



**CAPE COAST
TECHNICAL
UNIVERSITY**

CURRICULUM DEVELOPMENT & REVIEW POLICY

CCTU P NO. 40





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TECHNICAL
UNIVERSITY**

GAZETTE

CURRICULUM DEVELOPMENT AND REVIEW POLICY

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1 INTRODUCTION

Universities aim to provide a high-quality educational experience for all their students. This is achieved through the development and running of demand-driven academic programmes. Curriculum is a structured document that delineates the philosophy, goals, objectives, learning experiences, instructional resources and assessments that constitute a specific educational programme. The curricula reflect the University's values and seek to provide students with the opportunities to fulfil their potential and a foundation for long-term study and progression.

Curriculum development or revision may be required for reasons such as:

- a. changing academic, industry, and/or community needs;
- b. changes in pedagogy or industrial methodology;
- c. changing needs of students;
- d. changing national or professional association standards; and
- e. new directions and initiatives from government.

This policy aims to contribute to the assurance and enhancement of the quality of curricula at Cape Coast Technical University. This includes ensuring that curricula are responsive to the needs of students, the discipline and the socio-cultural context within which they operate. The policy is to ensure that there are plans in place for regular curriculum review so that curricula are responsive to changing disciplinary, educational and social circumstances.

2 OBJECTIVE

This policy serves to describe the procedure by which courses and curricula are created, altered, or inactivated. These procedures comply with Ghana Tertiary Education Commission (GTEC) requirements for

accreditation of programmes in Ghana and Cape Coast Technical University's policies.

3 POLICY STATEMENT

Curriculum development and review shall be undertaken by faculty members through their respective Departments. Programmes shall be developed by faculty or, where external expertise is required, by non-faculty practitioners or academic specialists hired by a faculty selection committee and working under the authority of faculty. The approval process shall follow the approved University Process.

4 SCOPE

All staff, particularly those involved in the development and review of courses.

5 PRINCIPLES GUIDING CURRICULUM DEVELOPMENT

The policy recognises that different departments in the University have distinctive foci, stakeholders and challenges to address in their curricula as well as in their curriculum development processes. It is therefore important to provide a broad scope to cater for the distinctive character of all departments. The guiding principles are as follows:

5.1 Responsiveness

Any programme being developed shall demonstrate awareness of market expectations. The programmes' qualifications and curricula ought to respond to the needs and challenges faced by students and the target market. The curricula shall also respond the University vision, mission and the national goals.

5.2 Student centred

The student is the centre of the entire learning process. Students are, therefore, invaluable stakeholders in the development of curricula.

Curriculum development should take cognizance of their experiences and expectations to ensure that the curricula start where they are with regard to their entry behaviour. The curricula shall contribute to the fulfillment of their educational goals, whether for personal fulfillment or preparation for employment.

5.3 Inclusive

Diversity of the student body and academics calls for curricula which are sensitive to the different backgrounds and outlooks of those engaged in the teaching and learning processes. The curriculum must provide all students, regardless of background, personal or protected characteristics, with an equal opportunity to achieve the learning outcomes of their course, and positively values diversity. The curriculum shall:

- Anticipate recruitment of students from diverse backgrounds and with a range of cultural and protected characteristics
- Plan the content, delivery and assessment of the learning to reflect the principles of diversity and equality and ensuring the curriculum is relevant and accessible for all
- Be globally, socially, and culturally inclusive and develops the intercultural competencies of students

5.4 Future focused

The curriculum shall enable students to develop their employability and career readiness and to develop the knowledge, skills and qualities needed to make a positive contribution to sustainability in local and global communities. The curriculum shall:

- Prepares students for employability, in providing opportunities for students to participate in work-based learning, work placement or other work-related learning

- Ensures learning and teaching is informed by relevant and current research, scholarship and professional practice, and promotes student engagement with the research process and its application
- Embed the UN Sustainable Development Goals in the curriculum to promote ethical and environmental responsibility, including an understanding of sustainability in its widest definition.

5.5 Consultation

Extensive consultations shall be conducted by the curriculum developers. This consultation shall involve both internal and external stakeholders with the focus being on the needs of the learners and the targeted market and industry. Stakeholders should include current and past students, academics, and professional bodies and, where appropriate, employers in both the private and public sector.

5.6 Reviewing Processes

The reviewing process shall be part of the curriculum plan in order to accommodate new ideas, knowledge in disciplines / fields and to avoid rigidity. Such changes shall be informed by the prevailing developments in the world of learning and movements in a particular discipline. Reviewing shall be conducted from time to time.

6 CURRICULUM DEVELOPMENT AND REVIEW PROCESS

- i. The Departmental Committee, School/Faculty Board, School of Graduate Studies Board (for postgraduate programmes), Academic Planning and Quality Assurance Committee and the Academic Board, shall manage the curriculum through shared oversight.

- ii. The role of the stakeholders in the curriculum development, review and approval process is as follows:

6.1 Origination

- i. Curriculum developments shall be initiated by a member of the Departmental/ Faculty/ Academic Board and/or any other stakeholder.
- ii. Each curriculum development shall be documented on the relevant form by the initiator. The Form (see Appendix A) shall be available at the various Departments or online at the University website.
- iii. The relevant Department shall form a Departmental Curriculum Committee (DCC) made up of, at least, three members with the chairperson being a Senior member of academic staff in the Department.
- iv. The DCC shall:
 - a. demonstrate the need for the programme through broad consultation with the academic community, professionals, employers and other stakeholders.
 - b. link the study programme to the University's mission and vision.
 - c. develop a draft programme which will define the overall aim, objectives, learning outcomes and the academic content that will result in the achievement of the aims and objectives.
- v. The draft curriculum shall be submitted to the Head of Department for consideration by the Departmental Committee.

6.2 Role of the Departmental Committee

The Departmental Committee shall undertake the following:

- i. Appoint members of the DCC,
- ii. Initiate the curricular change to assess the impact of the proposed change and consult with those who may be affected.
- iii. Forward proposals for review of curriculum to Faculty Boards to review and act on all proposals.
- iv. Use multiple sources of qualitative and quantitative data, including feedback from students and stakeholders in the evaluation of its courses, programmes and teaching.
- v. Review the content and focus of the courses; evaluate and reflect on student learning resulting from their teaching practice, curriculum design and approaches to assessment; and make appropriate revisions as required.
- vi. Ensure that the document is formatted in accordance with the CCTU and GTEC regulations and checklist.
- vii. Forward its recommendation(s) together with all supporting documents to the Faculty Board for consideration.

