

**GHANA INSTITUTE OF JOURNALISM
UNDERGRADUATE
HANDBOOK**

Contents

ABOUT THE INSTITUTE	06
PRINCIPAL OFFICERS	11
1 GENERAL REGULATIONS	12
1.1 Introduction	
1.2 Admissions	
1.3 Names of Students	
1.4 Change of Names	
1.5 Attendance at Lectures and Examination	
1.6 Use of Academic Dress	
1.7 Formation of Societies and Clubs	
1.8 Functions within the Institute	
1.9 Processions and Boycotts	
1.10 Publications	
1.11 Other Regulations	
1.12 Use of Vehicle	
1.13 The Dean of Students	
1.14 Disciplinary Procedures	
1.15 Sanctions	
1.16 Appeal	
2 PROGRAMME REGULATIONS	22
2.1 Academic Programme	
2.2 Admissions	
2.3 Course of Study	
2.4 Interruption of Study Programme	
2.5 Inability to Complete Study Programme	
2.6 Academic Year	
2.7 Academic Adviser	
2.8 Structure of Semester	
2.9 Registration	
2.10 Duration of Study Programme	
2.11 Practical Training	
2.12 Project Work	
2.13 Grading System	
2.14 Definition of Grades	
2.15 Eligibility for Examinations	
2.16 Registration for Examinations	

2.17	Semester Examinations	
2.18	Student in Good Standing	
2.19	Deferment of Examinations	
2.20	Declaration of Results	
2.21	Classification of Degree	
2.22	Confirmation of Award	
2.23	Presentation of Award	
2.24	Cancellation of Award	
2.25	Dating of Bachelor's Degree	
2.26	Transcript of Academic Records	
2.27	Repeat of Examinations	
2.28	Review	
3	EXAMINATION REGULATIONS	45
3.1	Introduction	
3.2	Examination Malpractices	
4	LIBRARY REGULATIONS	51
4.1	Membership	
4.2	Hours of Opening	
4.3	Regulation	
4.4	Loans and Care of Books	
4.5	General Rules	
4.6	Offences and Sanctions	
0.5	HARASSMENT	56
5.1	Harassment	
5.2	Gender/Religion/Disability/Height/Weight Harassment	
5.3	Procedures for Redress	
0.6	CODE OF CONDUCT	63
6.1	Introduction	
6.2	Attendance	
6.3	Unlawful Behaviour	
6.4	Use of Facilities and Equipment	
6.5	Equity and Justice	
6.6	Respect for Individual	
6.7	Personal and Professional Responsibility	
6.8	General Comportment	
6.9	Reporting Conduct and Complaints	

0.7	STUDENT REPRESENTATIVE COUNCIL AND OTHER BODIES	67
7.1	Introduction	
7.2	Dispute	
7.3	Disciplinary Procedures	
7.4	Sanctions	
7.5	Appeal	
0.8	ETHICAL GUIDELINES AND ETHICS OF RESEARCH	71
8.1	Ethical Guidelines	
8.2	Student development	
8.3	Collective responsibilities for student development	
8.4	Student development: The Student's role	
8.5	Subject matter competence	
8.6	Pedagogical competence: The Teacher's role	
8.7	Subject matter competence: The student's role	
8.9	A teacher should love the pedagogical flexibility to be able to:	
8.10	Principle Two: Honesty and Integrity	
8.11	Fair and Valid Assessment	
8.12	Collective responsibilities: fair and Assessment	
8.13	Evaluation strategy	
8.14	Managing Interactions and relationships	
8.15	Collective responsibilities for managing interactions and relationships	
8.16	Managing interactions and relationships: The student's role	
8.17	Principle Three: Respect for dignity of others	
8.18	Maintaining confidentiality: The teacher's role	
8.19	Collective responsibilities regarding confidentiality	
8.20	Maintaining confidentiality: The Student's role	
8.21	Dealing with sensitive topics	
8.22	Collective responsibilities for dealing with sensitive topics	
8.23	Dealing with sensitive topics: The student's role	
8.24	Respect for others	
8.25	Respect for others: the teacher's role	
8.26	Collective responsibilities regarding aspect for others	
8.27	Respect for others: The student's role	

9.0 ETHICS OF RESEARCH	99
10.0 FIRE SAFETY AND SECURITY	107
10.1 Miscellaneous	

ABOUT THE INSTITUTE

BRIEF BACKGROUND

The Ghana Institute of Journalism was established on October 16, 1959 by Osagyefo Dr. Kwame Nkrumah, the first President of Ghana. Having led Ghana to independence from colonial rule in 1957, Nkrumah established this citadel of training and learning to train a patriotic cadre corps of journalists to play an effective role in the emancipation of the African continent.

