RESPONSES TO THE REPORT ON THE 5-YEAR CYCLICAL INSTITUTIONAL REVIEW 2025

Directorate of Student Affairs (DoSA)

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Responses to the Questions

No	Area of Query	Action Response/Required	Recommendation
		STUDENT EXPERIENCE	
A	**Academic Workload and Scheduling**		
I	Level 100 courses are overly packed, disregarding students' comprehension abilities.	The timetables at all Departments might look packed, but each Programme has an average of 7 courses, making scheduling flexible for students to participate	
II	Medical students face excessive stress due to short breaks (eg, only a 5-week break off in an academic year)	Refer the issue to KNUST School of Medical Sciences for a response. But as long as the leadership of DoSA is concerned, their programme has been designed to ensure that it meets international standards of training a person of an astute medical profession. This structure has been in motion for almost 50 years of the existence of the KNUST Medical Sciences. What students should be supported to do is to undertake effective counselling sessions to be ready for the programme.	
III	The examination timetable is overly packed, affecting performance	The average number of courses that a student does is 7, and exams are written within 15 working days, that is 3 weeks. Timetables might look loaded, but each programme is spread enough to ensure that students get the needed rest in between examinations. Poor performance might not be a result of a packed timetable, but the student waiting until the end of the semester examination before focusing on effective studies.	
B	**Information Management & Support**		
I	Limited Guidance on Licensure Exams for Medical Students	KNUST School of Medical Sciences should be made to answer this question	
II	Students are unaware of the procedures in place to rectify concerns with examination results	The Student Guide and Code of Conduct outline in detail how this is supposed to be done. On Pages 143 to 150, give details on undergraduate examination concerns, and on pages 153-158, focus on Postgraduate examinations. Section Three of the Student Code of Conduct, Pages 159-161, has been dedicated to "Regulations for the Conduct of University Assessment", which further guides students on how exams are conducted and assessed.	

C	Transportation		
I	No shuttle services for Medical Students travelling to hospitals for clinicals	When Medical students get to the clinical stage of their education, they are sent to the hospitals of their clinicals, and when many of them are assigned to a hospital or clinic, a bus or shuttle picks them to and from the assigned medical centre. However, if just 2 or three are assigned, they are expected to pick their own shuttle.	
II	Agricultural students pay for shuttle services, but do not receive such a service	There is no discrimination when students get to the shuttle rank, and they are expected to pick the shuttle. All students are expected to be at the shuttle rank, join the queue, and then board the bus without anyone asking which programme they belong to.	
	TEACHING & LEARNING ISSUES		
I	Intimidating teaching styles (especially the College of Humanities and Social Sciences, and the College of Agric & Natural Resources)	As part of the orientation for newly recruited Lecturers, effective and engaging teaching styles are emphasized	HoDs should be reminded to bring this to the attention of the Lecturers for them to modify their teaching style
II	Overemphasis on theory as compared to practicals (especially the School of Veterinary Medicine, Faculty of Renewable Natural Resources, Packaging Technology, and College of Engineering courses)	We will continue to engage Lecturers through their Heads of Department. The attention of the Provost of the College of Engineering will be drawn to this challenge.	The University, through the Quality Assurance and Planning Office, will continue to ensure that the capacity of Lecturers are continuously built to stop this attitude towards our students
III	Lecturers fail to show up in class without informing the class.	This might be the result of poor or inadequate communication between the Class Rep and the Lecturer.	
IV	Outdated Teaching Methods (especially Engineering simulations)	The attention of Provosts, Deans and HoDs will be drawn to this challenge	
	Practical Training Deficiencies		
I	Lack of Field Trips despite payment (Agriculture Science & Agric Biotech Students)	Refer the issue to the Provost of CANR,	
II	PPE's not provided despite Payment (College of Engineering)	Refer the issue to the Provost of COE	

Student Lecturer Interaction			
I	Some Lecturers are hostile, and they discourage student engagement.	The attention of Provosts, Deans and Heads of Department should be drawn to this challenge.	All lecturers identified as hostile and abusive in the students assessment of lecturers have been referred to the HoDs, Deans and Provost's for redress.
II	There are large class sizes which hinder meaningful interactions between teaching staff and students (esp. 1st Year student from Medical Lab Technology).	University Management should impress on Provosts to be mindful of this and admit within the available space.	

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EXAMINATION CONCERNS

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Examination Structure and Fairness			
I	Unfair Mark distribution to the examination (20/80 split for two questions only in Petroleum Engineering).	The Issue and challenge should be sent to the Heads of Departments and Deans, and Provosts mentioned for redress.	The Moderation of examinations should be emphasised
II	Excessive number of questions within a very limited time (e.g. 120 questions to be answered in 1 hour; 250 questions to be answered in 2 hours; History – 20 essays to be answered in 2 hours).	The University Examination Audit is yet to confirm this allegation. The Issue should be referred to them as well for their comments.	Management must put in place systems and structures to ensure that lecturers' performance post-assessment is addressed, and decisions taken must be communicated to students since there is a general impression that these assessments are not put to any use.
Administrative Issues			
I	Changing the examination timetable on short notice without putting adequate plans in place to inform students.	This is not done. Some students depend on their Colleges to check the timetable, for which many are draft timetables. Students are expected to check the final Examination timetable to ensure that it's the final timetable before the start of Exams.	
II	Delayed release of results (especially the College of Engineering).	Results are released in phases and batches based on an agreed structure. Releasing one college before others does not necessarily mean that results will be delayed.	

Student Grievances			
I	Complaints from students are ignored by Management.	All issues and challenges reported to the Directorate of Student Affairs are tackled with the seriousness they deserve. It is therefore not accurate that complaints from Students are ignored by Management.	
II	Students are excluded from decision-making processes.	Students are represented on all Boards and Committees whose output will affect students, for they to contribute to the discussions.	

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LABORATORY & LIBRARY RESOURCES

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Laboratory Shortcomings			
I	Laboratory spaces are inadequate	Refer to University Management	
II	Inadequate equipment in some of the labs (especially Biomedical Engineering and Veterinary Medicine).		The University will continue to solicit support for its major partners to expand these facilities and the provision of equipment for the various laboratories.
Library Deficiencies			
I	Books are either outdated or even non-existent (College of Agriculture and Natural Resources).	The attention of the new University Librarian should be drawn to this challenge.	Libraries across all colleges should be restocked, and laboratories must be equipped with current and relevant equipment.
II	Recommended books are unavailable (College of Humanities and Social Sciences).	The University Librarian	The University Librarian
III	The library is mostly closed in the evenings, and students have no access.	The University Librarian	The University Librarian

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INFRASTRUCTURE & FACILITIES

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Lecture Halls			
I	Overcrowding in some of the Lecture Halls (eg, 600 students in a lecture all meant for 300 students).	The infrastructure of the University should be expanded to absorb more students. The University should consider reducing the admission of students in some programmes.	

II	Poor lighting, ventilation, and faulty audio systems in some of the lecture Halls.	DoSA leadership, as part of Management, will continue to engage Provosts of the Colleges to work with their Facility Management Staff to ensure that lights and fans are functioning in the Lecture rooms.	
III	CHS Library is not disability friendly .	Refer the challenge to the Provost of the College of Health Science.	
Washrooms			
I	Washrooms are often locked (CHS, DABE).	This is a challenge that requires immediate attention. The Head of the University Estate Organisation should be notified immediately for this challenge to be addressed.	
II	There are broken taps, and soap and tissues are mostly unavailable.	This is quite unfortunate, and we have to take steps to ensure that.	
SECURITY ISSUES			
I	There are often thefts/robberies due to poor lighting and weak security presence on campus.	Security on campus, around campus, and at off-campus Locations will continue to be improved to prevent the challenge of robbery.	Security provisions must be strengthened, especially by ensuring the provision of adequate.
II	There are no night patrols or security posts on campus.	There are night patrols, and there are off-campus night patrols by Officers from the Ghana Police Service.	The University should consider the possibility of engaging the services of
III	Some students openly display weapons, especially in Katanga Hall, and in some cases, foreign students have been harassed and attacked.	The University will keep educating students to report such issues and concerns to the authorities.	Security will be intensified at the Halls, and Halls without adequate Security Officers will be asked to employ more to protect students.
IV	There's a bureaucratic CCTV retrieval process, especially when a theft has just occurred, and the CCTV will need to be assessed as soon as possible to be able to identify the culprit.	There are laid down procedures for the release of this kind of information from the CCTV database, and due process must be followed.	
SEXUAL HARRASSMENT			
I	A Professor teaching Medical Genetics who constantly threatens students for sexual favours.	The University has developed very clear policy guidelines concerning sexual harassment. A copy of the policy can be found here.	The policy has been framed and mounted on walls at the various colleges.

II	There was a high incidence of sexual harassment in the College of Humanities and Social Sciences.	The attention of the University Management and the Dean of the Faculty of Social Sciences should be drawn to this challenge.	UTAG should organise meetings to caution Senior members of this
III	Most of the students indicated they did not know a policy document or the steps to take in reporting incidents of sexual harassment.	The University has taken time to educate students during their Orientation sessions and selected programmes. Recently, a special Gender based Violence and Sexual Harassment Workshop was held on 23rd June 2025 for all female and Male Focal persons, such as Women Commissioners of the various student-led Associations.	Such programmes will continue.
IV	There was a general impression that management protects the perpetrators, and the system lacks confidentiality and trust.	This is not true; the University deals ruthlessly when the culprit is identified, investigated, and confirmed; they are engaged in such an activity.	Leadership of the University should keep encouraging students that the culprits are always punished.
V	There were limited Counsellors for victims	There are College Counsellors available at all the Colleges in addition to trained peer-counsellors. The challenge has been that some students for fear of intimidation, do not want to disclose such information.	The University Community should do more to educate all on the consequences of these actions. Students should be assured that they will be protected and not be victimized when they report Senior Members harassing them; they will be encouraged to come out boldly to report.
INSTITUTIONAL AWARENESS			
I	The majority of students that were met by the GTEC Team across the Colleges do not know the University's Vision, Mission Statements	Visions and Missions of the University have been boldly printed and framed at every college and major office of the University. Unfortunately, Students are not reading	WhatsApp Platforms and other Social Media platforms of the University will be further engaged to continue to share the Vision, Mission Statement, and the Core Values of the University with the Students

University Security Services

University Security Services responses to the Security concerns raised in the GTEC Five-Year Cyclical Institution Review Report are as follows:

A. Theft/robberies due to Poor Lighting and Weak Security Presence on Campus

The rate of theft/robbery incidents at night on both on and off campuses students' residence has reduced drastically over the years. This is a result of the continuous efforts by the University Management to light up the campus for the past three (3) years by providing street lights to eliminate all dark and vulnerable areas at night on campus. The exercise has been extended to certain areas off-campus to ensure the security and safety for residents off campus as well. Additionally, there is continuous education programme on personal security measures using all available communication means for members of the University community especially students to reduce security incidents on campus.

The security presence on campus has been adequate with security officers deployed at the entry/exit gates, on facilities, and strategically deployed with wide security coverages and areas of responsibility. The presence of security is complimented by constant patrols and a swift Security Response System.

B. No Night Patrol or Security Post on Campus

Night patrols are conducted extensively during the night by campus security on the main campus and by the KNUST District Police off-campus. Snap security road checkpoints are also mounted on and off campus as and when necessary. The night patrol capability of the Security Services and the Police have been enhanced by the procurement of two (2) security patrol vehicles for campus security and one (1) for the KNUST District Police.

Security Posts on campus can be seen at the entrance/exit gates and strategic locations on the main campus. Some of the posts are manned 24-hours whiles others are Security Patrol posts. Officers manning these posts have communication radios for effective patrols and response actions. Some of the security posts are branded with details of the Security Services Office locations and more importantly its 24-hour hotlines.

C. Display of weapons in University Hall and Attack of Foreign Students

Every residential hall on the main campus has Hall Security Officers that attend to any reported security issue and where necessary the Police is invited to assist in handling security issues. An incident of display of weapon in University Hall, alias 'Katanga' Hall would have been attended to if reported to the Hall security or Hall authorities. Nevertheless, the education on the need to report such incidents to the Security for immediate actions is to be continued.

There has been a reported one-off incident of attack on foreign students that resulted from a misunderstanding between some foreign students and students affiliated to the University Hall. The culprits have been identified through a quick investigative process and are currently undergoing disciplinary processes for the appropriate punishment to be meted out to them. Management of the University has subsequently assured all students of a safe and secured environment on campus.

D. Bureaucratic CCTV Retrieval Process

The University operates a campus-wide CCTV System that does not allow for retrieval of footages on individual or personal basis except for the purposes of security investigations and court processes. This is because, CCTV footages are security documents with sensitive information that need to be tightly controlled and confidentially handled to prevent violation of Data Protection Laws and prevent reputational damage when leaked or not properly handled.

However, the University CCTV System, with over two thousand (2000) cameras, is monitored on a 24-hour basis from a centralised CCTV Control Room. Authorised local monitoring at certain facilities on campus are also allowed. In view of the large number of CCTV cameras, the University community members report any security incidents as soon as possible for quick response actions and footages to be saved for further actions.

University Library

University Library

Library Facilities

I. The Library Building

The KNUST Library, named Prempeh II Library System, has modern facilities and is strategically and centrally located. However, the team observed that some of the floor tiles, tables, and chairs had broken down, which had safety implications for users.

Therefore, efforts should be made to provide regular maintenance of the library facilities. It is suggested that management should provide regular maintenance to ensure the maximum preservation of the library facility.

	Observation	Responsive
I	All the observed broken tiles and furniture have been worked on and replaced, respectively. Figure 1: *Renovated Tiles at the Main Library* Figure 2: *Furniture arranged in the discussion area*	As part of the maintenance of the main Library Facility. The Development Office is preparing a comprehensive maintenance plan to guide the library's management team. This plan outlines an inclusive and strategic routine maintenance programme aimed at preserving the building's structure, systems, and finishes, thereby maximizing the long-term functionality and value of the facility. *The approach emphasizes:* • Preventive maintenance to address potential issues before they escalate. • Scheduled inspections and servicing of mechanical, electrical, and plumbing systems. • Regular cleaning and conservation of interior and exterior finishes to maintain a safe and welcoming environment for users. • Sustainability measures that reduce operating costs and extend the lifespan of key assets.

II. Compliance with the Disability Act 2006 (Act 715)

The main Library building has an automatic elevator for disability access.

However, some colleges, faculties, departments, libraries, and offices within the main Library are not disability friendly. Again, emergency exit signs are located in most offices and reading areas.

It is recommended that all libraries in the University should be made disability-friendly, as per the 2006 Act (Act 715). The Library should provide sufficient visible signs indicating emergency exits and assembly stations.
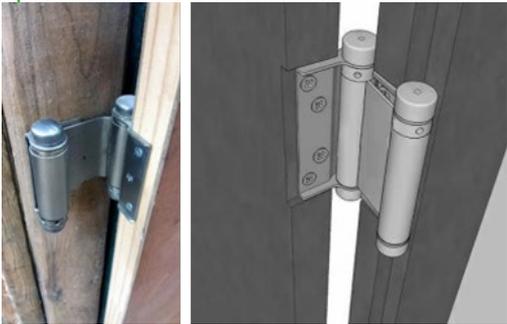
	Observation	Responsive
I	There is currently no dedicated disability access to the main library apart from the elevator, notably, the main entrance. The entrances to offices, departments, and several sections of the library have been leveled and made accessible.	An extensive investigation and design review have been conducted at the Main Library to ensure full accessibility in accordance with the Disability Act 2006 (Act 715). As part of this effort, ramp access will be provided at all main entrances where existing steps measure 150 mm to 200 mm in height. *Figure 3: Existing Main Library Entrance* The new ramps will be constructed with an assistive gradient of 1:10, creating a gentle slope that facilitates wheelchair use and unobstructed movement while maintaining proper spatial coordination within the building. In addition, the Maintenance Department, under the direction of the Director of Works and Physical Development, has been tasked to: • Install illuminated fire-exit signs at all designated egress points. • Position clearly marked fire-assembly station signs in appropriate locations. These interventions ensure that the library facility remains accessible, safe, and fully aligned with the requirements of Act 715, supporting inclusive use for all students and staff. *Figure 4: Proposed Ramp Access and Accessible Offices (with 1:10 gradient slope)*

Physical Facilities
I. Classroom Doors
The doors in the School of Nursing & Midwifery open inwards instead of the required outward opening.

The doors in the classrooms that seat more than 20 persons should swing outwards to permit quick evacuation during an emergency.

	Observation	Responsive
I	All door-acting mechanisms still function as single-acting mechanisms, opening to the inside of the classrooms. Figure 5: *Existing Lecture Hall/Classroom Door (Single Acting Door)*	An assessment conducted in collaboration with the Maintenance Department has identified the need to replace all inward-swinging classroom doors with units that feature a double-swing mechanism. This upgrade will enhance accessibility, improve circulation during high-traffic periods, and meet current safety and functional standards. A cost analysis and detailed budget for the proposed replacements will be prepared and submitted to management for consideration and approval before procurement and installation. Figure 6: : *Double-acting Spring Hinges*

II. Fire Certificate
At the time of the assessment, a fire certificate was not available.

Although a fire station is present on campus, the university still needs to obtain fire certificates for its facilities.

	Observation
I	The fire certification process is ongoing for all facilities. The Fire Department has been tasked with submitting an assessment and cost report for facilities that require fire certification. The images below show evidence of certificates which is already been done. Refer to the images attached below;

III. Exposed Electrical Wiring

At the Social Sciences Block, some exposed electrical wiring was observed, particularly in the auditorium and the ground-floor library discussion room.

Immediate action should be taken to secure the exposed electrical wiring in the Social Sciences Block, particularly in the auditorium and ground-floor library discussion room, to ensure safety and prevent potential hazards.

	Observation
I	All instances of exposed electrical wiring within the Social Sciences Block have been identified and rectified.

In addition, every socket junction has been securely covered with protective plastic panels to eliminate potential electrical hazards and ensure the safety of both students and staff.

These corrective measures significantly reduce the risk of electrical accidents and align with best-practice safety standards.

Figure 7: *Fixed Electrical Wiring* |

IV. Unsealed Electrical Sockets

Numerous electrical outlets at the Social Sciences Block were left unsealed, with empty socket spaces missing the necessary covers.

Install covers on all unsealed electrical outlets and empty socket spaces in the Social Sciences Block to enhance safety and prevent accidental contact.

	Observation
I	All exposed electrical sockets in the Social Sciences Block have been sealed and covered to prevent accidental contact.

Figure 8: *Sealed Electrical Socket* |

V. Infrastructure & Facilities
A. Lecture Halls

- Poor lighting, ventilation, and faulty audio systems in some of the lecture halls.
- CoHS library is not disability-friendly.

	Observation	Responsive
I	Lighting has been improved by efforts made by installing new ones and adhering to the prescribed ambient value specification for classrooms and the lecture hall, respectively. Figure 9: *Improved Lighting and Acoustic levels for Lecture Halls*	• Maintenance works have been completed to replace and install faulty lighting and audio systems across all lecture halls in the various colleges and faculties. • A design review and disability-access proposals have also been undertaken, with a budget requisition to be submitted to management for approval. To ensure full compliance with the Disability Act, 2006 (Act 715), the following mitigation measures have been proposed at the CoHS main entrance to the library. Figure 10: *Proposed Ramp at the CoHS Library Entrance Door*
	Figure 11: *Existing main Entrance*	Figure 12: *Proposed 1:10 Gradient Ramp*

B. Washrooms
- Washrooms are often locked (CoHS, Agricultural Engineering).
- There are broken taps, and soap/tissues are mostly unavailable.

	Observation
I	The washrooms at the CoHS and Agricultural Engineering have been renovated and made accessible to students. Figure 13: *Installed broken taps and locked the washroom door, opened to students*

V. Security Concerns
- There are often thefts/robberies due to poor lighting and weak security presence on campus.
- There were no night patrols or security posts on campus.
- Some students openly display weapons, especially in Kantaka Hall, and in some cases, foreign students have been harassed/attacked.

	Observation
I	University Management has made significant investments to strengthen safety across campus: • Security Posts: Installation of 10–15 security posts strategically located throughout the campus. • Lighting: Deployment of approximately 100 solar-powered streetlights to improve night-time visibility and deter crime. • Patrol Fleet: Acquisition of security patrol vehicles and a patrol bus to support night patrols and surveillance operations. • Police Collaboration: Partnership with the Ghana Police Service, including the establishment of a police station at the Jericho Wall near the new Faculty of Arts. These measures collectively enhance student and staff security, ensuring a safer learning environment.

Figure 14: *Security Post and Solar Street Lighting*

Figure 15: *KNUST Security Central CCTV Monitoring Room*

Figure 16: *Security Patrol Vehicles*

College of
Agriculture and Natural
Resources (CANR)

College of Agriculture and Natural Resources (CANR)

Summary of Concerns Raised and Corresponding Responses & Actions

No	Area Of Concern	Comment / Issue Raised	Response / Action
1	Vision Statement	Vision statement must be focused and ambitious	The College has constituted a committee to develop a new strategic plan since the last one expires by end of December 2025. Based on the comment from GTEC, a suggested vision statement, which is more focused, ambitious and aligned with the University's vision, has been proposed and forwarded to the Strategic Plan Committee for consideration. The suggested revised College vision statement is found below: *"**The College envisions to be a globally recognized institution for innovation, education, and transformative research in sustainable and climate-resilient agriculture, renewable natural resources management, and inclusive rural development.**"*
2	Strategic Plan	Develop monitoring and evaluation framework	The College has constituted a committee to evaluate the achievements of the targets set in the previous strategic plan (2016-2025) and develop a new one (2026-2035). This committee has been tasked to address the specific concern raised by GTEC in the new plan. A robust monitoring and evaluation framework will be an integral part of the new strategic plan of the College. During the implementation of the new strategic plan from next year, periodic implementation reports will be prepared and shared with GTEC for review.
3	Governance	Develop and present comprehensive organogram and provide the roles played by Vice-Dean	The Organogram for the College has been provided in Appendix I. Based on our current context, the following roles are suggested for the office of the Vice-Dean for consideration by university management. ***Roles and Responsibilities of Vice Dean:*** I. Support Faculty Leadership and Administration: Assist the Dean in managing academic, administrative, and governance functions of the Faculty, including policy implementation and coordination of departmental activities. II. Oversee Students Academic Affairs: Supervise students-related processes such as registration, examinations, practical training & internships, disciplinary matters, welfare and serve as the main liaison with students' associations/bodies within the Faculty.

3	Governance	Develop and present comprehensive organogram and provide the roles played by Vice-Dean	III. Ensure Academic Quality and Programme Compliance: Coordinate quality assurance activities, monitor teaching and learning processes, and ensure that programmes meet KNUST and GTEC standards. IV. Promote Staff Development and coordinate welfare issues: Support staff development activities such as workshops, seminars, and conferences; as well as coordinate all staff welfare issues. V. Coordinate and supervise activities of all production and commercialization centers in the Faculty. VI. Act for the Dean when required: Provide leadership continuity by serving as Acting Dean in the Dean's absence and handle any special assignments delegated by the Dean.
4	Curriculum design and development	Revise flow chart for curriculum development to position the College QAPO subcommittee more strategically within the process.	The flow chart has been revised below to accommodate the College QAPO subcommittee. It is for consideration by the main University Quality Assurance and Planning Office (QAPO). **Flow chart for CANR Curriculum design and development:**
5	Programme accreditation	Provide departmental level data on accreditation	Steps have been taken to bring the accreditation status of all programmes in default up to date. Departmental accreditation committees have been tasked to start the reaccreditation process for all programmes whose accreditation will expire in 2026. For DAEAE, all programmes are accredited. Accreditation status of three programmes will expire in 2026. Steps have been taken on reaccreditation process.

6	Teaching and learning	There was lack of mentorship report for evaluation by GTEC. Develop and submit mentorship Report.	The College has taken steps to establish a College level mentorship committee which would be required to prepare and submit periodic mentorship reports to the Provost. The template for the mentorship report has been provided as Appendix II.
7	Students Assessment and Progression	Report on student assessment mode. Justify the relevance of the 30:70 assessment structure.	The College of Agriculture and Natural Resources (CANR) adopts a blended assessment approach that combines Continuous Assessment (CA) and End-of-Semester Examination (ESE) to evaluate student learning. • Continuous Assessment (30%) typically consists of quizzes, assignments, laboratory work, term papers, presentations, field reports, and mid-semester tests. • End-of-Semester Examination (70%) covers the full scope of the course content and evaluates students' mastery of core concepts, problem-solving skills, and application of knowledge. This assessment model ensures a balanced evaluation of both ongoing academic engagement and summative understanding. Justification for the current 30/70 Assessment Structure: **1. Ensures Continuous Learning and Student Engagement** Allocating 30% to CA encourages students to remain actively involved throughout the semester rather than relying solely on the final examination. Regular quizzes, assignments, and lab work help reinforce concepts, promote good study habits, and ensure that students engage with agricultural and natural resource subjects in a consistent manner. **2. Reflects Practical and Applied Nature of Agriculture and Natural Resources** Many courses involve practicals, fieldwork, and hands-on demonstrations. The 30% CA allows lecturers to capture students' competencies in real-world tasks, technical skills, and problem-solving abilities; these are elements that cannot be fully assessed through a final exam. **3. Maintains Rigour, Standardization, and Academic Quality** The 70% final examination ensures a comprehensive and standardized assessment of students' understanding of the entire course content. It provides an objective measure of mastery, especially in theory-heavy and quantitative subjects such as soil science, economics, plant pathology, animal production, or forestry management.

7	Students Assessment and Progression	Report on student assessment mode. Justify the relevance of the 30:70 assessment structure.	**4. Aligns with KNUST's University-Wide Assessment Policy** The 30:70 ratio is consistent with KNUST's institutional assessment framework, ensuring uniformity across departments and reducing discrepancies in grading standards. This alignment supports fairness, comparability of results, and compliance with quality assurance requirements, including GTEC benchmarks. **5. Balances Formative and Summative Assessment** The ratio provides an appropriate balance between formative assessments (which guide learning) and summative assessments (which evaluate learning). The structure ensures that high-achieving students apply knowledge at the end of the semester while still recognizing effort and performance demonstrated during the term. The above justification notwithstanding, there is need for modification of the 30/70 structure for some specific courses depending on the practical components. Applying a fixed 30/70 structure across all courses in our College appears a bit unrealistic. In view of the enormity of the tasks covered in the continuous assessment, the College will constitute a committee to review and make appropriate recommendations to change from the current 30/70 to 40/60 or 50/50 depending on the peculiarities of the courses we handle in our College. The College Board will discuss and approve such recommendations and incorporate them in the next accreditation cycles for specific programmes.
8	Student-Staff Ratio	Submit report outlining urgent measures to address high SSRs	Calculation of the SSR is quite amorphous considering the composite nature of most of the programmes run at the College. For this reason, SSRs were determined at the College and Faculty levels. However, for Departments with excessively high SSR, such departments are supported by Service Lecturers within the University and part-time lecturers whilst urgent steps are being taken to recruit additional staff. Because of this approach, the SSRs computed for Agroforestry, Animal Science and Silviculture do not threaten the sustainability of those programmes. A comprehensive strategy and roadmap to improve teaching staff strength at the College has been provided in Appendix III.
9	Graduation Rate	Present graduation statistics with clear descriptions of programme category over the past five years	KNUST has two graduation windows per year. The main graduation is termed regular which is meant for students who are able to graduate within the duration of the program. Any graduation apart from the regular one is called special graduation. It is usually meant for students who fail to meet the graduation requirement within the duration of the programme. See Appendix IV for the graduation statistics with the graduation rates.

| 10 | Postgraduate Studies | Report on postgraduate studies at the College. It should include programme structure, student numbers and staff numbers. | The College of Agriculture and Natural Resources (CANR) runs its postgraduate programmes through a structured system that ensures high-quality teaching, research, and student support. Programmes are offered at MSc, MPhil, and PhD levels across all Departments. Admissions are coordinated annually, with applicants required to meet both general University criteria and specific departmental requirements. The College has 49 postgraduate programmes (32 at Faculty of Agriculture and 17 at Faculty of Renewable natural Resources) with student population of 675 comprising 478 from Faculty of Agric and 197 from Faculty of Renewable natural Resources.
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			Typically, MPhil programmes are for two years, and PhD programmes are for four years. Teaching and learning at the postgraduate level follow a blended model that combines coursework, seminars, and independent research. Coursework is typically completed in the first year for MPhil and PhD students, after which they progress to proposal development, data collection, and thesis writing. Supervisors are assigned early to guide students through the research process, and students are expected to present their work periodically at departmental seminars for feedback and academic mentoring. The College works closely with the School of Graduate Studies (SGS) to enforce academic regulations, ensure quality assurance, and support students with administrative services such as registration, progress reports, ethical clearance, and thesis submission. Examinations are moderated to guarantee standards, and all theses undergo internal and external assessments before graduation.
			Overall, postgraduate operations at CANR emphasize rigorous academic training, strong supervision, timely research progress, and the development of competent researchers and professionals to serve the agricultural and natural resources sectors.
			The College of Agriculture and Natural Resources at KNUST has roughly 113 academic/teaching staff and a total staff strength (teaching + non-teaching) of about 265. In addition to the academic staff in the college some researchers at the CSIR institutes across the country and the Forestry Commission support postgraduate training through joint supervision and assessment.

| 11 | Distance Education | Report on operations of programmes offered on IDL. This should include relevant data on programme structure, staff numbers, student numbers and graduation trend, duration and other operational details. Current staff recruitment strategy should be reviewed. Measures should be put in place to increase staff strength to improve teaching quality and sustainability of programmes. | The IDL courses are offered in a blended mode where course materials are delivered via print and electronic media and complemented by limited face-to-face facilitated sessions at regional learning centres. The IDL programmes are all offered at the Faculty of Agriculture. Apart from the BSc Agriculture (Top-up) programme, all IDL programmes in the College are postgraduate ones. Examples include MSc Agribusiness Management, MSc Extension and Development Communication, MPhil Agronomy, and MPhil Postharvest Management. The aim is to provide flexible higher-education access for those who may not be able to attend regular on-campus programmes (e.g., working professionals, those living far from campus, or those with other time constraints).