6.3 Role of the School/Faculty Board

- i. The Faculty/School Board shall undertake the following:
 - a. Review curricula.
 - b. Forward its recommendation (s) together with supporting documents to the Academic Planning and Quality Assurance Committee.
 - c. In the case of Postgraduate programmes, the School/Faculty Board shall forward the recommendations to the School of Graduate Studies Board for review. The Board shall forward its recommendation (s) together with supporting documents to the Director of APQA for onward submission to the Academic Planning and Quality Assurance Committee.

- ii. Changes to the curriculum can only be made with the concurrence of the body that initiated the proposal.

6.4 Role of the Academic Planning and Quality Assurance Committee

- i. The Academic Planning and Quality Assurance Unit (APQA) shall undertake the following:
 - a. Review the curriculum to ensure that the document is formatted to comply with CCTU and GTEC regulations and checklist.
 - b. Ensure strict adherence to quality at all levels of the review process.
 - c. Forward their recommendation (s) to the Academic Board for final approval.
- ii. Changes to the curriculum can only be made with the concurrence of the body that initiated the proposal.

6.5 Role of the Academic Board

The Academic Board shall undertake the following:

- i. Hold the primary responsibility for examining the implications of curriculum proposals/ reviews at the university level and it shall give its full attention to all proposals and approve or reject them.
- ii. Approve curricula for submission to GTEC.

6.6 Role of the Registrar

The Registrar (who is the Secretary to Academic Board) shall undertake the following:

- i. Communicate Academic Board's decision to the Dean of Faculty/School and copied the Head Concerned, and Director of APQA.

- ii. Writes and forwards the programme documents to the Ghana Tertiary Education Commission (GTEC).

7 GUIDELINES FOR COURSE CODES, NAMES & CREDIT HOURS

7.1 Definition of Concepts

Programme: A programme consists of a number of related courses of studies that, when completed, lead to the achievement of an objective which is typically the awarding of a certificate.

A programme is a collection of courses of study to be completed over a specified duration that may lead to the award of a degree or certificate.

Course: A course is made up of a number of related subjects/topics that are delivered to students through an appropriate delivery mode. The medium of instruction may include lectures, seminars, tutorials, workshops, project work, laboratory work etc.

Transcript of Academic Record: A transcript of academic record is issued to a student/graduate, stating the courses taken and the grades obtained in each course.

7.2 Levels of Academic Programmes

The level of an academic programme indicates the type of certificate that will be issued at the end of the programme. Table 1 below indicates the levels and the corresponding certificate.

Table 1: Levels of Academic Programmes

No.	Level	Type of Certificate/Degree
1	Certificate	Certificate
2		Diploma Professional Diploma Higher National Diploma (HND)
3	Degree	Bachelor of Science (BSc.) Bachelor of Technology (BTech) Bachelor of Arts (BA) Bachelor of Engineering (BEng)
4	Diploma	Postgraduate Diploma (PgD)
5	Masters	Master of Technology (MTech) Master of Science (MSc.) Master of Philosophy (MPhil) Master of Arts (MA) Master of Engineering (Meng) Master of Business Administration (MBA)
6	Doctorate (Terminal Degree)	Doctor of Philosophy (PhD) Doctor of Technology (DTech)

A student must achieve a minimum and maximum number of credits for each level (shown in table 1) in order to receive a certificate or degree. Students can earn the required number of credits for graduation by enrolling in a variety of courses that are often offered each semester.

7.3 Course Codes

Every programme must have a set of courses that progressively transfer a set of knowledge, skills and competencies. These courses should be structured in such a manner that they complement each other, even though they may be covering different subjects. For the purpose of recognition and distinction the courses must be named and coded. The names and codes are created in such a manner that they may be easily and clearly identified as belonging to a specific body of knowledge,

year or level and semester in which the course is offered. There should be no two courses with the same course code.

A course code must have two components: Letter code and numerical code.

7.3.1 Letter code

The letter code can be between three to four letters long. It is carefully chosen to represent the name of the programme.

For example: ACT for Accountancy, PUS for Procurement and Supply Chain, etc.

The letter code should not represent courses titles or Faculty/University names. There should be no two programmes with the same letter code.

7.3.2 Numerical code

The numerical component of the course code is fixed at **three**.

- The first number represents the year of the programme. Therefore, first year is 1, second year is 2, third year is 3 and fourth year 4. Year 5 and Year 6 are for Masters while 7, 8 and 9 are reserved for PhD.
- The last two digits represent the semester in which the course is offered. The first semester is assigned an odd number, whereas the second semester is assigned an even number. *For example:* Code numbers ending with 1, 3, 5, 7, 9, 11 for first semester and 2, 4, 6, 8, 10, 12 for second semester.

7.4 Course Names/Title

Courses are assigned titles that reflect the themes or subjects that will be taught in that course. This name is specific to the field of knowledge that the course promotes. *Examples:* Fluid Statics, Research Methods, Communication Skills, etc.

7.5 Credit Hours (C)

Credit hours (C) are allocated to every course. Credit hours (labelled C) may consist of only theory hours (labelled T) or both theory and Practical hours (labelled P). A course may consist of only theory, only practical or both theory and practical.

- The theory hours represent the number of contact hours used by the lecturer to teach the theoretical component of the course.
- The practical hours represent the number of contact hours used to deliver the practical component of the course.

The relationship between the Credit Hours and the Theory/Practical Hours for CCTU are as follows:

- 1 theory hour is equivalent to 1 credit hour (i.e., 1 T = 1 C)
- 2 or 3 practical hours is equivalent to 1 credit hour (i.e., 2 P = 1 C or 3P = 1C)

If a Department decides that $2P = 1C$ this must be maintained throughout the programme.

The relationship between C, P and T could be summarised as follows:

$$C = T + \frac{P}{\text{ب}}$$

where ب is the scale factor that could be 2 or 3.

For each programme of study, there are minimum and maximum credit hours a student can register for per semester. Similarly, a student must accumulate a total minimum and maximum credit hours for graduation. The minimum and maximum semester credit hours should be 15 and

21, respectively. Table 3 shows the minimum and maximum credit hour requirements for various programme level.

