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EXAMINATION AND ASSESSMENT POLICY

1.1 Objective

This policy has been developed so that stake holders (guardians, students, lecturers and administrators) are aware of their responsibilities in the assessment process of all programmes offered in the institution. This involves:

1. Ensuring that students receive accurate and useful information about their progress and attainment.
2. Ensuring that staffs receive clear and effective advice on managing the assessment process.
3. Ensuring compliance with Award Body regulations on assessment and quality assurance
4. Supporting improvements in teaching effectiveness, student achievement and progression.
5. Ensuring student effort and achievement are rewarded with an appropriate grade
6. To promote, enhance, and improve the quality of student learning through feedback that is clear, informative, timely, constructive and relevant to the needs of the student

1.2 Scope

This policy applies to:

- All students enrolled in the University College.
- All staff with a teaching and learning responsibility

1.3 Policy Statement

Assessment for teaching and learning should involve the use of a range of assessment methods, enabling the collection of evidence on which to judge if a lecturer or student can perform to the standards required by the University College as specified within the accredited course.

Assessment methods may include:

1. Practical demonstrations.
2. Direct questioning
3. Oral and/or written report
4. Assignments
5. Case study analysis
6. Integrated activities / group activities
7. Written tests
8. Quizzes of required knowledge
9. Submission of portfolio of work
10. Attendance and participation in class activities.

1.4 Supporting Procedures

1. Assessment is conducted with fairness and in accordance with awarding body published criteria.
2. Evidence for assessment is authentic (students own work), current (student's present competence) and valid (relevant to syllabus criteria) and sufficient (meets all relevant criteria).
3. The volume of formative assessment is consistent with an effective and appropriate measurement of the student's achievements and / progress.
4. Appropriate feedback is provided to students on assessed work in a way that promotes learning and facilitates improvement.
5. Assessment decisions are recorded and documented accurately and systematically and in accordance with the requirement of awarding / mentoring/validation bodies.

6. There is a robust system for standardizing and internally verifying assessment decisions and grades.
7. An academic assessment board is time-tabled for all courses.
8. Assessment is coordinated between lecturers and other departments to ensure that work loads are staggered and manageable.
9. Assessment information is kept secured and confidential.
10. The University's academic misconduct policy is followed where it is established that students have cheated, ghosted or plagiarized the work of others.

2.0 Examination

2.1 Typing of Examination Questions

2.1.1 Academic staff must, as far as possible, type their examination questions themselves. Where necessary, however, they may seek help for typing through the Head of Department.

2.2 Deadlines for Submission of Examination Questions

2.2.1 Academic staff must ensure that they meet deadlines for the submission of examination questions and grades.

2.3. Moderation of Examination Questions at the Departmental Level

2.3.1 Heads of Department must ensure that examination questions are moderated at the departmental level.

2.4 Proofreading of Questions

2.4.1 Academic staff must proofread their examination questions before they are submitted for printing.

2.4.2 Academic staff must ensure the accuracy of their examination questions and avoid the need for changes in the examination halls.

2.5 Repeat of Examination Questions

2.5.1 Academic staff must refrain from repeating verbatim, questions from the previous years' examinations. Faculty who teach in other tertiary institutions in Ghana must set different questions for the various institutions.

2.6 Collection of Examination Scripts from Examination Centres

2.6.1. The examiner must ensure that all examination scripts are collected from the examination centre at the end of the examination. In the event that the examiner is unable to collect the scripts, the designated Faculty or Departmental Examination Officer should be informed to collect the examination scripts.

2.7 Marking and Submission of Examination Scripts

2.7.1 Academic staff must grade examination scripts and submit marks within the University's stipulated deadlines.

2.7.2 Academic staff must keep examination scripts under strict security conditions, and ensure that examination scripts are not misplaced, lost, defaced or tampered with in any way.

2.7.3 During the period of marking, academic staff must make sure marking has been finished and grades turned in before permission is sought to travel.