The IDL programmes are run as modular programmes with one month interaction between facilitators and students. The teaching and facilitation are conducted online on about two weekends plus two weekends' face-to-face. The college is putting in place a recruitment plan to discuss with management in an attempt to reduce teaching load. Currently some industry practitioners and part-time lecturers are supporting the IDL facilitation to reduce staff workload. |
| --- | --- | --- | --- |
| 12 | Staff strength | Roadmap and timelines outlining mechanisms to support faculty members currently serving as Assistant Lecturers in obtaining PhDs | The College has taken steps to support Assistant Lecturers to complete their PhD. One of the Assistant Lecturers graduated in the November 2025 congregation of the university. The remaining few (2) are already enrolled on PhD programmes. Heads of affected Department have been admonished to reduce their teaching load to allow them time to focus on their thesis to complete their programmes on time. |
| 13 | Research and Publications | Report on research publications for the past five years | Summary of research output is in Appendix V. |
| 14 | Innovations | Provide detailed information on innovations in subsequent presentations. | Details would be provided in future presentations as requested. |
| 15 | Partnership and collaborations | Provide details of all institutional collaborations and partnerships, including copies of MOU and time frames for implementation and effectiveness and anticipated benefits as well as current status | The office of Provost and the two Deans in the college will take steps to compile details of all active MoUs for their records and future reference. All Heads of Department would be required to supply information on MoUs in their custody to their respective Deans for compilation |

16	Community engagement, consultancy and outreach	Report on community engagement for the past five years with details on activities, objectives, participants involved and outcomes/impacts.	The College plans to constitute a committee to compile details of all community engagements and consultancy assignments as well as outreach programmes.
17	Tracer Studies	Report on community engagement for the past five years with details on activities, objectives, participants involved and outcomes/impacts.	The College plans to constitute a committee to compile details of all community engagements and consultancy assignments as well as outreach programmes.
18	Key challenges	Detail report on challenges and proposed solutions	Summary of challenges and suggested solutions have been provided in Appendix VI.
19	Future outlook	Report on future outlook of the College which aligns with the university strategic plan.	**Future Outlook for CANR:** **I. Strengthen Academic Excellence:** Introduce innovative, competency-based programmes and enhance digital teaching tools to improve student learning outcomes and graduate readiness. **II. Expand Research Productivity:** Increase high-impact research projects in climate-smart agriculture, food systems resilience, and natural resource sustainability, supported by improved laboratories and stronger research partnerships. **III. Enhance Graduate Training & Mentorship**: Scale up postgraduate enrolment, improve supervision quality, and create structured mentorship programmes for young researchers. **IV. Deepen Industry & Community Engagement:** Strengthen extension services, community-based training, and technology transfer to farmers and agribusinesses, with measurable impact on livelihoods. **V. Boost Resource Mobilisation:** Secure more donor-funded grants, build industry collaborations, and improve internally generated funds to support infrastructure, staff development, and student innovation. **VI. Promote Environmental Stewardship:** Lead national and regional initiatives in agroecology, biodiversity conservation, and sustainable land and water management practices.

Appendix I: CANR Organogram

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                          ┌──────────────────┐
                          │  Vice-Chancellor  │
                          └──────────────────┘
                          ┌──────────────────┐
                          │ Pro Vice-Chancellor │
                          └──────────────────┘

┌──────────────────┐                          ┌──────────────────┐
│ College Registrar │                          │ College Accountant │
└──────────────────┘                          └──────────────────┘

┌────┐  ┌──────────┐  ┌──────────┐
│ IT │  │ Counselor │  │ Librarian │
└────┘  └──────────┘  └──────────┘

              ┌──────────────┐        ┌──────────────┐
              │  Dean - FOA   │        │  Dean - FRNR  │
              └──────────────┘        └──────────────┘

┌────────────────┐  ┌────────────┐  ┌────────────┐  ┌────────────┐
│ Asst. Registrar │  │  Vice Dean  │  │  Vice Dean  │  │ Accountant  │
└────────────────┘  └────────────┘  └────────────┘  └────────────┘

              ┌──────┐   ┌──────┐   ┌──────┐
              │ HoD  │   │ HoD  │   │ HoD  │
              └──────┘   └──────┘   └──────┘

           ┌───────────┐  ┌───────────┐  ┌───────────┐
           │ Lecturers  │  │ Lecturers  │  │ Lecturers  │
           └───────────┘  └───────────┘  └───────────┘

┌────────────┐  ┌────────────┐     ┌────────────┐  ┌────────────┐
│ Admin. Asst. │  │ Admin. Asst. │     │  Technician  │  │ Acc. Officer │
└────────────┘  └────────────┘     └────────────┘  └────────────┘

┌──────────┐  ┌──────────┐  ┌──────────┐          ┌──────────┐
│  Student  │  │  Students  │  │  Students  │          │  Student  │
└──────────┘  └──────────┘  └──────────┘          └──────────┘
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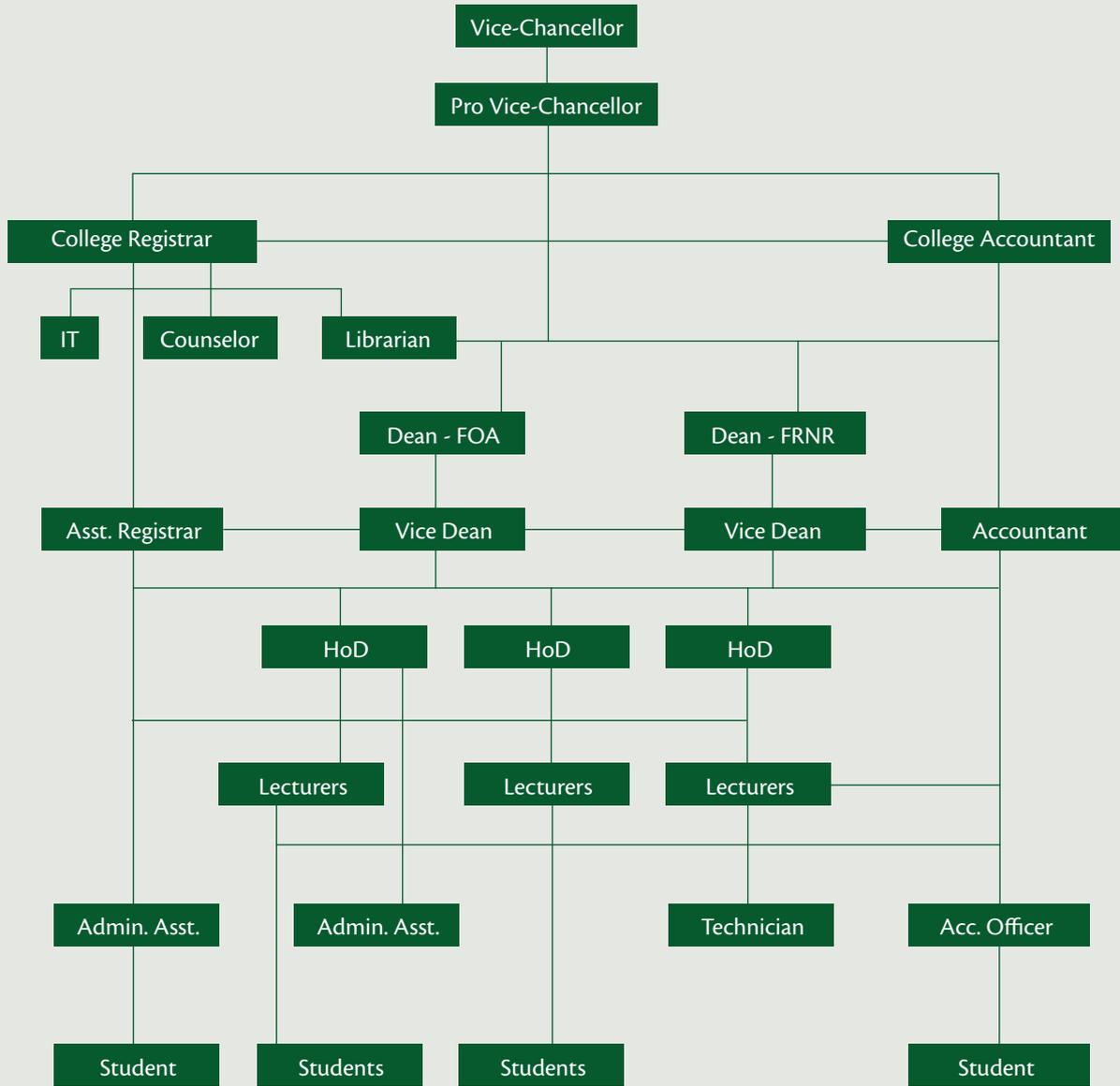
Figure 17: *CARN Organogram*

Appendix II: Template for College Mentorship Report

1. Introduction
• Brief statement of the purpose of the mentorship programme.
• Duration of the mentorship (e.g., semester, academic year).
• Names and roles of the mentor and mentee(s).

2. Objectives of the Mentorship Arrangement
• What the mentorship sought to achieve (e.g., academic guidance, research skills improvement, personal development, career direction, professional conduct, etc.).

3. Profile of the Mentee
• Academic programme and level.
• Key strengths and areas that require improvement.
• Initial expectations of the mentee.

4. Activities Undertaken During the Mentorship Period
• Summary of meetings held (dates, mode, and focus of discussion).
• Academic and research support provided (teaching guidance, exam preparation, research support, guidance on research proposal development, etc.).
• Professional development support (career counselling, guidance on publications, suggested conferences/workshops, guidance on grants proposal development, etc.).
• Personal or psychosocial support (motivation, time management, balancing work and family responsibilities).

5. Achievements and Progress Made
• Skills or competencies the mentee has gained.
• Improvements in teaching, research progress, or confidence.
• Milestones completed (proposals developed, manuscripts drafted, papers published, policy briefs prepared, grants won, fieldwork completed, research projects completed, teaching improved, conferences attended, etc.).

6. Challenges Encountered
• Issues faced by the mentee (academic difficulties, financial constraints, personal issues).
• Challenges faced by the mentor (availability, communication difficulties).
• Any institutional challenges (access to labs, access to office space and tools/materials required to work, etc.).

7. Support Provided and How Challenges Were Addressed
• Steps taken by the mentor to help the mentee overcome difficulties.
• Referrals made (e.g., counselling unit).
• Resources provided (links to electronic resources and databases shared, conferences opportunities shared, links provided to people within mentor's network, etc.).

8. Feedback From the Mentee
• The mentee's perception of the mentorship experience.
• What they found useful and what could be improved.

9. Mentor's Reflections
• Overall assessment of the mentee's attitude, commitment, and growth.
• Effectiveness of the mentorship process.
• Areas requiring continuous support.

10. Conclusion and Recommendations
• Closing summary of the mentorship outcomes and experience.
• Suggestions for the mentee going forward (e.g., effective time management, working with peers, etc.).
• Suggestions for mentor going forward
• Recommendations for the College on how to improve the mentorship system (e.g. more resources, structured meeting schedules, orientation training for mentors, etc.).

Appendix III: Strategies & Roadmap to Improve Staff Strength at CANR, KNUST

1. Strategic Recruitment & Talent Pipeline Development
Strategy: Plan and execute targeted recruitment to fill critical gaps, especially in departments with the heaviest teaching loads.

Roadmap:
• Conduct a workload audit to identify high-pressure courses/units.
• Prioritize recruitment of early-career academics (Teaching Assistants → Assistant Lecturers → Lecturers).
• Establish annual recruitment cycles aligned with budget and academic calendar.
• Engage University management and GTEC early to fast-track approval processes.

2. Strengthen Postgraduate Training & Staff Development Pipeline
Strategy: Use postgraduate programmes (PhD & MPhil) as a sustainable pipeline for future academic staff.

Roadmap:
• Offer bonded scholarships for high-performing postgraduate students to join the Faculty upon graduation.
• Expand split-site and sandwich PhD collaborations with international universities to speed up staff qualification.
• Introduce structured mentorship and pedagogical training for postgraduate students who teach tutorials.

3. Improve Staff Retention Through Incentives & Support Systems
Strategy: Minimize resignations and attrition by improving motivation and working conditions.

Roadmap:
• Provide research grants, conference support, and laboratory upgrades.
• Introduce performance-linked rewards and recognition schemes.
• Create a transparent workload distribution system to avoid staff burnout.
• Strengthen career progression support such as clear guidelines, mentorship, and faster promotion processing.

4. Leverage External Partnerships for Joint or Visiting Faculty
Strategy: Use partnerships to temporarily expand teaching capacity while long-term recruitment progresses.

Roadmap:
• Sign MOUs with CSIR Institutes, CGIAR centres, Ministry of Food & Agriculture, Forestry Commission, and private agribusinesses.
• Create adjunct, visiting scholar, and professional practitioner lecturer positions.
• Implement co-teaching arrangements in specialized fields such as biotechnology, agribusiness, GIS, climate science, etc.

5. Optimize Teaching Delivery Using Technology & Course Redesign
Strategy: Reduce pressure on limited academic staff by improving teaching efficiency.

Roadmap:
• Develop high-quality blended and e-learning modules for large year groups (years 1 to 3).
• Use teaching assistants, demonstrators, and lab technicians more effectively.
• Consolidate overlapping courses across departments to reduce duplication.
• Introduce team-teaching for large classes to spread workload evenly.

Appendix IV: Graduation Statistics

I. Programmes in the Department of Agric. Economics, Agribusiness & Extension
BSc. Agribusiness Management

Academic Year	Population	No. Graduated			Graduation Rate (%)
		Regular	Supplimentry	All	
2024/25	207	187	N/A	187	90.34
2023/24	264	180	51	231	87.50
2022/23	207	159	22	181	87.44
2021/22	196	147	36	183	95.23

Academic Year	Programme	Population	No. Graduated			Graduation Rate (%)
			Regular	Supplimentry	All	
2024/25	MPhil Agribusiness Mgt.	9	N/A	N/A	N/A	N/A
	MPhil Agric. Economics	3	N/A	N/A	N/A	N/A
	MPhil Agric. Ext. & Dev. Comm.	9	N/A	N/A	N/A	N/A
2023/24	MPhil Agribusiness Mgt.	6	1	2	3	50.00
	MPhil Agric. Econs.	8	1	4	5	62..50
	MPhil Agric. Ext. & Dev Comm.	1	0	0	0	0
2022/23	MPhil Agribusiness Mgt.	13	8	2	10	78.46
	MPhil Agric. Econs	11	3	2	5	45.45
	MPhil Agric. Ext. & Dev Comm.	15	9	1	10	66.67
2021/22	MPhil Agribusiness Mgt.	13	1	3	4	30.76
	MPhil Agric. Econs	8	3	0	3	37.50
	MPhil Agric. Ext. & Dev Comm.	4	2	0	2	50.00

II. Department of Crop and Soil Sciences

	Level	%
Graduation Rate (%)	Undergraduate	84
	MPhil	66
	Ph.D.	80
Dropout Rate (%)	Undergraduate	11
	MPhil	7
	Ph.D.	20

III. Department of Animal Science
MPhil Animal Breeding

Academic Year	Drop-out	Ongoing	Completed	Graduated
2019/2020	0	–	2	2
2020/2021	0	1	2	2
2021/2022	–	1	–	–
2022/2023	–	–	–	–
2023/2024	–	2	–	–
2024/2025	–	2	–	–

MPhil Animal Nutrition

Academic Year	Drop-out	Ongoing	Completed	Graduated
2019/2020	1	–	4	4
2020/2021	2	4	2	2
2021/2022	1	3	1	1
2022/2023	1	4	0	0
2023/2024	3	7	0	0
2024/2025	0	10	0	0

MPhil Meat Science

Academic Year	Drop-out	Ongoing	Completed	Graduated
2019/2020	–	–	–	–
2020/2021	–	–	–	–
2021/2022	–	–	2	2
2022/2023	–	–	–	–
2023/2024	–	3	–	–
2024/2025	–	1	–	–

MPhil Reproductive Physiology

Academic Year	Drop-out	Ongoing	Completed	Graduated
2019/2020	–	–	–	–
2020/2021	–	–	–	–
2021/2022	–	–	–	–
2022/2023	–	–	–	–
2023/2024	–	2	–	–
2024/2025	–	3	–	–

Ph.D. Animal Breeding and Genetics

Academic Year	Drop-out	Ongoing	Completed	Graduated
2019/2020	–	–	–	–
2020/2021	–	4	–	–
2021/2022	–	–	–	–
2022/2023	–	–	–	–
2023/2024	–	–	–	–
2024/2025	–	1	–	–

Ph.D. Animal Animal Nutrition

Academic Year	Drop-out	Ongoing	Completed	Graduated
2019/2020	–	2	–	–
2020/2021	–	2	–	–
2021/2022	–	1	–	–
2022/2023	–	–	–	–
2023/2024	–	3	–	–
2024/2025	–	2	–	–

Ph.D. Reproductive Physiology

Academic Year	Drop-out	Ongoing	Completed	Graduated
2019/2020	–	–	–	–
2020/2021	–	–	–	–
2021/2022	–	1	–	–
2022/2023	–	–	–	–
2023/2024	–	–	–	–
2024/2025	–	–	–	–

Ph.D. Meat Science

Academic Year	Drop-out	Ongoing	Completed	Graduated
2019/2020	–	–	–	–
2020/2021	–	–	–	–
2021/2022	–	–	–	–
2022/2023	–	–	–	–
2023/2024	–	–	–	–
2024/2025	–	1	–	–

IV. Other Programmes in the College

Programme	Population	2021/2022		2022/2023		2023/2024
Regular/Special		R	S	R	S	R
BSc. Agricultural Biotechnology		80	25	72	33	149
BSc. Agriculture		272	78	436	1273	437
BSc. Landscape Design and Mgt.		38	1	53	25	110
BSc. Aquaculture and Water Resources Management		26	12	22	12	35
BSc. Forest Resources Technology		122	12	156	47	179
BSc. Natural Resources Management		215	65	210	70	208
BSc. Packaging Technology		–	–	–	–	99

Appendix V: Summary of Research Output/Publications

Department	Refereed Journals				Published conference papers				Books Published				Book Chapter			
Forest Resources Technology																
Fisheries and Watershed Mgt.																
Wood Science and Technology																
Silviculture and Forest Management																
Agroforestry																
Wildlife & Range Mgt																
Animal sciences																
Crop and Soil Science	252															
Agric. Economics, Agribusiness & Extension																
Horticulture																

Appendix VI: : Challenges and Proposed Solutions

Challenge	Suggested solutions
Inadequate staff	• Recruitment of additional staff • Using adjunct and part-time lecturers • Service lecturers from other colleges within KNUST • Guest lecturers from industry
Inadequate lecture rooms/facilities Inadequate lab space and equipment	• College is developing a plan for expansion of classroom and lab facilities • Grants/research funding proposals for retooling of labs • Fund raising from benefactors for construction of specific lecture facilities (and name them after such people)
Limited number of demonstration farms	• Partnerships with private sector players to train students • College is in discussion with FAO to set up demo farm for cocoa • Expansion of the Kwamo/Anwomaso plantations. • Plans are far advanced to acquire land for training and demonstration.
Procurement challenges with respect to production centers	• The college is in discussion with university management to develop suitable modalities for the procurement of certain agricultural goods/materials (e.g. compost, topsoil, animal feed, medication, etc.) used by our production centers.
Inadequate funding for research	• Grants proposal writing

College of Art and Built Environment (CABE)

College of Art and Built Environment (CABE)

Feedback on GTEC Engagement

1. Vision

Yet to be determined since the university is currently reviewing its strategic plan, which will have implications for the Vision of the College.

2. Mission

Yet to be determined since the university is currently reviewing its strategic plan which will have implications for the Mission of the College.

3. Curriculum Design and Development

Please find attached as Figure 1 indicating the QASC. It is important to add that representatives at departments/faculties play roles in helping to undertake initial reviews at those levels.
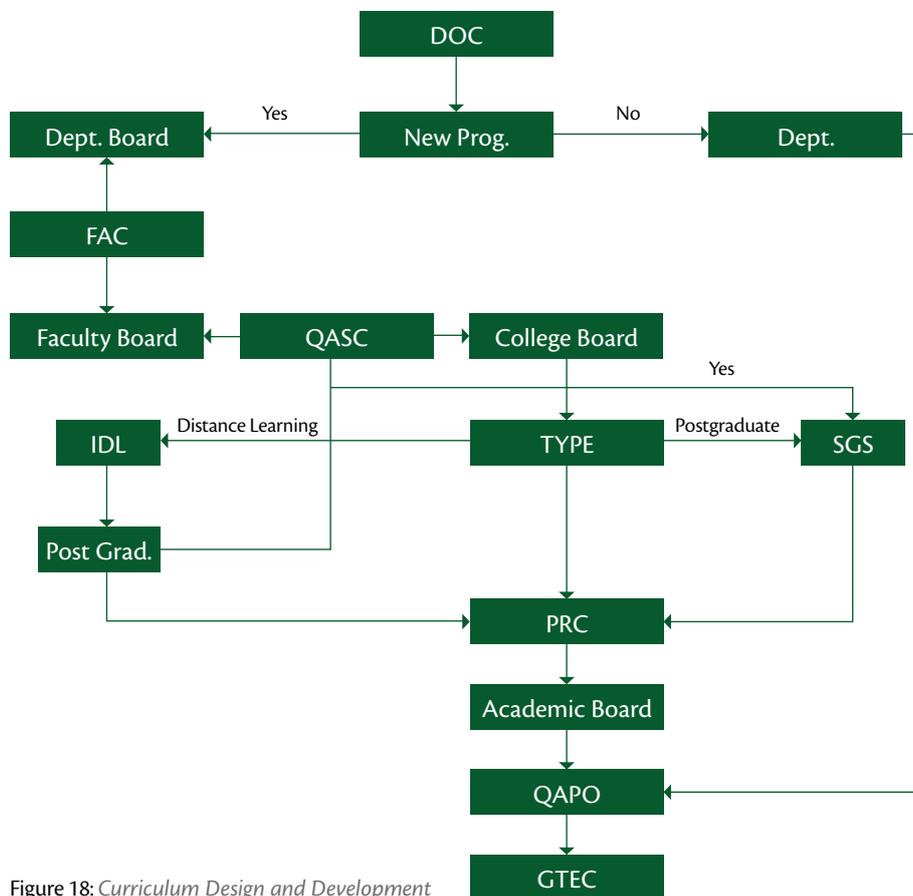
Figure 18: *Curriculum Design and Development*

4. Accreditation Summary

The following six (6) programmes are in the process of reaccreditation.

- Master of Education (IDL)
- B.Ed JHS Education
- Postgraduate Diploma in Education
- Master of Education (M.Ed) General Education
- BSc Fashion Design
- BA Metal Product Design Technology

5. Teaching and Learning

The College, being a part of the University, is guided in its teaching and learning by the University's policies and regulations. These include the Teaching and Learning Policy, the Students' Guide & Code of Conduct, the Graduate Students' handbook, the Guide for the Preparation and Evaluation of Higher Degree Research Thesis, and the Peer and professional Evaluation of Teaching Policy. The students have access to the University's library system which provides both in-person and online access to students. The College has its own physical libraries at the College located at the three faculties as well as the CABE Electronic Library and the Land Studies (LARC) Library. Students have access to library resources both on and off campus.

In sum, available resources and services are as follows:
• Access to electronic resources (subscription-based online databases and e-books)
• Conducive environment for private studies and focused learning
• Print textbooks and reference materials
• Reference services (consultations and interactions with library staff)
• Research Support - Seminars/Workshops/Training
• Verification of publication sources
• An E-library for laptop users.

The library provides access to the following multi-disciplinary and specialised electronic resources:
• Institutional Repository (KNUSTSpace) - http://ir.knust.edu.gh
• Online Databases - https://library.knust.edu.gh/online-databases
• Library Catalogues - http://libcat.knust.edu.gh/#_

The QASC, the various Boards and the Audit teams also help to ensure that Teaching and Learning is enhanced. IT infrastructure have also been provided in the classroom. A major area of challenge is having enough learning spaces. For now CABE uses extra spaces at different colleges in addition to its own spaces.

6. Student Assessment and Progression

There are two (2) main assessment components, namely, continuous assessment (mid-semester) and end of semester examinations. The continuous component is in the form of quizzes, exercises, projects, among others in the form of mid-semester examination.

Students' performance and achievement are assessed through continuous assessment such as class assignment, project work, presentations and final examination, studio and laboratory practice.

Marks for class tests, project presentations, as well as quizzes and/or mid-semester examinations constitute 30% of the final mark for the semester. Marks for end-of-semester examinations constitute 70% of the final mark. For programmes like BSc Architecture, a student cannot progress to the next level without passing a core course. At the Department of Land Economy, if the student fails to pass the studio work in Building Construction he /she will have an 'I' (Incomplete) indicated against his/her name.

7. Postgraduate Studies

A. DEPARTMENT OF CONSTRUCTION TECHNOLOGY AND MANAGEMENT (CTM)
Postgraduate Programmes

Programme	2022	2023	2024
MPhil Building Technology	5	4	7
MPhil Construction Management	10	2	8
MPhil Procurement Management	2	2	8
MPhil Project Management (BT)	5	4	18
MSc Construction Management	159	164	188
MSc Procurement Management	32	36	32
MSc Project Management (BT)	141	174	270
PhD Building Technology	2	2	2
PhD Construction Management	11	9	4
PhD Procurement Management	4	6	3
PhD Project Management (BT)	0	6	5

B. DEPARTMENT OF LAND ECONOMY
Postgraduate Programmes
The Department has a total of 188 postgraduate students across the four postgraduate programmes it runs. Table *** shows student population figures.

Programme	Year 1	Year 2	Year 3	Year 4	Total
MSc Facilities Management	71	–	–	–	71
MSc Land Governance and Policy	77	–	–	–	77
MSc Real Estate	25	–	–	–	25
PhD Land Management and Governance	2	4	8	1	15
Total					188

Duration and Structure of the MSc Programmes:

The programmes are twelve calendar months duration in line with the University's requirements for the MSc taught programmes. The programmes content consists of taught modules, and an extended piece of original research resulting in a written research report which is consistent with the Graduate School requirements. All students are required to take compulsory and elective taught modules.

Assessment Requirements
a. Continuous Assessment
This forms 40% of the overall assessment and comprises class tests, take-home assignments, term papers and mid-semester examination in the first year of the programme.

b. End of Semester Examination
This forms 60% of the overall assessment and are written under formal University examination conditions at the end of the semester.

Structure and Duration of the Ph.D Programme
The PhD Land Management and Governance programme is a four (4) years duration on a full-time basis in line with the University's required duration(s) for postgraduate programmes. The first year is taught courses (30 credit hours), and the subsequent years are strictly academic research to promote knowledge in the subject area.

Assessment Requirements
a. Continuous Assessment
This forms 40% of the overall assessment and comprises class tests, take-home assignments, term papers and mid-semester examination in the first year of the programme.

b. End of Semester Examination
This forms 60% of the overall assessment and are written under formal University examination conditions at the end of the semester.

C. DEPARTMENT OF COMMUNICATION DESIGN
Academic Programmes Offered
The Department runs:
1. MComm Communication Design
2. MPhil Communication Design
3. Ph.D. Visual Communication Design

D. DEPARTMENT OF ARCHITECTURE
The Department has also restructured the graduate programmes to make provision for both academically and professionally inclined students to benefit from the rigorous training. Thus, the Department now offers the following:
1. Master of Architecture programme (M. Arch) – 2 Year programme
2. M.Sc. Architecture - (1 Year programme for graduates with the Postgraduate Diploma).
3. M.Sc. Architecture - (2 Year programme)
4. M. Phil. Architecture - (2 Year programme, with options in):
    a. Housing
    b. Conservation and Restoration
    c. Urban Design and Development
    d. Building Environmental Technology
    e. Architectural History and Appreciation
    f. Environment-Behaviour Studies
5. PhD Architecture (4 Year programme)

Programme level	Year 1	Year 2	Year 3	Year 4	Grace Period	Sub-Total	Total
Postgraduate							
M. Arch.	139	93			5	237	
M.Sc.	1				2	3	
M. Phil	6	1			5	12	
PhD	2	3	5	4	16	30	
							282

Year	Full-Time Staff	Service Lecturers	Part-Time Lecturers	Total
2020/21	9	2	1	12
2021/22	9	2	1	12
2022/23	8	2	2	12
2023/24	7	2	2	11
2024/25	7	2	2	11

E. DEPARTMENT OF PLANNING

Programme Structure

The following are the programmes and their duration.

