview individuals several times to cover issues raised by other witnesses as the investigation progresses.
- Ensure there are contemporaneous written records of investigatory interviews. For the purposes of presenting the evidence either:

o formalise the note of the interview and gain the interviewee's written agreement to the notes,  
or  
o reduce the notes of the meeting to a statement and gain the interviewee's signature. In either case retain the written record of the meeting.

- Seeking the witnesses' agreement to full disclosure of the statement/notes to the other party(ies). If the witness will not agree to this, consider whether an anonymous statement and/or editing would overcome the witness' concerns.
- Obtaining all the relevant documentation including e-mails, paperwork etc that are relevant to the investigation
- Collating this information together into a written report
- Beware of drawing conclusions or expressing own opinions in report (seek agreement from the Officer as to whether conclusions/opinions are required)
- Presenting report and findings to the Officer and if required, present the management case at a disciplinary hearing.

## TWELVE: WACE P12

### **1. SEXUAL HARASSMENT POLICY**

#### **2. Purpose/Objectives:**

The College abhors all forms of sexual harassments, exploitations and intimidations. Any form of intimidation, abuse or harassment based on gender is contrary to the values of the College, and jeopardises the integrity of the College community. For this reason, all staff, students, relatives of staff, visitors, contractors and persons acting on behalf of the College shall respect the rights of others and shall refrain from any activity that corresponds with those described in this policy document. The College takes a serious exception to sexual harassment and such behaviour shall result in disciplinary actions.

The purpose of the Sexual Harassment policy is to ensure that all members of the College community have the right to a workplace free from sexual exploitations and harassment in any form or shape. The specific objectives of this policy include:

- to prevent the occurrence of sexual harassment in any form or shape in the College community.
- to deal with cases of sexual harassment if they occur
- to encourage victims of sexual harassment to seek redress without fear of reprisal
- to offer assistance and support to victims of sexual harassment
- to outline clearly the disciplinary actions that would be instituted against perpetrators of sexual harassment in the College.

Individuals shall be held personally accountable for their actions and behaviours in the event of complaints of sexual harassment against them. The College shall follow the procedures outlined in this document in dealing with complaints and appeals against decisions in connection with complaints of sexual harassment

#### **3. Scope/Application:**

This policy shall apply to all male and female members of the College community, including relatives of staff living on College campus, visitors, contractors and all persons acting in various capacities on behalf of the College.

#### **4. The Policy Statement:**

The Sexual Harassment policy is committed to securing a working and learning environment that is free from sexual exploitation and intimidations. It abhors:

- verbal, physical, written and pictorial communication relating to gender or sex which has the purpose or effect of unreasonable interference an individual's performance, or which creates a hostile, offensive, or intimidating atmosphere for the recipient



- Unwelcome and irrelevant comments, references, gestures or other forms of personal attention which are inappropriate to the academic, employment, or residential setting
- A request for sexual favours when submission to, or rejection of such a request might reasonably be viewed as a basis for evaluative decisions affecting an individual's future
- Sexual imposition that is non-consensual touching
- Abuses of power relations such that individuals receive unfair treatment based on gender or sexuality
- Threat or coercion of sexual relations; sexual contact which is not freely agreed by both parties, including rape

It is important to note that any form of sexual harassment occurs within a situation of unequal power relations between and among parties, and therefore in this policy document issues of sexual harassment are considered within the context of the power inequities within which any form of harassment is alleged to have occurred.

## **5. Supporting Procedures:**

Any student, employee or member of the College community who perceives herself/himself to have been sexually harassed or to have been subjected to retaliation following a sexual harassment incident, must do the following in order to protect his/her rights.

The complainant can follow either the formal or informal procedures outlined in this document.

Complainants are encouraged to use the informal procedures in the first instance. However, in certain cases (stipulated in sub-section for Definition of Terms of this document), the formal procedure is strongly recommended.

### **5.1 Informal Approach**

A student, employee or member of the College community who feels that he/she has been a victim of sexual harassment is encouraged not to ignore the incident or the offending person.

In the first instance, the victim of the harassment should ask the person causing the harassment to stop the harassing behaviour. If this is not possible for any reason, or the harassment continues, or if it stops but the victim feels that he/she would require advice or support in order to protect his/her rights, he/she should not hesitate to follow the steps outlined below:

#### **5.1.2 Concerns to the Contact Person shall be Held in the Strictest Confidence:**

The individuals named in 5.1.1 above, shall guide the complainant through the best process for resolving the problem. They shall listen and offer advice. Depending on the nature of the complaint, the contact person shall talk to the alleged perpetrator (offender), or bring the two parties together for mediation.

#### **5.1.3 Possible Actions that may Result from the Consultation shall include:**

- The recipient of the harassment action (victim) confronting the offender about what he/she did;
- Having the contact person(s) talk to the offender;
- If the offender is employed by the College, having the contact person(s) or a member of the Disciplinary Committee advice or assist in an appropriate intervention.
- Taking no further action.

#### **5.1.4 Safety of Parties**

If the immediate safety of the parties involved is at stake, the contact person(s) shall inform a member of the Disciplinary Committee or one of the above-named contact person(s), who shall work out the appropriate means to address the safety of the complainant. This may include visiting a clinic/hospital or the police station.

**5.1.5** If a complaint cannot be resolved through the above options, or if, in the course of the Informal Procedure, the alleged offender is not cooperative, then the formal procedure, spelt out in Section in 5.2 of this document, shall be available.

### **5.2 Formal Procedure**

#### **5.2.1 The Formal Procedure shall usually be embarked upon in the following instances:**

- Where the alleged offender does not cooperate in the informal procedure;
- Where the alleged offender has several complaints against him/her;
- Where the immediate safety of the parties involved is at stake;
- Where informal mediation does not appear to stop the harassment
- Where the following types of harassment have occurred:
  - sexual assault
  - threat or coercion of sexual relations
  - sexual contact which is not freely agreed to by both parties
  - sex that may appear consensual but reflects unequal power relations and which provides avenues for the receipt of benefit, (such as sex or sexual contact between a Head of Department and a subordinate).