2.8 Entering Examination Marks

2.8.1 Academic staff must enter exam marks in the prescribed manner by themselves. Under no circumstances must this responsibility be delegated to unauthorised persons.

2.9 Prompt Supervision/Marking of Long Essays/ Dissertations/Thesis

Academic staff must supervise and grade long essays/theses/dissertations conscientiously, and must submit grades promptly.

3.0 CONFLICT OF INTEREST

3.1 In situations where an academic member of staff teaches a course that is taken by his/her spouse, child/ward, or close family relation or friend, this conflict of

interest must be officially declared at the beginning of the semester to the Head of Department, who will ensure that the relevant examination scripts are either marked or cross checked by another member of staff.

3.2 This policy is to complement other existing policies of the University College and not to abolish it.

4.0 Invigilation

Members of staff are expected to invigilate during all examinations.

4.1 Duties of Supervisors and Invigilators during Examinations

I. The primary duty of Supervisors and invigilators during the courses of the examination is to maintain constant watchfulness in order to detect any candidate who attempts, by any means whatsoever, to obtain unfair assistance or who commits any other irregularity.

II. Candidates may not be admitted to the examination room more than 30 minutes before the examination is due to begin. Candidates will enter the examination room only when the supervisors/invigilators ask them to do so.

III. Before candidates are admitted the invigilator must ensure that the examination room is ready for use, and that an examination number had been written on the desk of each candidate.

IV. Normally, no candidate will be permitted to leave the examination room during the first half-hour of the period allowed for a paper or to enter the examination room after the half-hour. Any exception to this rule must be reported to the relevant Head of Department.

V. Any candidate leaving the examination room and intending to return must be accompanied while outside the examination room by an attendant.

VI. Silence must be maintained during the whole time the examination is in progress. Supervisors/Invigilators are particularly requested to refrain from carrying on whispered conversation. Their duties will require them periodically to walk round a section of candidates, but in doing so they must avoid disturbing the candidates.

VII. No unauthorized person (s) may be permitted to enter the examination room during the period of the examination.

VIII. Candidates may be required at any time to establish their identity.

IX. Supervisors/ invigilators are reminded that writing, except such as is necessary for the performance of their duties or reading of newspapers or books during examination period, is not permitted.

X. If invigilators are to be temporarily absent from their posts they must arrange for their duties to be taken over before leaving the examination room.

XI. Invigilators should report in writing any of the following incidents to the Supervisor on the Examination at the end of the examination: Illness that occurs during the examination: a candidate who failed to appear for the examination: a candidate who has been granted permission to leave the examination room but returns after an unusually long absence.

XII. The Supervisor has authority to ask any candidates whose behaviour disturbs the normal conduct-of-the examination-to leave the examination room at once. The script of such a candidate will be sent under separate cover to the relevant Head of Department with such information as he/she may need to provide the Academic Board with a full report on the incident.

4.2 Instruction to Candidates:

I. A student who does not earn a Continuous Assessment does not qualify to take End of Semester Examinations

II. It is the responsibility of the candidates to find the examination room well in advance and to be seated at least 15 minutes before the commencement of any examination paper.

III. Candidates are required to use their Index Numbers (written in full) throughout the examination.

IV. Under no circumstances must a candidate's name be written on any part of the answer book provided. Candidates who fail to comply with this will be penalized.

V. Candidates arriving late may be refused entry to the examination room.

VI. Normally no candidate will be allowed to leave the examination room during the first hour of the period allowed for the paper or enter the examination room after the half hour or leave the examination hall thirty minutes to end of time. Any exception to this rule must be reported in writing to the relevant Head of Department

VII. Any candidate leaving the examination room and intending to return must be accompanied while outside the examination room by an attendant.