Programme	Duration
MSc. Development Planning and Management	1 Year
MPhil Development Planning and Management	2 Years
MSc Development Policy and Planning	1 Year
MPhil Development Policy and Planning	2 Years
MSc Development Studies	1 Year
MPhil Development Studies	2 Years
MSc Planning	1 Year
MPhil Planning	2 Years
MSc Planning, Monitoring & Evaluation (PLME) (IDL)	1 Year
MPhil Planning, Monitoring & Evaluation (PLME) (IDL)	2 Years
MPhil Urban Management Studies	2 Years
PhD Development Studies	4 Years
PhD Planning	4 Years

Staff Numbers

Staffing Situation (2024/2025 Academic Year)

	Category of Staff	Status	Now
1	Emeritus Professor	Honorary and Meritorious	1
2	Professors	Full Time	3
3	Professors	Post Retirement	1
4	Associate Professors	Full Time	6
5	Associate Professors	Part Time	1
6	Associate Professors	Post Retirement	1
7	Senior Lecturers	Full Time	8
8	Senior Lecturers	Part Time	1
9	Lecturers	Full Time	4
Total			27

F. DEPARTMENT OF EDUCATIONAL INNOVATIONS IN SCIENCE AND TECHNOLOGY

- MPhil Art Education
- PhD Art Education
- MPhil Educational Innovations and Leadership Science - IDL
- MPhil Educational Innovations and Leadership Science - Regular
- MSc. Educational Innovations and Leadership Science - IDL
- MPhil Educational Innovations and Leadership Science - Regular
- Master Of Education -IDL
- Master Of Education - Regular

8. Student Enrollment And Drop-Out Rate

A. DEPARTMENT OF CONSTRUCTION TECH. AND MGT.

Student Enrolment (2022–2024)

Simplistic Dropout Rate Analysis

Category	Year	Enrolled	Graduated	Dropout	Dropout Rate (%)
Undergraduate	2022	264	228	36	13.6
Undergraduate	2023	301	228	73	24.3
Undergraduate	2024	360	267	93	25.8
Postgraduate	2022	371	268	103	27.8
Postgraduate	2023	409	258	151	36.9
Postgraduate	2024	545	285	260	47.7

Factors Contributing to Drop-Out Rates

- Financial constraints
- Academic workload and inadequate preparation
- Work study conflict for postgraduate students
- Health-related challenges
- Delays in thesis/project completion
- Limited engagement and academic support

Strategies to Address Drop-Out Rates

- Strengthened academic support (tutorials, advisory services)
- Flexible learning schedules for postgraduate students
- Improved financing and structured fee payment plans
- Enhanced supervision and research progress monitoring
- Increased student engagement and mentorship
- Early warning system for at-risk students

B. DEPARTMENT OF INDUSTRIAL ART

Student Enrolment and Dropout Rate

Level	Current Year (2024/2025)		Past 1 Year (2023/2024)		Past 2 Years (2022/2023)	
	Active students	Dropout	Active students	Dropout	Active students	Dropout
Year 1	255	3	260	8	253	4
Year 2	245	3	252	2	337	3
Year 3	219	0	241	2	321	4
Year 4	236	1	294	0	271	1
Grand Total	955	7	1045	12	1182	12

C. DEPARTMENT OF COMMUNICATION DESIGN

Student Enrolment and Dropouts for the Past Three Years - Undergraduate

Academic	2022/2023	2023/2024	2024/2025
Enrolment	256	229	249
Dropouts	1	4	4

Student Enrolment and Dropouts for the Past Three Years - Postgraduate

Academic	2022/2023	2023/2024	2024/2025
Enrolment	24	21	44
Dropouts	1	0	0

D. DEPARTMENT OF INDIGENOUS ART AND TECHNOLOGY

Students Enrolment for the Past Three Academic Year

Level	Current Year (2024/2025)		Past 1 Year (2023/2024)		Past 2 Years (2022/2023)		Past 3 Years (2021/2022)	
	Active students	Dropout	Active students	Dropout	Active students	Dropout	Active students	Dropout
Year 1	161	5	101	2	81	4	112	2
Year 2	93	2	83	3	93	4	155	2
Year 3	82	1	87	3	153	0	156	0
Year 4	87	0	149	0	153	0	156	2
Grand Total	383	8	420	9	480	8	579	6

Active Students' Enrolment as of End of Academic Year

	Academic Year	Year 1		Year 2		Year 3		Year 4		Total		
		F	M	F	M	F	M	F	M	F	M	
1	2024/2025	42	124	33	62	21	61	20	66	116	313	429
2	2023/2024	34	66	22	62	20	68	46	103	122	299	421
3	2022/2023	21	63	23	73	46	107	47	106	137	349	486
4	2021/2022	27	86	46	107	46	105	46	105	165	403	568

Post-Graduate Student Enrolment for the Past Three Academic Years

	Academic Year	Year 1		Year 2	
		F	M	F	M
1	2024/2025	3	2	1	4
2	2023/2024	1	4	2	6
3	2022/2023	6	2	4	4
4	2021/2022	4	4	3	2

Post-Graduate Students (Active Students' Enrolment)

Level	Current Year (2024/2025)		Past 1 Year (2023/2024)		Past 2 Years (2022/2023)		Past 3 Years (2021/2022)	
	Active students	Dropout	Active students	Dropout	Active students	Dropout	Active students	Dropout
Year 1	5	0	5	0	8	0	8	0
Year 2	5	0	8	0	8	0	5	0
Grand Total	10	0	13	0	16	0	13	0

Dropout Rate For The Past Three Academic Years

For the first semester of the 2024/2025 academic year there was a total of 391 registered students; however, by the end of the academic year there were a total of 383 active students; indicating 97.95% success and 2.05% attrition rates. The dropout could be attributed to students not meeting the minimum CWA of 45.0 above; hence, were withdrawn. Others may have naturally abandoned the program for personal reasons such as travelling and disinterest in the program.

For the first semester of the 2023/2024 academic year there was a total of 428 registered students; however, by the end of the academic year there were a total of 420 active students; indicating 98.13% success and 1.87% attrition rates. The dropout could be attributed to students not meeting the minimum CWA of 45.0 above; hence, were withdrawn. Others may have naturally abandoned the program for personal reasons such as travelling and disinterest in the program.

For the first semester of the 2022/2023 academic year there was a total of 488 registered students; however, by the end of the academic year there were a total of 480 active students; indicating 98.36% success and 1.64% attrition rates. The dropout could be attributed to students not meeting the minimum CWA of 45.0 above; hence, were withdrawn. Others may have naturally abandoned the program for personal reasons such as travelling and disinterest in the program.

For the first semester of the 2021/2022 academic year there was a total of 585 registered students; however, by the end of the academic year there were a total of 579 active students; indicating 98.97% success and 1.03 % attrition rates. The dropout could be attributed to students not meeting the minimum CWA of 45.0 above; hence, were withdrawn. Others may have naturally abandoned the program for personal reasons such as travelling and disinterest in the program.

E. DEPARTMENT OF PUBLISHING

Level	Current Year (2024/2025)		Past 1 Year (2023/2024)		Past 2 Years (2022/2023)	
	Active students	Dropout	Active students	Dropout	Active students	Dropout
Year 1	116	7	124	5	154	2
Year 2	119	4	147	5	175	5
Year 3	132	5	160	4	218	8
Year 4	157	–	208	4	204	–
Grand Total	524	16	639	18	751	15

F. DEPARTMENT OF LAND ECONOMY
Students Enrolment and Drop Rate (Undergraduate Programmes)
The Department has a total of 1281 undergraduate students. Table ** shows the student population figures.

Program	Year 1	Year 2	Year 3	Year 4	Total
BSc Land Economy	175	169	133	173	650
BSc Real Estate	161	128	124	153	566
Total					1281

Program	Academic year	Students Enrolled	Students Graduated	Difference (Dropout)	Dropout rate (%)
BSc Land Economy	2021/2022	134	124	10	7
	2022/2023	128	112	16	13
	2023/2024	218	182	36	17
BSc Real Estate	2021/2022	118	94	24	20
	2022/2023	116	90	26	22
	2023/2024	177	147	30	17

*The dropout rate is explained by issues such as trailing of courses, owing fees, deferments, rustication etc. Subsequent years, these students graduate.

G. DEPARTMENT OF ARCHITECTURE

Academic Year	Programme	Students Enrolled	Students Graduated	Students Repeated / in Grace Period	Students Dropped out	Dropout rate (%)
2023 / 2024	Bsc. Architecture	165	152	8	5	3
	M.Arch	84	80	4	0	0
	Msc.	0	0	0	0	0
	Mphil.	3	0	3	0	0
	PhD.	13	0	13	0	0

Academic year	Programme					
2022 / 2023	Bsc. Architecture	120	109	8	3	2.5
	M.Arch	72	68	4	0	0
	Msc.	0	0	0	0	0
	Mphil.	3	0	3	0	0
	PhD.	4	0	4	0	0
2021 / 2022	Bsc. Architecture	116	103	8	5	4.3
	M.Arch	80	70	10	0	0
	Msc.	0	0	0	0	0
	Mphil.	1	0	1	0	0
	PhD.	6	2	4	0	0

H. DEPARTMENT OF PLANNING

Programme	Academic year	Students Enrolled	Students Graduating (Final Years)	Difference (Dropout)	Dropout rate (%)
BSc. Development Planning	2020/2021	613	100	4	4
	2021/2022	715	141	11	8
	2022/2023	712	134	11	8
	2023/2024	748	191	19	10
BSc. Human Settlement Planning	2020/2021	612	107	10	9
	2021/2022	674	150	21	14
	2022/2023	673	156	13	8
	2023/2024	679	202	48	24
MSc. Development Planning and Management	2020/2021	27	19		
	2021/2022	30	24		
	2022/2023	33	29		
	2023/2024	21	19		
MSc. Development Policy and Plannning	2020/2021	30	26		
	2021/2022	23	11		
	2022/2023	24	20		
	2023/2024	32			
MSc. Planning	2020/2021	2			
	2021/2022	4			
	2022/2023	12	4		
	2023/2024	15	6		
MSc. Development Studies	2020/2021	2	1		
	2021/2022	4	1		
	2022/2023	6	2		
	2023/2024	1	2		

MSc. Transportation Planning	2020/2021	10	8		
	2021/2022	6	5		
	2022/2023	11	2		
	2023/2024	13	8		
MSc. Urban Management Studies	2020/2021	N/A			
	2021/2022	N/A			
	2022/2023	N/A			
	2023/2024	N/A			
MPhil. Development Planning and Management	2020/2021	1			
	2021/2022	2			
	2022/2023	2			
	2023/2024	5	1		
MPhil. Development Policy and Plannning	2020/2021	6	1		
	2021/2022	3	2		
	2022/2023	2			
	2023/2024	4	3		
MPhil. Planning	2020/2021	6	1		
	2021/2022	3	2		
	2022/2023	2			
	2023/2024	4	3		
MPhil. Development Studies	2020/2021	4	1		
	2021/2022	0	0		
	2022/2023	1	0		
	2023/2024	2	1		
MPhil. Urban Management Studies	2020/2021	0	0		
	2021/2022	2	2		
	2022/2023	2	1		
	2023/2024	4	1		
PhD. Development Studies	2020/2021	17	4		
	2021/2022	11	4		
	2022/2023	23	3		
	2023/2024	31	5		
PhD. Planning	2020/2021	13	3		
	2021/2022	6	2		
	2022/2023	7	1		
	2023/2024	11	7		

Factors Contributing to Dropout Rate

- Trailing a Course
- Owing Fees
- Deferred
- Withdrawn
- Rusticated

I. DEPARTMENT OF EDUCATIONAL INNOVATIONS IN SCIENCE & TECHNOLOGY

	Current Year (2024/2025)	Past 1 Year (2023/2024)	Past 2 Years (2022/2023)	Past 3 Years (2021/2022)
Enrolment	129	82	93	135
Dropout Rate	N/A	N/A	N/A	N/A

9. Graduation Statistics

A. CTM

Undergraduate Graduation Trends

Programme	2020	2021	2022	2023	2024
BSc CTM	110	91	106	109	130
BSc QSCE	125	85	122	119	137
Total	235	176	228	228	267

Undergraduate Graduation Rate (%)
(Using only 2022–2024, where enrolment data is available)

Year	Graduated	Enrolled	Graduation Rate (%)
2022	228	264	86.4
2023	228	301	75.7
2024	267	360	74.2

Postgraduate Graduation Trends

Programme	2020	2021	2022	2023	2024
MPhil (All Programmes)	0	15	14	30	18
MSc (All Programmes)	0	225	254	224	265
PhD (All Programmes)	0	4	5	8	8
Total	0	244	268	258	285

Postgraduate Graduation Rates (%)

Year	Graduated	Enrolled	Graduation Rate (%)
2022	268	371	72.2
2023	258	409	63.1
2024	285	545	52.3

Summary of Key Insights

- Enrolment has increased significantly from 635 (2022) to 905 (2024).
- Graduation rates are declining despite rising enrolments.
- Dropout challenges are more pronounced at the postgraduate level due to workload and financial pressures.
- Strengthening academic support, flexible scheduling, and enhanced supervision can help reduce attrition.

B. DEPARTMENT OF INDUSTRIAL ART

	Current Year (2024/2025)	Past Year (2023/2024)	Past 2 Years (2022/2023)	Past 3 Years (2021/2022)	Past 4 Years (2020/2021)	Past 5 Years
Male		135	122	139	119	72
Female		164	193	98	112	38
Total		299	315	237	231	110

C. DEPARTMENT OF PUBLISHING

2020/2021		2021/2022		2022/2023		2023/2024		2024/2025	
Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
105	63	92	52	98	55	201	55	162	50
62.5%	37.5%	63.9%	36.1%	64.1%	35.9%	78.5%	21.5%	76.4%	23.6%
168		144		153		256		212	

D. DEPARTMENT OF COMMUNICATION DESIGN
Graduation Statistics For The Past Three Years - Undergraduate

2020/2021		2021/2022		2022/2023		2023/2024		2024/2025	
Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
105	63	92	52	98	55	201	55	162	50
62.5%	37.5%	63.9%	36.1%	64.1%	35.9%	78.5%	21.5%	76.4%	23.6%
168		144		153		256		212	

Graduation Statistics For The Past Three Years - Postgraduate

2020/2021		2021/2022		2022/2023		2023/2024		2024/2025	
Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
5	0	2	1	3	2	11	5	11	5
100%	0%	66.3%	33.3%	60%	40%	68.75%	31.25%	68.75%	31.25%
5		3		5		16		16	

Academic Year	2019/2020		2020/2021		2021/2022		2022/2023		2023/2024	
Gender	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Regular	33	38	57	38	101	46	87	44	81	43
Special	4	0	5	1	6	1	12	1	17	3
Sub-Total	37	38	62	39	107	47	99	45	98	46
Percentage (%)	49.3	50.7	61.4	38.6	69.5	30.5	68.8	31.2	68.1	31.9
Total	75		101		154		144			

E. DEPARTMENT OF LAND ECONOMY
Graduation Statistics (Undergraduate)

Programme	Academic year	First Class	Second Class (Upper Division)	Second Class (Lower Division)	Pass	Total
BSc Land Economy	2021/2022	10	67	46	1	124
	2022/2023	19	61	28	4	112
	2023/2024	47	89	46	–	182
BSc Real Estate	2021/2022	6	48	38	2	94
	2022/2023	6	39	40	5	90
	2023/2024	22	61	58	6	147

The dropout rate is explained by issues such as trailing of courses, owing fees, deferments, rustication etc. In subsequent years, these students graduate.

Table: *Graduation trend for the past three years*

Graduation Statistics (Postgraduate)

Programme	Academic year	Students Enrolled	Students Graduated	Difference (Dropout)	Dropout rate (%)
MSc. Real Estate	2021/2022	N/A	N/A	N/A	N/A
	2022/2023	21	19	2	10
	2023/2024	24	19	5	21
MSc. Facilities Management	2021/2022	82	63	19	23
	2022/2023	73	53	20	27
	2023/2024	70	59	11	16
MSc. Land Governance and Policy	2021/2022	19	16	3	16
	2022/2023	52	43	9	17
	2023/2024	72	56	16	22
PhD. Land Management and Governance	2021/2022	N/A	N/A	N/A	N/A
	2022/2023	N/A	N/A	N/A	N/A
	2023/2024	N/A	N/A	N/A	N/A

*The dropout rate is explained by issues such as trailing of courses, owing fees, deferments, delayed thesis etc. Subsequent

Table: *Graduation trend for the past three years*

F. DEPARTMENT OF ARCHITECTURE
BSc Architecture

Academic Year	Total Graduating	Number in Class	Percentage Graduating
2023/2024	152	154	99%
2022/2023	109	109	100%
2021/2022	103	103	100%
2020/2021	105	112	94%

Master of Architecture

Academic Year	Total Graduating	Number in Class	Percentage Graduating
2023/2024	98	95	97%
2022/2023	68	68	100%
2021/2022	73	75	97%
2020/2021	59	79	75%

MSc Architecture

Academic Year	Total Graduating	Number in Class	Percentage Graduating
2023/2024	1	4	25%
2022/2023	0	3	0%
2021/2022	1	3	33%
2020/2021	1	1	100%

MPhil Architecture

Academic Year	Total Graduating	Number in Class	Percentage Graduating
2023/2024	2	8	25%
2022/2023	0	8	0%
2021/2022	0	6	0%
2020/2021	0	6	0%

PhD Architecture

Academic Year	Total Graduating	Number in Class	Percentage Graduating
2023/2024	3	26	11.5%
2022/2023	4	18	22%
2021/2022	0	13	0%
2020/2021	1	7	14%

G. DEPARTMENT OF EDUCATIONAL INNOVATIONS IN SCIENCE & TECHNOLOGY

	2024/2025		2023/2024		2022/2023		2021/2022		2020/2021	
2023/2024	79	72.48%	84	66.6%	68	70.10%	54	75%	45	68.18%
2022/2023	30	27.52%	42	33.3%	29	29.90%	18	25%	21	31.82%
Grand Total	109		126		97		72		66	

10. Student-Staff Ratio

The engagement of staff is not within the control of the Departments and by extension the College. It is subject to the availability of clearance declared by government.

11. Staff Strength

The number of Assistant Lecturers has reduced on account of a lot of them graduating in the past few years. It will take three (3) years to have the rest of them complete their PhD programmes, all things being equal.

A. DEPARTMENT OF INDUSTRIAL ART

The Department currently has Twenty-Two (22) full-time teaching staff and Nine (9) full-time non-teaching, with three Part-time teaching staff.

B. DEPARTMENT OF PUBLISHING

Mr Duke Peprah Mensah and Mrs Irene Nimo Nunoo are pursuing PhD programmes at the KNUST Business School and Department of Teacher Education, respectively.

C. DEPARTMENT OF COMMUNICATION DESIGN

The Department currently has a staff strength of 17 Lecturers (2 Assoc. Professors, 7 Senior lecturers, 4 lecturers, and 3 Part-time lecturers), 15 Administrative and Technical Support Staff.

D. DEPARTMENT OF INDIGENOUS ART AND TECHNOLOGY

Proposed Roadmap to Support faculty members (Assistant Lecturers) to obtain their Ph.D.
1. Establish Memoranda of Understanding (MoUs) with reputable local and international universities to facilitate Ph.D. training partnerships for faculty members.
2. Eliminate financial barriers to Ph.D. enrollment and completion by securing government or donor sponsorships to reserve dedicated slots for faculty members.

E. DEPARTMENT OF LAND ECONOMY

The Department currently has a total of 19 teaching, and 1 non-teaching staff as indicated in Table 8 below. The Department also relies on service lecturers from other cognate departments in the University to provide teaching services. The staff numbers are inadequate to handle the growing student numbers. Thus, achieving a better Student-Staff Ratio has been a challenge. The three Assistant Lecturers without PhDs have all enrolled in PhD programmes and are at various stages of their studies. They are all expected to complete their progrommes within the next three years.

F. DEPARTMENT OF ARCHITECTURE

All Part-Time lecturers have upgraded themselves to Lecturers after successful completion of a PhD.

G. DEPARTMENT OF EDUCATIONAL INNOVATIONS IN SCIENCE & TECHNOLOGY

12. Distance Learning

Only a few Departments run programmes in the Distance Learning mode.

A. DEPARTMENT OF PLANNING

MSc/MPhil Planning, Monitoring and Evaluation (PLME) – IDL
Programme Structure
The MSc/MPhil Planning, Monitoring & Evaluation (PLME) programme was developed by DoP and run on the Institute of Distance Learning (IDL) platform. It is designed to last for two academic years:
• The first year will be devoted to completing the MSc component.
• The second year will be devoted to completing the MPhil component

At the end of the 12 months, candidates desirous of completing with an MSc will undertake a three-month independent MSc Thesis. Candidates desirous to complete with an MPhil should have attained a CWA of 70 and will proceed to conduct an MPhil Thesis for Semesters 3 and 4. The first batch of students were admitted in the 2019/2020 academic year. It is run in 3 centres -Kumasi, Accra and Tamale – of the IDL.

Student Numbers
No. of students admitted

2019/2020	2020/2021	2021/2022	2022/2023	2022/2023
128	172	176	135	157

No. of students graduated - Summary

Academic Year	Type of Congregation	Number Graduated	Effective Date
2023/2024	Special	33	01/03/2025
2022/2023	Special	47	01/03/2024
2021/2022	Supplementary	9	01/03/2023
2021/2022	Regular	88	01/11/2022
2020/2021	Regular	49	01/11/2021
2019/2020	Special	11	01/02/2021

B. DEPARTMENT OF EDUCATIONAL INNOVATIONS IN SCIENCE AND TECHNOLOGY
Currently, the Department runs only three (3) programmes on Distance Mode. The programme structure, students and staff numbers, graduation trends, duration of programmes and operational details are indicated in the re-accreditation document submitted to GTEC. These programmes are:
1. MPhil Educational Innovations and Leadership Science
2. MSc Educational Innovations and Leadership Science
3. Master of Education

13. Research and Publication
Please the tables below provide information on publications emanating from research.

A. DEPARTMENT OF COMMUNICATION DESIGN
The Department of Communication Design has witnessed a sharp increase in the publications done by its faculty members. The table below summarises the total output for the 2024-2025 academic year.

Refereed Journal Articles	Conference Papers	Books	Book Chapters	Exhibitions
41	11	8	2	15

Additionally, the Department hosted the DesignGhana and the Pan-African Design Institute Conference dubbed, "**DesignGHANA/PADI Conference 2025**" on the KNUST campus, with keynote addresses and presentations from academia and industry across the African Continent.

B. DEPARTMENT OF LAND ECONOMY
Research Publications

Staff continue to undertake relevant research across different areas of land governance, real estate finance, investment, valuation, facilities management, housing among others. These have resulted in publications of peer reviewed papers in reputable journals both local and international. Details are provided as follows:

Year	Journal Articles	Conferrence Papers	Book Chapters	Book Published	Exhibition
2020	7	1	3	1	0
2021	15	1	0	0	0
2022	15	0	1	0	0
2023	15	0	0	0	0
2024	12	1	1	0	0
2025	13	2	0	1	0

C. DEPARTMENT OF INDIGENOUS ART AND TECHNOLOGY

Year	Journal Articles	Conferrence Papers	Book Chapters	Book Published	Exhibition
2020	20	0	0	0	1
2021	1	0	0	0	1
2022	3	0	0	0	2
2023	3	5	1	0	2
2024	0	2	0	0	2

E. DEPARTMENT OF PUBLISHING

Year	Journal Articles	Conferrence Papers	Book Chapters	Book Published	Exhibition
2020	6	0	0	0	0
2021	9	2	0	0	0
2022	26	2	0	0	0
2023	13	2	0	2	0
2024	17	4	0	2	0

F. DEPARTMENT OF ARCHITECTURE

Year	Journal Articles	Conferrence Papers	Book Chapters	Book Published	Exhibition
2020	30	12	0	1	0
2021	40	10	2	1	0
2022	38	14	1	1	0
2023	43	17	0	0	0
2024	36	13	0	0	0

G. DEPARTMENT OF PLANNING

Year	Journal Articles	Conference Papers	Book Chapters	Book Published	Exhibition
2020	23	0	0	0	0
2021	48	0	2	0	0
2022	34	0	3	0	0
2023	57	0	0	0	0
2024	0	0	0	0	0

H. DEPARTMENT OF EDUCATIONAL INNOVATIONS IN SCIENCE AND TECHNOLOGY

The table below shows figures of various journal articles, conference papers book chapters other publications by only some members of the department who provided inputs for this exercise.

Year	Journal Articles	Conference Papers	Book Chapters	Book Published	Exhibition
2020	26	–	–	8	–
2021	21	–	–	–	–
2022	24	–	–	4	–
2023	26	11	–	–	–
2024	39	3	4	–	–
2025	8	–	–	6	–

14. Community Engagement, Consultancy and Outreach

A. DEPARTMENT OF INDUSTRIAL ART
Community Engagement, Consultancy and Outreach

• Department members were resource persons to develop Occupational Standards and writing learning materials for CBT Programmes for the Commission for TVET in 2023/2024. Prof. Kofi Howard, Dr. Mohammed Baidoo, Dr. Benjamin Tawiah, Dr. Kofi Adjei and Dr. Kwabena Agyei played significant roles in the engagements.

• NaCCA also engaged members of the Department to contribute to the authorship of Creative Art and Design for Júnior High Schools, textbooks I, 2 and 3. Dr. Kwabena Agyei was very instrumental in this engagement.

• Members were also instrumental in accreditation programmes at technical and public universities in Ghana.

• **Cyril Etornam Adala** presented a virtual symposium on the theme: Tides & Waves - West Africa (Exploring Education) in association with the Society of North American Goldsmiths (SNAG).

• **Participation in Press Launch of Gold Statement 2025:** The Department was invited to deliver the keynote address of the Press Launch of the 2025 Gold Statement on Novotel, Kumasi, on the theme, "Ghanaian Jewellers and the Digital Economy". The keynote address was delivered by Prof. Ebenezer Kofi Howard, the head of the department, who was assisted by lecturers from the metal product design section. Government officials, members of JAG, and students attended the conference, among others.

• **Workshops and Training in Jewellery**: Members of the Department were engaged in Workshops and Training in Jewellery to provide skill development for local Jewellery artisans. Mr Cyril Adala engaged

as a resource person for three (3) weeks Skill upgrade training for the Federation of Ashanti Regional Goldsmiths and Jewellers at the KNUST Jewellery Training Centre. March 2025. Mr Adala was also invited to present a paper at the 2025 Gold Statement, on the topic "THE BENEFITS OF HANDS-ON TRAINING IN THE JEWELLERY SECTOR.

• KNUST Ceramics and Participation in the Loewe Foundation Craft Prize: KNUST Ceramics and student Ernest Adusah was part of the final artists who made the 2025 LOEWE FOUNDATION Craft Prize, based in Spain. It is an annual award that recognizes excellence in contemporary craftsmanship, celebrating artisans who innovate with traditional techniques and new materials across a wide range of crafts like ceramics, metalwork, textiles, and wood. The prize includes an exhibition in Madrid at the Thyssen-Bornemisza National Museum and a cash award for the winner. KNUST Ceramics made it to the final through the works of Ernest Adusah curated by Prof. Samuel Nortey.

• KNUST Ceramics and Student Abroad Programmes: KNUST Ceramics continues to receive visibility through international practices and exchanges. In 2025, the KNUST Ceramic programme hosted two Universities, University of Arkansas and Norfolk State University. The entourage was made up of both students and professors. We exchange knowledge and skills through hands on work and lectures and visits to historic and cultural sites. The Section also hosted two visiting professors, Prof. Miles Lamer of University of Florida and Prof. Lydia Thompson of University of North Carolina.

B. DEPARTMENT OF PUBLISHING
• The department organised outreach programmes to senior high schools in Ashanti, Greater Accra and Western Regions to speak about the Publishing Studies programme, career choices and prospects at KNUST.

• Faculty support the Ghana Publishers Association, National Council for Curriculum and Assessment (NaCCA), Ghana Library Authority and Technical and Vocational Education and Training (TVET) in various capacities.

• The Department continues to manage the GAPSA Book Reading Clubs in six public basic schools around the University (Bomso M/A JHS, Sacred Heart JHS-Ayigya, Kotei R/C, Weweso M/A, Ayeduase R/C and Good Shepherd JHS-Ahinsan).

• Final year students took these on as projects to help Junior High students acquire and improve their literacy skills in writing, reading, word games et. etc. The whole year's club meetings climaxed in the organisation of the Literacy Meet held in the Department in August, which brought all members together in a day of fun and literacy activities.

• The Department continues to participate in the annual Ghana International Book Fairs, and Panel discussions on themes relevant to academia and industry. Our exhibition stand attracts visitors who enquire about our programmes of study. We showcase book and works by students and lecturers, and participate in and deliver seminars.

C. DEPARTMENT OF COMMUNICATION DESIGN
• Through the **TEK TV** (a multimedia laboratory for Communication Design Department), organizations and Institutions were helped to engage virtually. There were also engagements in multimedia production, producing and designing webinars, giving technical assistance for zoom meetings and live-streaming for various departments' programmes at KNUST. Since January, 2022 till date, TEK TV has produced and streamed diverse live video works for different Colleges, Faculties, Departments and units of KNUST. Among others, these include:
1. Special KNUST University congregation multimedia coverage.
2. Multimedia support for the "Support one needy student with one laptop" (Sonsol) Project by the Vice Chancellor of KNUST.
3. Coverage and live streaming of Mastercard Foundation Programmes.

4. Giving technical support and Audio/visual coverage for Webinars and Zoom meetings at various departmental programmes on KNUST campus.
5. Coverage of the KNUST 70th Anniversary Science and Technology Exhibition
6. Coverage of activities of the KNUST Wellness Centre
7. Coverage and livestreaming of University related programmes in Accra, the capital City.

• **Prof. Eric Francis Eshun** served on a Ministry of Education task group that developed the new Creative Arts and Design curricula for Lower Primary (P1–P3) and Upper Primary (P4–P6) and collaborated with the same team to craft the Art and Design Studio curriculum for Senior High School (SHS 1–3).

• **Dr. Adam Rahman** served as Keynote Speaker at the Wonderworld Institute of Creation Inaugural Graduation Ceremony (2025) in Accra, Ghana. The Institute has been nurtured, in part, by seasoned animators (Rev. Martin Adi-Dako and Mr. Kwabena Kusi-Appouh) from the Department of Communication Design, as part of ongoing efforts to bridge the gap between academia and industry.

• **Dr. Ralitsa Diana Debrah (PI)** and **Dr. Adam Rahman (Co-PI)** have concluded an inter-institutional agreement under the European Union's Erasmus+ Programme for learning mobility between the Politecnico di Milano, School of Design (POLIMI), Italy, and the Department of Communication Design, KNUST, enabling the exchange of both faculty and students.

D. DEPARTMENT OF INDIGENOUS ART AND TECHNOLOGY
The following are community services and outreaches programmes engaged in, along with their subsequent years.