Table 3: Total No. of Credit Hours by Level

Program me Level	No. of Semester	Semester Credit Hours		Cumulative Credit Hours	
		Minimu m	Maximu m	Minimu m	Maximu m
Certificate Diploma /	2	15	21	30	42
Profession al Diploma Higher	4	15	21	60	84
National Diploma	6	15	21	90	126
4-year Degree	8	15	21	120	168

7.6 Programme Structure

The programme structure is the framework that summarises the content of the programme in a tabular format. It contains a summary of the courses codes, titles and delivery hours, which are broken down into Theory hours (T), Practical hours (P) and Credit hours (C). Table 4 shows an example of a programme structure.

Table 4: Programme Structure

YEAR ONE SEMESTER ONE (SEMESTER ONE)				
Course Code	Course Title	Theory	Practical	Credit Hours
URC 101	Communication	2	0	2

	Skills Fundamentals			
URC 103	African Studies	0	0	0
URC 105	Digital Literacy I	1	2	2
BCE 101	Engineering Mathematics I	3	0	3
BCE 103	Technical Drawing	1	4	3
BCE 105	Strength of Materials 1	2	1	2
BCE 107	Fluid Statics	2	2	3
BCE 109	Basic Mechanics	2	0	2
BCE 111	Introduction to Civil Engineering	1	0	1
Total		15	9	18

STRUCTURE OF CURRICULUM

The following sub-sections outline the structure for curriculum development in CCTU. They cover information for the approval of new programmes, review of existing programmes, format for introducing a new course, format for reviewing existing course and format for retiring a course.

8 Structure of Curriculum for a New Programme

In order to introduce a new programme at UMaT, the following format shall be used.

8.1 Title Page

Provide the following for the title page: Name of the University, Name of the School/Faculty, Name of the Department, Proposed New

Programme, Name of the Programme, Month and Year. A specimen title page is shown in Appendix B.

8.2 Name of Institution:

8.3 Programme Title:

Provide the title of the new programme.

For example:

Title of Programme: Civil and Environmental Engineering

8.4 Level of Programme:

Provide level of the new programme.

For example:

Level of Programme: Dip, HND, B-Tech, BA, BSc, MA, MTech, MSc, MPhil, PhD

8.5 Name of the Mentoring Institution to which programme is affiliated (where applicable):

8.6 Proof of programme affiliation to the Mentoring Institution:

8.7 Support:

Provide a statement indicating that the proposed programme has the support of the following:

- a. the relevant Committee/Board/Council of Cape Coast Technical University. The relevant approving Committee or Board must be mentioned at each stage of the process.

Example: This document was considered and approved at the Departmental Committee Meeting held on 15th of June, 2022.

- b. the Commission for Technical and Vocational Education and Training (CTVET) in the case of Higher National Diploma programmes by Technical Universities);
- c. Ghana Tertiary Education Commission (GTEC) (in the case of public institutions)

8.8 Background information:

8.8.1 National Relevance

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

8.8.2 Uniqueness of the Programme

Justify the need for the new programme and also demonstrate how unique the programme is from existing ones.

8.8.3 Inadequacies in Skills

Describe the inadequacies in skills in a particular sector which necessitates the mounting of the new programme and also demonstrate how the new programme will assist in overcoming the inadequacies in skills identified.

8.9 Alignment with the Mandate, Mission and Niche Area of the Institution

Describe how the new programme aligns with the mission of Cape Coast Technical University as stated in the legislation establishing CCTU and CCTU's strategic plan.

8.10 Programme Aims, Objectives and Outcomes programme.

8.10.1 Aims

State the aim of the programme.

8.10.2 Objectives

Provide a statement indicating the objectives of the programme

8.10.3 Intended/Expected Outcomes

Provide a statement/list indicating the student learning outcomes for the programme. This must show the set of knowledge and skills a graduate of the programme should have and must be in line with the graduate learning output of the Faculty and the University.

8.11 Students' Admission, Progression and Graduation Requirements

Indicate the minimum qualifications for admission into the programme, progression and graduation requirements.

8.11.1 Admission requirements

Indicate the minimum requirement for applicants with the following qualifications:

8.11.2 Progression

Provide the Credit, and any additional programme requirements for progression.

8.11.3 Graduation Requirements

Indicate the Course, Credit, and any additional requirements for graduation. Example:

- a. Course Requirements
 - i. Pass all required courses

- ii. Submit reports on all field trips and industrial attachments.
 - iii. Achieve a cumulative grade point average (CGPA) of 1.5 or above
 - iv. Complete a supervised project work in the final year
- b. Credits Requirements
- i. Achieve a minimum of 106 credits
- c. Any additional requirements for graduation
- i. A student shall be deemed to have satisfied the requirements for graduation, if:
 - ii. He/she has satisfied all Department and Faculty requirements;
 - iii. He/she has accumulated the minimum number of credits by the Faculty, including core and prescribed electives.

8.12 Target Market and Employability:

Provide a list of all the areas in which the students are likely to be employed.

8.13 Consultations and Collaborations

8.13.1 Consultation

State the levels of consultations for the design of the programme including consultations with the appropriate professional and/or relevant industrial group(s). Include evidence as Appendix.

8.13.2 Collaborations

For programmes that require collaboration with professional bodies in Ghana (e.g., engineering, accountancy, surveying, etc.) provide written evidence that the identified professional body is willing to collaborate and license graduates on completion of the programme. Include evidence as Appendix.

8.14 Evidence of Practical Training

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

- a. Provide written evidence that industry is willing to admit students for practical training.
- b. Indicate the duration of practical training
- c. Indicate the competencies students are expected to acquire from the training.