#### **5.2.2 Guidelines**

The following guidelines shall apply:

- the complainant shall formally request to the Sexual Harassment Committee to take further action;
- the Sexual Harassment Committee shall notify the alleged offender that the matter is being;
- taken further, and that it may result in disciplinary action;
- the Sexual Harassment Committee shall, soon as possible, but not later than one week from receiving a relevant request, initiate a separate investigative meetings with the

complainant and the alleged offender, together with their agents (if any) to attempt to resolve the matter, unless both the complainant and the alleged offender agree to a joint meeting being convened;

- the Sexual Harassment Committee shall, within seven days, of the close of hearing, advise the complainant and the alleged offender in writing of the outcome of the investigations, including any recommendations made or sanctions imposed.

### **5.2.3 Appeals Procedure**

In the event that the complainant or the alleged offender is aggrieved with the outcome of the investigations and/or the action to be taken, he/she has a right to appeal to be exercised within seven (7) days. The Vice-Principal shall, as soon as possible, but not later than twenty-one (21) working days, review the case and render a decision. In reviewing the case, the Vice-Principal, as the final arbiter, shall call for such information as he/she shall deem necessary.

### **5.2.4 Sanctions**

Sanctions that may be imposed by the Sexual Harassment Committee and/or Vice-Principal shall include, but not limited to the following:

- Public apology
- Mediation
- Relocation of the offender to another Department/Section. Under no circumstances should the complainant be relocated.
- Suspension
- Expulsion
- Referral to the appropriate law enforcement body
- Termination of employment

## **6. Responsibility for Implementation:**

Sexual Harassment Committee

## **7. Responsibility for Monitoring, Implementation and Compliance:**

- Disciplinary Committee
- Vice-Principal

## **8. Status:**

- Revisions approved by Governing Council, 11 November 2015.
- Minutes of last meeting revised on 15th November, 2015
- The implementation of the latest version of this policy supersedes all previous versions of this policy.

## **9. Key Stakeholders:**

- Students
- Staff
- Relatives of Staff
- Visitors to the College
- College Contractors
- All persons working on behalf of the College

## **10. Approval Body:**

- College Governing Council

## **11. Initiating Body:**

- Disciplinary Committee

## **12. Definition of Terms:**

For the avoidance of doubt, the following terms are defined succinctly in context in this document:

**Sexual Harassment:** Unwelcome sexual advances, request for sexual favours and other verbal or physical conduct of a sexual nature, whether on a one-time basis or series of incidents that might cause offense, humiliation, awkwardness or embarrassment, or that might reasonably be conceived as placing a condition of a sexual nature on employment, opportunity for promotion, grades, etc.

(AWLA, 2003, cited in Wiawso College of Education Handbook, 2015)

**Sexual Consent:** It is the act of agreeing to engage in specific sexual conduct. In order for consent to be valid, both parties must have unimpaired judgement and a shared understanding of the nature of act to which they are consenting, including safer sex practices. Silence does not mean consent. If at any time consent is withdrawn, the conduct must stop. Consent here excludes sexual relations between individuals of unequal power relations, which provide avenues for the receipt of benefits.

**Consensual Intimate Relationship:** This refers to intimate sexual relations between senior members and students or between senior members and staff or any category of persons in the College where one party is in supervisory position over the other. The College does not favour these relations since they raise concerns about sexual harassment and conflict of interest except where they are legally married.

**Hostile Environment:** A hostile environment is one that a reasonable person would find offensive or abusive and one that the particular person who is the subject of the harassment perceives to be offensive or abusive. A hostile environment is determined by looking at all the circumstances, including:

- frequency of the alleged harassing conduct;
- severity of the allegedly harassing conduct;
- whether such conduct interferes with an employee’s work performance, or with a students’ academic performance or the full enjoyment of College programmes or services;
- Whether such conduct has the effect of emphasising the gender or sexuality in a manner offensive to a reasonable person;
- Whether such conduct has the effect of creating an intimidating or offensive environment in the workplace or inside or outside the classroom.
- Whether such conduct has been brought to the attention of the alleged perpetrator by the alleged victim as being unwelcome and offensive.

**Offence:** Any non-consensual conduct is an offence. Examples of offence include:

- Sexual harassment – any unwanted sexual attention including, but not limited to sexual threats or offensive behaviour;
- Sexual imposition – non-consensual sexual touching;
- Sexual assault – a non-consensual act including, but not limited to, unwelcome kissing of lips, mouth, breast or other body parts, touching of breast, chest, buttocks, thighs, vagina, penis, or their body parts other than under a medically necessary procedure and vaginal penetration, anal penetration and oral sex. Penetration, however, slight includes the insertion of objects or part of the body.

It is important to note that sexual harassment offences may be:

- Verbal – including unwelcome remarks, cat calls, suggestions and propositions, malicious gossip, jokes and banter based on sex, race, sexual orientation or gender or songs.
- Non-verbal – offensive literature or pictures, graffiti, wolf whistle, mode of dressing.
- Physical – including unnecessary touching, gesture or assault.

**13. Related Legislation:**

- NCTE Sexual Harassment Policy (Draft)
- College Handbook, Wiawso College of Education, Sefwi Wiawso

**14. Related Policy and other Documents (Exhibits):**

- NCTE Sexual Harassment Policy (Draft)
- College Handbook, Wiawso College of Education, Sefwi Wiawso
- The 1992 Republican Constitution of Ghana

**15. Effective Date:**

- 1st September, 2016

**16. Review Date:**

- 1st April, 2017

**17. Keywords:**

Sexual harassment; consensual relations; consent; sexual imposition; sexual assault; Sexual Harassment Committee

**18. Owner/Sponsor:**

- College Principal

**19. Author:**

- College Governing Council

**20. Further information:**

Please contact the following for any further information:

Reverend Canon Oscar C. Amoah - Principal of the College (0242166886)

## **POLICY THIRTEEN: WACE P13**

### **1.0 ICT ACCEPTABLE USE POLICY**

#### **INTRODUCTION**

Wiauso College of Education recognizes the value of Information and Communication Technologies (ICT's) and access to the World Wide Web and E-mail as a resource to improve tutors pedagogy and professional development and student learning. Wiauso College of Education encourages the use of computers and computer networks (including the Internet and E-mail) in support of the mission and goals of the college.