VIII. Candidates may be required at any time to establish their identity

IX. No books, prepared notes or paper of any kind are to be taken into the examination room unless otherwise specified

X. Smoking is not allowed in the examination room.

XI. There should be no communication whatsoever (verbal, or non-verbal) between candidates during the examination. A candidate may attract the attention of the invigilator by raising hand.

XII. Any irregular conduct on the part of a candidate such as copying from another candidate or from prepared notes may result in the cancellation of

his/her examination paper and/or more severe penalty.

XII. Candidates should not remove from the examination room any unused material (e.g. answer booklet, or parts thereof, supplementary answer sheets, graph sheets, drawing paper) supplied for the examination. Candidates may, however, retain their question papers except the rubrics-state otherwise

XIII. A candidate who finishes an examination ahead of time may leave Examination Room after surrendering his/her answer booklets. The candidate shall not be allowed to return to the Examination Room.

XIV. Candidates should not in any way interfere with the stapling of answer booklet(s). Any complaints about the answer booklet(s) should be brought to the attention of the invigilator.

XV. A candidate who fails to present satisfactory reason(s) for being absent from the examination shall be deemed to have failed the examination.

5.0 Quality Assurance

Quality assurance is a planned and systematic review process of an institution or program to determine whether or not acceptable standards are being met, maintained and enhanced in that institution. The responsible unit is to ensure that assessment is valid, reliable, fair and reflective of academic performance.

As part of quality assurance procedures to ensure that proper arrangements are in place for conduct of examinations, the Unit reserves the right to visit any examination center during examination period without prior notice.

I. The Quality Assurance officers shall monitor all examination processes before, during and after examination.

II. The Quality Assurance Officers among their responsibilities shall monitor the attitude of Attendants in the Examination Hall.

III. The Quality Assurance Officers shall report in writing any anomalies that occur during this process to the President of the University College.

IV. The Quality Assurance Directorate shall run moderation of marked script, grades, and report the final outcomes to the President.

V. The auditing of grades for each student in a unit of study seeks to ensure that the standard of assessment is uniform. The Unit will consider samples from all departments to determine the fairness of the application of the assessment criteria for all students, the appropriateness of the assessment scheme and all summative assessment items for students in a unit of study.

VI. The Directorate will compile a report to the President for each set of audited assessment items covering distribution of marks, highlighting any

adjustments or anomalies to marks, making recommendations for change to assessment tasks and/or relevant feedback to lecturers/markers.

6.0 Student Evaluation of Teaching and Courses

- I. The Quality Assurance Directorate should spearhead the collection and evaluation of feedback from students on teaching by lecturers and the content of courses. Meanwhile, the office is not limited by this but is encouraged to go further where necessary.
- II. A five member Staff Consultative Committees should be formed in every department with representation from all Levels.
- III. The Staff Consultative Committee should meet at least once a semester to take action on recommendation from the QA through the President. It is considered good practice that such meetings take place prior to Departmental meetings so that any issues raised can be addressed at these meetings.
- IV. Departments should at least, seek feedback on individual courses as well as lecturers within programmes of study at the end of each semester or academic year. It should be noted that both qualitative and quantitative responses are vital for evaluation.
- V. This regular assessment of lecturers and courses will help the departments to know whether the purpose for which the course was introduced has been achieved.

6.1 Student Evaluation of Teaching

There are several methods for evaluating teaching by students and these include;

- ❖ Paper questionnaire
- ❖ Informal feedback
- ❖ Open meetings with the student body
- ❖ Focus groups

The choice of method will depend on the specific circumstances for a particular course.

6.2 Informal feedback

- i. Students may call at the Quality Assurance Office, Dean of students, HOD's office or the Academic Advisor's Office, to discuss problems in person, or drop their written comments.
- ii. Departments should ensure that students have the opportunity to provide feedback on the teaching of a course on those issues that can be dealt with immediately.