8.15 Components of the Programme

Provide details of the curriculum and mode of delivery to include the following:

- a. Required (core) course (s)
- b. Elective course (s)
- c. Research component
- d. Practical training, industrial attachment, internship, clinical experience, etc.
- e. Semester-by-semester structure/schedule of course, showing the credit value of each course in a tabular form. **Total credit hours per semester should be between 15 and 21.**

For example:

YEAR ONE SEMESTER ONE (SEMESTER ONE)

Course Code	Course Title	Theory	Practical	Credit Hours
URC 101	Communication Skills Fundamentals	2	0	2
URC	African Studies	0	0	0

URC 105	Digital Literacy I	1	2	2
BCE 101	Engineering Mathematics I	3	0	3
BCE 103	Technical Drawing	1	4	3
BCE 105	Strength of Materials 1	2	1	2
BCE 107	Fluid Statics	2	2	3
BCE 109	Basic Mechanics	2	0	2

BCE 111	Introduction to Civil Engineering	1	0	1
	Total	15	9	18

8.16 Course Description

Provide short description of the content of the courses in the programme to include the following:

- Objective: indicate the set of knowledge and skills the student should have after the course;
- Content: indicate the facts, concepts, theories, principles and case studies that are taught and learned. These should be separated with a full stop (.) except where you have minor or sub topics. In case of a minor or sub topic, begin with a colon (:) and separate each sub topic with a comma(,);
- Mode of delivery: Indicate an appropriate mode of delivery for the course bearing in mind the student centred approach. Example:

Lectures, Tutorials, Mini Project, Self-paced-scheduled,
Experiential, Peer Tutoring, etc; and

- d. Reading materials: Indicate modern and/or recent relevant textbooks for the course. The minimum number of reading materials (textbooks) to be listed shall be Four (4). The date for the publication of such recommended textbooks to be used for each programme shall not be older than 5 years and, in exceptional case 10 years.

For example:

BCE 107 FLUID STATICS (2 – 2 - 3)

Objectives

After taking the course, participants will be able to:

- Define a fluid and distinguish it from a solid.
- Explain the subject of Fluid Mechanics and the branches involved.
- Identify and explain the basic properties of fluids.
- Explain the concept ‘hydrostatic pressure’ and related concepts.
- Apply various approaches and techniques underlying the measurement of hydrostatic pressure.
- Determine the magnitude and location of forces of hydrostatic pressure acting on bodies immersed in fluids.
- Analyse the equilibrium of objects immersed in or floating on fluids.

Content

Introductory concepts in Fluid Mechanics: Definition of fluid, distinction between fluids and solids, scope of Fluid Mechanics, Importance and application of fluid mechanics. Fluid Properties: Density, Viscosity, Surface Tension, Capillarity, Vapor Pressure, Compressibility and Bulk Modulus. Fluid Statics: Pressure and pressure head, Pascal’s law, hydraulic pressure, hydrostatic pressure and its

measurement, manometers and applications, mechanical gauges, Bourdon tube gauge. Hydrostatic force on submerged bodies: law of hydrostatics, Forces on plane and curved surfaces, Buoyancy, Stability of floating and submerged bodies.

Practical / Laboratory Work

- Determination of basic properties of fluids such as density, viscosity, surface tension, compressibility, capillarity etc.
- Application of pressure measurement devices such as manometers and pressure gauges.
- Demonstration on Archimedes Principle and the law of floatation.

Mode Of Delivery

- Lectures (face-to-face and online using Virtual Learning Environment)
- Demonstration
- Tutorials
- Group work
- Assignment
- Seminars
- Field tour
- Practical/Laboratory work

Reading Materials

- Bansal, R.K. (2010). *Fluid Mechanics and Hydraulic Machines*, 9th Edition. New Delhi: Laxmi Publications.
- Arora, K. R. (2005). *Fluid Mechanics, Hydraulic and Hydraulic Machines*. New Delhi: Standard Publishers and Distributors.
- Rajput, R.K. (2005). *Fluid Mechanics and Hydraulic Machines*. New Delhi: S. Chand and Company Ltd.

8.17 Assessment of students' performance and achievements

Indicate the regulations on students' assessment, general assessment of the students, their performance, achievement and mode of certification taking into account the University policy on assessment and certification.

For example:

Assessment regulations

The CCTU Students' Handbook contains regulations on students' assessment.

General Assessment of Students

Assessment of students in a course shall be based on two components: continuous assessment and an end-of-semester examination.

- a. The continuous assessment shall comprise quizzes, mid-semester examination, classwork, homework/assignment, laboratory work, workshop practice, and class attendance.
 - For practical courses, the continuous assessment shall constitute 60% of the total assessment in a course.
 - For theory courses, the continuous assessment shall constitute 40% of the total assessment in a course.
- b. End of semester examinations shall carry 40% (for practical courses) or 60% (for theory courses) of the total assessment in a course. End-of-semester examinations will be moderated by internal examiners by the Departmental Committee.

8.18 Grading System

Based on the aggregate of marks obtained through continuous assessment and end of semester examinations, each student is awarded a final letter grade at the end of the semester, in each Course. The letter

grades and the corresponding grade points, as recommended by Academic Board, are as follows:

Grading System

Percentage score	Grade	Grade point	Remarks
75 – 100	A	4.0	Excellent
70 – 74	B+	3.5	Very Good
65 – 69	B	3.0	Good
60 – 64	C+	2.5	Credit
55 – 59	C	2.0	Average
50 – 54	D	1.5	Pass
0 – 49	F	0	Fail

8.19 Classification of Degree

The final degree awarded to a student will be classified according to a student's Cumulative Grade Point Average (CGPA). The Class designations, as recommended by Academic Board, shall be as follows:

Classification of Degree

Cumulative Grade Point Average (CGPA)	Class of Award
3.60 – 4.00	First Class Honours
3.25 – 3.59	Second Class Honours (Upper Division)
2.50 – 3.24	Second Class Honours (Lower Division)
2.00 – 2.49	Third Class
1.50 – 1.99	Pass
0 – 1.49	Fail (No Degree Awarded)

8.20 Mode of certification

State name of awarding institution.

For example:

The Cape Coast Technical University will award the student a degree/diploma/certificate after successful completion of his/her programme.

8.21 Staffing:

8.21.1 Staff Details

Provide information on staffing for the programme in the table below.

The staffing should follow GTEC norms.

- Diploma courses: Minimum of Bachelor's degree with considerable practical experience in the subject area. Taught Master's degree in relevant areas is also acceptable.
- Professional courses: A Researched Degree and/or Professional Qualification in the relevant field.
- Bachelor courses: Minimum of Research Master's degree.
- Master's and other Graduate level courses: PhD degree or other doctoral degree in the relevant subject area.
- PhD teaching and/or supervision: PhD degrees and considerable teaching and research experience. Principal supervisors should be at least of Senior Lecturer rank.
- For a programme to start, the minimum staff for a full Department is three (3): the Head of Department (of Senior Lecturer rank) and two full-time lecturers.