Community Engagement 2025
1. Skill Training with Nurturing Dreams Ghana.
A one-week training programme in leatherwork, with emphasis on the production of belts and sandals, was organized for the graduate girls of Ayeduase R/C Junior High School. The training was conducted in collaboration with "Nurturing Dreams Ghana (NDG)", a non-governmental organization led by Mrs. Evelyen Deladem Ansi.

The programme was held at the Leather Studio from 14th to 18th July, 2025. Its primary objective was to provide participants with practical and employable skills in leatherwork. This initiative was particularly targeted at students who may not proceed to Senior High School, as well as those who may wish to further develop these skills alongside their academic advancement. This has been published in the Business and Financial Times aper on Tuesday July 29th, 2025, page 10.

2. Skill Training and Empowerment of Mastercard Foundation Scholars in Leatherwork, and Painting and interior decoration (Tuesday 9th September to Monday 15th September 2025).
The staff of the Department of Indigenous Art and Technology collaborated with the Mastercard Foundation during their Summer Camp to facilitate the skill training of fifty-six (56) Scholars in Shoe/Slippers Making and Packaging, and Painting and Interior Decoration. The training was based on the Mastercard Foundation theme "Beyond a decade: Empowering Young Leaders, with Skills for Transformative Impact".

3. 2025 WiSTEM Girl's Camp. Theme: "STEM Without Limits: Empowering and Inspiring Girls Who Change the Game"
The Department collaborated with the Women in Science, Technology, Engineering, and Mathematics Ghana (WiSTEM) at KNUST to host the 6th WiSTEM Girl's Camp from Tuesday, 23 September to Friday, 26 September 2025. During the camp, forty (40) girls participated in hands-on mini-projects organized by the Department, focusing on leatherwork, painting, interior decoration, and macramé.

4. Skill Training with Sacramento Community College (SCC), California.
On Tuesday, June 17, 2025, a delegation of twenty-two (22) students and four (4) faculty members from

Sacramento Community College (SCC), California, undertook an educational visit to the Department of Indigenous Art and Technology. The visit was facilitated by T & G Talking Drum Tours, Ghana.

During the visit, the delegation engaged in interactive sessions with lecturers and students of the Department. In addition, practical training workshops were organized in the areas of tie-dye and batik, as well as leatherwork. These activities provided the visitors with hands-on experience and deeper insights into indigenous art practices and technologies.

5. Outreach

In the year under review, the Department received delegations from twelve (12) Senior High Schools and six (6) Junior High Schools. The Outreach Team warmly welcomed the students and provided them with educational engagement sessions, highlighting the Department's programmes, academic opportunities, and contributions to the community.

Community Engagement 2024

1. Skill Training and Empowerment of Mastercard Foundation Scholars in Leatherwork, Crocheting Work and Garment Beading (Tuesday 27th August to Tuesday 3rd September 2024).

The staff of the Department of Indigenous Art and Technology collaborated with the Mastercard Foundation during their Summer Camp to facilitate the skill training of One Hundred and Fifty-Three (153) Scholars in Shoe Production and Crocheting Bag Work. The training was based on the Mastercard Foundation theme "Empowering Young Leaders, a Decade of Skills for Impact".

2. 2024 WiSTEM Girls' Camp Skill Training

The staff of the Department partnered with the Organizers of the WiSTEM Camp 2024 to train 320 female science students from 32 Senior High School girls in skills acquisition in patterned Crocheting, Leather Lampshade and Chandelier Making and Beading. This activity took place from 8th September and ended on 13th September 2024 at KNUST campus, Kumasi. The girls were empowered with technological and innovative approaches to making special leather products backed by understanding in Science.

3. Skill Training of Autistic Children in Kumasi

Dr. Vincentia Okpattah-Wemegah, representing the Department of Indigenous Art and Technology, has spearheaded a community outreach programme to support autistic children in Kumasi. The programme involves partnerships with Wings of Life – Daaban and Evergreen Autism Centre – Anwonmaso, where children receive practical training in artistic methods and techniques. This inclusive approach aims to develop their cognitive and psychomotor skills, fostering creativity and innovation. The initiative, which began in 2023, is designed to equip these children with the skills and mindset needed to thrive in an ever-changing world.

4. Enhancement of Beautification of Garden City Special School, Kumasi

The Department of Indigenous Art and Technology has partnered with the Management of the Garden City Special School to provide 12 garden chairs which are positioned at various vantage points of the school's compound for enhanced beauty. The Special Children at the School now have places to sit comfortably for relaxation. The initiative was under the auspices of Unijay Fashion.

5. Skill Training with Ayeduase Basic School

Since the year 2023 till now, the Department has made it part of its outreach activities to engage basic schools in the towns surrounding the KNUST campus towards engaging and guiding the pupils to develop a great interest in creative art and practical skill development. Currently, the programme has begun with Ayeduase Basic School in collaboration with Nurturing Dreams Foundation, a non-governmental organization dedicated to transforming the lives of vulnerable youth, particularly focusing on those from broken homes and poor communities.

Community Engagement 2023

A. Skill Training of Craftsmen in The Gambia

The Department of Indigenous Art and Technology visited the Gambia on the invitation from the Gambian National Accreditation and Quality Assurance Authority on behalf of Gaye Njorro Skills Academy to assist in the implementation of handicraft component of EU Project in The Gambia. Dr. Vincentia Okpattah Wemegah represented the Department and trained the Gambian craftsmen in wood carving, tailoring, macrame, and craft finishing techniques from 30th May to 7th June 2023.

B. Skill Training and Empowerment of Mastercard Foundation Scholars in Leatherwork, Tie-Dye, Batik Work, Bead Making (Monday 28th August to Thursday 31st August, 2023)

The staff of the Department of Indigenous Art and Technology collaborated with the Mastercard Foundation during their Summer Camp to facilitate the skill training of One Hundred and Fifty-Three (153) Scholars in Leatherwork (Footwear Production, Macrame Art, Beadmaking and Batik, and Tie-Dye Production). The training was based on the Mastercard Foundation theme "Empowering Change Makers, Skills for Sustainable Impact".

C. Skill Training of Autistic Children in Kumasi

The Department of Indigenous Art and Technology as part of its outreach and community impact programme, and in partnership with the Department of Social work is currently collaborating with two Autistic Centers (Wings of Life – Daaban and Evergreen Autism Centre – Anwonmaso) in Kumasi to help the children develop their cognitive and psychomotor skills through practical training in artistic methods and techniques through inclusive strategies. This is to prepare students imbued with attitudes and values as well as the spirit of enquiry, innovation and creativity that will enable them to adapt to the changing conditions.

D. Skill Empowerment of Special Schools in Kumasi

The Department of Indigenous Art and Technology is currently partnering the KNUST Department of Social Work to train and build the capacity of 7 students from Germany, Ivory Coast, Ghana and Sierra Leone to acquire practical skills in Leatherwork, Macrame, Beadwork, and Clay work towards developing their skills and confidence building for self-establishment in craft business and job creation.

E. Skill Training with Ayeduase Basic School

The Department has made it part of its outreach activities to engage basic schools in towns surrounding the KNUST towards engaging and guiding the pupils to develop a great interest in creative art and practical skill development. Currently, the programme has begun with Ayeduase Basic School.

F. WiSTEM Girls' Camp Skill Training of 2023

The Organizers of the WiSTEM Camp partnered the Department of Indigenous Art and Technology to train ten (10) Senior High School girls to acquire skills in Macrame work, and Leatherwork (Bag making) from 4th to 8th September 2023 at KNUST, Kumasi. This was based on the theme: Innovation and technology for STEM Education in Ghana: Equipping the girl child.

Community Engagement 2022

1. Skill Training and Empowerment of Mastercard Foundation Scholars in Leatherwork, Tie-Dye and Screen Printing (Monday 26th September, 2022 to Thursday 29th September, 2022)

The staff of the Department of Indigenous Art and Technology collaborated with the Mastercard Foundation during their Summer Camp to facilitate the skill training of One Hundred and Fourteen (114) Scholars in Leatherwork (Footwear Production, Screen Printing, and Tie-Dye Production).

Community Engagement 2021
1. Skill Training and Empowerment of Mastercard Foundation Scholars in Tie-Dye, Batik Work, Bead Making (Monday 20th September, 2021 to Friday 24th September, 2021)
The staff of the Department of Indigenous Art and Technology collaborated with the Mastercard Foundation during their Summer Camp to facilitate the skill training of Fifty-One (51) Scholars in Screen Printing and Tie-Dye Production.

G. DEPARTMENT OF LAND ECONOMY
Community Engagement, Consultancy and Outreach
1. The Department undertook a valuation of the land and buildings on the University's campus in Obuasi.

2. The Department in collaboration with the Lands Commission of Ghana and the Estate Management Department of the Kumasi Technical University delivered a presentation and engaged a delegation from the Ministry of Lands, Regional Government and Religious Affairs of the Republic Gambia in September 2025. The delegation was on a study tour of Ghana to learn best practices in land policy development and implementation, land administration, and institutional capacity development.

3. The Department in collaboration with the Ministry of Lands and Natural Resources, the Lands Commission and COLANDEF organized National Land Conference in 2022 in Accra.

H. DEPARTMENT OF PLANNING
The Department of Planning carries out annual field trip with its students to various communities in selected districts in Ghana. The field trips help students to collect data for their studio work.

15. Partnerships and Collaborations
A.   CTM

S/ N	Name	Country	Year Signed	Year of Expiry	Continental	Status
1	Carleton University	Canada	2025	2030	N. America	Active
2	Estonian Academy of Arts	Estonia	2025	2030	Europe	Active
3	Aalto University (Erasmus)	Finland	2025	2027	Europe	Active
4	Akademie Mode & Design	Germany	2024	2029	Europe	Active
5	RWTH Aachen University	Germany	2022	2027	Europe	Active
6	Technische Universitat Dortmund	Germany	2023	2027	Europe	Active
7	Technical University of Munich	Germany	2024	2029	Europe	Active
8	GHACEM Ltd	Ghana	2024	2029	Africa	Active
9	KEDA (Ghana) Ceramic Company Limited	Ghana	2022	2027	Africa	Active
10	Project Management Institute – Ghana Chapter	Ghana	2024	2029	Africa	Active
11	ETH Zurich	Switzerland	2020	Indefinite	Europe	Active
12	Underground Contemporary Art Space Ltd	Uganda	2025	2030	Africa	Active
13	Jingdezhen Ceramic University	China	2024	2029	Asia	Active
14	Frankfurt University of Applied Sciences	Germany			Europe	Active

B. DEPARTMENT OF INDUSTRIAL ART
Memorandum of Understanding (MOU)

The Department has MoU with the following industries and institutions:

1. **KNUST (Textile and Fashion Section)** signed an MoU with **Amal Jyothi College of Engineering (AJCE), India, Germany,** starting from **April 2024** in the following areas:
- Study abroad opportunities for undergraduate and graduate students at both institutions
- Exchanges and visits of academic and administrative staff
- Conference and symposium organization
- Joint research activities, conferences and academic programs

This was initiated by **Dr. Benjamin Tawiah** and **Prof. Ebenezer Kofi Howard**.

2. **KNUST (Textile and Fashion Section)** signed an MOU with **Akademie Mode and Design (AMD) Germany,** starting from **May, 2024,** in the following areas:
- Study abroad opportunities for undergraduate and graduate students at both institutions
- Exchanges and visits of academic and administrative staff
- Exchange information and materials in those fields of interest
- Joint research activities, conferences and academic programs

Professor Charles Frimpong, Dr. Akosua Amankwah and **Dr. Eunice Owusu-Antwi** initiated this.

3. **KNUST (Textile and Fashion Section)** signed an MOU with the **University of Creative Arts England,** starting from **May, 2024,** in the following areas:
- Study abroad opportunities for undergraduate and graduate students at both institutions
- Exchanges and visits of academic and administrative staff
- Exchange of information and publications
- Organisation of conferences and workshops

Dr. Akosua Amankwah initiated this.

4. **KNUST (Textile and Fashion Section)** signed an MOU with the **University of Creative Arts England,** starting from **May, 2024,** in the following areas:
- Study abroad opportunities for undergraduate and graduate students at both institutions
- Exchanges and visits of academic and administrative staff
- Exchange of information and publications
- Organisation of conferences and workshops

Dr. Akosua Amankwah initiated this.

5. **KNUST (Ceramics Section)** signed an MOU with **Jingdezhen Ceramic University China,** starting from **May, 2024,** in the following areas:
- Develop Master's and Doctorate Degree Programmes in Material Science and Engineering to carry out the exchange program
- Study abroad opportunities for postgraduate students with free tuition and accommodation
- Exchange information and materials in those fields of interest

6. **KNUST (Metals Product Section)** signed an MoU with **Sue Shimmers Jewellery/Art Tech Institute, Accra,** in partnership with **CSSIR, Dr. Hilla Limann Technical University, Jewelers Association of Ghana and Federation of Ashanti Jewelers** to develop a curriculum for the Advanced Fabrication and Gem-setting Technology training and certification programme for professional jewelers.

Industrial Collaborations
The Department has collaboration with the following industries for internships and research:
1. TexStyles Ghana Limited, Tema.

2. Akosombo Industrial Company Limited.
3. AKAAL Skills Development Academy, Kumasi.
4. RENARD Ceramics, Kumasi.
5. EMEFA Jewellery, Accra.
6. PMMC
7. Ghana Standards Authority

Joint International Conferences
1. The Department, in conjunction with **Amal Jyothi College of Engineering (AJCE)** and **James Cook University, Australia**, organized an **International Conference of Advance Nanomaterials for Sustainability** from 17th-19th October 2024 in Kanjirapally, Karela, India. The conference attracted over 500 participants from around the world and industries in nanotechnology.

2. The Department, in collaboration with the **Institute of Textiles and Fashion Professionals, Ghana (ITF-G)**, also organized the 1st International Conference on the theme: "**Sustainable Textiles and Fashion Production: Global Trends and Local Impacts**", on the 28th to 29th of November, 2024 at the Amonoo-Neizer Conference Centre, KNUST.

3. The Department again this year, in conjunction with the Institute of Textiles and Fashion Professionals, Ghana (ITF-G), organized the 2nd International Conference on the theme: "Innovating for a Sustainable Future: Advancing Technology, Circularity, Design and Education in Textiles and Fashion" on the 3rd to 5th September, 2025 at the Takoradi Technical University.

These conferences attracted textiles and fashion experts from both academia and industry to present relevant papers on the subjects and deliberated on pertinent issues confronting the textiles and apparel sector.

Joint Workshop/Seminar Series With International Institutions
1. Collaboration between **Akademie Mode and Design (AMD) Germany** and **KNUST Industrial Art, Textiles and Fashion** spearheaded by **Professor Claudia Ebert-Hesse of Germany** and, **Prof. Ebenezer Kofi Howard** and **Miss Josephine Opoku** of KNUST. There were three online workshop sessions where students from both universities shared knowledge on their cultural and historical knowledge in relation to textiles and clothing. This was organized in 2024/2025 academic year.

2. Department engaged two resource persons, **Dr. Angela Uriyo**, UK and **Mr. Osiyemi Oludotun**, Ghana, as part of its third-year seminar series presenters from a sister university and industry, with the help of the e-learning facility and staff. These resource persons gave students insight into topics such as 'The FEA Model and its **Application in Design' and 'Skills for Excelling in your Chosen Career** - A focus on the Employer and the Employee'. This was held in **March 2024.**

C. DEPARTMENT OF PUBLISHING
• Ghana Publishers Association
• Ghana National Association of Authors and Publishers
• CopyGhana
• Ghana Book Development Council

D. DEPARTMENT OF COMMUNICATION DESIGN
The Department of Communication Design maintains a wide network of professional and industry partnerships that strengthen teaching, research, and graduate employability. These collaborations enable curriculum co-development, guest lectures and studio critiques, student internships and attachments, sponsored briefs, joint exhibitions, and practice-led research with measurable industry impact.

Professional Bodies

The Department is actively engaged with leading design and communication associations to align academic work with global practice standards and ethics. Key affiliations include:

- Cumulus Association (since 2022);
- Design Ghana (2019–date);
- Afrika Design Network (2019);
- Institute of Packaging, Ghana (IOPG) (2009–date);
- Ghana Institution of Graphic Artists (GhIGA) (2009–date);
- Animation Africa (2018–date);
- Ghana Design Network (2016–date);
- Advertising Association of Ghana (2004–date).

Through these bodies, staff and students access international studios, conferences, mentorship, competitions, and certification pathways.

Industry Collaborators

Internal (KNUST Ecosystem): The Department collaborates with University Printing Press (UPK), Focus FM, Tek TV, and Design Press for practical production, broadcast, and campus-wide campaigns—giving students hands-on experience from brief to delivery.

External (Industry and Media): Partnerships span brand owners, agencies, printers, publishers, broadcasters, and creative studios, including:

- **Brand & FMCG:** Unilever Ghana Ltd., Nestlé Ghana Ltd.

- **Media & Broadcast:** Multimedia Group Limited, TV3, TV Africa, Oyerepa FM, Nhyira FM, Daily Graphic.

- **Agencies & Marketing Services:** Ogilvy Africa, Publicis, Insight Grey, STB McCann, Lowe Lintas, BTL Africa, Alliance Media Ghana, Kriatelync Advertising.

- **Print & Production:** Graphic Communications Group & G-Pak, Buck Press, DigiPress, Digibooks, Screentech, Sixtus Printing House, DDP (Outdoors) Publications, Inkit Company Ltd., New Level Publication, Pentecost Press, Adwinsa Publication Ltd., NND Digital Press, Type Company Ltd., New Edge Design Concept, Vingraf Media Systems.

- **Creative Studios & Photography/Animation:** Parables Animation Studios, Bob Pixel Photo Studio, Keak Studios, Atmosphere Multimedia.

- **Energy & Corporate:** Quantum Terminal Group.

- **Civic & Enterprise:** Enactus Ghana.

Modes of Engagement and Impact

- **Talent Pipeline:** Structured internships, portfolio reviews, and live industry briefs ensure students graduate with market-ready skills.

- **Practice-led Teaching:** Guest lectures, masterclasses, and studio critiques from practicing designers, animators, photographers, and brand managers enrich the studio curriculum.

- **Research & Innovation:** Joint projects with IOPG/Royal Crown packaging Company Ltd. and leading agencies support packaging, branding, and communication research rooted in local consumer insight and production realities.

- **Community & Visibility:** Co-produced campaigns with media houses amplify student work and community impact initiatives.

These partnerships collectively bridge academia and industry, ensuring that teaching remains contemporary, research is applied, and graduates transition smoothly into professional roles across Ghana and beyond.

E. DEPARTMENT OF INDIGENOUS ART AND TECHNOLOGY

The Department has finally completed MOUs with the following Institutions
1. Pennsylvania State University, United States of America.
2. Gaye Njorro Skills Academy, The Gambia

Currently, discussions are underway with the following institutions to sign MOUs for mutual benefits.
1. Ghana Technical and Vocational Training Services, Ashanti Regional Office
2. Sacramento State College, USA
3. National Center for Art and Culture
4. Ministry of Tourism, Culture and Creative Arts
5. Ghana Museums and Monuments Board

F. DEPARTMENT OF LAND ECONOMY

Partnerships and Collaborations

The Department has built strong partnerships with the following institutions/organizations.
• Lands Commission,
• Office of the Administrator of Stool Lands,
• TDC Development Company Ltd,
• Broll Ghana,
• SSNIT,
• GHL Bank (now First National bank),
• Republic Bank,
• Appolonia City Developments,
• Ghana Real Estate Developers Association (GREDA)
• International Facilities Management Association (IFMA-Ghana)
• COLANDEF Property and Land Rights (civil society organization), and the
• Ghana Institution of Surveyors.
These institutions continue to support the Department by way of industrial training for its students and the provision of industrial feedback that helps to enrich the content of our programmes.

Major collaborative activities include the following.

• The Department served as the host of the West African node for the Network of Excellence on Land Governance in Africa (NELGA) until December 2024.

• The Department signed a Memorandum of Understanding (MOU) with the Technical University of Munich (TUM) in 2017 and continued to collaborate with TUM on areas of common interest.

• As part of the KNUST-TUM collaborations, a staff of the Department was nominated and sent for a short research stay at TUM.

• The Department serves as a training institution for graduates in with land economy and real estate background to go through their Test of Professional Competence to be admitted into the Ghana Institution of Surveyors professional body.

• The Department through NELGA organized a workshop on the use of AI in land management and property valuation.

• The Department has representation on the Ghana Institution of Surveyors Governing council and the Educational Committee.

G. DEPARTMENT OF EDUCATIONAL INNOVATIONS IN SCIENCE AND TECHNOLOGY

The following is an abridged list of notable institutions which have maintained linkages with the Department in the past academic year:

• The Ghana Tertiary Education Commission
• The National Teaching Council
• The National Council for Curriculum and Assessment
• The Ashanti Regional Education Directorate
• The Ejisu, Oforikrom and Asokore Mampong District Education directorate
• The Faculty of Art in KNUST
• University of Cape Coast, Cape Coast
• University of Education, Winneba

lease find copies of MOUs attached

16. Student Experience

A. CTM

Initiatives

Throughout the 2024/2025 academic year, several initiatives were introduced to enhance students' engagement and learning outcomes, also to ensure an interactive environment which will seek to foster socialization within the society for future connections in the industry. These initiatives are as follows:

• Peer Assistance Programs: Weekend tutorial sections from the senior years as form of assistance to the younger once
• Registration of E-zwich cards for final year students as assistance to after school service opportunities
• The SONSOL Project
• The KNUST and Ketewaa Bia Nsua Bursary

As part of this initiative came along exciting programs like Fun Fusions and Sporting activities within the year groups as forms of stress release and reforms.

Student Feedback Trends

This initiative proved to be of great benefit to society at large in midterm and the End-of-Semester examination at large. Oral surveys give that;

Initiatives such as the SonSol and Bursary schemes have massively supported the CTMSS populace in diverse ways, especially brilliant but needy students. These interventions increased students' concentration on their studies by reducing—not completely removing—the financial burdens they face. However, some students also expressed concerns, particularly those who applied but did not receive support. A few felt the selection process was unfair or biased.

There are concerns of the disconnection of lecturers from student activities apart from class work and a low level of administration and lecturers' participation in society programs

• There are no sort of capacity and career building programs brought up by the administration in aid of students for life.

• Also, concerns are raised on the need of students going on field trip to supplement what is being learned in class.

• Unbearable heat conditions within the TBTF in large holding capacity classes to support initiatives like tutorial sessions and even the weekday classes session.

Measurable Outcomes

From analysis from the 2024/2025 badge of executives, it is proven that almost
• 75% of the final years in and outside the department benefited from the registration of the E-Switch cards which on discount to the students.

- 95% of the populace benefited from the student's aid of pass questions and tutorial sessions in their examinations.
- There has been an appreciable level of socialization through various years in the department which is recommendable.
- 90% of the populace of students in the society who applied for the bursary had them which was of great assistance.

Areas of Improvement
- An increase in practical learning through field trips.
- Improvement of conditions in the TBTF for conducive learning environment.
- Organizing of capacity and skill building workshops to support the student's populace in upcoming years.
- Increase in care to the student and academic tutor's roster.
- Increase in the number of selections for the SONSOL Scholarship.
- Post selection phase should be a bit flexible.
- Secondary schools should be made aware of the Mastercad scholarship.

B. DEPARTMENT OF INDUSTRIAL ART

Students' experiences have been phenomenal and tremendous, where current tracer studies of the programmes in the department revealed remarkable performance of graduates both locally and abroad who are doing very well with a series of awards. A significant number of our graduates have won international scholarships to study abroad. Some have even completed and joined our faculty as lecturers. A significant number of our graduates have set-up on their own and are doing well in industry. Others have come back to pursue further studies due to quality of education our programmes offered them at the undergraduate level.

Our postgraduate programmes have become the number choice for prospective applicants within Ghana and in the sub-region who want to pursue design and technology programmes in Textiles, Fashion, Ceramics and Jewelry and Metalsmithing. They also serve as staff development opportunities for institutions of higher learning to upgrade qualification of staff. Students experience during industrial attachment has been remarkable where host entity's reports from industry have shown significant performance of out students with innovative products emanating from the industrial activities. Most of the students get employment by their respective industries after school due their excellent performance during the attachment/internship exercises.

C. DEPARTMENT OF PUBLISHING

A study conducted in 2024 to assess the programme revealed the following from 274 graduates. Some responses are summarised below:

- Every publishing student must have knowledge of printing, publishing and design. Illustration could be an option to be taken. Currently, several printing businesses are adding publishing to their business for sustenance. Lecturers in publishing must pursue PhDs in Publishing Studies to stay current with publishing practices worldwide.

- The students should be made to do more practical work to equip them with the requisite skills for industry.

- The program should be reviewed to suit current industry Practices and be more diverse to include any area common linkages.

- Courses like estimation, print plant management (delving into project management), Bookwork and imposition have helped in my role as a print production person.

- Though I have diverted completely from the programme. But I still believe the BA Publishing Studies programme has helped me to have an eye for detail in report writing and also vetting reports presented to me by others. It has also equipped me with design skills acquired during my national service period.

The programme is also impacting on my choice of fonts, design and organization in presentations. My training in publishing has made me a versatile and more intentional problem solver, contributing to equity and sustainable development. I do not settle for less than the best because there is more room for improvement.

• More opportunities should be created for the students to interact with the practitioners.

• My specialities are in Information and publishing studies. Thesis have equipped me with advanced knowledge of my current designation as a senior Librarian.

• The general courses, like editorial processes, design for non-art students, estimation and management should be strengthened and strongly enforced by all students.

• The frequent presentations (PowerPoint, projects, etc) I undertook have enhanced my communication skills and confidence to stand before my colleagues and management at the workplace in delivering project findings.

• With the advent of Artificial Intelligence (AI) and the decline in printing globally, this program needs a total overhaul to meet the new realities of the practice of publishing.

• Publishing is becoming more dynamic. The programme must align with contemporary publishing trends.

• The programme helps to operate in different fields of work. You can function in any institution.

• Studying Publishing Studies has helped me to easily acquire more knowledge in marketing, advertising and IT fields.

• The publishing studies program provided a strong foundation in both traditional and digital publishing skills. The hands-on experiences, internships, and networking opportunities were invaluable in shaping my career. The program emphasised adaptability, creativity, and continuous learning—key elements that have guided my professional journey.

• I am a teacher currently, and I deal with books in my line of work. The publishing studies program has helped me in the selection of appropriate books in the teaching of my students. Reading publishing studies was not out of place.

On how the programme can be improved, the following are some responses listed below:
• We should minimise the traditional editing and teach more of the technological way of editing.

• Courses such as authorship development must be handled by experts from the industry. The industry has changed. Economics, Marketing, Law, and Language must be enhanced. Project management must be introduced as well. The course is to be designed well to meet the industry standards.

• Some courses could be merged. The seminar in publishing studies could be extended to a wider audience, and papers presented could be reviewed and presented at fairs. The department could also organise its own book fair and invite others to participate. This can help with publicity and raising funds for the department.

• I posit that the design and illustration curriculum should not be restricted to the publishing sector due to the ample opportunities available in the design profession outside of publishing. The illustration pedagogy within the publishing department predominantly focuses on preparing illustrators for book illustration, while neglecting the diverse emerging art and illustration prospects for our students.

• The internship program should be looked at holistically, and if possible, the industry players should plan it.

• New courses urgently need to be introduced to prepare students for emerging areas such as Social Media Marketing, Data Analytics, etc.

• Some of the courses should be updated to meet the current technological market, so that upcoming graduates do not find themselves wanting.

• I wish management and human resources courses could be added to the department courses.

• Photography must be added to publishing. Multimedia should be done in second year, not final year.

• The publishing studies programme could improve by focusing on digital publishing skills, offering practical,

hands-on experiences, including training on self-publishing and entrepreneurship, and emphasising diversity and inclusion to better prepare students for the evolving industry.

• Printing as an area of specialisation should be improved to enhance the application of knowledge through practical training.

• Editing applications and tools must be well-explored in the context of editing to help students equip themselves with technological advancements.

• There should be a specific focus on authorship, editing and estimation or print management.

• All students, irrespective of their chosen area, should know the current book designing software like Adobe InDesign.

D. DEPARTMENT OF COMMUNICATION DESIGN

• The reputable creative agency, event management and entertainment company, **Echo House**, based in Accra, paid a visit to the Department of Communication Design in an effort to foster Industry and Academia relations. The visit included an interactive session with students to introduce to them ProjectFIND, a CreativeFutures™ project that seeks to attract content creators to join the Echo team. Since the collaborative projects progressed, there has been large numbers of students engaged in the creative media space through the playing of different roles. The company takes on good numbers of students for both internships and National Service
.

• Dr. Adam Rahman mentored the **KNUST team—Shuraim Is-haq, John Bekoe,** and **Michael Amonoo Tandoh**—to participate in the 2025 Taiwan International Student Design Competition, organized by the Department of Higher Education, Ministry of Education, Taiwan.

• Dr. Adam Rahman and Prof. Kojo Agyapong Afrifah (Dept of Wood Science and Technology) presented Team KNUST 2025, comprising of Packaging Design and packaging Technology students in the Department at the 7th National Packaging Research and Innovation Challenge 2025. The multiple-award winning Team KNUST is poised for more laurels in this year's competition slated for the 29th of October, 2025 at the Accra International Conference Centre, Accra. Thus, the Department continues to make significant strides in the field of packaging design, showcasing innovative solutions and design capabilities in advancing sustainable and innovative packaging solutions.

• The internship season commences during this holiday break for all third year Communication Design students. About 250 students are to be hosted among organisations, institutions and corporations, brand owners, agencies, printers, publishers, broadcasters, and creative studios. KNUST's University Printing Press (UPK), Focus FM, Tek TV, and Design Press are also involved in this industrial training and mentorship programme.