ICT's include the use of computers, the school network, the Internet and email, digital/video cameras, printers, scanners and projectors. Wiauso College of Education provides a computing network, which allows a range of devices to be used. These devices include networked computers to support students and staff's academic work.

For the purpose of this document, electronic computing equipment will be referred to as devices and it includes laptops, PCs, tablets, notepads, iPads, iPods, mobile phones, digital cameras etc.

#### **2.0 PURPOSE/OBJECTIVE**

The aim of this policy is to set out the guidelines that would govern the acceptable use of ICT for both students and staff. The guidelines include the safe and responsible use of the network and the internet and identify those activities, which constitute an abuse of our ICT facilities.

##### **2.1 SPECIFIC OBJECTIVES**

The specific objectives of this policy are:

1. To use ICT as a tool to support teaching, learning and management across the curriculum.
2. To ensure ICT is used, when appropriate.
3. That resources are used to their full extent.
4. That resources and equipment are kept up to date as much as possible.

#### **3.0 SCOPE/APPLICATION**

3.1 This policy applies to:

- All students of Wiauso College of Education who have been granted access to use the facilities regardless of the location of that student.
- All staff of Wiauso College of Education (teaching and non-teaching) who have been granted access to use the facilities regardless of the location of the staff member.
- All other persons who may be granted permission to use the College's Information and Communication Technology facilities and infrastructure (ICT) are subject to this policy regardless of the location of that person.
- Copies of this policy are kept centrally and are available all persons who may need it.

## **4.0 THE POLICY STATEMENT**

Information and Communication Technologies are provided at Wiawso College of Education for educational, communication and research purposes. This User policy seeks;

- to provide access to ICT for all students and staff in order to enrich teaching and learning.
- to help and protect students, staff, and the resources by clearly stating what is acceptable and what is not.

## **5.0 ACCESS TO ICT**

The College has a computer room, which is timetabled for classes throughout the week for ICT education. All computers will be equipped with hard disks on which a suite of core software is installed to enable functionality. The computer room is also accessible, after school hours, to students for private studies. The college has a wireless network, which is accessible to all students and staff.

### **5.1.0 GENERAL ICT RULES**

The general rules apply to students, staff, and all other persons using devices provided by the College or devices which are privately owned and are brought onto the College campus and are connected or not connected to the College's internet. You should not:

- a. access or attempt to access unauthorised areas of the College network or any other computer network. This includes logging on to another user's account;
- b. send or post electronic communications which are impolite, indecent, abusive, discriminatory, racist, tribal or in any way intended to make the recipient feel uncomfortable;
- c. Store or access inappropriate or illegal material;
- d. try to circumvent the College filtering systems;
- e. attempt to spread viruses;
- f. run any hacking, encryption and other system tools;
- g. engage in any form of activity that is prohibited under UK Law, including;
- h. the uploading or downloading of pirated software, music or video;
- i. breaching another person's copyright in any material or protected by trade secret;
- j. disclose to a third party the personal details of any other member of the College community;
- k. post on the Internet or Intranet (including on social networking sites, blogs, Twitter, Facebook etc) any material (e.g. text, pictures, videos) which may cause offence, be considered defamatory or bring the College into disrepute;
- l. attach any servers to the College network or share local drives, folders or files across the network.

### **5.1.1 USE OF COLLEGE DEVICES**

In addition to the General Rules 5.1.0., students should not:

- a. physically tamper with College equipment e.g. disconnect them from the network, removing the mouse/keyboard/monitor etc. or attempt repair to the devices;



- b. upload, download, install or attempt to run any software that has not been approved by Computer Services;
- c. alter the settings of the College equipment or making other changes which render them unusable by others;
- d. purchase goods or services over the Internet.

### **5.1.2 - USE OF STUDENTS AND STAFF'S OWN DEVICES**

In addition to the rules in 5.1.0, students and staff,

- a. should only attach their own personal devices by using wireless networking or specially provided network ports e.g. the network points in the ICT centre;
- b. should ensure that their devices are properly protected from viruses;
- c. should not run file sharing devices (e.g. personal servers) on the College network;
- d. should not plug devices directly into any network switch, hub or router;
- e. should not detach from the network any equipment (e.g. computers, printers etc) to make way for a personal device;
- f. should not attach a device to the Waiwso College of Education Network unless it has been approved by the Computer Services Department;
- g. are responsible for the material that exists on or is accessed via their personal devices. The Computer Services Department are empowered to scrutinise, and if necessary retain for further investigation, any device which has been brought on College campus and which is suspected of being in breach of this policy;
- h. should abide by the rules governing use of the Internet as stated in 5.1.1;
- i. should ensure that they have a licence for all software installed on their devices;
- j. should not run software on a device during lessons which is not appropriate to that lesson.

### **5.1.3 – USE OF COMPUTER AREAS IN THE COLLEGE**

- a. students and staff should conduct themselves in an orderly fashion, and must always show consideration for other users;
- b. No food or drink may be consumed;
- c. Any damage to computers, furniture or fittings or malfunctioning of computers or printers should be reported to a member of the Computer Services Department.
- d. Students and staff using computers before school and during morning break, lunch break and private study periods must leave the computer rooms in time to arrive punctually for their next timetabled commitment;
- e. Only one student should be seated and working at a computer at any one time;
- f. Chairs should be placed tidily in the rooms before leaving;

## **5.2 RULES FOR RESPONSIBLE USE**

### **5.2.1 UNLAWFUL AND INAPPROPRIATE USE**

The use of ICT resources must at all times comply with National laws.

College ICT resources must not be used to download, display, print, save or transmit material that others may find offensive, for example pornographic, violent, sexist or racist material.

If you inadvertently access offensive or inappropriate material on a website or in an email you should leave the site immediately (click on the Home icon) or close the email.

Use for personal financial gain, gambling or advertising is not permitted. Chain letters, anonymous or threatening messages, and other unsolicited mail must not be sent.