Table 1. Staff Details

Staff Category	Name of staff	Sex	Full time	Part time	State all <u>Earned</u> degree-level and equivalent qualifications starting from the Highest indicating Title of Qualification, Institution of Award, Year of Award and Place of Award for each qualification	Area of specialization	Rank/Years	Courses to be taught	Expected experience
Teaching staff									
Technical staff									
	<i>Technologists:</i>								

Technicians:

workload
(expressed in
hours per
week per
teacher)

Administrative staff									
Support staff									

State the name and details of the Head of Department First

2. High order ranks should be filled first

3. Attach list of publications and technical reports of staff as an Appendix

8.21.2 Additional Staff Requirement

Provide details of additional staff needed to run the new programme

8.21.3 Staff Development Plan

Provide staff development plan including but not limited to the following:

- i. Technical Assistance;
- ii. Overseas training;
- iii. Local training;
- iv. Mentoring.

8.22 Student Enrolment:

Provide projected student enrolments for the next five (5) years in Table below following GTEC norms:

- a. New Entrants
 - i. Male: Female Participation = 50:50
 - ii. Science: Social Science and Humanities = 60:40
 - iii. Postgraduate enrolment = 25% of total enrolment
 - iv. Quota of international students = 10%
 - v. Quota of fee-paying students = 5%
 - vi. Quota of students from disadvantaged secondary schools = 5%
- b. Growth Rates in Enrolments for Established Public Universities
 - i. Humanities/Business = 4%
 - ii. Science and Technology = 6%
 - iii. Postgraduates = 25%

Projected student enrolments for the next five (5) years

Academic	Year	Year	Year	Year	Year
Year	1	2	3	4	5
Enrollment					
Total					

8.23 Resources:

- a. Physical Resources:

Provide details of the available physical facilities including the following:

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

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

8.24 Sources of Funding for the Programme:

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

- a. The institution should analyse the recurrent and capital costs associated with the new programme. These should include the cost of equipment, library, consumables and teaching and non-teaching staff.
- b. The institution should assess the various streams of income that will be used to finance the programme.
- c. The institutions should also indicate how the funding for the programme can be sustained

For example:

Five-year financial projection (budgeted income and expenditure for 5 academic years)

Year	Year 1	Year 2	Year 3	Year 4	Year 5
Projected student enrolment	100	210	330	460	
INCOME					
Recommended fees	1,500.00	1,650.00	1,815.00	1,996.50	
Academic User Facilities Fees			-		-
Government Subvention	-	-	-	-	-
GET Fund	-	-	-	-	-
Donor Grants/Funds	-	-	-	-	-
Others	-	-	-	-	-
TOTAL INCOME	150,000.00	346,500.00	598,950.00	918,390.00	
EXPENDITURE					
Employee Subvention	-	-	-	-	-
Administrative Costs	12,000.00	27,720.00	47,916.00	73,471.20	-
Goods and Services	15,000.00	34,650.00	59,895.00	91,839.00	-
Examinations	15,000.00	34,650.00	59,895.00	91,839.00	-

Equipment	22,500.00	51,975.00	89,842.50	137,758.50	-
Library	10,500.00	24,255.00	41,926.50	64,287.30	-
Teaching and Learning Aids	30,000.00	69,300.00	119,790.00	183,678.00	-
Others (field trips, attachment supervision, etc.)	15,000.00	34,650.00	59,895.00	91,839.00	-
TOTAL EXPENSES (Ghc)	120,000.00	277,200.00	479,160.00	734,712.00	-
Surplus/Loss (Difference Income and Expenditure) (Ghc)	30,000.00	69,300.00	119,790.00	183,678.00	-

Streams of Income that will be Applied to Finance the Programme

i. Fees

The programme will be funded by fees paid by students and allocated to the Department as Academic Facility User Fee (AFUF) every semester.

ii. Grants and donations

The Department will apply for project grants and donor support for equipment supplies by governmental agencies (e.g., TALIF), corporate institutions and embassies.

iii. Government of Ghana funding

Government of Ghana subvention in the form of staff salaries and GETFund support.

8.25 Linkages:

Provide linkages with other organisations/institutions (national/international) for academic or other forms of support.

8.26 Submission of Proposals

Institutions are required to submit three (3) hard copies and a soft copy of the proposal (*significantly compressed*) to academiccommittee@gtec.edu.gh

8.27 Contact Person

Institutions are requested to provide information on the contact person for the new programme as follows:

Name:

Telephone number:

Email address:

9 STRUCTURE OF CURRICULUM FOR AN EXISTING PROGRAMME

Review of an existing programme at CCTU must follow the following format.

9.1 Title Page

Provide the following for the title page: Name of the University, Name of the School/Faculty, Name of the Department, Proposed New Programme, Name of the Programme, Month and Year. A specimen title page is shown in Appendix B.

9.2 Name of Institution:

9.3 Programme Title:

Provide the title of the new programme.

For Example:

Title of Programme: Civil and Environmental Engineering

9.4 Level of Programme:

Provide the level of the new programme.

For example:

Level of Programme: Dip, HND, B-Tech, BA, BSc, MA, MTech, MSc, MPhil, PhD

9.5 Date of 1st Accreditation of the Programme by GTEC, Ghana: 1st January 2000

9.6 Date of Last Accreditation of the Programme by GTEC, Ghana: 1st January 2019

9.7 Name of the Mentoring Institution to which programme is affiliated (where applicable): Not Applicable

9.8 Proof of programme affiliation to the Mentoring Institution: Not Applicable

9.9 History of Programme

Provide brief historical background of the programme of study (how has the programme developed over the years since it started?).

9.10 Unit Offering Programme:

Provide the following information on the Unit of the institution that is offering the programme:

- a. Name of Unit (e.g., School/Faculty/Department etc.): School of Engineering/ Department of Civil Engineering
- b. Name and qualification of the Head:

9.11 Aims and Objective:

State the aims and objectives of the programme.

9.12 Components of the Programme

Provide details of the curriculum and mode of delivery to include the following:

- a. Core course(s)
- b. Elective course(s)
- c. Mandatory course (s)
- d. Research component
- e. Competence-Based Training (CBT) component
- f. Problem-Based Learning (PBL) component
- g. Practical training, industrial attachment, internship, clinical experience, etc.
- h. Semester-by-semester structure/schedule of course, showing the credit value of each course in a tabular form.