E. DEPARTMENT OF INDIGENOUS ART AND TECHNOLOGY

Students' experiences have been remarkable where recent tracer studies of the programmes in the department revealed notable performance of graduates both locally and abroad who are doing very well. A significant number of our graduates have won both full and half international scholarships to study abroad. A significant number of our graduates have set-up on their own enterprises and are doing well in industry. Others have come back to pursue further studies due to quality of education our programmes offered them at the undergraduate level and also to complement the demands of work in industry.

Our postgraduate programmes have become a preferred choice for prospective applicants within Ghana particularly those in the creative art domain of the teaching profession and in the sub-region who want to pursue further studies in Integrated Art and Technology. The MPhil program in Integrated Art serve as staff development opportunities for institutions of higher learning to upgrade qualification of staff.

me a preferred choice for prospective applicants within Ghana particularly those in the creative art domain of the teaching profession and in the sub-region who want to pursue further studies in Integrated Art and Technology. The MPhil program in Integrated Art serve as staff development opportunities for institutions of higher learning to upgrade qualification of staff.

Students experience during industrial attachment has been outstanding where host entity's reports from industry have shown significant performance of our students with innovative products emanating from the industrial activities; this has however, reflected in the high scores obtained by interns for the academic semester under review. Most of the students get employment by their respective industries after school due to their exceptional performance during the attachment/internship exercises. Such collaboration and industrial experiences play a significant role in churning out relevant graduates for industry; hence, must be strengthened.

F. DEPARTMENT OF PLANNING
Key Activities/Projects Being Executed

Project/Activity	Description	Timeline	Status
Gasp Marketing Platform	An online market platform on social media which aids student	22nd June – going	Executed
Procurement of whiteboards for lectures.	Whiteboards with long tri-stands.	1st July	Executed
Debaters Club	A club for student planners with an interest in debating.	26th March, 2025	Executed
Digital Banking Registration	A collaboration with Ecobank to register students' bank accounts and e-zwich cards.	–	Executed

List of Achievements
1. 2nd in Faculty Debate Challenge.
2. Exposed students to digital banking.
3. The use of the GASP Digital Marketing Platforms has promoted legit marketing.
4. Jury Support that was organised for 1st year boosted their confidence and the pace at which they worked
5. Presence of white boards, which has aided in teaching and learning, especially calculations.
6. Student Member Award; Godfred Owusu - Project Green Challenge 2024 champion (USA) & Vice Chancellor's Students Excellence Awards (Special Awardee- International Exploit).

List of Work in Progress
• GASP Fellowship / GASP Worship Nights
• Structured Collaboration with Alumni (Annual/Bi-annual alumni homecoming)
• Guided Circle Initiative (GCI) for gender segregated mentoring sessions targeted at providing a relaxed, trusted space for career guidance, life lessons and emotional resilience building. The proposal is to label it 'Gents Corner' for the males and 'Ladies Circle' for the females.

Challenges Faced by the Unit

Challenge	Impact	Proposed Solution
Lack of student participation in GASP events.	Waste of resources.	Proper planning of event dates and intense publicity. Class-to-class announcements.
Delay of budget approval.	Difficulty in executing programs due to financial constraints.	Executives should properly draw up their budgets to prevent delays. Must also do follow-ups at DOSA.
Lack of a dedicated space for after-lecture-hour engagement and group work sessions	Group coordination and cross-peer learning are highly limited and ineffective	Designate at least the ground floor and 1st floor travellion block for the use of GASP students under the responsible supervision of GASP executive.
Limited staff/student engagement at the student association level	Students' ability to tap into the expertise and wisdom of staff beyond the lecturer sessions is limited	Propose a platform that will facilitate staff/student engagement beyond lecture sessions, such as the GCI

Recommendations

• We recommend that our lecturers agree with department authorities to reduce their lecture time and allow students to attend department programs in case the time clashes with lecture hours.

• GASP is supported in finding sponsorships to drive student-centred projects that aid learning.

G. DEPARTMENT OF EDUCATIONAL INNOVATION IN SCIENCE AND TECHNOLOGY

Currently as a solely postgraduate Department, the department continues to give students top-notch professional training in art education, educational innovations and leadership science to equip them with requisite skills and knowledge to enable them play significant roles in diverse critical areas of Ghana's economy and beyond. The students are proud of the department's efforts in the training the department offers. In this regard, most of our graduates have won several awards. The most recent ones are as follows:

• Rejoice Makafui Tsortorvor, a former MPhil Art Education graduate of this Department and currently a PhD Student at the Department of Painting and Sculpture (BFA 2009), was crowned as the Most Outstanding College Lecturer (2025) at the recently held Ghana Teacher prize. Tsortorvor is a lecturer at the Akatsi College of Education, Akatsi South District, in Ghana's Volta Region.

• Also, Dr. William Kwabena Nantwi, a former PhD graduate of the department was crowned as the Best College Lecturer (2025) at the recently held Ghana Teacher prize. Dr. Nantwi is a lecturer at the Offinso College of Education, Offinso, Ashanti Region.

17. Quality Assurance

1.0 Introduction

The Quality Assurance and Planning Office (QAPO) was established as a successor to the previous Planning Unit, which had served the university's needs before this transition. Located under the Office of the Vice-Chancellor, QAPO plays a vital role in enhancing the effectiveness and efficiency of operations within the institution.

The mandate of KNUST QAPO is to play a coordination and monitoring role in institutional planning and quality service in all activities of the university, prepare and maintain up-to-date database; and perform other functions as may be assigned by the Vice-Chancellor.

QAPO is responsible for strategic planning, management of quality assurance, as well as the management of information systems of the University.

The activities undertaken by the QAPO are systematically organized into several departments as follows: Quality Assurance and Accreditation; Institutional Planning; Monitoring and Evaluation; Management of Information Systems; and Examinations Audit. Quality Assurance Sub-committees (QASC) have also been established in the various colleges in a bid to decentralise its activities.

2.0 College of Art and Built Environment (CABE) Quality Assurance Sub-Committee (QASC)

The Quality Assurance (QASC) sub-committee was established at the College with the specific mandate of ensuring the highest standards of quality in teaching, research, and learning across all academic programs. This sub-committee has been diligently operating under the following terms of reference:

1. Coordinating the development and implementation of a college strategic plan
2. Establishing, implementing and monitoring quality policy that supports the Colleges strategic plan, and communicating same to staff and students.
3. Promoting and educating stakeholders on the online assessment of lecturers through workshops, seminars among others.
4. Advocacy: sensitizing other members of staff of issues of Quality Assurance;
5. Examinations support inspection of facilities and logistics before commencement of examinations, and monitoring of examinations.
6. Coordinating Staff Performance Appraisal.
7. Coordinating Peer-Evaluation of Teaching
8. Conducting regular assessment of Quality Assurance needs of the College/Department/Unit for the attention of the Vice-Chancellor
9. Conducting Client Satisfaction Surveys at the end of every academic year;
10. Conducting an audit of all websites within the College/Department/Unit and ensuring they are up to date.
11. Facilitating the conduct of Exit Survey of students;
12. Monitoring attendance of lecturers by students;
13. Monitoring delivery of lectures.
14. Vetting all accreditation documents before submission to QAPO and ensuring all programmes in the College are duly accredited.
15. Submitting situational reports to the Quality Assurance and Planning Officer for the attention of the Vice-Chancellor.

It undertakes its activities in collaboration with the College Management and various heads of departments. For accreditation purposes, a faculty accreditation committee reviews the document before it goes to the Facility board.

It is further reviewed by the QASC after the Faculty Board before it goes to the College Board.
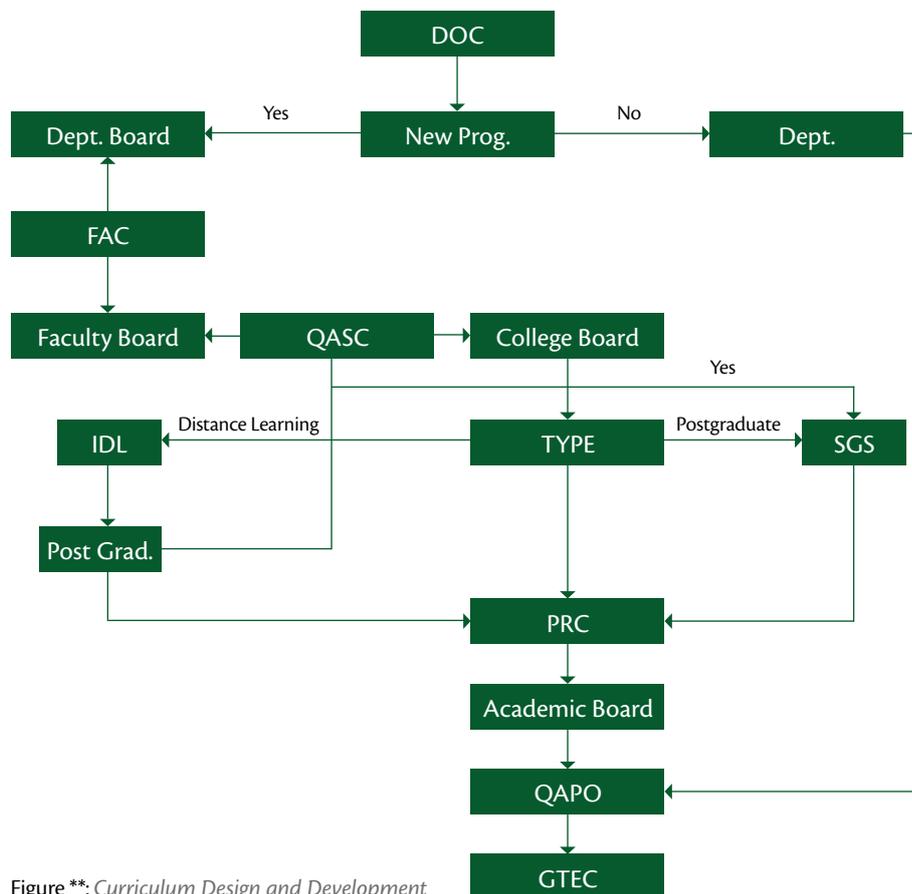
Figure **: *Curriculum Design and Development*

2.1 Committee Membership

Membership of the committee consists of the following:

Prof. Eric P. Tudzi, Dept. of Land Economy	–Chairman
Mr. Philip Peprah-Yeboah, Registrar, FBE	–Member/Secretary
Dr. Vincentia Okpattah, Dept. of Integrated Rural Art	–Member
Mr. Reuben K. A. Glover, Dept. of Publishing studies	–Member
Dr. Charles Oduro, Dept. of Planning	–Member
Dr. Samuel Nortey, Dept. of Industrial Art	–Member
Dr. Frank Gyamfi-Yeboah, Dept. of Land Economy	–Member

In January 2022, the Sub-committee underwent a reconstitution that included several notable changes in its leadership and membership. Dr. Eric Paul Tudzi, who has since advanced to the role of Associate Professor, was appointed as the new Chairman of the committee, taking over from Dr. Clifford Amoako. Additionally, Dr. Stephen Takyi-Appiah from the Department of Planning was introduced into the Sub-committee to fill the position previously held by Mr. Reuben K. A. Glover, thereby enhancing the diverse expertise within the group.

The curriculum vitae and appointment Letter of the Chairman of CABE QAPO sub-committee is attached as an appendix.

2.2 Activities Undertaken by CABE Quality Assurance Sub-committee (QASC)

The CABE QASC have been performing some activities, guided by the sub-committee's terms of reference. Key aspects documented in the attached minutes and reports as appendices.

3.0 Conclusion

The sub-committee's commitment to its terms of reference has yielded notable outcomes, including the development of a Policy Outlook to guide policy sensitization activities, efforts to secure dedicated office space, and the implementation of a support strategy for students with disabilities. Additionally, the sub-committee has played a vital role in promoting a culture of continuous improvement, fostering academic excellence, and supporting innovation.

CABE QASC has made significant strides in promoting quality assurance and academic excellence within the College of Art and Built Environment. Through its diligent efforts, the sub-committee has addressed key areas such as strategic planning, quality policy implementation, and accreditation, ultimately contributing to the University's overall goals.

Report of the College of Art and Built Environment (CABE) Quality Assurance Sub-Committee (QASC) for the Second Semester of the 2024/2025 Academic Year

1.0 Introduction

The College of Art and Built Environment (CABE) Quality Assurance (QA) Sub-Committee is mandated to submit situational reports periodically to QAPO for the attention of the Vice-Chancellor. This report highlights the activities of the Sub-Committee for the second semester of the 2024/2025 academic year.

1.1 Composition of the Cabe QAPO Sub-Committee

The CABE QA Sub-Committee comprises the following members:

1. Dr. Eric Paul Tudzi, Dept. of Land Economy — Chairman
2. Mr. Philip Peprah-Yeboah, Registrar, FBE — Member/Secretary
3. Dr. Charles Oduro, Dept. of Planning — Member
4. Dr. Vincentia Okpattah, Dept. of Integrated Rural Art — Member
5. Prof. Samuel Nortey, Dept. of Industrial Art — Member
6. Dr. Frank Gyamfi-Yeboah, Dept. of Land Economy — Member
7. Dr. Stephen Appiah Takyi, Dept. of Planning — Member

2.0 Activities of the Second Semester of the 2024/2025 Academic Year

2.1 Examination Monitoring

The Sub-Committee conducted monitoring sessions during the end-of-mid-semester and end-of-semester examinations to observe the progress of the examinations at various exam centres. The examinations were generally peaceful and well-organised, with improved candidate attendance and adherence to dress code regulations. Accounts staff were present to inspect fees paid by students. IT staff also assisted with programming the computerized timers to help manage monitoring of time during the examinations.

2.2 Examination Malpractices

Some cases of examination malpractices were reported and duly handed over to the College Malpractices Committee for further action.

2.3 Invigilation

Some students were delayed in reporting to exam centres, although they did not breach the 30-minute rule. There were also instances of invigilators and examiners not arriving early to collect the questions for exam centres, which were promptly addressed by exam officers to prevent delays.

2.4 Limited Lecture Rooms and Exam Centres

The College faces a challenge of limited lecture rooms and exam centres, particularly for large class sizes. This has resulted in the College seeking alternative spaces from other colleges, adding to existing examination pressures. The Sub-Committee hopes that the College will receive the requisite funding to complete the ongoing College block, which will help alleviate this issue.

2.5 Disability Issues

One disability case was identified and received appropriate attention following a report to the KNUST Director of Health. A medical report is attached as an appendix.

The CABE Students Support and Monitoring Committee has prepared a strategic plan and gained management's approval for implementation.

2.6 Five-Year Institutional Cycle Review of KNUST (2025)

A team from the GTEC visited the University and its colleges for the Five-Year Institutional Review. The CABE Quality Assurance Sub-committee liaised with college management to prepare for the visit and present the College Report to the GTEC team. It also facilitated the team's meeting with students.

2.7 Re/Accreditation

The Committee liaised with respective Heads of Departments to facilitate the accreditation/reaccreditation processes for programmes that were due for such exercises.

3.0 Recommendations

Based on the activities of the second semester, the Sub-Committee recommends:
1. Increased funding for infrastructure development to address the limited lecture rooms and exam centres.
2. Continued emphasis on examination discipline and adherence to regulations.
3. Funding to be secured to support the College's disability strategy

Report of the College of Art and Built Environment (CABE) Quality Assurance Sub-Committee (QASC) for the First Semester of the 2024/2025 Academic Year

1.0 Introduction

The College of Art and Built Environment (CABE) Quality Assurance(QA) sub-committee, as part of its mandate is required to submit situational reports periodically to QAPO for the attention of the Vice-Chancellor.

This report therefore highlights the activities that transpired during the first semester of the 2024/2025 academic year.

1.1 Composition of College of Art and Built Environment (CABE) Sub-Committee

The CABE Quality Assurance Sub-Committee is made up of the following:
- Dr. Eric Paul Tudzi, Dept. of Land Economy —Chairman
- Mr. Philip Peprah-Yeboah, Registrar, FBE —Member/Secretary
- Dr. Charles Oduro, Dept. of Planning —Member
- Dr. Vincentia Okpattah, Dept. of Integrated Rural Art —Member
- Prof. Samuel Nortey, Dept. of Industrial Art —Member
- Dr. Frank Gyamfi-Yeboah, Dept. of Land Economy —Member
- Dr. Stephen Appiah Takyi, Dept. of Planning —Member

2.0 Activities Undertaken During the First Semester of 2024/2025 Academic Year

2.2 Policy Sensitization Workshop

The Committee developed a Policy Outlook to guide policy sensitization activities. However, due to the tight academic calendar and other emerging college programmes, the workshops were not implemented during the semester.

2.3 Monitoring of End-of-Mid-Semester and Semester Exams

As part of the sub-committee's mandate to provide examination support by monitoring examinations, members conducted several monitoring sessions to observe the progress of the examinations at various exam centres.

The examinations for both the mid-semester and end-of-semester periods were generally peaceful and well-organised. However, concerns were raised regarding the attire of some students, highlighting the need for the university to establish clear guidelines on an acceptable dress code. Invigilators often had to use their discretion, and some were uncertain how to respond when challenged about specific regulations.

Positive Initiatives and Challenges
• **Fee Payment Verification**: Allowing students to provide evidence of fee payment was a positive initiative, but it presented operational challenges, including:
• **Delayed Exam Start Times:** Initial delays in starting exams due to verification issues
• **Missed Papers:** Instances where students missed papers due to delayed fee payment, highlighting the need for improved processes in future sessions

Recommendations
• **Clear Dress Code Guidelines:** Establish and communicate clear dress code guidelines to ensure consistency and fairness
• **Streamlined Fee Payment Verification:** Review and refine the fee payment verification process to minimize disruptions and ensure students can sit exams without unnecessary obstacles.

2.4 Malfunctioning Scantron Machine

The Scantron machine, which served the college and others, malfunctioned before the mid-semester exams, causing delays in marking multiple-choice questions (MCQs). This issue was reported to QAPO. As a result, most MCQ scripts from the end-of-semester exams remained unmarked at the time of writing.

Challenges and Workarounds
• **Marking Challenges:** The breakdown led to manual marking by some staff, which was time-consuming and prone to errors.
• **End-of-Semester Exams:** The issue raised concerns about marking end-of-semester MCQ scripts, requiring urgent attention.

Recommendations
• **Machine Maintenance:** Regular maintenance and servicing of the Scantron machine could prevent future breakdowns.
• **Contingency Planning:** Developing a contingency plan, such as alternative marking methods or backup equipment, would minimize disruptions.
• **Technical Support:** Providing technical support and resources to ensure prompt repair or replacement of faulty equipment.

2.5 Exams Malpractices

There were some reported exam malpractices which were duly handed over to the College Malpractices Committee for further action. The decisions have been communicated to the affected students and copies have been posted on the notice boards to serve as a deterrent to other students.

2.6 Invigilation

It was also observed that some of the students delayed in reporting at the exams centre, although they did not break the 30minutes into exams rule.

There were also a few instances of some invigilators and examiners reporting late to the examination centres. The exam officers had to act quickly to ensure that the start of the exams was not delayed.

2.7 Limited Lecture Rooms and Exams Centres
The College continues to face challenges with limited lecture and exam hall capacity, particularly for large classes. This necessitates seeking alternative spaces from other colleges, exacerbating exam-related pressures. Completing the ongoing College block construction project would help alleviate this issue, pending requisite funding.

Observed Challenges: Examiners often shuttle between multiple exam centers, prompting a request for fuel allowances to support their efforts. This request has been forwarded to the Provost for consideration and discussion.

2.8 Accreditation/Re-accreditation
QAPO's efforts to facilitate re-accreditation processes are commendable. However, concerns arose regarding data inconsistencies between QAPO's database and the departmental database. It is recommended that data be thoroughly verified before publication.

Also, some GTEC re-accreditation approvals had expiration dates that rendered them ineffective upon receipt. GTEC may need to revisit its process to ensure approvals approval processes are expedited.

2.9 College Sub-Committee Office
The sub-committee, with financial support assured by QAPO, attempted to secure a College room as an office. However, this effort was hindered by the College's office space shortage. Completion of the College block is expected to alleviate this issue.

3.0 Conclusion
The sub-committee remains committed to its role in promoting quality teaching and research, thereby contributing to the university's goals. Through ongoing efforts, the sub-committee aims to foster academic excellence, support innovation, and enhance the institution's reputation. By addressing challenges and identifying opportunities for improvement, the sub-committee will continue to play a vital part in shaping the university's future and driving progress toward its strategic objectives.

Report of the College of Art and Built Environment (CABE) Quality Assurance Sub-Committee (QASC) for the Second Semester of the 2023/2024 Academic Year

1.0 Introduction
The College of Art and Built Environment (CABE) Quality Assurance Sub-Committee, which was reconstituted in January 2023 by the Quality Assurance and Planning Office (QAPO) in conjunction with the Office of the Provost, CABE is mandated to submit periodic reports to QAPO for the attention of the Vice-Chancellor.

Consequently, the CABE Quality Assurance Sub-Committee hereby submits a situational report highlighting the activities for the second semester of the 2023/2024 academic year.

1.1 Composition of College of Art and Built Environment (CABE) Sub Committee

The CABE Quality Assurance Sub-Committee is made up of the following:
- Dr. Eric Paul Tudzi, Dept. of Land Economy   –Chairman
- Mr. Philip Peprah-Yeboah, Registrar, FBE   –Member/Secretary
- Dr. Charles Oduro, Dept. of Planning   –Member
- Dr. Vincentia Okpattah, Dept. of Integrated Rural Art   –Member
- Prof. Samuel Nortey, Dept. of Industrial Art   –Member
- Dr. Frank Gyamfi-Yeboah, Dept. of Land Economy   –Member
- Dr. Stephen Appiah Takyi, Dept. of Planning   –Member

2.0 Updates on the Second Semester of 2023/2024 Academic Year

2.1 Sub-committee Meetings
The CABE Sub-committee had engagements on its WhatsApp platform as well as informal meetings to discuss a number of issues pertaining to its mandate.

2.2 Policy Sensitization Workshop
The Sub-committee facilitated a Policy Sensitization Workshop for staff of the College on 17th July, 2024. The mode of delivery was in a hybrid form (In-person and virtual).

The workshop focused on three key policies: Health and Safety, Disability, and Equality and Diversity. However, the Equality and Diversity group faced constraints, limiting their participation in the sensitization process.

Mr. Isaac Owusu of CEDRESS led an insightful session on supporting students with disabilities, sharing valuable strategies for staff.

The hybrid format boosted staff participation, with attendees including the Provost, Heads of Department, Exams Officers, and accreditation representatives. The workshop was both educative and impactful, fostering a more inclusive environment.

2.3 Mid-Second Semester and End of Second Semester Exams
As part of the Sub-committee's mandate of providing examination support by way of monitoring examinations, members embarked on a number of monitoring sessions to observe the progress of the examinations at the various exam centres.

The coordinated effort and support from the Examiners, Exams Officers and the invigilators resulted in the examinations being generally smooth with no reported major incidents.

The issue of inappropriate dressing of candidates to the examination centres was minimal this time around.

Also, the decision to let students provide evidence that they had paid fees was laudable because it had positive results, although some minimal levels of delay were experienced as a result.

It was observed that due to ignorance, some students were not using department codes at all while shading during the examinations and steps were initiated to get this addressed.

There were efforts at the College to help raise some financial support to meet the needs of needy students during the period of the examinations.

2.4 Malfunctioning Scantron Machine

The Scantron machine for the college, as at the time of writing the mid semester exams, was still not functioning, resulting in most of the MCQ scripts being unmarked. However, the machine was repaired prior to the end of second semester exams enabling the immediate marking of scripts.

2.5 Lecture Rooms and Exams Centres

The College still faces the challenge of having limited number of halls for lectures and exams, especially halls that can take large class sizes. This results in the college seeking other spaces from other colleges, adding to the already existing examination pressures. It is hoped that access to the new College building would be granted during the coming semester when hopefully the project would have been completed to help improve the situation.

2.6 Biometric Examination Attendance

The College has suspended biometric attendance tracking during exams, primarily due to cost concerns. To mitigate this, efforts are underway to optimize manual attendance-taking processes, ensuring accuracy and efficiency. Alternative solutions are being explored to balance cost-effectiveness with reliable attendance monitoring, minimizing disruptions to exam administration.

2.7 College Sub-Committee Office

With financial support assured by QAPO, the sub-committee has been actively seeking to secure a dedicated office space within the College. However, this effort has been hindered by the College's broader office space shortage for staff. The completion of the ongoing College block construction project is anticipated to alleviate this challenge, potentially providing the sub-committee with suitable office space.

2.8 IT Equipment/Audio-Visual Equipment

The audio-visual equipment in the lecture halls has been operational throughout the semester, except for those in the Land Economy Lecture Hall, which require additional components to be procured and installed. Additionally, one of the audio-visual inverters in the Faculty of Built Environment's new block was malfunctioning, but repairs are underway.

2.9 Implementation of CABE Students Support and Monitoring Committee Strategy

The CABE Student Support and Monitoring Committee has developed a comprehensive support strategy for students with disabilities, aligning with the University's Disability Policy and core values. This initiative aims to address the unique needs of students with disabilities and has received the Provost's approval.

2.10 Accreditation Issues

Issues pertaining to accreditation/reaccreditation in the college have progressed smoothly.

3.0 Conclusion

The sub-committee remains dedicated to its mandate, driving initiatives that enhance quality teaching and research. By doing so, it will continue to make significant contributions to the University's strategic objectives, fostering academic excellence and innovation. Through ongoing efforts, the sub-committee will support the University's mission, promoting a culture of continuous improvement and academic rigor.

Report of the College of Art and Built Environment (CABE) Quality Assurance Sub-Committee (QASC) for the Firstsemester of the 2023/2024 Academic Year

1.0 Introduction

The Quality Assurance and Planning Office (QAPO) in conjunction with the office of the Provost, College of Art and Built Environment (CABE) reconstituted the Quality Assurance Sub-committee for CABE on January 2023.

The sub-committee, as part of its mandate is required to submit periodic situational reports to QAPO for the attention of the Vice-Chancellor.

This report therefore highlights the activities of the first semester of the 2023/2024 academic year.

1.1 Composition of College of Art and Built Environment (CABE) Sub-Committee
The CABE Quality Assurance Sub-Committee is made up of the following:
- Dr. Eric Paul Tudzi, Dept. of Land Economy — Chairman
- Mr. Philip Peprah-Yeboah, Registrar, FBE — Member/Secretary
- Dr. Charles Oduro, Dept. of Planning — Member
- Dr. Vincentia Okpattah, Dept. of Integrated Rural Art — Member
- Prof. Samuel Nortey, Dept. of Industrial Art — Member
- Dr. Frank Gyamfi-Yeboah, Dept. of Land Economy — Member
- Dr. Stephen Appiah Takyi, Dept. of Planning — Member

2.0 Activities Undertaken During The First Semester Of 2023/2024 Academic Year

2.1 Sub-committee Meetings
The CABE Sub-committee maintained regular communication through its WhatsApp platform and Zoom meetings, discussing key issues within its mandate. Notably, members were updated on the QAPO workshop for Sub-Committee Chairpersons, sharing insights and outcomes to inform the sub-committee's ongoing work. These virtual engagements enabled the sub-committee to stay informed, aligned, and proactive in addressing its responsibilities.

2.2 Policy Sensitization Workshop
The Committee developed a Policy Outlook to guide policy sensitization activities. However, due to the tight academic calendar and other emerging college programmes, the workshops were not implemented during the semester.

2.3 Monitoring of Mid-Semester and End-of-First Semester Exams
As part of the sub-committee's mandate to provide examination support by monitoring examinations, members conducted several monitoring sessions to observe the progress of the examinations at various exam centres.

The examinations for both the mid-semester and end-of-semester periods were generally peaceful and well-organised. However, concerns were raised regarding the attire of some students, highlighting the need for the university to establish clear guidelines on an acceptable dress code. Invigilators often had to use their discretion, and some were uncertain how to respond when challenged about specific regulations.

The following challenges were observed:
a. Fee Payment Verification: Allowing students to provide evidence of fee payment was a positive initiative, but it presented operational challenges, including:
b. Delayed Exam Start Times: Initial delays in starting exams due to verification issues
c. Missed Papers: Instances where students missed papers due to delayed fee payment, highlighting the need for improved processes in future sessions

The committee recommends the following:
a. Clear Dress Code Guidelines: Establish and communicate clear dress code guidelines to ensure consistency and fairness
b. Streamlined Fee Payment Verification: Review and refine the fee payment verification process to minimize disruptions and ensure students can sit exams without unnecessary obstacles.

2.4 Malfunctioning Scantron Machine

The Scantron machine, which served the college and others, malfunctioned before the mid-semester exams, causing delays in marking multiple-choice questions (MCQs). This issue was reported to QAPO. As a result, most MCQ scripts from the end-of-semester exams remained unmarked at the time of writing.

Observed Challenges:

a. Marking Challenges: The breakdown led to manual marking by some staff, which was time-consuming and prone to errors.

b. End-of-Semester Exams: The issue raised concerns about marking end-of-semester MCQ scripts, requiring urgent attention.

Recommendations

a. Machine Maintenance: Regular maintenance and servicing of the Scantron machine could prevent future breakdowns.

b. Contingency Planning: Developing a contingency plan, such as alternative marking methods or backup equipment, would minimize disruptions.

c. Technical Support: Providing technical support and resources to ensure prompt repair or replacement of faulty equipment.

2.5 Exams Malpractices

There were some reported exam malpractices which were duly handed over to the College Malpractices Committee for further action. The decisions have been communicated to the affected students and copies have been posted on the notice boards to serve as a deterrent to other students.

2.10 Invigilation

It was also observed that some of the students were delayed in reporting at the exam centre, although they did not break the 30-minute rule into exams.

There were also a few instances of some invigilators and examiners reporting late to the examination centres. The exam officers had to act quickly to ensure that the start of the exams was not delayed.

2.11 Limited Lecture Rooms and Exam Centres

The College continues to face challenges with limited lecture and exam hall capacity, particularly for large classes. This necessitates seeking alternative spaces from other colleges, exacerbating exam-related pressures. Completing the ongoing College block construction project would help alleviate this issue, pending requisite funding.