6.3 Response Rate and Reporting Structures

- i. A specific response rate is not required, but it is expected that the majority of students will provide feedback on teaching when requested. Where feedback is low, officers-in-charge should give consideration to ways in which the response rate might be improved.
- ii. Quality Assurance Officers should monitor the response rate and take it into account when evaluating the feedback and developing the action plan.
- iii. A response of at least 60% should be considered adequate. The reports and action plans arising from feedback questionnaires should be approved by the President of the University College.

6.4 Student Evaluation of Courses and Programmes

6.4.1 Process of evaluation

- The University should ensure that all departments have a procedure in place for dealing with evaluation of courses and programmes.
- All students taking the course should complete a questionnaire that will be prepared by the Internal Quality Assurance Directorate (IQAD) and administered by the Department.
- The questionnaire will be analysed by the IQAD and the results sent back to the departments through the President.
- The findings should be communicated to students indicating any actions to be taken to address any problems raised, or reasons for not taking action.

- The Head of Department should designate a person or group for the programme under review to confirm that the report provides an appropriate summary of the feedback and response.
- The process should be monitored by the appropriate Faculty Board/IQAD which should ensure that feedback is sought for all courses and programmes on a regular basis.

6.4.2 Feedback

As feedback from students is intended to enhance the current as well as future student experience of their courses and programmes, the opportunity to provide feedback should be well-timed. The Departments should grant students the chance to provide feedback:

- I. Immediately, so that problems that arise during a course can be addressed as quickly as possible.
- II. At the end of a course so that students can provide their opinions on all aspects of the course and the lecturer. It is expected that such feedback will be derived by means of a questionnaire.

6.5 Course evaluation

- I. Each course should be reviewed at least once every other year, although some departments may be obliged by professional or accrediting bodies to obtain feedback from students on a more regular basis.
- II. All new courses should be reviewed at the end of their second year of operation. IQAD should however be aware of the risk of ‘questionnaire fatigue’ and are advised to structure course questionnaires carefully to avoid the same cohort of students being asked for their views continually and in the same format.
- III. IQAD should ensure that it is clear to all staff and students which module will be reviewed during the course of the academic year.

6.6 Programme evaluation

It is recommended that Departments consider evaluating programmes they run every other year. This should be carefully co-ordinated with the other evaluations to avoid questionnaire fatigue.

6.7 Communicating the Results of Evaluation

- At the end of every evaluation process, the University will ask the various departments to comment/respond on the feedback from students, how it is gathered and the usefulness of it to the development and operations of programmes.
- The results of any evaluation should be made available to students along with any comments a lecturer may wish to make in response.
- Feedback on evaluations should be communicated to students and to the lecturer as soon as possible to promote a process of continual improvement.

Evaluation of Teaching

- I. A summary of the analysed data is sent to the Lecturer concerned.
- II. Copies of the same materials are sent to the Lecturer's Head of Department and Dean.
- III. The Director of Quality Assurance Directorate is required to send comments on the analyzed data to the President.
- IV. Everything is done under strict confidentiality.
- V. Heads of the departments are required to discuss the evaluation report with teaching staff.
- VI. Deans are required to talk to teaching staff whose teaching is found to be below expectation. [The Deans could delegate; i.e., making use of experienced and respected senior members to talk to the staff concerned].
- VII. The President would serve as discussant in cases where Deans have a teaching load

7.0 Responsibility for Implementation

- Lecturers
- Examination Officers
- Examination Coordinator

- Quality Assurance Directorate
- Heads of departments
- President

6.1 Key Stakeholders

- Students
- Examination Officers
- Examination Coordinator
- Quality Assurance Directorate
- Heads of department / Academic board
- President

6.2 Owner/Sponsor

- President

6.3 Author

- Governing Council

Further Information

Any other clarification concerning this policy should be referred to the following:

The President - Email: President@gcuc.edu.gh or

Send an email to info@GCUC.edu.gh for support.

The policy document could also be downloaded from our website: www.GCUC.edu.gh