Total credit hours per semester should be between 15 and 21.

For example

YEAR ONE SEMESTER ONE (SEMESTER ONE)

Course Code	Course Title	Theory	Practical	Credit Hours
URC 101	Communication Skills	2	0	2
	Fundamentals			
URC 103	African Studies	0	0	0
URC 105	Digital Literacy I	1	2	2
BCE 101	Engineering	3	0	3
	Mathematics I			

BCE 103 Technical Drawing 1 4 3

- Define a fluid and distinguish it from a solid.
- Explain the subject of Fluid Mechanics and the branches involved.
- Identify and explain the basic properties of fluids.
- Explain the concept 'hydrostatic pressure' and related concepts.
- Apply various approaches and techniques underlying the measurement of hydrostatic pressure.
- Determine the magnitude and location of forces of hydrostatic pressure acting on bodies immersed in fluids.
- Analyse the equilibrium of objects immersed in or floating on fluids.

Content

Introductory concepts in Fluid Mechanics: Definition of fluid, distinction between fluids and solids, scope of Fluid Mechanics, Importance and application of fluid mechanics. Fluid Properties: Density, Viscosity, Surface Tension, Capillarity, Vapor Pressure, Compressibility and Bulk Modulus. Fluid Statics: Pressure and pressure head, Pascal's law, hydraulic pressure, hydrostatic pressure and its measurement, manometers and applications, mechanical gauges, Bourdon tube gauge. Hydrostatic force on submerged bodies: law of hydrostatics, Forces on plane and curved surfaces, Buoyancy, Stability of floating and submerged bodies.

Practical / Laboratory Work

- Determination of basic properties of fluids such as density, viscosity, surface tension, compressibility, capillarity etc.
- Application of pressure measurement devices such as manometers and pressure gauges.
- Demonstration on Archimedes Principle and the law of floatation.

Mode Of Delivery

- Lectures (face-to-face and online using Virtual Learning Environment)
- Demonstration
- Tutorials
- Group work
- Assignment
- Seminars
- Field tour
- Practical/Laboratory work

Reading Materials

- Bansal, R.K. (2010). *Fluid Mechanics and Hydraulic Machines*, 9th Edition. New Delhi: Laxmi Publications.
- Arora, K. R. (2005). *Fluid Mechanics, Hydraulic and Hydraulic Machines*. New Delhi: Standard Publishers and Distributors.
- Rajput, R.K. (2005). *Fluid Mechanics and Hydraulic Machines*. New Delhi: S. Chand and Company Ltd.

9.14 Requirements for Graduation

Indicate the Course, Credit, and any additional requirements for graduation. Example:

- a. Course Requirements
 - i. Pass all required courses
 - ii. Submit reports on all fieldtrips and industrial attachments.
 - iii. Achieve a cumulative grade point average (CGPA) of 1.5 or above
 - iv. Complete a supervised project work in the final year
- b. Credits Requirements
 - i. Achieve a minimum of 106 credits

- c. Any additional requirements for graduation
 - i. A student shall be deemed to have satisfied the requirements for graduation, if:
 - ii. He/she has satisfied all Department and Faculty requirements;
 - iii. He/she has accumulated the minimum number of credits by the Faculty, including core and prescribed electives.

9.15 Assessment Regulations:

Provide details of:

- a. Students' performance and achievement
- b. Mode of certification:
- c. The certificate awarding institution

For example:

Assessment regulations

- a. Students' performance and achievement

Assessment of students in a course shall be based on two components: continuous assessment and an end-of-semester examination.

- b. The continuous assessment shall comprise quizzes, mid-semester examination, classwork, homework/assignment, laboratory work, workshop practice, and class attendance.
 - For practical courses, the continuous assessment shall constitute 60% of the total assessment in a course.
 - For theory courses, the continuous assessment shall constitute 40% of the total assessment in a course.
- c. End of semester examinations shall carry 40% (for practical courses) or 60% (for theory courses) of the total assessment in a course. End-of-semester examinations will be moderated by internal examiners by the Departmental Committee.

Grading System: Based on the aggregate of marks obtained through continuous assessment and end of semester examinations, each student is awarded a final letter grade at the end of the semester, in each Course. The letter grades and the corresponding grade points, as recommended by Academic Board, are as follows:

Grading System

Percentage score	Grade	Grade point	Remarks
75 – 100	A	4.0	Excellent
70 – 74	B+	3.5	Very Good
65 – 69	B	3.0	Good
60 – 64	C+	2.5	Credit
55 – 59	C	2.0	Average
50 – 54	D	1.5	Pass
0 – 49	F	0	Fail

b. Mode of certification:

The final degree awarded to a student will be classified according to a student's Cumulative Grade Point Average (CGPA). The Class designations, as recommended by Academic Board, shall be as follows:

Classification of Degree Cumulative Grade Point Average (CGPA)	Class of Award
3.60 – 4.00	First Class Honours
3.25 – 3.59	Second Class Honours (Upper Division)
2.50 – 3.24	Second Class Honours (Lower Division)

2.00 – 2.49	Third Class
1.50 – 1.99	Pass
0 – 1.49	Fail (No Degree Awarded)

9.16 The Certificate Awarding Institution

State name of awarding institution.

For example:

The certificate will be awarded by Cape Coast Technical University.

9.17 Changes in Curriculum/Delivery:

State any changes in the Curriculum and/or mode of delivery since the programme was last accredited by GTEC.

9.18 Physical Facilities:

Provide details of physical facilities in place including the following:

- i. Numbers of available classrooms, teaching staff offices, laboratories/demonstration rooms, studios, farms and workshops and their respective capacities (as applicable).
- ii. Numbers of available pieces of equipment, instruments and tools (specifying functional and non-functional ones).
- iii. Provisions made for the physically challenged.
- iv. Safety measures.

9.19 Library and other sources of information:

Provide details of sources of relevant information available to both students and staff.