Observed Challenges: Examiners often shuttle between multiple exam centers, prompting a request for fuel allowances to support their efforts. This request has been forwarded to the Provost for consideration and discussion.

2.12 Accreditation/Re-accreditation

QAPO's efforts to facilitate re-accreditation processes are commendable. However, concerns arose regarding data inconsistencies between QAPO's database and the departmental database. It is recommended that data be thoroughly verified before publication.

Also, some GTEC re-accreditation approvals had expiration dates that rendered them ineffective upon receipt. GTEC may need to revisit its process to ensure approvals approval processes are expedited.

2.13 College Sub-Committee Office

The sub-committee, with financial support assured by QAPO, attempted to secure a College room as an office. However, this effort was hindered by the College's office space shortage. Completion of the College block is expected to alleviate this issue.

3.0 Conclusion

The sub-committee remains committed to its role in promoting quality teaching and research, thereby contributing to the university's goals. Through ongoing efforts, the sub-committee aims to foster academic excellence, support innovation, and enhance the institution's reputation. By addressing challenges and identifying opportunities for improvement, the sub-committee will continue to play a vital part in shaping the university's future and driving progress toward its strategic objectives.

Report of the College of Art and Built Environment (CABE) Quality Assurance Sub-Committee (QASC) for the Second Semester of the 2022/2023 Academic Year

1.0 Introduction

He reconstituted the Quality Assurance Sub-committee for the College of Art and Built Environment (CABE) commenced its work in January 2023, during the first semester of the 2022/2023 Academic year. As part of its mandate, the sub-committee is required to submit periodic situational reports to the Quality Assurance and Planning Office (QAPO) for the attention of the Vice-Chancellor.

Key Activities During the Second Semester

The CABE Quality Assurance Sub-Committee undertook various activities during the second semester of the 2022/2023 Academic year, including [1]:
1. **Policy Sensitization:** Educating stakeholders on quality assurance policies and procedures
2. **Monitoring Department Programme Accreditation:** Ensuring department programs meet accreditation standards
3. **Sensitization and Monitoring of Lecturers' Assessment:** Promoting effective assessment methods and monitoring lecturer performance
4. **Exams Monitoring:** Overseeing examination processes to maintain academic integrity.

1.1 Composition of College of Art and Built Environment (CABE) Sub-Committee

The CABE Quality Assurance Sub-Committee is made up of the following:
- Dr. Eric Paul Tudzi, Dept. of Land Economy   —Chairman
- Dr. Charles Oduro, Dept. of Planning   —Member
- Dr. Vincentia Okpattah, Dept. of Integrated Rural Art   —Member
- Prof. Samuel Nortey, Dept. of Industrial Art   —Member
- Dr. Frank Gyamfi-Yeboah, Dept. of Land Economy   —Member
- Dr. Stephen Appiah Takyi, Dept. of Planning   —Member
- Mr. Philip Peprah-Yeboah, Registrar, FBE   —Member/Secretary

2.0 Activities Undertaken by the Sub-Committee During the Second Semester of 2022/2023 Academic Year

2.1 Policy Sensitization Workshop

The CABE Quality Assurance Sub-committee successfully organized a Policy Sensitization workshop on July 11, 2023, for College staff. The workshop employed a hybrid delivery mode, combining in-person and virtual participation via Zoom technology. This format proved effective, attracting a higher number of staff participants compared to the previous seminar.

Workshop Highlights
The sub-committee simultaneously sensitized staff on three key policies [1]:
• Teaching and Learning Policy, presented by Prof. Frimpong
• Conduct of Exams Policy, presented by Prof. Acheampong Aning
• Peer and Professional Evaluation of Teaching Policy, presented by Prof. Nathaniel Boadi
• Participants: In-person attendees included Heads of Department, Exams Officers, and Faculty/Department accreditation representatives

A follow-up policy sensitization workshop is scheduled for Tuesday, November 21, 2023, focusing on the Health and Safety Policy, which will be delivered by Prof. Yaw Adu-Sarkodie, the Lead Policy Champion.

2.2 Sensitization and Monitoring of Assessment of Lecturers.
The Students' Assessment of Lecturers took place from Monday, July 17, 2023, to Friday, August 4, 2023. This exercise aimed to enhance teaching and learning in the institution by gathering valuable feedback from students. To encourage participation, the College Quality Assurance Sub-Committee employed various strategies, including [1]:
• **Publicity Campaigns:** Distributing flyers and teasers to promote the assessment exercise
• **Social Media Promotion:** Sharing flyers on social media platforms used by students and lecturers to reach a wider audience
• **Departmental Encouragement:** Requesting Heads of Departments to emphasize the importance of student feedback to their lecturers, highlighting its role in shaping the education environment and driving positive change

By engaging students in the evaluation process, the institution can [2]:
• **Improve Teaching Methods:** Identify areas for improvement in teaching practices
• **Enhance Student Learning:** Foster a student-centered approach to learning, promoting critical thinking and problem-solving skills
• **Inform Curriculum Development:** Use feedback to inform curriculum reviews and updates, ensuring relevance and effectiveness

The feedback collected from this exercise will be crucial in [3]:
• **Informing Professional Development:** Identifying areas where lecturers may need additional training or support
• **Improving Student Outcomes:** Enhancing student satisfaction and academic achievement through targeted interventions
• **Promoting a Culture of Continuous Improvement:** Encouraging a growth mindset among lecturers and students, focusing on ongoing learning and development.

2.3 Mid-semester and End of Second Semester Exams Monitoring
Members of the sub-committee conducted exam monitoring during the mid-semester and end-of-second-semester examinations for the 2022/2023 academic year. The examination process was generally smooth, with only a few instances of exam malpractice recorded. These incidents were duly reported to the Provost by the Faculty Exams Officers.

Challenges Observed
• **Inadequate Space:** The sub-committee noted the persistent issue of insufficient spacious halls for conducting exams. Although Exams Officers secured additional lecture halls from the College of Humanities and Social Sciences, the desks were too close together for exam purposes.
• **Mitigation Strategies:** To address this challenge, exam officers employed strategies such as:
• **Increasing Invigilators:** Adding more invigilators to maintain adequate supervision
• **Dividing Classes:** Splitting large classes into smaller groups to utilize multiple venues

Recommendations
• **Complete Construction Project:** The College should receive necessary support to complete its construction project, addressing the issue of inadequate space.

It is also recommended that the university should consider
i.   Encouraging the use of CCTV cameras to enhance invigilation in examination centres
ii. Using students' index numbers/cards to determine where students should sit during examinations
iii. Alternating different year groups in the sitting rows at a particular exam venue
iv. Ssensitizing students to embrace ethical behavior.

2.4   Program Accreditation and Re-accreditation
The Committee provided the needed support to enable various departments to submit their accreditation and re-accreditation documents through QAPO to GTEC as well as ensuring that all necessary payments were made to GTEC. Most departments are currently awaiting feedback, payment receipts or accreditation certificates from GTEC.

An observation made during the period was that even when most of the submission dates are past, the sub-committee is not notified. This makes it difficult for the Sub-committee to track the process and provide the necessary explanations when queries from the University regarding failure to meet GTEC deadlines are raised.

The Chairman of the College Quality Assurance Sub-Committee entreated the various Heads of Departments to copy the sub-committee anytime they respond to mails from QAPO or GTEC.

A WhatsApp platform has also been created to enhance communication with the Heads of Departments on accreditation issues.

3.0 Conclusion
During the already tight academic calendar, a number of fruitful activities were embarked on by the College Quality Assurance Sub-Committee. Communications and deliberations were mostly carried out on the Committee's WhatsApp page.

The Provost has been very supportive and the Sub-committee hopes to elicit the continuous maximum cooperation of members of staff towards its activities for the ensuing semesters. The keen interest and support from staff of the College, more especially the various heads, will greatly motivate members of the College Quality Assurance Sub-committee in the execution of its mandate, and enhance the overall development and implementation of the College Strategic Plan.

Report of the College of Art and Built Environment (CABE) Quality Assurance Sub-Committee (QASC) for the First Semester of the 2022/2023 Academic Year

1.0 Introduction
The Quality Assurance and Planning Office (QAPO) in conjunction with the Office of the Provost, College of Art and Built Environment (CABE) reconstituted the Quality Assurance Sub-committee for CABE in January 2023.

The sub-committee, as part of its mandate, is required to submit periodic situational reports to QAPO for the attention of the Vice-Chancellor.

This report therefore highlights the activities the CABE Quality Assurance Sub-Committee engaged in during

the first semester of the 2022/2023 Academic Year. These activities covered areas such as accreditation workshops, exams monitoring, policy sensitization workshop, stakeholder workshop participation and sub-committee meetings.

1.1 Composition of College of Art and Built Environment (CABE) Sub-Committee
The CABE Quality Assurance Sub-Committee is made up of the following:
- Dr. Eric Paul Tudzi, Dept. of Land Economy —Chairman
- Mr. Philip Peprah-Yeboah, Registrar, FBE —Member/Secretary
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- Dr. Stephen Appiah Takyi, Dept. of Planning —Member

2.0 Activities Undertaken During the First Semester of 2022/2023 Academic Year

2.1 Sub-committee Meetings
The CABE Sub-committee had a couple of meetings (in-person and online) to discuss several issues relating to its mandate. Some of the discussions were carried out on the committee's WhatsApp platform as well. The very first meeting was used to among other things, deliberate on the Committee's Terms of Reference and set out implementation strategies.

2.2 Accreditation Workshop
The Quality Assurance and Planning Office (QAPO) in conjunction with the Office of the Provost, CABE, organized an Accreditation Workshop for the College on Tuesday, 14th March, 2023. This workshop was facilitated by the CABE Quality Assurance Sub-committee.

The presentations made during the workshop covered the following: Accreditation of programmes (new and existing programmes); Accreditation for IDL programmes; and KNUST Template for new programme accreditation.

Dr. Samuel Ato Andam-Akorful (Head, Monitoring and Evaluation), QAPO also shared the report on Student Assessment of Lecturers for the second semester of the 2021/2022 academic year. On most of the parameters, CABE was leading. Where the college had a challenge was that only a small population of our students participated in the assessment.

2.3 Participation in Policy Stakeholder Consultation Meeting.
Members of the CABE Quality Assurance Sub-committee also participated in the Policy Stakeholder Consultation meeting organized by the Quality Assurance and Planning Office, KNUST under the auspices of the Vice-chancellor on Wednesday, 15th March, 2023.

The purpose of this workshop was to ensure that all stakeholders are well-informed on the policy education activities and are actively playing a role in their implementation.

2.4 Policy Sensitization Workshop
The CABE Quality Assurance Sub-committee, on 21st March, 2023 organized a Policy Sensitization workshop for staff of the College. The staff were taken through the "Quality Assurance Policy", which was facilitated by the Lead Policy Champions for Quality Assurance Policy, Prof. S.I.K. Ampadu and Prof Gariba. The meeting was held virtually via Zoom technology.

A major challenge realized during the meeting was instability of internet connectivity. This distorted the presentation and interactions intermittently, and more likely contributed to the low patronage by staff.

The Committee resolved to hold the next meeting in-person and virtually concurrently.

The next policy sensitization workshop was scheduled by QAPO to take place on May 23, 2023. This had to be rescheduled to Monday 26th June, 2023. The decision has been to have three policies on that day and a session which is both in-person and online.
The in-person participants will be the key people in the College namely: Provost, Deans, Heads of Department, Exam Officers and Department/Faculty Accreditation Team Members. We will very much need the support of the College Management in this regard.

The three policies are, namely:
• Teaching and Learning Policy
• Peer and Professional Evaluation of Teaching
• Conduct of Examination

These policies were originally meant to be handled on monthly basis.

2.5 Mid-semester and End of Semester Exams Monitoring
Members of the sub-committee also conducted exams monitoring during the mid-semester and end of semester examinations for the 2022/2023 academic year.

Members observed that the examination process was smooth, and the use of the biometric device to check attendance was laudable.

Notable challenge was the lack of adequate spaces to accommodate the students at the College. The College had to resort to other spaces outside the College for the exams.

2.6 Conduct of Quality Assurance needs of the College.
The CABE Quality Assurance Sub-committee as part of its mandate has initiated an assessment of the lecturer-student needs in the College. This was done by designing a survey instrument for that purpose, which was distributed to the various heads of department and College Librarian. The sub-committee is still awaiting responses for further action.

It was also observed that some studio rooms in the Trevallion Block that had been turned into lecture halls were lacking Writing boards. The Facilities Officer has been informed and is accordingly acting on it.

2.7 Program Accreditation and Re-accreditation
The Committee provided the needed support to enable various departments to submit their accreditation and re-accreditation documents through QAPO to GTEC as well as ensuring that all necessary payments were made to GTEC. Most departments are currently awaiting feedback, accreditation panels, payment receipts or accreditation certificates from GTEC.

An observation made during the period was that some of the notices posted as university-wide information by QAPO, did not appropriately reflect the situation in the departments. QAPO was accordingly prompted to double check such information before posting. The Department of Planning for instance raised several concerns regarding payments and other related issues. QAPU is in touch with GTEC to provide the necessary feedback. The Department of Land Economy also expressed concerns that while it had submitted re-accreditation documents to GTEC years ago, GTEC had some of her programs on its website captured as not accredited. The Provost took keen interest in this and GTEC is expected to act expeditiously to get things streamlined.

3.0 Conclusion

Due to the tight schedules of members of the CABE Quality Assurance Sub-committee and the overburdened academic calendar, not many physical meetings were held, yet several fruitful activities were embarked on. Communication and deliberations were mostly carried out on the committee's WhatsApp page.

The Sub-committee hopes to elicit the maximum cooperation of members of staff towards its activities for the ensuing semesters. The keen interest and support from staff of the college, especially the various heads, will greatly motivate members of the College Quality Assurance Sub-committee in the execution of its mandate, and enhance the overall development and implementation of the College Strategic Plan.

20. Strategic Plan

In progress

21. Tracer Studies

Detailed report yet to be done.

22. Future Outlook

Yet to be done as the University Strategic Plan is currently under review.

23. Outstanding Issues From Previous Visit

• **Support for Assistant lecturers pursuing PhD**

Such assistant lecturers are being mentored by senior colleagues. Their workload is also constantly monitored to ensure that they are able to devote ample time to the PhD programme.

• **Present status of PG enrollment levels.**

This has been addressed above.

• **Status of staff promotion within Fine Arts for the past 5 years**.

There has been significant progress in this regard.

The Fine Art Department (Department of Painting and Sculpture) has 14 full time lecturers. Out of the 14 full-time lecturers, there have been the following promotions since 2020.

i.   One (1) Associate Professor was promoted to Full Professorial rank in 2023.
ii. One (1) Senior Lecturer was promoted to Associate Professor rank in 2020.
iii. Two (2) Lecturers were promoted to Senior Lecturer rank in 2020 and 2021 respectively.
iv. One (1) Assistant Lecturer was promoted to Lecturer rank in 2024.
v.   One (1) Assistant Research Fellow was promoted to Research Fellow rank in 2024.
vi. Three (3) Senior Lecturers are in their final preparations for promotion to Associate Professor rank next year (2026).
vii. Three (3) lecturers are in their final preparation for promotion to Senior Lecturer rank next year (2026)

• **Effectiveness and current state of student mentorship programs.**

Students are assigned to specific lecturers to play the parental role while they are on campus and to mentor them. It has been a very good approach over the years. However, with the increase in student numbers, students find ways to avoid their tutors. The College continues to impress upon lecturers and students to do their best to make it as effective as possible. One approach is to encourage students to let their tutors be the ones to sign their registration slips.

College of Engineering's (CoE)

Responses to the Recommendations from GTEC

S/N	GTECs Recommendation	Proposed Solution
1	**Vision and Mission Statement** CoE is advised to revise its vision statement to ensure they are focused and ambitious, while clearly reflecting the College's strategic growth. The revised vision statement should meet the SMART criteria, making it measurable. In addition, submit the College's mission statement to the Commission, ensuring it aligns with and reflects the University's overarching mission.	The College of Engineering has constituted a committee to develop its Strategic Plan for the next 5 to 10 years. This committee will revise the vision and mission statement in accordance with GTECs' recommendations.
2	**The Organogram** It is recommended that the Centre of CoE revise its organisational chart to accurately reflect all operational and administrative positions, including the Vice Deans and the Advisory Board. This will enhance transparency, ensure alignment with actual governance structures, and facilitate a clearer understanding of roles and responsibilities within the College.	The organogram has been updated accordingly and can be found at the link below: https://drive.google.com/drive/folders/1JS-lD3ygqWy5YLKaMA9ztyTk6BFkSpJh?usp=sharing
3	**Accreditation Flow Chart** It is recommended that the accreditation flow chart be revised to position the Quality Assurance Programmes Office (QAPO) more strategically within the process. Placing the QAPO earlier in the flow will better reflect its integral role in guiding programme development and ensuring compliance with accreditation standards, thereby enhancing clarity and institutional effectiveness	The unit head for accreditation at QAPO has promised to work on this recommendation.
4	CoE should provide detailed, departmental-led data on the accreditation status of all academic programmes, including both active and expired dates. Urgent steps must also be taken to regularise the accreditation of the 21 unaccredited programmes to ensure full compliance with regulatory and quality assurance standards. It must be emphasised that operating academic programmes without valid accreditation is unacceptable. Furthermore, Policy Approval and Administrative Approval do not constitute formal accreditation. In addition, the school must undertake an immediate review of the accreditation status of all its programmes and ensure that the re-accreditation process is initiated at least one year prior to the expiry of the existing accreditation.	The unit head for accreditation at QAPO has promised to work on this recommendation.
5	**Student Attrition Rate** Submit to the Commission a detailed report on student enrolment over the past five academic years, disaggregated by department. The report should also include an analysis of the factors contributing to the observed student dropout rate, particularly from the past five years. Additionally, outline the strategies that have been implemented or are being planned to address this declining trend.	The attrition data have been disaggregated by programmes and years.

6	**Postgraduate Studies** Submit to the Commission, for consideration, a comprehensive report on the management of postgraduate programmes at the College. The report should be supported by relevant data and should include information on programme structure, student and staff numbers, graduation trends, duration of programmes, and other key operational details such as supervision of theses	In 2023, the College commissioned a committee to do a thorough study of postgraduate studies at the College of Engineering, including trends characterising enrolments and graduation. The report could be found on the link provided.
7	**Student Assessment** The CoE is required to submit a detailed report on the student assessment methods, clearly indicating the mark allocation assigned to each assessment component. It must be emphasised that the choice of assessment methods should be aligned with the intended learning outcomes of each course. Furthermore, justification is required to determine the relevance of the 30:70 assessment mode, especially within the context of 21st-century quality tertiary education delivery. Additionally, the development of a comprehensive assessment policy, led by the university's central administration, is essential to ensure adherence and institutional alignment.	A policy for the conduct of examinations exists, which clearly stipulates a 30% Continuous Assessment and 70% End-of-Semester examination structure (See Page 4 of the Regulations on the Conduct of Examination). The modes for assessing students in individual courses are spelt out in the relevant programme-accrediting documents.
8	**Teaching Staff Profile** The College of Engineering (CoE) is required to submit comprehensive academic staff profile information to the Commission, disaggregated by department. This should include faculty members' academic ranks, institutions attended, programmes pursued, courses currently taught, and years of professional experience.	This data has been gathered and can be found in the link below: https://drive.google.com/drive/folders/1JS-lD3ygqWy5YLKaMA9ztyTk6BFkSpJh?usp=sharing
9	**Pyramidal Structure** CoE should submit to the Commission a detailed roadmap, including concrete timelines, outlining the mechanisms instituted by management to support faculty members currently serving as Assistant Lecturers in obtaining their PhDs.	It is a university requirement that Assistant Lecturers register and complete their PhDs before they are promoted to Lecturers. Consequently, each department reduces the teaching load of Assistant Lecturers to enable them to focus on their research. Through the KNUST Engineering Education Project (KEEP) and other institutional arrangements and funding sources, some Assistant Lecturers have been supported to undertake laboratory work at partner universities abroad. It is worth noting that in the past months, some Assistant Lecturers have defended their PhDs, pending the November graduation, and all other Assistant Lecturers in the College are enrolled in PhD programmes, either in Ghana or abroad.

10	**Graduation and Progression Rate** It is recommended that the College undertake a comprehensive review of student retention and completion trends, with a particular focus on identifying the underlying causes of attrition despite high overall progression rates. Additionally, future data submissions should be disaggregated by department to enable more granular analysis and targeted interventions. This will support the Commission in making informed decisions to enhance academic outcomes across all units.	The recommendation has been noted, and action will be taken accordingly.
11	**Quality Assurance of Graduate Studies** It is recommended that comprehensive documentation be made available to substantiate the implementation of activities aimed at assuring the quality of postgraduate studies. Furthermore, the Annual Quality Assurance Report should be made available to the Commission for review to facilitate effective monitoring, evaluation, and continuous improvement of postgraduate education standards.	Evidence provided via the link below: https://drive.google.com/drive/folders/1JS-lD3ygqWy5YLKaMA9ztyTk6BFkSpJh?usp=sharing
12	**Staff Development** It is recommended that the CoE develop and submit a formal Staff Development Policy along with corresponding implementation reports. These measures will enhance the effective evaluation of the College's efforts to build academic and professional capacity.	Recommendation noted, the College will work on it.
13	**Publications** CoE is required to submit a detailed report on research publications from the past five years, disaggregated by department and by individual faculty members (both part-time and full-time), and indicate any notable research breakthroughs. This will enable the Commission to evaluate the consistency and impact of scholarly output across the faculties. In line with University policy, CoE must develop and submit a list of credible journals and recognised publishing houses for faculty to publish in.	A list of publications disaggregated by departments and by individuals can be found on the link below: https://drive.google.com/drive/folders/1JS-lD3ygqWy5YLKaMA9ztyTk6BFkSpJh?usp=sharing Additionally, a list of credible journals and recognised publishing houses can also be found in the above link.
14	**Affiliations and Mentorship** It is recommended that the CoE ensure the submission of comprehensive mentorship reports for all the affiliated institutions, in alignment with the KNUST Mentorship Policy (2018) and the Formal Mentoring Scheme. These reports should clearly document the nature of the mentorship activities undertaken and outline the tangible benefits derived for institutional development. The College should also develop a mentorship policy tailored to the College of Engineering's needs and context.	The College of Engineering has 7 affiliate institutions, 2 of which have recently been chartered and one suspended. Further details, including programmes run at those affiliate institutions, could be found on the link below: https://drive.google.com/drive/folders/1JS-lD3ygqWy5YLKaMA9ztyTk6BFkSpJh?usp=sharing KNUST appoints programme Moderators for these institutions and expects Moderators to visit their affiliated institutions twice each semester. Moderators are also required

14		to submit moderation reports to the Affiliations Office. Tmoderated reports are online-based. Samples of moderated reports can be found in the link: https://drive.google.com/drive/folders/1JS-lD3ygqWy5YLKaMA9ztyTk6BFkSpJh?usp=sharing The recommendation to develop a mentorship policy is well noted.
15	**Partnerships and Collaboration** Submit comprehensive details of all institutional collaborations and partnerships. This should include information on the implementation timeline, stated objectives and anticipated benefits, and the current status of each partnership.	A comprehensive list of partnerships and collaborators for the university can be found on the link: https://drive.google.com/drive/folders/1JS-lD3ygqWy5YLKaMA9ztyTk6BFkSpJh?usp=sharing The disaggregated data for the College of Engineering can also be found in the drive.
16	**Key Challenges and Future Outlook** The CoE should provide a detailed roadmap with clear timelines for addressing the key challenges identified. The faculty's outlook must firmly be aligned with the University's Strategic Plan to ensure coherence with institutional priorities. All proposed actions should meet the SMART criteria (Specific, Measurable, Achievable, Relevant, and Time-bound) and directly address the challenges outlined, offering a realistic, actionable path for the faculty's development and growth.	**a.** The CoE has yet to develop a roadmap, but the following are possible solutions to the challenges listed in the presentation. **b.** High student-to-lecturer and technician ratios: i. The College will continue to reduce admission numbers as has been done over the past years. ii. Increase staff enrolment by taking advantage of recruitment windows when they open and continue to engage more adjunct and part-time lecturers to support. **c.** Limited ultra-modern laboratory equipment; i. The College will continue to invest in modern laboratory equipment. ii. Encourage proposal development that provides for the procurement of equipment or the provision of funding for its procurement. **d.** Difficulty in procuring new lab equipment because of cumbersome procurement processes. i.Start procurement processes early. **e.** Difficulty in securing industrial attachment opportunities for all students. i. Mentor students to develop positive attitudes so that industries are more receptive towards KNUST students ii. Expand internship opportunities by activating and intensifying MoUs with industries for student placement iii. Engage alumni in key positions to support students **f.** Lack of funding for needy students and postgraduate studies; i. Encourage all relevant stakeholders to contribute to the endowment fund. ii. Bridge the gap between industry and academia, and encourage industry to bring challenges to be used as student thesis topics so they can fund the projects.

16		g. Ageing faculty in some departments. i. Take advantage of recruitment windows to recruit. ii. Where the rules allow, keep the ageing staff population for as long as possible. Encourage the ageing staff to mentor the younger ones to equip them to take over.
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		  i. Take advantage of recruitment windows to recruit.
		  ii. Where the rules allow, keep the ageing staff population for as long as possible.
		Encourage the ageing staff to mentor the younger ones to equip them to take over.

17	**Institute of Distance Learning (IDL)** The College of Engineering's Institute of Distance Learning should urgently provide timelines and a roadmap detailing the mechanisms deployed to address the issue of faculty teaching on the Kumasi and Obuasi campuses, which have led to high teaching loads. Measures should be put in place to ensure adequate staffing, enhance teaching quality, and promote sustainable academic delivery.	The recommendation is noted
18	**Strategic Plan** Submit the Strategic Plan of the CoE to the Commission, ensuring that it is aligned with the overarching Strategic Plan of the University	The Strategic Plans for the university and the College of Engineering are both expiring this year, and committees have already been constituted to develop new Strategic Plans for the University and the College. The final versions would be submitted to the Commission in due course.
19	**Mission Statement** Submit the College's Vision and Mission Statement to the Commission, ensuring that they are aligned with and reflective of the overarching vision and mission of the university for consideration.	The vision and mission statement of the College of Engineering is to be revised by the College's Strategic Plan Committee. The same would be provided to the Commission when finalised.
20	**Student Staff Ratio** CoE should submit a report on urgent measures to address the current high staff-to-student ratios, in line with GTEC norms. Additionally, the computation of the number of faculty should include part-time lecturers. The College must establish robust monitoring and control mechanisms to ensure the effective delivery of teaching by part-time lecturers. Efforts should be made to strengthen the recruitment and retention of full-time academic staff.	

21	Submit to the Commission a detailed report on tracer studies conducted by the CoE over the past five years, aimed at tracking the career progression and outcomes of its graduates. The report should demonstrate how the findings have been used to evaluate the relevance and effectiveness of academic programmes, inform curriculum improvements, and ensure alignment with labour market demands. The CoE is further advised that tracer studies will henceforth be mandatory for programme re-accreditation.	QAPO conducts tracer studies and would provide the report.

Library

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• 7.1 (i): The current budgetary allocation to the University Library is two percent (2%).

• 7.1 (ii): Provisions have been made in the upcoming budget to address the issue of broken tiles. In the meantime, adequate tables and chairs have been procured to replace the damaged ones.

• 7.1 (iii): Budgetary allocations have also been made in the next budget cycle to improve accessibility in colleges, faculties, departments, libraries, and offices within the main Library that are not disability friendly. Furthermore, emergency exit signage will be installed immediately in all offices and areas where such signs are absent.

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B. Library Deficiencies

• The University Library is in the process of replacing outdated physical books. According to the Library's Collection Development Policy, however, a significant proportion of resources will continue to be provided electronically. Current electronic resources for the College of Agriculture and Natural Resources and the College of Engineering are available through the ProQuest platform.

• Similarly, recommended resources for the College of Humanities and Social Sciences are accessible on the ProQuest platform. The proposal to extend library opening hours is under active consideration and will be reviewed in due course. Additionally, consultations with the Provost of the College are ongoing to ensure that the library environment is more disability-friendly.