### **5.2.2 COPYRIGHT AND INTELLECTUAL PROPERTY**

You must not make an unauthorised reproduction of material protected by copyright, or use audio-visual material without permission from the copyright owner. This includes material on the Internet and CD-ROMs. If you use words, images, ideas or information from other sources in your assignments, you must cite and reference those sources.

Computer software must be used in accordance with licence agreements. At no time are students to download and/or install software of their own.

### **5.2.3 ACCESS AND SECURITY**

Access must only be made via an authorised account and password, which must not be given to any other person.

You must not attempt to gain unauthorised access to any information resources, systems, or networks or interfere with another user's work. System files, system configurations, folders and other technical data must not be altered.

You must not deliberately engage in any activity that may cause damage to the school's ICT resources, or to anyone else's computer equipment.

Viruses are often transmitted between computers through email attachments that are opened, files downloaded from the Internet, and from floppy disks. School computers have virus protection software, and disks should be scanned for viruses prior to use. You should be careful when opening email attachments from unknown sources especially those ending in .exe, or with an unusual file ending, e.g. .vbe, .vbs, .jse, .wsh.

You should log out properly at the end of each session.

### **5.2.4 PRIVACY AND PERSONAL SAFETY**

The privacy of other users must be respected at all times.

Use of the Internet and email carries the risk of bringing you into contact with individuals who may be unfriendly, rude or exploitative. You should not reveal personal details about yourself or others, or arrange meetings, unless a teacher has given you permission.

Email and the Internet are not necessarily secure, and messages can be forwarded without your knowledge. For this reason you should be very careful about communicating private and confidential information via ICT resources.

### **5.2.5 MONITORING**

The College may exercise its right to monitor the use of the school's ICT resources to:

- ensure that the systems, networks and internet are functioning properly;
- protect against unauthorised access; and to
- ensure compliance with the Rules for Responsible ICT Use.

### **5.2.6 MANAGEMENT OF INFRINGEMENTS**

Breaches of the conditions of this agreement may result in access restrictions to ICT resources, and appropriate consequences.

## **6. RESPONSIBILITY FOR IMPLEMENTATION**

- The Principal is responsible for the implementation and development of this policy
- The Computer services Department is responsible for the effective operation of the ICT policy.

## **7. RESPONSIBILITY FOR MONITORING, IMPLEMENTATION AND COMPLIANCE**

- The Principal is responsible for monitoring, implementation and compliance

## **8. STATUS**

- The Implementation of the latest version of this policy supersedes all previous versions of this policy.

## **9. KEY STAKEHOLDERS**

- All students
- All staff members
- All other persons who may be granted permission to use the college ICT.

## **10. APPROVAL BODY**

- College Governing Council

## **11. INITIATING BODY**

- Management

## **12. DEFINITION OF TERMS**

**12.1 Information & Computing Technology (ICT)** covers all communications, telephone, data

networks, Internet connections, network and security infrastructure, servers, data storage, data processing, servers, desktop computers, laptop computers, mobile devices such as iPhones and iPads, as well as all audio-visual equipment.

12.2 **‘All other persons’** or **‘Users’** is any person using the College’s ICT infrastructure and equipment and includes all the people defined in more specific definitions, as well as any contractors, visitors, volunteers and any temporary users of ICT.

12.3 **‘Students’** is all persons studying at the college.

12.4 **‘All Staff’** is all staff or employees of the College, including those on temporary or part time contracts including teaching staff and non-teaching staff.

### **13. RELATED LEGISLATION**

- The 1992 constitution of Ghana.
- Colleges of Education Act, Act 847, 2012

### **14. RELATED POLICY AND OTHER DOCUMENTS**

- Ministry of Education ICT in Education Policy (August 2015)

### **15. EFFECTIVE DATE**

1<sup>st</sup>January, 2017

### **16. REVIEW DATE**

- The policy will be reviewed in August each year.

### **17. KEY WORDS**

Grievance; Mediation; companion; informal discussion

### **18. OWNER/SPONSOR**

- College Principal

### **19. AUTHOR**

College Governing Council

### **20. FOR FURTHER INFORMATION**

Please contact the following for any further information:

Reverend Canon Oscar C. Amoah – Principal –0242166886

Mr. Nkansah Emmanuel – 0244129957

Mr. Rexford Awuku Mante - 0244873031

## **POLICY FOURTEEN: WACE P 14**

### **RESEARCH POLICY**

#### **1. *Rationale***

The world has become a knowledge based society, where the custodians of knowledge invariably hold the balance of power and the advantage of leading the world. Modern knowledge offers the opportunity to improve livelihood. Thus knowledge is critical in order to stay competitive in an ever changing world.

As a source of new knowledge, the key question, especially in the developing world is the role of Colleges of Education in improving the qualities of teaching and learning at the Basic Schools as well as economic development. The key to achieving this, is to look at research not only as the origin of new knowledge but also as process that trains people to create knowledge.

#### **2. *Objective***

Wiawso College of Education would aspire to move closer to some of the country renowned universities. To achieve this

- Research will be undertaken in all subject areas which are taught in the college, but with special attention to subjects which relate to the social, cultural, economic, scientific, technical and other problems which exists in Ghana or elsewhere in Africa.
- Opportunity for higher education and research will be provided for students and staff.
- The college will develop close relationship with sister/cultural institutions whether within Ghana or outside to learn from one another.
- The College will spread the fruit of research and knowledge in general through publications of journal, books, articles, paper and other suitable means.
- The college will be committed to ensuring that its staff and students do not plagiarise the work of others.

#### **3. *Scope and Application***

The policy shall be applied to staff and students of the college and any affiliated institution. It shall be applied to both gender without discrimination.

#### **4. *Policy Statement***

The policy will streamline and encourage activities, dissemination and funding and aimed at strengthening research work and increasing the articulation between area of research and effective demand for the results.

## 5. *Supporting Procedures*

Individuals, groups or departments who wish to embark on any research must be supported financially by the College or GETFund. To qualify for the financial support, the applicant must submit a research proposal to a committee formed by the College Management according to approved format. Again Programmes that will help students to develop interest in research work need also to be looked at.