It started as a School of Journalism, then a department at the Accra Technical Institute (now Accra Polytechnic). Mr Richard McMillan, who at the time was the Director of the British Information Services in Ghana, became the first Principal and Journalism Tutor.

After the 24th February 1966 overthrow of the Nkrumah Government, the school moved to the present location, which used to house the Ghana Press Club. The Institute took its present name after the General I.K. Acheampong-led National Redemption Council (NRC) passed its first Legislative instrument (NRCD 275) to formally establish the Ghana Institute of Journalism. In 2006, under the Fourth Republic, Ghana's Parliament passed the Ghana Institute of Journalism Act (Act 717) 2006 to transform the Institute into a degree awarding tertiary institution.

On 1st June, 2009 the President of the Republic granted the Institute a Charter to award its own Degrees, Diplomas and Certificates. This was a manifestation and testimony to the pivotal role that the Institute continues to play in the development of the nation's human resource in such critical areas as communication, media and journalism.

VISION

The preferred communication training institution in Ghana and Africa upholding high academic and professional standards. Our vision is to produce world class professionals for the transformation of society and to be the epicenter in the education and training of communication and media professionals, specialists, scholars and researchers. This is also to help improve the practice and understanding of journalism, public relations, advertising, communications and related disciplines.

MISSION STATEMENT

Our mission is to remain a highly academic and professional institution serving the needs of students, the industry and society. Our aim is to educate, train and impart research skills to students about theoretical perspectives and practical strategies in communications and related disciplines. The mission is to inculcate in them the ability to make informed choices in order to achieve their academic, personal, and professional career goals. The mission of GIJ is to continue to lead and regularly review the media and communications curricula with the view to develop and empower our students to think critically across cultures and to be abreast of global perspectives.

CORE VALUES

Commitment to Excellence
Link Theory and Practice
Ensure Accountability with Integrity
Excellent Teaching and Learning environment

PHILOSOPHY

As a first class centre of excellence in journalism, communication and media studies, the Institute has its core philosophy as the provision of world class education for students and facilitating the learning and development of journalists, media practitioners and communication experts through effective lectures, tutorials and practical training in the core areas of Journalism, Public Relations and Advertising.

ETHICS POLICY

The Ghana Institute of Journalism is an ethical organization whose core value is to promote academic and professional excellence in journalism, media and communication related disciplines. Its guiding principle includes universality, diversity, dignity, integrity, equity, respect for individuals and group rights. The Institute promotes the needs of academia, industry and society as a whole for the wellbeing of the Ghanaian and all humanity.

GOVERNING COUNCIL

The Ghana Institute of Journalism by virtue of Act 717, is governed by a Council, which is responsible for determining the strategic and policy direction of the Institute.

EXECUTIVE MANAGEMENT BOARD

The Executive Management Board (EMB) has oversight responsibility for the day-to-day administration of the Institute. It serves as the link between all organs of the Institute and the Council.

ACADEMIC BOARD

As provided for by the Act, the Academic Board is responsible for policy formulation and regulates the programmes, examinations and instruction conducted by the Institute.

ACADEMIC/NON-ACADEMIC STAFF

The Institute boasts of a strong cast of highly qualified academic and administrative staff from various backgrounds and experiences. The majority of the academics are also practitioners in their respective disciplines. The full-time lecturers are complemented by adjunct and part-time lecturers from other public universities and industry.

ACADEMIC PROGRAMMES

The Institute offers the following main programmes:

1. A two-year Diploma in Communication Studies
2. A four/three year B. A. in Communication Studies
3. A two-year B.A. in Communication Studies Top-Up Programme for Diploma graduates.
4. A 15-Month intensive MA Programmes

DIPLOMA IN COMMUNICATION STUDIES

The Diploma Programme consists mainly of Media, Journalism, Public Relations and Communication Studies courses with a blend from other Humanities and general Social Sciences foundation disciplines. The programme provides an opportunity for students to develop their potential in any of the specialized areas in communication. Specifically, graduates can further their education or work as professionals in any of these areas: TV, radio, online journalism, wire service, newspaper/magazine journalism, public relations, advertising and marketing.

BACHELOR OF ARTS (BA) IN COMMUNICATION STUDIES

The Degree programme in Communication Studies offers a concentration of communication and media-focused courses and augmented by courses from the Humanities and general Social Science disciplines. It is designed to enable students combine study areas from the social sciences and the arts, with theoretical and practical communication studies. The programme is organized to give undergraduates a professional choice in either Journalism or Public Relations. Accordingly, all students enrolled in the BA Communication Studies Degree (or in Communication Programme) will pursue one of the two sequences.

i. Journalism Sequence

The Journalism Programme prepares students for careers in radio and TV, online

journalism, wire service, and newspaper/magazine work, among others.

ii. Public Relations Sequence

Students enrolled in Public Relations are prepared for careers in Public Relations, Advertising, Marketing and Customer Service, among others.