College of Health Science's (CHS)

CHS Responses

Observation Made Needing tobBe Addressed	Action Required	Response	Action Taken/to be Taken
1. Vision Statement statement of the College of Health Sciences (CHS) is limited to an African context without a global perspective. It lacks focus and ambition necessary to effectively drive the College's strategic growth. In addition, it did not meet the criteria of being 'SMART', thereby making it not measurable.	CHS is advised to revise its vision statement to ensure they are focused and ambitious, while clearly reflecting the College's strategic growth. The revised vision statement should meet the 'SMART' criteria, making it measurable	The Vision statement has been revised Below is the revised Vision Statement: To be a preferred destination for teaching, research, professional, and entrepreneurial training in health sciences for sustainable development of Ghana and the rest of Africa	Done
2. Mission Statement The mission statement is essential as it defines the institution's core purpose and guides its strategic direction by reflecting the key activities of the College. However, the mission statement presented by the College fails to adequately capture these core activities	**Submit the College's mission statement to the Commission for consideration, ensuring it aligns with the University's overarching mission and accurately reflecting the core activities undertaken by the College.**	The Mission statement has been revised. Below is the revised Mission Statement: Provision of a conducive environment for professional and entrepreneurial training in health sciences, collaborative research, community and industrial support, enhanced linkages, and encouragement of business innovations for effective health care delivery in Ghana and for achieving globally relevant health goals	Done
3. Accreditation Process Flow Chart	The college's accreditation flow chart reveals that the Quality Assurance Programmes Office (QAPO) is positioned at the final stage of the process. This placement potentially obscures the extent of QAPO's influence on programme development and accreditation-related matters. As a result, it becomes challenging to fully recognize or appreciate the role and impact of QAPO in ensuring academic quality and standards throughout the accreditation lifecycle.	The College's Quality Assurance Sub-Committee works closely with the QAPO, the coordinating office under the Vice-Chancellor's Office. With the Vice-Chancellor's approval, the office engages GTEC on all programmes offered by the University, including those of the College of Health Sciences. New programmes developed by Departments are submitted through the Faculty Board to the College Board. The College Board then refers the document to the	

3. Accreditation Process Flow Chart	It is recommended that the accreditation flow chart be revised to position the Quality Assurance Programmes Office (QAPO) more strategically within the process. Placing the QAPO earlier in the flow will better reflect its integral role in guiding programme development and ensuring compliance with accreditation standards, thereby enhancing clarity and institutional effectiveness.	Quality Assurance subcommittee for review to ensure alignment with GTEC requirements. The revised documents are forwarded through the College to the Planning and Resources Committee for further review, after which they are submitted to Academic for consideration and approval. Afterwards, it is submitted to the QAPO for the necessary processing and onward submission to GTEC	
4. Accreditation of Programmes	CHS should provide detailed, departmental-level data on the accreditation status of all academic programmes, indicating validity periods. Urgent steps must also be taken to regularize the accreditation of the 23 unaccredited programmes to ensure full compliance with regulatory and quality assurance standards. It must be emphasized that operating academic programmes without valid accreditation is unacceptable. Furthermore, Policy Approval and Administrative Approval do not constitute formal accreditation. In addition, the School must undertake an immediate review of the accreditation status of all its programmes and ensure that the re-accreditation process is initiated at least one year prior to the expiry of existing accreditation	https://drive.googlecom/drive/folders/1LPwzap4B1NBn1LH0RpPEOSPjhkTxHKB?usp=sharing	
5. Student Assessment and Progression	The CHS is required to submit a detailed report on the student assessment modes, clearly indicating the mark allocations assigned to each assessment component. It must be emphasised that the choice of assessment methods should be aligned with the intended learning outcomes of each course. Furthermore, justification is required to determine the relevance of the 30:70 assessment structure within the context of 21st-century quality tertiary education delivery. Additionally, the development of a comprehensive assessment policy, led by the university's central administration, is essential to ensure coherence and institutional alignment.	Assessments include mid-semester examinations, quizzes, tests, assignments, presentations, and seminars. For the 6-year programmes, the pass mark is 50%. The University is in the process of formally adopting the modern quality tertiary education mode of assessment delivery A Committee chaired by Prof. Akwasi Acheampong Aning has been tasked to review the current ratio of assessment of the various programmes in the University.	

6. Postgraduate	Information provided on the Graduate Studies highlighted that the School of Graduate Studies (SGS) co-ordinates all the postgraduate programmes in the departments. The presentation also stated that statutes 44 mandates SGS to liaise with HoDs on postgraduate education in KNUST and that the Director of SGS oversees admissions, student progression and graduation. However, there was no data submitted on total student enrolment and total number of staff involved in teaching postgraduate programmes, graduation trends, programme durations, and other relevant statistical information. Submit to the Commission, for consideration, a comprehensive report on postgraduate programmes at the College of Health Sciences. The report should be supported by relevant data and should include information on programme structure, student and staff numbers, graduation trends, duration of programmes, and other key operational details.	See Appendix A response	
7. Student Dropout Rate	Submit to the Commission a detailed report on student enrolment over the past three (3) academic years, disaggregated by department. The report should also include an analysis of the factors contributing to the observed high dropout rate in some of the programmes, particularly from the past three years. Additionally, outline the strategies that have been implemented or are being planned to address this high dropout rate trend and to enhance student retention	See Appendix B for response	
8. Academic Staff Pyramidal Structure	The presentation revealed that out of the 342 teaching staff within the College of Health Sciences (CoSH), the pyramidal structure was as follows: • Professors-14.163/o(GTEC norm: 10%) • Associate Professors- 17.16% (GTEC norm: 15%) • Senior Lecturers - 28.3% (GTEC norm: 35%) • Lecturers 29.9% (GTEC norm: 40%) • Assistant Lecturers - 10.5%. While the proportion of Professors exceeds the GTEC norm, the percentages of Senior Lecturers and Lecturers fall below the required benchmarks. Furthermore, the presentation did not provide information on strategies in place to support Assistant Lecturers in pursuing higher qualifications (PhD) to enhance academic progression.	Most of the staff without terminal degrees are clinical teaching staff, with their terminal professional qualification being Fellowship. The Medical and Dental Council has informed the University that they have submitted a memo/ proposal to GTEC regarding the equivalency of Fellowship to PhD and its justification, and are awaiting its outcome. While waiting for the outcome from GTEC, some of the clinical teaching staff have started their PhD, and some have completed	

8. Academic Staff Pyramidal Structure	CHS should submit to the Commission a detailed roadmap, including concrete timelines, outlining the mechanisms instituted by management to support faculty members currently on the rank of Assistant Lecturers in obtaining their PhDs	All the Assistant Lecturers (MPhil/Membership holders) in the College are currently pursuing PhD programmes and are making steady progress, with some having completed their studies.	
9. Student-Staff Ratio and Staff Profile	CHS should submit a report on urgent measures to address the high student-staff ratios (SSRs) and align them with the GTEC-approved norms of 1:15 for Health Science programmes. Additionally, the computation of the SSR should include part-time teaching staff. In addition, the college should submit the list of teaching staff profile, including the names, academic qualifications, institutions attended and programmes pursued, courses taught, professional experience and academic ranks. The College must establish robust monitoring and control mechanisms to ensure the effective delivery of teaching by adjunct lecturers. Efforts should also be made to strengthen the recruitment and retention of full-time academic staff	With regard to the student-staff ratios, the University relies on the government's financial clearance for the appointment of staff. We have engaged part-time lecturers, adjunct lecturers who help with hands-on training at the teaching sites for the clinical training.	
10. Distance Education	During the presentation, it was noted that the School of Public Health and Allied Health Sciences runs three diploma programmes under the Institute of Distance Learning (IDL) within the College. The review team observed that there were no standardized study manuals provided to students; instead, the regular University modules are currently in use. It was indicated that the study manuals would be ready by the end of the academic year. Additionally, faculty from the main College also teach on the IDL programmes, leading to high teaching loads. This arrangement raises concerns regarding the quality and sustainability of academic delivery The College of Health Sciences should urgently provide timelines on the mechanisms deployed to address the unavailability of study manuals. A review of the current faculty deployment strategy should be undertaken to reduce excessive teaching loads. Measures should be put in place to ensure adequate staffing, enhance teaching quality, and promote sustainable academic delivery	These two diploma programmes were mistakenly captured as IDL programmes. They are run under the Ministry of Health and the Affiliate Health Training Institutions	Information Revised

11. Research and Publication	The information presented to the review team on research publication trends at the College of Health Sciences (CHS) focused solely on broad research areas without disaggregated data by individual faculty. Key areas highlighted where research is mostly centered included: • FAHS: Medical parasitology, immunology, and immunogenetics • SMS: Cleft surgery, emergency care, zoonotic disease control, and genetic research on TB, stroke, infectious, and neglected tropical diseases SoNM: Public health interventions in maternal and child health, diabetes, pain management, and emergency care However, the presentation lacked details on research funding, financial support, and notable research breakthroughs. Furthermore, staff publication data showed a declining trend over the past three years, dropping from 772 in 2022 to 659 in 2024. CHS is required to submit a detailed report on research publications for the past five years, disaggregated by department and indicate any notable research breakthroughs. This will enable the Commission to evaluate the consistency and impact of scholarly output across the faculties. In line with University policy, CHS must also develop and submit a list of credible journals and recognized publishing houses where faculty are encouraged to publish	Research Output of Schools and Faculties in the College of Health Sciences, KNUST-Kumasi in Scival, 2020-2024 School of Medicine & Dentistry - 4060 School of Veterinary Medicine – 492 School of Public Health - 1203 School of Nursing & Midwifery -1059 Fac. of Pharmacy & Pharmaceutical Sciences - 1067 Fac. of Allied Health Sciences – 1002 Source: SciVal, 2025 **NB:** Some of the publications cut across schools and faculties due to departmental and faculty collaborations Find the details in the link provided https://drive.google.com/drive/folders/1LP_wzap4B1NBn1LH0RpPEOSPjhkTxHKB?usp=sharing	Done
12. Collaborations and Partnerships	The College of Health Sciences reported having partnerships with both local and international partners across the continents. International partnerships include institutions such as: • Aarhus University, Denmark • Brunel University, London • University of Illinois, Chicago • Yale University, USA • University of Georgia • University of Ilorin, Nigeria • University of Buea, Cameroon, etc. • Local partners include: • Ministry of Health • Ministry of Food and Agriculture	Find the details in the link provided https://drive.google.com/drive/folders/1LP_wzap4B1NBn 1LH0RpPEOSPjhkTxHKB?usp =sharing	

13. Student Experience	The information presented on student experience outlined several initiatives aimed at enhancing student satisfaction, including: • Surveys such as course/lecturer assessments, exit surveys, the Feedback App, and engagement through the Directorate of Student Affairs (DoSA) • Student representation on College and School/Faculty Boards • College-wide WiFi and MiFi services • Comprehensive orientation programmes for new students • Access to off-campus library resources • E-learning platforms • Student exchange programmes However, no formal report on student experience was made available for the review team's verification. It is therefore recommended that the College systematically document and submit a comprehensive student experience report, detailing implemented initiatives, student feedback trends, measurable outcomes, and areas for improvement. This will not only support internal quality assurance but also facilitate external reviews and continuous enhancement of student services	We have conducted exit survey for the past 2 years. Please find details on the link provided. Find details in the link provided https://drive.google.com/drive/folders/1LP_wzap4B1NBn1LH0RpPEOSPjhkTxHKB?usp=sharing The University through the QAPO are working on that of the tracer studies.	Work in progress
14. Strategic Plan Thematic Areas	The strategic plan presented outlines critical development areas necessary for institutional growth and sustainability, including Governance and Leadership, Human Resource Development, Infrastructure, Teaching and Learning, Research and Innovation, Resource Mobilisation, ICT, Faculty Integration, and Comm unity Engagement. However, the absence of a monitoring and implementation report, significantly hinders the ability to assess progress, resource alignment, and overall feasibility It is therefore recommended that the College develop and provide a detailed monitoring and evaluation framework, along with periodic implementation reports to the Commission for review. This will ensure transparency, track progress against set objectives, and enable timely adjustments to strategic priorities	All issues have been captured in the new revised Strategic Plan (2025-2034) approved by the College Board, Academic and the University Council.	

14. Strategic Plan Thematic Areas	The strategic plan presented outlines critical development areas necessary for institutional growth and sustainability, including Governance and Leadership, Human Resource Development, Infrastructure, Teaching and Learning, Research and Innovation, Resource Mobilisation, ICT, Faculty Integration, and Comm unity Engagement. However, the absence of a monitoring and implementation report, significantly hinders the ability to assess progress, resource alignment, and overall feasibility It is therefore recommended that the College develop and provide a detailed monitoring and evaluation framework, along with periodic implementation reports to the Commission for review. This will ensure transparency, track progress against set objectives, and enable timely adjustments to strategic priorities	All issues have been captured in the new revised Strategic Plan (2025-2034) approved by the College Board, Academic and the University Council.	Done
15. Grantmanship	The presentation on grantsmanship covered annual inflows, associated grants, and the total number of active projects, along with details on retained overheads to the central administration. However, it did not include information on the specific projects funded by the grants It is recommended that future presentations on grantsmanship include detailed information on the specific projects funded by the grants to enhance transparency, facilitate impact assessment, and support informed decision-making	Well noted	
16. Key Challenges	The College of Health Sciences identified several key challenges that impede its effective operation. These include inadequate staff/high student-staff ratio, transportation challenges, rising cost of consumables, completion of KNUST Teaching Hospital, student accommodation, and many others. However, the College did not propose any strategic interventions or solutions to mitigate these challenges Submit a detailed report outlining the key challenges currently facing the School, along with proposed solutions to address them.	There has been an increase in the appointment of Part-Time workers to support teaching activities while the University waits for government clearance to recruit additional permanent staff. A memo has been submitted to the Management of the University regarding the management and transportation of students to external teaching sites.	

16. Key Challenges	Additionally, provide a forward-looking plan that reflects a SMART framework-Specific, Measurable, Achievable, Relevant, and Time-bound-for guiding the College's strategic direction	Following an appeal to the government regarding challenges of the College, the Minister for Education has noted that the government, through GETFund, will allocate GH¢46 million to complete the KNUST Teaching Hospital, with an additional $38 million to equip the facility once the civil works are completed.	A request to procure 2 additional buses to augment the existing fleet has been approved and included in the 2026 budget
17. Tracer Studies	The presentation did not include any information on the conduct of tracer studies by the College of Health Sciences (CHS) over the past five years, thereby limiting the panel's ability to assess graduate employability outcomes Submit to the Commission a detailed report on tracer studies conducted by the CHS over the past five years, aimed at tracking the career progression and outcomes of its graduates. The report should demonstrate how the findings have been used to evaluate the relevance and effectiveness of academic programmes, inform curriculum improvements, and ensure alignment with labour market demands. The CHS is further advised that the conduct of tracer studies will henceforth be a mandatory requirement for programme re-accreditation	The University, through the QAPO/ Advancement and Alumni Relations Office, are in the process of collating data on the tracer studies	
18. Future Outlook	A future outlook is crucial for the success and relevance of all institutions since it enables them to adapt to evolving societal needs. However, the presentation by the College did not provide any information on its future outlook Submit a report on the future outlook of the college and ensure that it is firmly aligned with the University's Strategic Plan to ensure coherence with institutional priorities. All proposed actions should meet the 'SMART' criteria (Specific, Measurable, Achievable, Relevant, and Time-bound) and directly respond to the challenges outlined, offering a realistic and actionable path for the College's development and growth	It is hoped that with improved facilities and an increase in the human resources, the College can admit more students across all its demand-driven programmes. The completion of the KNUST Teaching Hospital will also help streamline the movement of students to external teaching sites for clinical training. Additionally, plans are underway to construct a cafeteria at the Medical Enclave at Boadi to serve the students.	

19. Outstanding Issues From the Previous Five-Year Cyclical Review at KNUST -- College of Health Sciences (CHS)	A number of outstanding issues identified during the last five-year cyclical review of the College of Health Sciences at KNUST remain unresolved. The Commission, therefore, directs that a comprehensive status report be submitted for review, addressing each of the following outstanding matters: • The qualification profile of teaching staff, specifically the low proportion of PhD holders (41 %), with 59% without terminal degrees. The current status of systems or interventions intended to support academically struggling students. • The implementation and effectiveness of innovative teaching methodologies. • The adequacy of supervision and oversight of affiliated private universities. • The persistent challenges related to water supply on campus. • Reports of lecturers selling handouts to students, which contravenes academic ethics. • The level and quality of laboratory supervision provided by Teaching Assistants. • Student complaints regarding perceived bias against Doctor of Pharmacy students. • The repeated use of past questions in examinations raises concerns about assessment quality. • The absence of tracer studies to monitor graduate outcomes and institutional impact. • The alignment of the College's strategic plan with that of the broader university This report is to be submitted to the Commission for review and further action	Assurance sub-committees at the Schools/Faculties and the College Quality Assurance sub-committee. The Strategic Plan has been revised and approved	

College of Science's (CoS)

Responses to GTEC Comments

Deficiencies
State below major deficiencies identified which should be remedied before accreditation is granted and suggest remedies for the rectification of each of them.

No.	Deficiencies	Suggested Remedies
1	Submit the College's mission statement to the Commission for consideration, ensuring it aligns with the University's overarching mission and accurately reflects the core activities undertaken by the College	The College strategic planning committee is undertaking a review to amend its mission to align with the KNUST Strategic Plan of 2026-2035
2	CoS is advised to revise its vision statement to ensure they are focused and ambitious while clearly reflecting the College's strategic growth. The revised vision statement should meet the "SMART" criteria making it measurable and should be aligned and reflective of the overarching vision of the university.	The College strategic planning committee is undertaking a review to amend its vision to align with the KNUST Strategic Plan of 2026-2035. The SMART criteria will be taken into consideration.
3	It is therefore recommended that the College develop and provide a detailed monitoring and evaluation framework, along with periodic implementation reports and clearly defined budgetary provisions to the Commission for review. This will ensure transparency, track progress against set objectives, and enable timely adjustments to strategic priorities.	The College's Quality Assurance and Planning Unit (QAPU) as part of the drafted KNUST Strategic Plan of 2026-2035 has monitoring, evaluation and implementation framework defined to aid in periodic reporting and transparency for the College.
4	CoS should reconsider the position of Vice Dean across the Faculties. Furthermore, any creation of administrative positions such as the Vice Dean must be guided by the University's Statutes, with a clear justification of roles and financial implications to ensure alignment with lean management principles and institutional efficiency.	The New University's Statutes will clarify the position of Vice Dean with financial management. It is currently being considered by the Academic Board.
5	It is recommended that the curriculum design and accreditation flow chart be revised to position the Quality Assurance and Planning Committee (QAPC) more strategically within the process. Placing the QAPC earlier in the flow will better reflect its integral role in guiding programme development and ensuring compliance with accreditation standards, thereby enhancing clarity and institutional effectiveness.	QAPO provides guidelines and input through the college Quality Assurance Subcommittee at the various stages of the accreditation process.

The College strategic planning committee is undertaking a review and the organogram of the College will duly be amended to position Quality Assurance and Planning Committee (QAPC) more strategically. |
| 6 | CoS should provide detailed, department-level data on the accreditation status of all academic programmes, including specific accreditation and expiry dates. Urgent steps must also be taken to regularize the accreditation of the 19 unaccredited programmes to ensure full compliance with regulatory and quality assurance standards. | Please see attached for the detailed departmental level data on the accreditation status of all the academic programmes. Departments whose programmes are due for reaccreditation in 2027 have been instructed by the College Board to prepare and submit their reaccreditation documents this year. |

No.	Deficiencies	Suggested Remedies
6	It must be emphasized that operating academic programmes without valid accreditation is unacceptable. Furthermore, Policy Approval and Administrative Approval do not constitute formal accreditation. In addition, the College must undertake an immediate review of the status of all its programmes and ensure that the re-accreditation process is initiated at least one year prior to the expiry of existing accreditation.	
7	It is recommended that the College submit a comprehensive report on graduation rate to the Commission with data disaggregated by department over the past five years. The data should be presented in both absolute figures and corresponding graduation rates (%) to enhance clarity, enable effective evaluation, and support data-driven decision-making. Additionally, the report should outline the systems and interventions implemented to support students who are unable to graduate within the expected timeframe.	Please, see the attached for this information. The College has instituted a Student Achievement Programme, through which Teaching Assistants, supported by lecturers, organize tutorials and provide academic support for students who face learning challenges or are unable to progress within the expected timeframe.
8	CoS should submit to the Commission a detailed roadmap, including concrete timelines, outlining the mechanisms instituted by management to support faculty members currently serving as Assistant Lecturers in acquiring their PhDs. Additionally, efforts should be made to reduce reliance on part-time and post-retirement faculty through the recruitment and retention of full-time staff, in line with GTEC norms, to ensure sustainable academic capacity and institutional growth.	• All our Assistant Lecturers are currently enrolled in PhD programmes and are at the final stages of their research. Their respective departments have been instructed to reduce their workload to allow them more time to complete and submit their theses. • The College will require all such staff to present progress reports on their thesis write-up midway through this semester.
9	CoS should submit a comprehensive report outlining urgent measures to address the current student-staff ratio (SSRs) and bring them in line with the GTEC-approved norm of 1:18 for science-related programmes. The calculation must specify the years covered in the analysis. The College must also establish robust monitoring and control systems to ensure the effective delivery of teaching by faculty. In addition, deliberate efforts should be made to strengthen the recruitment and retention of full-time academic staff.	• We will recruit industry players as part-time lecturers. • We have interviewed several of our PhD graduates who have completed their studies. • However, the final recruitment will depend on government clearance.
10	The College of Science should submit a comprehensive report on the operations of the institute. The report should be supported by relevant data and should include information on programme structure, student and staff numbers, graduation trends, duration of programmes, and other key operational details.	All matters related to IDL are handled by the Institute of Distance Learning.

No.	Deficiencies	Suggested Remedies
10	There should be a review of the current faculty deployment strategy at the IDL to reduce excessive teaching loads. Measures should be put in place to ensure adequate staffing, enhance teaching quality and promote sustainable academic delivery.	All matters related to IDL are handled by the Institute of Distance Learning.
11	Submit to the Commission a detailed report on tracer studies conducted by the CoS, aimed at tracking the career progression and outcomes of its graduates. The report should demonstrate how the findings have been used to evaluate the relevance and effectiveness of academic ..., inform curriculum improvements, and ensure alignment with labor market demands. The CABE is further advised that the conduct of tracer studies will henceforth be a mandatory requirement for programme reaccreditation.	During the meeting with the GTEC, the Provost informed the Commission that the College had conducted a comprehensive tracer study from August 24th, 2023, to April 29th, 2024. The resulting 89-page report (attached) addresses key thematic areas examined in the study, including graduates' employment history and status, the relationship between first jobs and fields of study, and the competencies required for the job market. Additional sections cover the College of Science Experience and recommendations for curriculum improvement. Following the submission of the report by the Tracer Studies Committee, several presentations were organized: first to the Management of the College on August 1st, 2024, then to the College Board on August 28th, 2024, and also to the Faculty of Biosciences Board. To ensure accessibility, the full report has been published on the College's website since last year. The Provost continues to encourage departments, through the College Board, to study the report for effective implementation of its recommendations, particularly those related to curriculum improvements.
12	CoS is required to submit a detailed report on research publications from the past five years disaggregated by department and indicate any notable research breakthroughs. This will enable the Commission to evaluate the consistency and impact of scholarly output across the faculties. In line with University policy, CoS must also develop and submit a list of credible journals and recognized publishing houses where faculty are encouraged to publish.	2025 Publications Department of Biochemistry & Biotechnology – 44 Department of Environmental Science – 77 Department of Food Science & Technology – 46 Department of Optometry & Visual Science - 22 Department of Theoretical & Applied Biology – 122 Department of Computer Science – 55 Please see the attached document for details
13	Submit comprehensive details on all institutional collaborations and partnerships. This should include copies of signed Memoranda of Understanding (MOUs), the time frame for implementation, stated objectives and anticipated benefits, as well as the current status of each partnership (i.e, active or inactive)	Please, see attached for the MoUs

No.	Deficiencies	Suggested Remedies
14	CoS should submit a detailed report outlining all community engagement activities and services rendered by the college over the past five years. The report should include clear descriptions of each activity, objectives, participants involved, and the outcomes or impact achieved.	• Junior Maths and Science Quiz (JHS level). The College funds and organizes quiz for JHS schools across the nation. • Low Vision Centre to support eye care and have trained and opened satellites stations in some communities in Kumasi. • The College trains personnel of the hospitality industry on hygiene and food safety issues.
15	While the presentation effectively highlighted notable initiatives with visual documentation, the absence of an approved policy framework limits strategic coordination and institutional accountability. Reliance on a financial handbook alone is insufficient. It is therefore recommended that the College of science expedite the development and formal adoption of a comprehensive Consultancy and Outreach Policy.	The College adopts all policies of the University which includes Consultancy and Outreach Policy.
16	It is therefore recommended that the College systematically document and submit a comprehensive student experience report, detailing implemented initiatives, student feedback trends, measurable outcomes, and areas for improvement. This will not only support internal quality assurance but also facilitate external reviews and continuous enhancement of student services.	Action will be taken on this.
17	It is recommended that the College submit a detailed report to the Commission, including attrition data disaggregated by department over the past five years, presented in both absolute numbers and percentage rates. This will enhance data clarity, support effective evaluation, and enable informed decision-making. Additionally, the College should outline the strategies currently in place to address staff attrition and promote retention.	Environmental Science: 1 Optometry and Vision Science: 2 Statistics and Actuarial Science: 4 Mathematics: Computer Science: 1 Meteorology and Climate Science: 1 Measures will depend on the government's decision to increase salaries and embroilments of teaching staff.
18	Submit a detailed report outlining the key challenges currently facing the College, along with proposed solutions to address them. Additionally, provide a forward-looking plan that reflects a SMART framework---Specific, Measurable, Achievable, Relevant, and Time-bound---for guiding the College's strategic direction.	• Ineadequate and aging staff • Large class sizes • Lack of infrastructure including laboratories • Inadequadate funding for research • Inadequate Office space for lecturers

No.	Deficiencies	Suggested Remedies
19	Submit a report on the future outlook of the college and ensure that it is firmly aligned with the University's Strategic Plan to ensure coherence with institutional priorities. All proposed actions should meet the 'SMART' criteria (Specific, Measurable, Achievable, Relevant, and Time-bound) and directly respond to the challenges outlined, offering a realistic and actionable path for the College's development and growth.	Seeks to become an eminent center for training of high caliber science graduate to contribute the socioeconomic development of Ghana and this is is line with the university's

Memorandum of Understanding

1. Memorandum of Understanding (MoU) For Strategic Partnership On Coding And Digital Skills Clubs Between Prime Academy (Germany) And It For Youth In Ghana And Department of Computer Science, KNUST
Dated: 2025

2. Memorandum of Understanding between Kwame Nkrumah University of Science and Technology and Asanko Gold Mines Ghana.
Dated: 2025.

3. Memorandum of Understanding between KNUST for its Department of Computer Science and GURU KEWI INC., CANADA.
Dated: 2025.

4. Collaborative agreement between the University of LEEDS, UK Centre for Ecology & Hydrology, KNUST and the University of Cape Coast.
Dated: 2025.

5. Memorandum of Understanding between KNUST, Department of Computer Science and GURUKEWL INC CANADA.
Dated : 2025.

6. Memorandum of Understanding between United Way Ghana and College of Sciences Kwame Nkrumah University of Science and Technology – (KNUST) for the implementation of Steam Project.
Dated: 2024/2025

7. Memorandum of Understanding between Kwame Nkrumah University of Science and Technology – (KNUST) and PMB, University Post Office, Kumasi, Ghana and Ghana Atomic Energy Commission (GAEC).
Dated: 2024

8. Memorandum of Understanding between University Health Services(UHS) AND Department of Optometry and Visual Science and Technology, KNUST
Dated: 2024

9. Memorandum of Understanding between Kwame Nkrumah University of Science and Technology – (KNUST) and PMB, University Post Office, Kumasi, Ghana and Ghana Meteorological Agency(GMet).
Dated: 2024

10. Memorandum of Understanding between CODE for Africa and the Department of Meteorology and Climate Science, KNUST.
Dated: 2024.

11. Memorandum of Understanding between KNUST (for its Departments of Computer Science and Biochemistry and Biotechnology) and crime Bureau – Ghana.
Dated: 2024

12. Memorandum of Understanding between KN UST and AMALITEH Training.
Dated: 2024

13. Memorandum of Understanding between Introduction of IBM Center for Advanced Studies and Proposal.
Dated: 2024.

14. Memorandum of Understanding between Science & Maths Quize(JSQnQ) with Kessben Media
Dated: 2024.

15. Memorandum of Understanding with Amalitec – an IT Company for training of Computer Science.
Dated: 2024.

16. Submission of Memorandum of Understanding between KNUS (Dep't of Physics) and Photonics Ghana for advancement in Photonics Education and Research.
Dated: 2024

17. Memorandum of Understanding between READ 2 Lead and the Kwame Nkrumah University of Science and Technology for its College of Science.
Dated: 2023

18. Submission of Memorandum of Understanding between KNUST and ICFO.
Dated: 2023

19. Memorandum of Understanding between KNUST and DEXT for the running of the Junior Science and Mathematics (JSM) Quiz Program.
Dated: 2923

20. Committee to develop framework for the Memorandum of Understanding with the Ghana Atomic Energy Commission(GAEC)
Dated: 2023

21. Submission of Memorandum of Understanding between KNUST and Vellore Institute Technology Chennai (VIT) University, India.

22. Appreciation for the Initiation of the Memorandum of Understanding between Kwame Nkrumah University of Science and Technology (KNUST) and NESTLE Ghana & Societe Des Produits Nestle.
Department: Food Science& Technology
Dated: 2023

23. Appreciation for the Initiation of the Memorandum of Understanding between Kwame Nkrumah University of Science and Technology(KNUST) and University of Notre Dame DU Lac.
Department: Theoretical & Applied Biology (TAB)
Dated: 2023.

24. Appreciation for the Initiation of the Memorandum of Understanding between Kwame Nkrumah University of Science and Technology (KNUST) and NIH graduate Partnership Program & the National Institute of Allergy and Infectious Diseases.
Department: Theoretical & Applied Biology (TAB)
Dated: 2023

25. Appreciation for the Initiation of the Memorandum of Understanding between Kwame Nkrumah University of Science and Technology (KNUST) and Indus University.
Department: Chemistry
Dated: 2023

26. Appreciation for the Initiation of the Memorandum of Understanding between Kwame Nkrumah University of Science and Technology (KNUST) and Hochschule Munchen University of Applied Sciences.

27. Department: Optometry and Visual Science
Dated: 2023

28. Submission of Memorandum of understanding between Kwame Nkrumah University of Science and Technology and TUDLET.
Dated: 2023

29. Memorandum of understanding between Kwame Nkrumah University of Science and Technology and Delft University of Technology
Dated: 2023

30. Memorandum of understanding between Kwame Nkrumah University of Science and Technology and Family Dream Expert Consult LTD Kumasi, Ghana.
Dated : 2023

Institute of Distance Learning (IDL)

KNUST should submit data/information with respect to the following:

- **Availability of study manuals for these programmes.**

The Institute of Distance Learning provides comprehensive study materials for all its programmes through the Learning Management System (LMS). These materials are accessible online at https://vclass.knust.edu.gh. Students can access the study manuals and other learning resources after completing their course registration by logging in with their unique username and password. This ensures that all enrolled students have timely and secure access to the required academic content to support their learning.