### 5.1 *General Regulations*

- a. That all staff who wants to embark on any research and may need financial support shall submit application and a proposal to a committee formed by the college management.
- b. The committee shall examine the proposal, if it is in an area that will benefit the college or the country
- c. That individual/group/department shall submit written progress reports on the research project.
- d. Failure to submit a progress report on a research project funded by the college or GETFund shall result in the blacklisting of the individual or the leader for the group or the Head of Departmental.
- e. That in the case of Departmental research project a reminder on submission of progress reports shall be sent to the Head of Department and copy to the project leader and in the case of individual research project the reminder shall be sent to the project leader and copy the Head of Department by the committee.
- f. That the committee shall appraise the progress of on-going research project.
- g. That the College (research committee) shall organise research competitions for students every academic year. The competition could be inter-halls, inter-classes or inter-programmes of the College.

## 5. *Procedure of Acceptance – Research Work*

- a. All research proposal shall be subjected to scrutiny by the committee before approval.
- b. That there shall be an external assessor for the research work who is nominated by Head of Department of the applicant.

- c. That the Secretary to the Committee shall communicate with the external assessor so nominated.
- d. That the external assessor's report shall be addressed to the chairman of the research committee.

### **5.3 *Incentive for Productive Staff***

The level of research shall be improved by instituting attractive prizes and awards for staff that excel in a research in a particular year. This award should be

- Cash prizes
- Paid visit to research centres in developed countries for training.
- Travel and accommodation funds to attend conferences and present papers would be provided as a motivation.

### **5.4 *Encouraging Students Research***

Research plays a pivoted role for effective structural transformation. Research will be central to the College's transformation process and ultimately strengthening our impact and visibility internationally. This will be done by

- a. Establishing research competition for students, which will create a vibrant intellectual environment to attract and retain high quality school and students to drive research agenda.
- b. Collaborating with other Colleges of Education/Institutions in research activities.
- c. Establishing and joining global research network.

### **5.5 *Gender and Diversity***

Wiauso College of Education shall create the best environment for equal research opportunities in gender and diversity. The College recognises the important of Gender and Diversity and how its impacts on social processes of inclusion and exclusion and their interrelated demographics, such as disability, religion and ethnicity among others. The necessary encouragement shall be given to create gender balance and remove all forms of bias and stereotype ideas amongst people of different race and disabilities. In the nutshell efforts and measures to include all staff and students in all research activities shall be enforced.

### **5.6 *Monitoring and Evaluation of Research Reports***

Wiauso College of Education as a Teacher institution, it is necessary that concise approach to ensure that valid, reliable and useful measures of its research performance are made readily available and used to support management institutional learning, improvement in programmes, mitigating of risks and consistent reporting on performance. Monitoring and Evaluation Team of experts shall be formed to occasionally moderate the activities of the researchers/committee to ensure good work in the College.

### **5.7 Avoidance of Plagiarism**

Quality assurance unit of the College shall be responsible of ensuring that plagiarism is avoided in all research activities. The unit must create an intellectual environment that discourages plagiarism by instituting sanctions on those who fall as victims.

The committee shall:

- Acquire and manage appropriate software for detecting plagiarism.
- Ensure best practices in assignments/assessment design and teaching across discipline.

### **6. Responsibility for Implementation**

- College Management

### **7. Responsibility for Monitoring, Implementation and Compliance.**

- Research Committee
- Quality Assurance Unit
- H. O. Ds
- Evaluation Team of Expert
- College Management

### **8. Status**

- Drafting of policy – 22<sup>nd</sup> Nov. 2016 – 30<sup>th</sup> Nov. 2016
- Management approval of 6<sup>th</sup> Dec. 2016 policy
- Implementation of policy
- Review of policy

### **9. Key Stakeholders**



- Management
  - Students
  - Staff
  - Affiliated Institutions
  - Sister/Cultural College of Education.
10. ***Approval***  
College Council
11. ***Initiating Body***  
College Management
12. ***Definition of Terms***  
Research – serious studies in order to discover facts or test new ideas  
GETFund – is Ghana Education Trust Fund  
Committee – Group of people selected to perform a particular job.  
Plagiarism - To take words or idea from another person without referencing.
13. ***Related Legislation***  
- Colleges of Education harmonise condition of service
14. ***Policy and other document***  
- Universities of Ghana Research Policies
15. ***Effective Date***  
- 1<sup>st</sup> March, 2017
16. ***Review Data***  
1<sup>st</sup> April 2017
- 17 ***Key Words***  
- Research  
- Proposal  
- Policy  
- Practices

- Funding
  - Committee
  - Plagiarism
- 18 ***Ownership/Sponsorship***  
College Principal
- 19 ***Author***  
College Council
- 20 ***Further Information***
1. Rev. Canon Oscar C. Amoah  
Tel: 0242166886
  2. waticoedu@yahoo.com

## **POLICY FIFTEEN: WACE P15**

### **ESTATE DEVELOPMENT POLICY**

#### **2. Purpose**

The purpose of this policy shall be to address all matters concerning the acquisition, development, maintenance and use of land, buildings, and property that fall within the functions of the Council.

The objectives of the policy shall include the following:

- i. To determine building programmes and approve plans for physical development of the College;
- ii. To look for consultants and other professional persons required for the best implementation of the plans;
- iii. To constitute a system to control all design matters in relation to the physical development of the College.
- iv. To take steps to develop, care and maintain the properties of the College.

#### **3. Scope/Application**

This policy shall apply to the following:

- i. The use of land within the College;
- ii. All building programmes within the College for the physical development of the College;
- iii. Care and maintenance of all College properties

#### **4. The policy statement**

This policy shall ensure that all building contracts and works in the College are appropriately supervised in compliance with drawings and specifications, making sure approved building materials are used, contractors carry out directions by engineers and architects, and buildings and properties are well maintained.

**5. Supporting Procedures:** The use of College land for infrastructural development and the maintenance of College properties shall be guided by the following procedures:

**5.1 Works and Physical Development Committee:** This committee will perform the following functions in relation to Estate Development and Management:

- Oversee the running of the College Estate which includes the buildings and land.
- Carry out needs assessment for any development project(s) anticipated.