9.20 Financial Resources:

Please provide the following information on the programme's finances:

- a. Annual budget details for the programme against actuals received for the previous, current and next academic years against the operational and Capital Expenditure items in Table 1 below:

Table 1: Programme Budget

Items	Amount in GH¢					
	Previous Year		Current Year		Next Year	
	Budget	Actual	Budget	Actual	Budget	Actual
Equipment						
Maintenance						
Consumables (Office)						
Consumables (Labs, Workshops etc.)						
Others (e.g., Research Funds)						
Total						

- b. Initial capitalisation and total annual expenses over the past three (3) years (if applicable).
- c. Sources for meeting programme’s financial requirements:
- i. Contributions from income generation activities.
 - ii. Endowment Fund.
 - iii. Level of fees (in Ghana Cedis).
 - iv. Grants and donations.
 - v. Government of Ghana funding.

vi. Other sources (please specify).

9.21 Staffing:

9.21.1 Staff Details

Provide information on staffing for the programme in the table below. The staffing should follow GTEC norms.

- Diploma courses: Minimum of Bachelor's degree with considerable practical experience in the subject area. Taught Master's degree in relevant areas is also acceptable.
- Professional courses: A Researched Degree and/or Professional Qualification in the relevant field.
- Bachelor courses: Minimum of Research Master's degree.
- Master's and other Graduate level courses: PhD degree or other doctoral degree in the relevant subject area.
- PhD teaching and/or supervision: PhD degrees and considerable teaching and research experience. Principal supervisors should be at least of Senior Lecturer rank.

Table 1: Staff Details

Staff Category	Name of staff	Sex	Full time	Part time	State all <u>Earned</u> degree-level and equivalent qualifications starting from the <u>Highest</u> indicating Title of Qualification, Institution of Award, Year of Award and Place of Award for each qualification	Area of specialization	Rank/Years of teaching experience	Courses to be taught	Expected workload (expressed in hours per week per teacher)
Teaching staff									

Technical staff	<i>Technologists:</i>								
	<i>Technicians:</i>								
Administrative staff									
Support staff									

1. State the name and details of the Head of Department First
2. High order ranks should be filled first
3. Attach list of publications and technical reports of staff as an Appendix

9.21.2 Additional Staff Requirement

Provide details of additional staff needed to run the new programme

9.21.3 Staff Development Plan

Provide staff development plan including but not limited to the following:

- i. Technical Assistance;
- ii. Overseas training;
- iii. Local training;
- iv. Mentoring.

9.22 Employment Prospects of Graduates:

- a. List sectors of the economy that:
 - i. could employ graduates of the programme
 - ii. employ graduates of the programme
- b. Comments on graduates of the programme if available.

9.23 Entry requirements for admission of students:

State any specific entry requirements into the programme.

9.24 Student Enrolment:

Provide data on the following:

- a. Total student enrolment for all levels/years of the programme for the current and past two (2) years in table 3 below:

Table 3: Total Enrolment for the Programme

Level	Current Year (20__)			Past 1Year			Past 2 Years		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Level 100									

Level 200									
Level 300									
Level 400									
Level 500									
Level 600									
Level 700									
Grand Total									

9.25 Data for Staff/Student Ratio (SSR)

Provide current data on staff and students for the Unit in table 4 below:

Table 4: Staff/Student Ratio

UNIT	TOTAL NO. OF TEACHING STAFF		TOTAL NO. OF STUDENTS		STAFF/STUDENT RATIO (SSR)= $\frac{\text{Total \# of Students}}{\text{FT staff} + \text{*FTE staff}}$
	FULL-TIME (FT)	PART-TIME (PT)	FULL-TIME (FT)	PART-TIME (PT)	

NB: 1. Part-time Student: Any student doing less than 15 hours per workload per week

2. *Full-Time Equivalent (FTE): 3 Part-Time (PT) teaching staff (lecturers) = 1 Full-Time (FT) teaching staff (lecturer)

9.26 Student Workload:

Students need time to read and reflect and therefore should not be overburdened with too many lectures.

tate the student workload (in credit hours) per week for each semester/trimester for both full-time and part-time students (**One credit hour is defined as one hour lecture or tutorial or one practical session of two to three hours or six hours of field work for both full-time and part-time students.**)

For example:

Table 15 Student Workload

Year	Credits per Semester		
	I	II	Total
1	18	19	37
2	19	19	38
3	20	19	39
4	19	18	38
Total Credits			152

9.27 Graduate Output to Date:

Provide data on graduate output in the past three years of the programme.

Table 5: Number of Graduates Produced per Year in the past three years

	Past Year (20_ _)	Past two years (20_ _)	Past three years (20_ _)

Male			
Female			
Total			

(b) Graduate-output by class (if applicable):

Table 6: Performance Range of Graduates

CLASSIFICATION	Past Year	Past 2 Years	Past 3 Years
1st Class/ Distinction			
2nd Class Upper			
2nd Class Lower			
3rd Class			
Pass			
Total			

9.28 Developments since last Accreditation

Outline developments in the programme (if any) since it was last accredited by GTEC (e.g., partnerships, new additions to facilities, staffing increase or decrease, library stock increases specific to the programme, funding opportunities, scholarships, funded projects/research opportunities, publications, exchange programmes etc).

9.29 GTEC Recommendations Implemented

List all GTEC recommendations from the last accreditation exercise on the programme and outline the degree of implementation of each of the recommendations by the Department.

10 FORMAT FOR INTRODUCING A NEW COURSE

Any Staff/Department/Faculty that intends to introduce a new course at shall complete this form:

CAPE COAST TECHNICAL UNIVERSITY

Form for Introducing a New Course

Submitted By:
Date:
Department:.....Faculty:
Course Title:
Course Code: (*Please apply CCTU coding philosophy*)
TPC: Teaching: Practical/Tutorial:
Credits:
Proposed Start Date:

Rationale: Why is this request being made?
.....
.....

Prerequisites (if any):
.....
.....

Course Objectives (the set of knowledge and skills the student should have after the course):
.....
.....

Course Content (The facts, concepts, theories, principles and case studies that are taught and learned. This should not be more than six

lines and are separated with a full stop (.) except where you have minor or subtopics. In case of a minor or subtopic, begin with a colon (:), and separate each subtopic with a comma (,)

.....
.....
Mode of Delivery: (Indicate an appropriate mode of delivery for the course bearing in mind the student-centred approach. Example: Lectures, Tutorials, Mini Project, Self-paced-scheduled, Experiential, Peer Tutoring, etc.)