- **Are the programmes taught with DL approach?**

Yes, the programmes offered by the Institute of Distance Learning are taught using the Distance Learning (DL) approach. The Institute adopts a blended learning model that combines both synchronous and asynchronous methods. This means that teaching is delivered through online platforms as well as face-to-face sessions, ensuring flexibility and accessibility for students. In some cases, a hybrid method is employed to further enhance the learning experience, integrating digital tools with in-person interactions.

- **What is the duration of the programmes as compared with the regular programmes?**

Most of the programmes offered by the Institute of Distance Learning have the same duration as those run under the regular mode. However, Distance Learning students are granted an additional six months to complete their programme and graduate, at no extra cost. This extension provides flexibility for students who may require more time due to the nature of the Distance learning mode.

- **What is the graduation rate for the past three years as compared to the regular students?**

The graduation statistics from 2021 to 2025 show that the Institute of Distance Learning (IDL) has a significant impact on the university's overall graduate output, particularly at the postgraduate level. During this period, IDL graduated a total of 8,058 postgraduate students, representing approximately 40.5% of all postgraduate graduates. This indicates that the graduation rate of postgraduate students from IDL is higher than that of most colleges within the university.

At the undergraduate level, IDL graduated 13,770 students over the same period, accounting for about 20.5% of the total undergraduate graduates. Except for the College of Humanities and Social Sciences, the Institute of Distance Learning recorded a higher number of undergraduate graduates than all other colleges within the University.

STUDENT AFFAIRS AND FINANCIAL SERVICES

Examination Audit Department

This write-up is a response to GTEC's letter referred to the Examinations Audit Department for response to the Quality Assurance and Planning Office (QAPO). The responses were thoroughly discussed and documented by Members of Examination Audit Department.

Responses to the Questions

No.	Area of Query	Action Response/Required	Recommendation
		STUDENT EXPERIENCE	
A	Academic Workload and Scheduling	Action Response/Required	
I	Level 100 courses are overly packed, disregarding students' comprehension abilities.	The timetables at all Departments might look packed, but each Programme has an average of 7 courses, making scheduling flexible for students to participate	
II	Medical students face excessive stress due to short breaks (eg, only a 5-week break off in an academic year)	Refer the issue to KNUST School of Medical Sciences for a response.	
III	The examination timetable is overly packed, affecting performance	The average number of courses that a student does is 7, and exams are written within 15 working days, that is 3 weeks. Timetables might look loaded, but each programme is spread enough to ensure that students get the needed rest in between examinations. Poor performance might not be a result of a packed timetable, but the student waiting until the end of the semester examination before focusing on effective studies.	
B	Information Management & Support	Action Response/Required	
I	Limited Guidance on Licensure Exams for Medical Students	KNUST School of Medical Sciences should be made to answer this question	
II	Students are unaware of the procedures in place to rectify concerns with examination results	The Student Guide and Code of Conduct outline in detail how this is supposed to be done. On Pages 143 to 158 give details for Undergraduate and Postgraduate examination concerns. Section Three of the Student Code of Conduct, Pages 159-161, has been dedicated to "Regulations for the Conduct of University Assessment", which further guides students on how exams are conducted and assessed.	

No.	Area of Query	Action Response/Required	Recommendation
	EXAMINATION CONCERNS		
A	Examination Structure and Fairness	Action Response/Required	
I	Unfair Mark distribution to the examination (20/80 split for two questions only in Petroleum Engineering)	The Issue and challenge should be sent to the Heads of Departments and Deans, and Provosts mentioned for redress.	The Issue and challenge should be sent to the Heads of Departments and Deans, and Provosts mentioned for redress.
II	Excessive number of questions within a very limited time (e.g. 120 questions to be answered in 1 hour; 250 questions to be answered in 2 hours; History – 20 essays to be answered in 2 hours)	The University Examination Audit is yet to confirm this allegation. The Issue should be referred to them as well for their comments	
B	Administrative Issues	Action Response/Required	
III	Changing the examination timetable on short notice without putting adequate plans in place to inform students	This is not done. Some students depend on their Colleages to check the timetable, for which many are draft timetables. Students are expected to check the final Examination timetable to ensure that it's the final timetable before the start of Exams.	
I	Delayed release of results (especially the College of Engineering)	Results are released in phases and batches based on an agreed structure. Releasing one college before others does not necessarily mean that results will be delayed.	

Quality Assurance and Planning Office

QAULITY ASSURANCE AND ACCREDITATION DEPARTMENT

Responses

1. Unaccredited Programs

Since the visit, a total of forty-five programs which were unaccredited have been taken through internal and external accreditation processes. These programs have been submitted to the Ghana Tertiary Education Commission and is being given the needed attention. The certificate fees of sixty-seven have been paid awaiting issuance. Additionally, all learning centres (Adenta, McCarty Hill, Kwabenya, Takoradi and Obuasi) have now been accredited. The Tamale Centre is at the final stage of
The accreditation process.

2. High drop out rate

The observation is that, higher percentage of students who are deemed as drop out students changed programmes. Also some leave their programmes for preferred ones in other institutions. Some students due to financial and disciplinary reasons are rusticated for a year or two. Thus, the drop-out percentage of students due to poor academic performance is very low (.

3. High staff student ratios for some programmes

The university in the past two years has engaged GTEC and Ministry of Education for clearance to employ new academic staff with PhDs to reduce the ratio. Also, the engagement included the permission to undertake replacement of staff who retire, resign or are deceased. With these interventions, the ratio would be significantly improved.

4. Proportion of Staff with PhDs at College of Health Science and the University

The College together with other colleges in sister universities and the Medical and Dental Council have engaged GTEC on this matter as significant staff without PhDs are on fellowships. Also some staff have initiated steps and commenced studies for their terminal degrees.

5 No evidence of Internal Auditor's internal reporting structures

The internal Auditor now has representation at all Colleges performing and supervising checks and control mechanisms. The representatives play roles in the supervision of lectures and exams and submit reports for discussions at the Faculty and College Board level.

6. Low Postgraduate enrolment (Target – 25% , Current – 7%)

The School of Graduate Studies in collaboration with the Department have taken steps to rebrand some of the programs and introduce demand driven ones to increase enrolment.   This is expected to significantly boost postgraduate enrolment in the next couple of years.

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Accreditation status

From the assessment date, the university has been able to process over 120 programs for accreditation and reaccreditation. About 80% of these programmes have their certificate fees paid and 20% awaiting panel visit as at December, 2025. As a new practice to increase accreditation success, the university has started doing accreditation submissions for programs that are expiring at least a year ahead of their expiry. It is also a resolution to have about 95% accredited programs in 2026.

Data on rate of enrolment by colleges and institutes

Academic Year String			2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
College	Graduate Type	Gender	cjTenrollment	cjTenrollment	cjTenrollment	cjTenrollment	cjTenrollment	cjTenrollment
College of Agriculture and Natural Resources	Total		5,417	6,614	7,111	7,118	6,725	6,593
	Postgraduate	Total	245	306	318	253	281	331
		Female	63	72	80	66	81	106
		Male	182	234	238	187	200	225
	Undergraduate	Total	5,172	6,308	6,793	6,865	6,444	6,262
		Female	1,554	1,883	1,973	1,978	1,965	2,027
		Male	3,618	4,425	4,820	4,887	4,479	4,235
College of Art and Built Environment	Total		7,620	8,799	9,429	9,508	9,291	8,897
	Postgraduate	Total	868	1,033	1,196	1,334	1,445	1,619
		Female	229	307	351	391	453	534
		Male	639	726	845	943	992	1,085
	Undergraduate	Total	6,752	7,766	8,233	8,174	7,846	7,278
		Female	2,433	2,765	2,962	2,894	2,792	2,651
		Male	4,319	5,001	5,271	5,280	5,054	4,627
College of Engineering	Total		7,885	9,835	11,329	11,388	11,553	10,591
	Postgraduate	Total	572	641	747	661	643	580
		Female	121	131	144	118	123	103
		Male	451	510	603	543	520	477
	Undergraduate	Total	7,313	9,194	10,582	10,727	10,910	10,011
		Female	1,254	1,672	2,067	2,253	2,458	2,520
		Male	6,059	7,522	8,515	8,474	8,452	7,491
College of Health Sciences	Total		17,192	18,715	19,174	23,295	25,160	11,238
	Postgraduate	Total	513	651	594	620	710	931
		Female	194	251	224	236	269	389
		Male	319	400	370	384	441	542
	Undergraduate	Total	16,679	18,064	18,580	22,675	24,450	10,307
		Female	11,277	12,476	13,051	16,594	17,901	6,251
		Male	5,402	5,588	5,529	6,081	6,549	4,056
College of Humanities and Social Sciences	Total		13,535	16,055	17,409	18,085	18,662	19,704
	Postgraduate	Total	1,426	1,743	1,655	1,489	1,418	1,685
		Female	491	599	583	535	541	677
		Male	935	1,144	1,072	954	877	1,008
	Undergraduate	Total	12,109	14,312	15,754	16,596	17,244	18,019
		Female	5,916	6,977	7,801	8,351	8,739	9,278
		Male	6,193	7,335	7,953	8,245	8,505	8,741

Academic Year String			2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
College	Graduate Type	Gender	cjTenroll-ment	cjTenroll-ment	cjTenroll-ment	cjTenroll-ment	cjTenroll-ment	cjTenroll-ment
College of Science	**Total**		8,885	9,974	10,719	10,605	10,905	11,573
	Postgraduate	**Total**	590	804	859	766	667	774
		Female	178	213	214	214	200	223
		Male	412	591	645	552	467	551
	Undergraduate	**Total**	8,295	9,170	9,860	9,839	10,238	10,799
		Female	3,010	3,348	3,628	3,688	4,060	4,580
		Male	5,285	5,822	6,232	6,151	6,178	6,219
Institute of Distance Learning	**Total**		9,832	11,754	12,560	12,302	11,318	11,738
	Postgraduate	**Total**	3,559	4,122	3,869	4,159	3,961	5,029
		Female	1,276	1,524	1,325	1,627	1,580	2,061
		Male	2,283	2,598	2,544	2,532	2,381	2,968
	Undergraduate	**Total**	6,273	7,632	8,691	8,143	7,357	6,709
		Female	2,262	2,857	3,309	3,321	3,229	3,033
		Male	4,011	4,775	5,382	4,822	4,128	3,676
Total			70,366	81,746	87,731	87,731	93,614	80,334

Assessment Uniformity for Programs

The assessment policy is very consistent with all programmes. The exception is the pass mark. Indeed, the pass mark for most program is 45 except for practical programmes like Architecture and Medicine. With these courses, the exceptions are contained on page 148. This exception was approved by the Academic Board is contained in the Sudent's Guide and Grading Policy.

Accreditation of Fellowship Programmes and its equivalence

There is still an extensive engagement ongoing between the Medical and Dental Council on the status and equivalence of fellowship programmes as this is common with the Health Sciences in all public universities in Ghana.

Accreditation Process Flowchart

The Quality Assurance and Planning Office has constituted the College Quality Assurance Committees who facilitate, review and supervise the accreditation of programmes in their respective colleges. The Dean of QAPO also sits on the Academic Board and the Resources and Planning Committee and contribute on accreditation and reaccreditation of programmes. The Office also reviews the final accreditation documents before submission to GTEC. Additionally, the office undertakes annual training for Heads of Department and Deans on processes, requirements and compliance to accreditation.

Programme Flowchart

```
                          Programme
                              │
                              ▼
Departmental Board ◀──Yes── Is it a new programme? ──No──▶ Department
        │                                                      │
        ▼                                                      │
   Faculty Board ─────────────▶ College Board                  │
                                     │                         │
                                     │ Yes                     │
              Distance Learning      ▼        Postgraduate     │
        IDL ◀─────────────── Programme Type ──────────▶ SGS    │
         │                           │                    │    │
         ▼                           │ Undergraduate      │    │
   Is it Postgraduate?               ▼                    │    │
         │                   Planning and ◀───────────────┘    │
         └──────────────────▶ Resource Committee               │
                                     │                         │
                                     ▼                         │
                              Academic Board                   │
                                     │                         │
                                     ▼                         │
              Quality Asssurance Planning Office ◀─────────────┘
                                     │
                                     ▼
                                   GTEC
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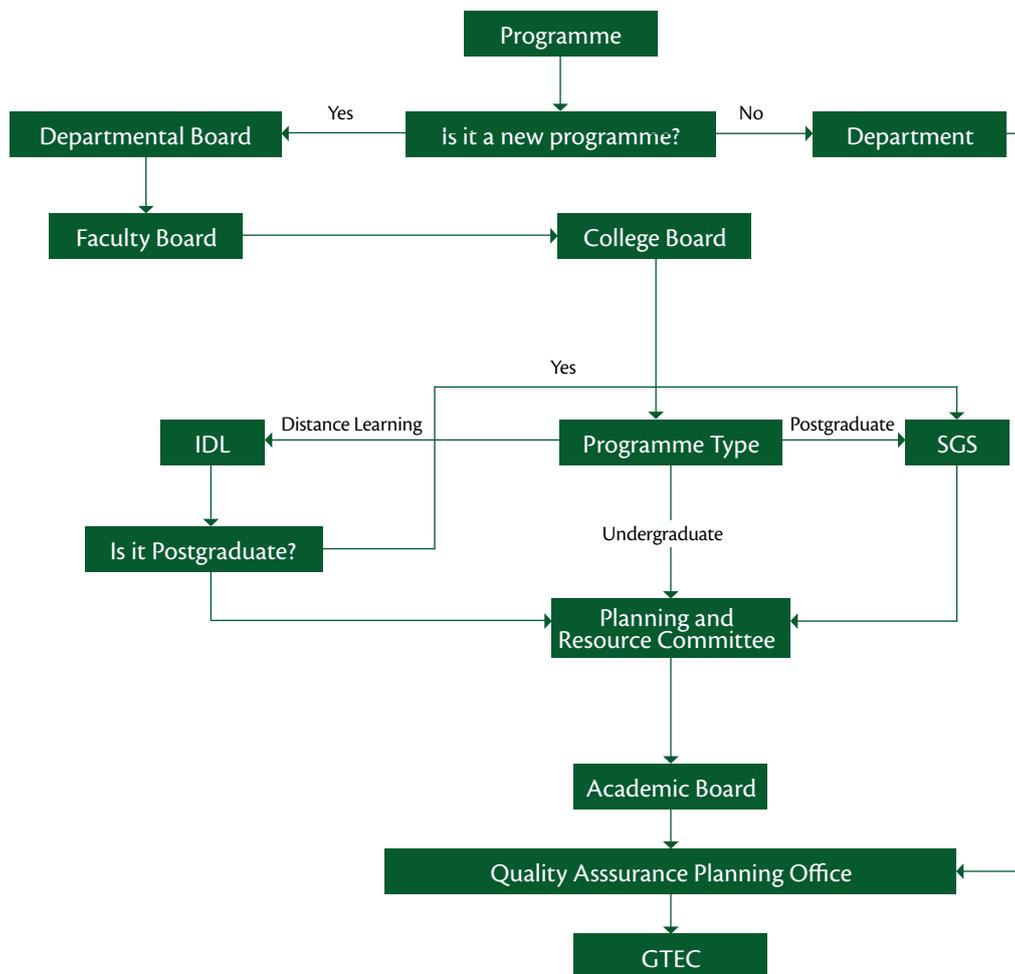
Research (Support for Academic staff for research publication)

KNUST through the Vice Chancellor's Office (QAPO) publishes annual Bulletin which comprises of publications, staffs and research activities in each Department, institutes and research centres. Also, the Office of Grants and Research has been established to support staff in innovative and impact driven research leading to publications. Series of training in grantsmanship and publications are organised for staff in the academic year for capacity building. Collaborative research is being encouraged to enhance the research skills of staff.

Mentorship

The implementation of the Mentorship Policy ensures that staff from the grade of Assistant Lecturer and Lecturer are assigned to proven senior mentors with a minimum rank of senior lecturer for mentorship. The mentors supervise and evaluate the teaching, research and conduct of young faculty members. The mentors sit and visit the teaching classes of their mentees and submit periodic report to the HoDs.

MONITORING AND EVALUATION DEPARTMENT

Students Evaluation of Lectures and Course Content
KNUST should submit a write up on how feedback from student evaluations are used to improve the quality of teaching and learning and how effective the current systems in place has been.

KNUST's Standard Operating Procedures (SOP) for feedback and action plans from student evaluations of lecturers and courses are summarized as follows:

Quality Assurance and Planning Office (QAPO) Provides Feedback: At the end of each semester, QAPO provides a student assessment feedback report to Heads of Departments (HoDs) via the Students Assessment Report Dashboard

HoDs Review Feedback: HoDs review the report within one month, identifying specific issues which require attention.

HoDs Engage Lecturers: HoDs discuss feedback with lecturers and implement corrective actions.

HoDs Engage Students: HoDs communicate actions taken to students or student leadership within two weeks of the next semester's start.

HoDs Report to QAPO: Actions taken are reported to QAPO via the dashboard within two weeks of engaging with students.

QAPO Follow-up: QAPO ensures appropriate actions are taken by all stakeholders.
In addition to the above mentioned, QAPO engages deans and provosts by presenting reports on the assessment covering performance trends, insights, lecturers' performance distribution, sentiment analysis, misconduct reports, action plan and recommendations for improvement.

The current system is effective although it may have challenges with the reporting system and hence the recent presentations to provosts and deans who have oversight responsibility over Heads of Departments. This will ensure proper monitoring and implementation of the action plan.

COMMENDATIONS

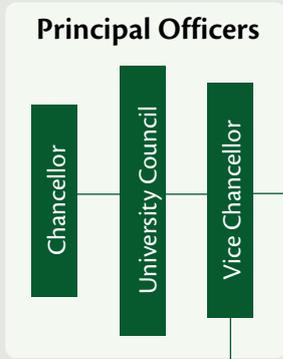**Students' Satisfaction Surveys**
KNUST conducted students' satisfaction surveys, which was commendable. A copy of the report should be submitted to GTEC.

A copy of the Exit Survey of the graduating class of 2022, published in 2023 has been attached.
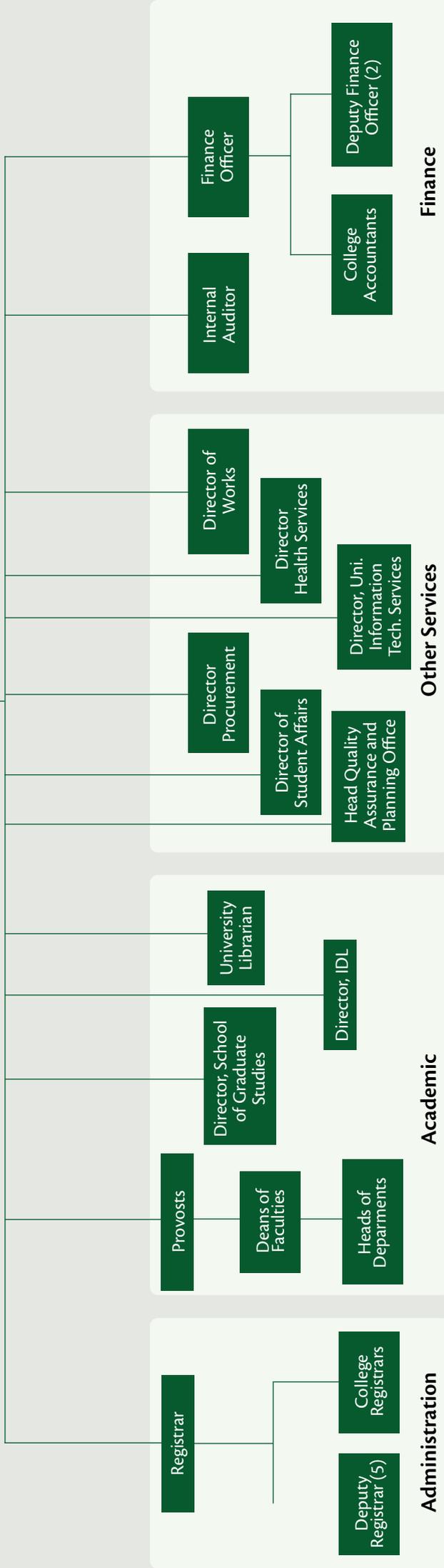
Institutional Planning Office

GTEC 5-YEAR CYCLICAL REVIEW RESPONSES

SN	Issue Raised	Response
	Examination Structure and Fairness	Action Response/Required
	KNUST is to submit a timeline by which the Act and Statutes would have been finalised to enable the Commission to monitor progress	The Act has been passed by Parliament, awaiting Presidential assent. Following this, the Statutes would be finalised by the end of June, 2026
	KNUST is to submit an implementation status report on the current Strategic Plan to ensure clarity on progress and future direction of the University	(Getting it from Prof Clifford Amoako)
	Some Colleges have started preparing their plans since the existing plans will end in 2025 without recourse to the University's Strategic Plan which would give the broad direction the University intends to take in the next ten years. These College Plan should dovetail into that of the University and therefore, cannot precede it. KNUST is to provide direction on this	The University's Strategic Plan has been finalised and would be launched by mid-February, 2026. All Colleges and Unit plans will be synchronised accordingly
	KNUST is to ensure that the vision statements in the Strategic Plans of the Colleges/Institute are aligned to that of the University since these are the catalyst or vehicles through which the University's vision would be achieved. The University's international agenda beyond Africa should be clearly explained and this should be effected in the revised vision statements in the next Strategic Plan	This will be aligned in the next strategic plan which is currently under preparation
	Restructure the organogram to ensure that the Internal Auditor reports to the Council functionally (indicated by a thick line) and administratively to the Vice-Chancellor (indicated by dotted lines)	Obliged (copy attached as Appendix)
	The concept of having a Pro Vice-Chancellor position that only reports to the Vice-Chancellor as stipulated in the University Act/Statutes should be reconsidered and repositioned to perform a more critical role in the governance of the University especially when the University is in the process of revising its Act/Statutes	Issue well noted. However, there is enough role for the Pro Vice-Chancellor as provided for in Statute 13 of the KNUST Statutes (2004). The Pro Vice-Chancellor chairs more than 12 statutory committees as stipulated in the KNUST Statutes (2004).

Principal Officers

- Chancellor
- University Council
- Vice Chancellor
- Pro Vice Chancellor

Finance

- Internal Auditor
- Finance Officer
  - College Accountants
  - Deputy Finance Officer (2)

Other Services

- Director of Works
- Director Health Services
- Director, Uni. Information Tech. Services
- Director Procurement
- Director of Student Affairs
- Head Quality Assurance and Planning Office

Academic

- University Librarian
- Director, IDL
- Director, School of Graduate Studies
- Provosts
  - Deans of Faculties
  - Heads of Deparments

Administration

- Registrar
  - Deputy Registrar (5)
  - College Registrars

Affiliations Office

Response to GTEC Queries
Fidelity of Implementation of Affiliation Agreements with Mentoring Institutions

• Number of institutions currently under mentorship (list attached)
i. Affiliate Private/ Public Universities - 21
ii. Ministry of Health (MoH) Training Institutions Affiliated to KNUST - 77
iii. Colleges of Education Affiliated to KNUST – 5

• Support Services provided and availability of annual mentoring reports
i. Quality Assurance
 • Moderators visit to affiliate institutions for monitoring and supervision
 • Review and assessment of curriculum by Committees
 • Moderation of Examination Questions
 • Auditing of Examination Results before consideration by the College Board and final Academic Board approval

ii. Award of degrees and Certification

iii. Congregation ceremonies for graduands of affiliate institutions

iv. Capacity Building

Challenges identified by the University in the mentoring process and suggest remedies.

SN	Challenges	Remedies
1	Poor Governance and Administrative Structure	Strengthen Governance and Administrative systems in line with KNUST and GTEC standards.
2	Inadequate teaching and support staff	Recruit qualified staff with required qualifications in line with GTEC requirements.
3	Inadequate infrastructure to support teaching and learning	Expand and improve teaching and learning facilities and resources.
4	Weak institutional visibility and marketing	Enhance visibility through effective branding, marketing, and communication strategies.
5	Low student enrolment	Improve student recruitment through effective outreach and introduction of relevant and demand-driven academic programmes.

• **Specific roles played by KNUST to ensure that these institutions are able to obtain Charter and wean themselves from mentorship.**

KNUST continues to demonstrate a strong commitment to support its Affiliate University Colleges in their quest to obtain Presidential Charter. The University provides strategic guidance throughout the application process, including technical advice on meeting the Ghana Tertiary Education Commission (GTEC) requirements. Particularly, KNUST provides affiliates with recommendation letters to support their application for Presidential Charter.

• **How quality is ensured in these mentoring institutions such that the quality culture at KNUST will be comparable to these institutions under mentorship.**

Quality is ensured through effective monitoring and supervision by Moderators and Academic Board representatives appointed by KNUST for the Affiliate Institutions.

List of Affiliate Institutions

SN	Affiliate Private and Public University Colleges
1	Accra Institute of Technology
2	Akim State College
3	Anglican University College of Technology
4	Catholic Institute of Business and Technology
5	Christ Apostolic University College
6	Fountainhead University College
7	Institute of Development and Technology Management
8	Institute of Local Government Studies
9	Kessben University College
10	Mountcrest University College
11	Narh-Bita College
12	Spiritan University College
13	St. Karol School of Nursing
14	Technical University College, Ghana, Tamale
15	University College of Agriculture and Environmental Studies
16	Wisconsin International University College
17	Datalink Institute of Business and Technology
18	Greenfield College
19	Lakeside University College
20	Radford University College
21	Regent University College of Science and Technology

Ministry of Health (MoH) Training Institutions Affiliated to KNUST

SN	School	Town
1	37 Military Hospital Nursing & Midwifery Training	Accra
2	BR. Tarcisius Prosthetics and Orthotics Training College	Nsawam
3	College of Community Health Nursing	Winneba
4	College of Nursing and Midwifery	Ntotroso
5	Community Health Nursing Training College	Tanoso Sunyani
6	Community Health Nursing Training College	Akim Oda
7	Holy Family Nursing and Midwifery Training College	Berekum
8	Holy Family Nursing and Midwifery Training College	Kenten-Techiman
9	Holy Family Nursing Training College	Nkawkaw
10	Nursing and Midwifery Training College	Fomena
11	Nursing and Midwifery Training College	Kumasi, KATH
12	Nursing and Midwifery Training College	Mampong
13	Nursing and Midwifery Training College	Tepa
14	Nursing and Midwifery Training College	Sunyani
15	Nursing and Midwifery Training College	Dadiesoaba
16	Nursing and Midwifery Training College	Techiman-Krobo
17	Nursing and Midwifery Training College	Yeji
18	Nursing and Midwifery Training College	Goaso
19	Nursing and Midwifery Training College	Dunkwa-on-Offin
20	Nursing and Midwifery Training College	Cape Coast
21	Nursing and Midwifery Training College	Twifo Praso
22	Nursing and Midwifery Training College	Atibie
23	Nursing and Midwifery Training College	Koforidua
24	Nursing Training College	Kokofu
25	Nursing Training College	Kwapong
26	Nursing Training College	Sampa
27	Nursing Training College	Seikwa
28	Presbyterian Nursing and Midwifery Training College	Agogo
29	Presbyterian Nursing and Midwifery Training College	Dormaa- Ahenkro
30	Presbyterian Nursing and Midwifery Training College	Duayaw Nkwanta
31	SDA Nursing and Midwifery Training College	Kwadaso
32	Saviour Church Nursing and Midwifery Training College	Osiem
33	SDA Nursing and Midwifery Training College	Agona Asamang
34	St. John of God College of Health	Duayaw Nkwanta
35	St. Michael's Nursing and Midwifery Training College	Pramso
36	St. Patrick's Nursing and Midwifery Training College	Offinso
37	College of Health Sciences	Yendi

SN	School	Town
38	College of Nursing and Midwifery	Nalerigu
39	Community Health Nursing Training College	Tamale
40	Community Health Nursing Training College	Navrongo
41	Community Health Nursing Training College	Jirapa
42	Methodist Health Training Institute	Afosu
43	Midwifery Training College	Bolgatanga
44	Nursing and Midwifery Training College	Teshie
45	Nursing and Midwifery Training College	Korle-Bu
46	Nursing and Midwifery Training College	Pantang
47	Nursing and Midwifery Training College	Damongo
48	Nursing and Midwifery Training College	Bole
49	Nursing and Midwifery Training College	Kpembe
50	Nursing and Midwifery Training College	Gushegu
51	Nursing and Midwifery Training College	Tamale
52	Nursing and Midwifery Training College	Zuarungu
53	Nursing and Midwifery Training College	Tumu
54	Nursing and Midwifery Training College	Nandom
55	Nursing and Midwifery Training College	Keta
56	Nursing and Midwifery Training College	Hohoe
57	Nursing and Midwifery Training College	Kete Krachi
58	Nursing and Midwifery Training College	Sekondi
59	Nursing and Midwifery Training College	Asankrangwa
60	Nursing and Midwifery Training College	Tarkwa
61	Nursing and Midwifery Training College	Esiama
62	Nursing Training College	Bolgatanga
63	Nursing Training College	Wa
64	Nursing Training College	Lawra
65	Nursing Training College	Ho
66	Nursing Training College	Sefwi Wiawso
67	Presbyterian Nursing and Midwifery Training College	Bawku
68	Public Health Nurses Training School	Korle-Bu
69	S.D.A. Nursing and Midwifery Training College	Asanta
70	School of Hygiene	Korle-Bu
71	School of Hygiene	Tamale
72	School of Hygiene	Ho
73	St. Joseph's Midwifery Training College	Jirapa
74	St. Joseph's Nursing Training College	Jirapa

Colleges of Education Affiliated to KNUST

SN	School	Town
1	Akrokerri College of Education	Akrokerri
2	E.P College of Education	Bimbila
3	St. Joseph College of Education	Bechem
4	Wesley College of Education	Kumasi
5	Tamale College of Education	Tamale