- Supervision of all building contracts and works in the College.
- Ensuring compliance with drawings and specifications.
- Ensuring the use of approved building materials.
- Ensuring that directions by engineers and architects are carried out by contractors.
- Ensuring regular maintenance of College buildings and properties including infrastructures.
- Be responsible for all security and safety matters regarding estate development and management and advise the College on matters relating to health of staff, students and all service providers.

**5.2 The Estate Management Section:** This section of the Estate Development shall be responsible for performing the following functions:

- Advising management on estate matters, including property acquisition, rent and rent review, leases and lease renewal and disposal of unserviceable.
- Undertaking routine inspection of the College's estates and preparation of regular reports.
- Ensuring that proper assets register is maintained at the estate office.
- Assisting in the furnishing of duty post bungalows, flats, guest houses, residences, offices, classrooms and lecture halls.
- Preparation of maintenance schedules for the Principal's consideration.
- Preparation of venues for functions such as congregation, matriculation, etc.
- Providing timely reports on encroachment on the College's properties for appropriate action.
- Ensuring proper utilization of the College's property.

**6. Responsibility for Implementation:** The following persons or committees shall have the responsibility for implementing this policy:

- The Principal of the College
- The Estate Development Officer
- The Chief Supervisor of Works

- Works and Physical Development Committee

### **7. Responsibility for Monitoring, Implementation and Compliance:**

The following shall be responsible for monitoring the implementation to ensure compliance to quality:

- The Principal of the College
- The Quality Assurance Officer
- The Estate Development Officer
- Works and Physical Development Committee

### **8. Status:**

- A Committee of Works and Physical Development formed in December, 2016.
- This policy was developed in January, 2017 and shall be reviewed annually.
- The Implementation of the latest version of this policy supersedes all previous versions of this policy.

### **9. Key Stakeholders:**

The key stakeholders to benefit from this policy shall be:

- The students
- The Teaching and Non-Teaching staff
- Visitors to the College
- The College Community in general.

### **10. Approval Body:**

- The College Council

### **11. Initiating Body:**

- Works and Physical Development Committee

### **12. Definition of Terms**

- Estate Development: -.This is the process of administering the housing needs and their maintenance of particular urban, rural or an institution.

- Estate Management: - This involves advising management on estate matters, including property acquisition, rent and rent review, leases and lease renewal and disposal of unserviceable. It also involves undertaking routine inspection of the College's estates and preparation of regular reports.
- Maintenance: - This is a process of keeping a properties safe and protecting them from harm, decay, loss, or destruction.
- Land: - An area of ground used for some particular purpose such as building or farming.

**13. Related Legislation:**

- Harmonized Statutes for Colleges of Education.
- Harmonized Scheme of Service for Colleges of Education.
- The Colleges of Education Act (Act 847)

**14. Related Policy and Other Documents:**

- Harmonized Statutes for Colleges of Education.
- Harmonized Scheme of Service for Colleges of Education.
- The Colleges of Education Act (Act 847)

**15. Effective Date:**

- May 1, 2017

**16. Review Date:**

- This policy document shall be reviewed on the 1<sup>st</sup> of October each year.

**17. Key words:**

- Estate, Development, Management, Land, Property, Infrastructure, Maintenance.

**18. Owner/Sponsor**

- The Principal of the College owns this policy document.

**19. Author:**

- The Governing Council of the College.

**20 Further Information:**

## **POLICY SIXTEEN: WACE P16**

### **PUBLIC ENGAGEMENT POLICY**

#### **1. Introduction**

Public engagement is a new way of thinking about how governments, institutions, departments, stakeholders, communities and ordinary citizens can work together to achieve complex, societal goals through the establishment of a relationship with valued partners, stakeholders, associates, etc. to identify problems, discover new thinking and to propose solutions. This is a departure from more traditional approaches to public engagement, which will to great potential for open and contested decision and policy making.

#### **2. Purpose**

Wiawso College of Education recognizes that public-private collaborations play a key role in enhancing the college's activities to provide quality teachers to work in basic schools in Ghana. The benefits to the College from such public-private interactions may include support, participation, collaboration and complementing the efforts of the College to achieve its core mandate. This policy is therefore to regulate and guide the actions and reactions, as well as relationship between the College (its Departments, Units, staff, students, etc.) with all its partners, stakeholders, associates, etc. both locally, nationally and internationally; bearing in mind gender responsiveness and inclusivity to protect the credibility and integrity of the College through:

- a) Identification of interests and roles to support the vision and mission of the College.
- b) Maximizing the potentials of the College to provide for the needs of the institution and the general public with gender and inclusive responsiveness.
- c) Commitment to share in decision making process that will result in the best interests of the College and the general public.
- d) Creating a conducive atmosphere for the public to share in ideas, knowledge, expertise and resources for the good of the College and its stakeholders.
- e) Opening avenues in dealing with conflicts affecting the healthy relationship between the college community, outside community and all stakeholders

f) To establish relationships with local, commercial and industrial enterprises within the private and public sectors and encourage their involvement in the development activities of the College that will move the College forward in a spirit of cooperation and collaboration.

g) As a public institution, the College opens up to the public and becomes accountable in all its dealings and activities to avoid corruption, unfairness and discrimination in admission and employment procedures.

### **3. Objectives**

The main objective of this policy are to promote multiculturalism and full participation by all members of the college community, partners, stakeholders and associates. To this end it is intended to develop and implement outreach and public engagement processes responsive to diverse cultural, social, religious, gender and economic identities and status. This policy is designed to increase equitable access to information, resources, admissions, employment and opportunities by all manner of people without discrimination or favour.

The specific objectives of this policy are;

- a. To acknowledge the barriers and frustrations that students experience in accessing admission procedures.
- b. To recognizes diversity as both a strength and opportunity for national integration.
- c. To affirm that a healthy democracy requires public engagement that takes into account transparency in all matters of the College's dealings with the public.
- d. To explore effective public processes and fora with opportunities for communities to fully participate in the activities of the College.
- e. To open the doors of the College to the outside community to take advantage of any engagement that will promote partnership and cooperation with the College.
- f. To identify strategies to generate increased interest and involvement in creating partnership avenues with stakeholders and associate bodies.