.....
.....
Reading Materials: (Indicate modern and/or recent relevant textbooks for the course. A minimum of three (3) current textbooks are to be listed)

.....
.....
Student Learning Outcomes: (Must be measurable and use action verbs)

.....
.....
Explain how this course proposal will affect other departments/programmes:

.....
.....
Explain how this course proposal will affect existing semester workload per week:

.....
.....
Logistics needed:

Submission Checklist:

- . Electronic course content submitted along with this form to Department/Faculty
- . Researched effect of change on other programmes, and semester workload per week

SIGNATURES:

PERSONNEL	SIGNATURE	DATE
Instructor:		
Head of Department: (I verified change with impacted) Department(s).		
Date considered at Board meeting: Dean of Faculty Board (Comments):		
Date considered at Faculty:		

Director, PQAU (Comments):

11 FORMAT FOR REVIEWING EXISTING COURSE

Any Staff/Department/Faculty that intends to review an existing course at shall complete this form:

CAPE COAST TECHNICAL UNIVERSITY

Form for Reviewing Existing Course

Submitted By:.....
 Date:
 Department:
 Faculty:
 Course Title:
 Course Code: (*Please apply CCTU coding philosophy*)
 TPC: Teaching: Practical/Tutorial:
 Credits:
 Review Effective Date:

Rationale: Why is this request being made?.....

What is changing? (Tick (✓) all that apply and complete appropriate sections on the form for explanatory purposes)

Course Title		Reading Materials	
Course Code		Student Learning Outcomes	
Course Content		TPC	
Course Objectives		Other	

Credits: Current: Teaching: Practical:
Credits:.....

Proposed: Teaching: Practical: Credits:.....

Course Title:

Current:

Proposed:

Prerequisites (if any):

Current:

Proposed:

Course Objectives if changed (the set of knowledge and skills the student should have after the course):

.....
.....
.....

Course Content if changed (The facts, concepts, theories, principles and case studies that are taught and learned. This should not be more than six lines and are separated with a full stop (.) except where you have minor or subtopics. In case of a minor or subtopic, begin with a colon (:) and separate each subtopic with a comma (,))

.....
.....

Mode of Delivery if changed: (Indicate an appropriate mode of delivery for the course bearing in mind the student-centred approach. Example: Lectures, Tutorials, Mini Project, Self-paced-scheduled, Experiential, Peer Tutoring, etc.)

.....
.....

Reading Materials if changed: (Indicate modern and/or recent relevant textbooks for the course. A minimum of three (3) current textbooks are to be listed)

.....
.....
Student Learning Outcomes if changed: (Must be measurable and use action verbs)

.....
.....
Explain how this course review will affect other Departments/programmes:

.....
.....
Explain how this course review will affect existing semester workload per week:

.....
.....
Other Modifications:

.....
.....
Logistics needed:

.....
.....
Submission Checklist:

- Electronic course content submitted along with this form to Department/Faculty
- Researched effect of change on other programmes, and semester workload per week

SIGNATURES:

PERSONNEL	SIGNATURE	DATE
Instructor:		
Head of Department: (I verified change with impacted) Department(s). Date considered at Committee meeting:		
Dean of Faculty Board (Comments): Date considered at Faculty:		
Director, PQAU (Comments):		

12 FORMAT FOR RETIRING A COURSE

Any Staff/Department/Faculty that intends to retire an existing course at shall complete this form:

CAPE COAST TECHNICAL UNIVERSITY

Form for Retiring Existing
Course

Submitted By:Date:.....
Department:.....Faculty:
Course Title:
Course Code: (*Please apply CCTU coding philosophy*)
TPC: Teaching:.....Practical/Tutorial:
Credits:
Effective Date:

Rationale: Why is this request being made?
.....
.....

Explain how this course retirement will affect other Departments/programmes:
.....
.....

Explain how this course retirement will affect existing semester workload per week:
.....
.....

SIGNATURES:

PERSONNEL	SIGNATURE	DATE
Instructor:		
Head of Department: (I verified change with impacted) Department(s). Date considered at Committee meeting:		
Dean of Faculty Board (Comments): Date considered at Faculty:		
Director, PQAU (Comments):		

13 CHECKLIST FOR INTERNAL CURRICULUM APPROVAL

The following checklist for the Department/Faculty/Academic Board shall be used within the University:

13.1 Checklist for the Department

Check that:

- a. The justification for introducing or reviewing the course/curriculum is clearly stated and can be defended.
- b. The programme can be accommodated within the vision and mission of CCTU.
- c. The relevance of the programme to national development has been stated.
- d. The title of the programme reflects the content.
- e. The course codes reflect the standard.
- f. TPCs have been correctly assigned.
- g. The total credits per semester are between 16 and 21.
- h. The learning outcomes have been added to each course content.

- i. A minimum of four (4) reading materials have been added in the right format.
- j. Stakeholders (students, alumni, academia, industry) inputs have been considered.
- k. CCTU format has been followed.
- l. The draft programme has been considered and approved by the Departmental Committee.

13.2 Checklist for the Faculty

In addition to the Departmental checklist, check that the draft programme has been considered and approved at the board meeting of the Faculty concerned.

13.3 Checklist for the Academic Board

In addition to the Faculty checklist, check that the draft programme has been considered and approved by the Academic Board.

14 Appendix A: Cover Page of Proposed New Programme

**CAPE COAST TECHNICAL UNIVERSITY
FACULTY OF ENGINEERING
DEPARTMENT OF CIVIL ENGINEERING**



NAB/INFO. A.3

**INFORMATION FOR ACCREDITATION APPLICATION FOR A
NEW PROGRAMME**

IN

**BACHELOR OF TECHNOLOGY (BTECH) CIVIL ENGINEERING
PROGRAMME**

SUBMITTED TO

GHANA TERTIARY EDUCATION COMMISSION (GTEC)

OCTOBER 2020

**15 Appendix B: Cover Page of Proposed Review of Existing
Programme**

CAPE COAST TECHNICAL UNIVERSITY
FACULTY OF ENGINEERING
DEPARTMENT OF CIVIL ENGINEERING



NAB/INFO. A.6

INFORMATION FOR PROGRAMME RE-ACCREDITATION
APPLICATION

FOR

HIGHER NATIONAL DIPLOMA (HND) CIVIL ENGINEERING
PROGRAMME

SUBMITTED TO

GHANA TERTIARY EDUCATION COMMISSION (GTEC)

JULY 2021