### **4. Scope/Application**

This policy shall apply to members of the College Council, Management, Academic Board, Departments, Units, staff, SRC (Students) all persons or groups irrespective of gender (stakeholders, partners and associates) who have direct dealings with the College:

- Ministry of Education
- National Council for Tertiary Education



- National Accreditation Board
- Monitoring/Affiliate Universities
- Ghana Education Service
- National Teaching Council
- Ghana Education Trust Fund (GETFund)
- Teachers and Educational Unions
- Colleges of Education
- Metropolitan/Municipal/District Assemblies
- Traditional Rulers
- Civil Society Organizations and NGOs
- Partner Schools
- Presbyterian Church of Ghana other Religious Bodies
- Contractors and Visitors
- Alumni
- Parents, Guardians, Spouses, Dependents, etc.
- The community in which the college is situated and the communities of the linked schools

## **5. Policy Statement**

The policy on Public Engagement is committed to ensuring that all stakeholders, partners, associates, etc. so defined in this document collaborate and complement the college to achieve its vision and mission.

## **6. Supporting Procedures**

The content of this policy may include but not limited to some of the following issues:

### **6.1 The College's expectations from the public**

- i. Supervisory roles e.g. by The National Council for Tertiary Education
- ii. Representation in decision making procedures e.g. The College Governing Council
- iii. Administrative support e.g. from the District Education Directorate
- iv. Infrastructural support e.g. from The District Assemblies
- v. Donations and Infrastructural support e.g. GETFund
- vi. Financial and material support e.g. from the Alumni

- vii. Pastoral support e.g. from Religious Bodies
- viii. Safety, security and moral support e.g. from the Traditional Council
- ix. Visits e.g. from alumni, parents, guardians and relatives

## **6.2 The Public's expectations from the College**

- a. Care must be taken to ensure that this public engagement policy is not dominated by those with vested interests, powerful lobbyists or “the usual suspects” who are aware of policy “opportunities”. For this reason award of contracts should be open and made transparent through contestable competitive bidding.
- b. Where a contract bid cannot be fulfilled, the college or department responsible should respond immediately by providing feedback of appreciation and to explain why expectations of the contract could not be fulfilled.
- c. When an applicant, a student, past student or any other person comes to solicit information or assistance from the college, the request should be treated with respect and the urgency it deserves.
- d. The College should establish channels of communication where information could easily be made available to the public, especially on the College website. (This provision shall not affect issues that may be deemed confidential).
- e. The College must provide ways and opportunities to collect inputs from the public with the assurance that their input will be considered in the decision-making process.
- f. The College must provide ways and opportunities to engage the public in 'conversations' with assurance that their ideas, concerns, and aspirations will be reflected in the alternatives developed.
- g. The College must provide ways and opportunities for the public to contribute directly through advice, developing solutions and alternatives, and making recommendations regarding decisions or outcomes, with the assurance that their input will be strongly considered.
- h. The College must provide opportunities to the public to make decisions with assurances that they will be implemented.

## **7. Guiding Principles on Public Engagement**

This is a general term used for a broad range of methods through which members of the general public and the surrounding community of the College premises shall become more informed

about the duties and responsibilities of the College. Given that the work of the College is to promote the national interest, we are especially focused on how all stakeholders, partners and associates would be involved in decisions and policies to achieve the vision and mission of the College. These guiding principles are the values and philosophy to inform and guide public engagement planning and activities.

- i. Involving the public leads to better decisions
- ii. Public engagement processes must be equitable
- iii. Public engagement should be all inclusive
- iv. The public should understand its role in the process of engagement
- v. The public should be informed on college activities to promote participation.
- vi. Communication with the public should be effective
- vii. Public engagement should be proactive
- viii. Public engagement should ensure transparency and accountability of college dealings.

## **8. Responsibility for Monitoring and Implementation**

- The College Management

## **9. Status**

Revisions to be approved by the College Council three years after implementation of this policy

## **10. Key stakeholders**

- College Governing Council
- Management
- Students
- Staff
- Alumni

## **11. Approved Body**

- College Governing Council

## **12. Initiating Body**

- Academic Board and College Management

### **13. Definition of Terms**

For clarity the following terms have been clearly defined in context of the document:

- a. **Associates:** any person or persons or institution who share in the core mandate of the College
- b. **Engagement:** an arrangement or an appointment intended to establish agreement between groups
- c. **Multiculturalism:** the policy of accommodating any number of distinct cultures or groups without prejudice or discrimination.
- d. **Partners:** people or institutions who play roles to champion the vision and mission of the college
- e. **Public:** relating to or concerning all the people of a country or community or relating to the organization and administration of a community.
- g. **Staff:** Employees of the College (Academic and Supporting Staff)
- h. **Stakeholder** refers to any person or group that has an interest in or is affected by the action or process in question.
- i. **Stakeholders:** someone or a group of people or any institution which has an interest in the affairs of the College
- j. **Students:** Successful applicants who gain admission into the college and are duly matriculated.

### **14. Related Legislation**

- Harmonized Statutes for COE
- The Students' Handbook.

### **15. Related Policy and Other Documents**

- Presbyterian College, Policy on Conflict of Interest
- Presbyterian College, Policy on Conflict Management and Resolution

### **16. Effective Date**

- 1st September 2017

### **17. Review Date**

- 1st September 2019

### **18. Owner/Sponsor**

- Academic Board

### **19. Author**

- College Governing Council

## **20. Further Information**

Wiawso College of Education

Box 94

Sefwi Wiawso

## **POLICY SEVENTEEN: WACE P17**

### **STUDENT ENGAGEMENT POLICY**

#### **1. Introduction**

Research shows that a vibrant and positive institutional culture with a shared enthusiasm for learning is key to successful student achievement. Wiauso College of Education therefore seeks a high quality student engagement policy that reflects the college's aspirations and the unique local context of the college to developing a positive college culture and supporting its council's strategic aims.

The Student Engagement policy dwells on behavioural, in that students participate in education: academic, social and extracurricular activities. It also looks at the students' emotional reactions in the classroom and in the college and measuring a students' sense of belonging or connectedness to the college as well as relating to a students' investment (cognitive) in learning and their intrinsic motivation and self-regulation.

#### **2. Purpose**

Wiauso College of Education seeks to have a student engagement policy that articulates the expectations and aspirations of the college in relation to student engagement, including strategies to address maltreatment, school attendance and behavior.

The College respects diversity and promotes the values of fairness, equity and inclusion it aims to provide a positive learning environment, which is responsive to and supportive of, student's educational and social development through the implementation of a consistent approach to student wellbeing.

#### **3. Objectives**

The Student Engagement Policy aims to ensure a safe and inclusive college environment for everyone. It also outlines the college's expectations for student engagement, attendance and behaviour.

Student Engagement Policy shall include:

- creating a positive, fair and respectful culture
- building a safe and supportive environment

- encouraging positive and respectful relationships that value diversity
- encouraging student participation and student voice
- proactively engaging parents or guardians in their ward's education and training.
- promoting enthusiasm for lifelong learning.

#### **4. Scope/application**

The policy shall apply to all tutors, students, management and the entire college community.

#### **5. The Policy Statement**

The Student Engagement Policy shall be achieved through:

- By acknowledging that, the rights and responsibilities of students, tutors and parents be paramount within the wellbeing and discipline program towards common goals in an environment to encourage co-operation in the education process.
- Making the Student Engagement Policy to reflect the college's efforts to develop a consistent, logical, realistic and purposeful approach to student behaviour.
- Ensuring that, student, parent and staff relationships are highly valued, promoting all to feel engaged and connected as a community of learners. (Students who feel safe, challenged and supported by a positive school environment are able to aspire to be the best they can).
- Basing the policy on the following principles: the right to learn, the right to be respected, and the right to be safe.
- A consistent focus on building the learning capacity of staff and students to improve the teaching/learning culture and student outcomes.
- Ensuring that the policy seeks support for all students both emotionally and academically through a range of programs and the building of positive relationships.
- Ensuring that the individual learning needs of students is strongly supported through a range of means including classroom teaching, special attention for students with special needs and individual learning plans.

#### **5.1 Attendance**

- The college understands that maximum attendance is a key to student engagement and successful learning outcomes. As such students are encouraged to achieve full attendance to maximize their ability to learn and the tutors' ability to teach effectively.
- Tutors are to monitor student attendance and make contact when a student has been absent for a number of three consecutive times. Where necessary, the Vice Principal shall develop an attendance strategy to maintain academic standards and social connections.

## **5.2 Professional Learning**

- Enhancing a high quality professional learning to enable staff to develop the skills and knowledge they need to improve their practices which are central to improving student's learning.
- All staff participating in professional learning focusing on the college approach to student engagement.
- Encouraging tutors to go for further studies to upgrade their content and pedagogy knowledge.
- Developing skills, abilities and expertise that are highly valued and can be utilised wherever possible to improve teaching and learning.
- Professional learning informed by the best available research on effective teaching and learning.
- Collaborative learning, involving reflection and multiple forms of feedback.
- Evidence based and data driven practices to guide improvement and to measure impact of teaching and learning.
- Linking to the college strategic plan, annual implementation plan and student data.

## **5.3 Rights and Responsibilities**

### Guiding Principles

- Everyone within the college must be aware that their actions have consequences and that they, as individuals, are at all times responsible for their own behaviour.
- The college believes in a positive and proactive approach to student behaviour with the intent to develop a school climate where personal responsibility and self-discipline are developed and acknowledged.



- Student actions which impinge upon the rights of others should be accompanied by a fair and reasonable consequences.
- Consequences relating to inappropriate behaviour must take into consideration the nature and frequency of the inappropriate behaviour.

#### **5.4 Students with Special Needs**

- Every member of the school community has a right to fully participate in an educational environment that is safe, supportive and inclusive. Everyone deserves to be treated with respect and dignity.
- Students with special needs have their learning needs accommodated in a variety of ways so that they can participate as fully as possible in all aspects of school learning and life.
- An Individual Learning Plan (ILP) is required for all students with additional learning and/or behavioural needs.
- Short and long term goals are developed after the class tutor and or counsellor has gathered information about a student which includes the student's strengths, skills, motivations and areas for improvement.
- All students with ILPs will require a higher level of teacher-parent communication and support than students without ILPs.
- Student Aids are established for all students with special needs. The aims of the SA are:
  - to ensure that those with the most knowledge of, and responsibility for the students, work together to establish shared goals for the student's educational future.
- Monitor the progress of the student.

#### **6. Supporting Procedures**

- Data on students' performance: class attendance, class assignments, behaviours, quizzes etc.
- Analyzing of data will inform the class tutor or counsellor to strategise for the necessary Individual Learning support.
- A report will also be prepared summarizing the main outcomes of the students' performances per semester.

## **7. Responsibility and Implementation**

- The Principal
- HoD – Education / Unit Head (SPED)
- Class Tutor/Counsellor
- Students Aids

## **8. Responsibility for monitory, implementation and compliance**

- Class tutors
- Counsellors
- HoD/Unit Head

## **8. Status**

Revision of the policy shall be approved the Government Council -16<sup>th</sup> May 2018.

## **10 Key Stakeholders**

- National Council for Tertiary Education
- National Accreditation Board
- Governing Council
- Principal
- Management
- Quality Assurance Officer
- Heads of Departments
- Tutors and other staff.
- Students

## **11 Approval Body**

- College Governing Council

## **12 Initiating Body**

- The Principal
- Quality Assurance Officer

- HoDs
- Counselors
- Class tutors

### **13 Definition of Terms**

- ILP – Individual Learning Plan
- SA – Student Aids

### **14. Related Legislation**

Colleges of Education ACT (ACT 847) 2012

### **15. Related Policy and other Documents**

- Draft Teaching and Learning Policy
- Draft Students' Code of Conduct

### **16. Effective Date**

16<sup>th</sup> May, 2018

### **17. Review Date**

16<sup>th</sup> May, 2020

### **19. Key Words**

- Student Engagement Policy
- Individual Learning Plan
- Special Needs
- National accreditation Board

### **20. Owner/Sponsor**

Wiawso College of Education

### **21. Author**

Department of languages

## **22. Further Information**

Wiawso College of Education

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