TWO-YEAR TOP-UP PROGRAMME (FROM LEVEL 300)

The Institute also runs a two-year programme starting from Level 300. The objective of this programme is to afford the Institute's past students holding Diploma Certificates to further their education in Communication Studies. We also admit students from other accredited tertiary Institutions with either Degrees, HNDs and Diplomas in communication related fields.

MA PROGRAMMES

The Institute runs a four (4) Master's Programmes in the following areas:

1. Journalism
2. Public Relations
3. Media Management
4. Development Communication

THE NEW SITE

The Institute has a new site at North Dzorwulu on the motorway extension between the Tetteh-Quarshie interchange and the Nestle Ghana Limited, Headquarters. Currently under construction is a four-storey classroom block. The site, when fully developed will serve as the main campus of this Institute.

The new site covers an area of approximately 25,854m². Existing structures close to the site include the Headquarters of the Organisation of African Trade Unions (OATU), flats for the National Security Services, Nestle Ghana Ltd, Fiesta Royal Hotel and a Shell Filling Station, among others.

PRINCIPAL OFFICERS

Professor Kwamena Kwansah-Aidoo

Dr. Modestus Fosu

Mrs Patience Sowah

Mr. Mathias Dugu

- Rector

- Acting Deputy Rector

- Acting Registrar

- Acting Finance Director

1.0 GENERAL REGULATIONS

1.1 Introduction

These regulations shall apply to all registered students of the Institute.

1.1.1 The Academic Board shall from time to time make regulations affecting students in line with the Governing Act and the Statutes of the Institute and those promulgated by the Governing Council. In addition, each Faculty and Department or Unit of the Institute may issue its own rules, provided such regulations do not contravene the general regulations made by the Academic Board.

1.1.2 Ignorance of these regulations or any public notice shall not be accepted as an excuse for any breach of discipline. Accordingly, every student on enrolment shall be required to obtain a copy of all the regulations of the Institute.

1.1.3 Students shall conduct themselves in an orderly manner and shall pursue their studies with all diligence; they shall observe the Statutes and shall conform to all such regulations and orders as may be made for the good governance of the Institute.

1.1.4 The operation of these regulations is without prejudice to the application of the general laws of the land, which applies to all persons in the Institute.

1.1.5 The Academic Board under the chairmanship of the Rector and the Dean of Students have responsibility to handle all matters of students' discipline. It shall be an offence to disobey these officers in the discharge of their duties.

1.2 ADMISSIONS AND ADMISSION REQUIREMENTS

1.2.1 B. A. IN COMMUNICATION STUDIES

i. SSSCE HOLDERS

Applicants must possess passes (A - D) in six (6) subjects comprising three (3) core subjects, including English, Mathematics and three (3) elective subjects with an overall aggregate of 24 or better.

ii. WASSCE HOLDERS

Applicants must possess passes(A1-C6) in six (6) subjects comprising three (3) core subjects, including English, Mathematics and three (3) elective subjects with an overall aggregate of 36 or better

iii. GCE 'A' LEVEL HOLDERS

Applicants must possess General Certificate of Examinations (GCE) Advanced Level Grade E or better in three (3) subjects (at least, one of the passes should be Grade D or better). In addition, applicants must have credit passes (Grade 6 or better) in five GCE 'O' Level subjects including English, Mathematics and a Science subject

(for non-Science students).

1.2.2 **DIPLOMA IN COMMUNICATION STUDIES**

i. SSSCE HOLDERS

Applicants must possess passes (A - D) in five (5) subjects comprising three (3) core subjects, including English, Mathematics and two (2) elective subjects with an overall aggregate of 20 or better.

ii. WASSCE HOLDERS

Applicants must possess passes (A1-C6) in five (5) subjects comprising three (3) core subjects, including English, Mathematics and two (2) elective subjects with an overall aggregate of 30 or better.

iii. MATURE STUDENTS

Persons wishing to enter the Ghana Institute of Journalism using the mature entry option must not be less than 25 years of age. In addition, applicants must satisfy the following requirements:

- a. Credit Passes (A1-C6 in WASSCE and A-D in SSSCE) in five (5) subjects comprising three core subjects, including English Language and Core Mathematics plus two (2) elective subjects.
- b. Applicants whose qualifications do not meet the requirements for admission as in (a) above may be considered for admission on passing a special entrance examination conducted by the Institute and an interview. Applicants should note that those who meet the requirement for admission as in (a) above will not be required to take any entrance examination.

1.2.3 LEVEL 300 TOP-UP (Weekend Session)

- a. GIJ Diploma holders with an average of Grade B or final CGPA of 2.5. are eligible for admission to Level 300. An equivalent diploma from an accredited communication training institution with an average of Grade B or equivalent are eligible to apply.
- b. Diploma holders with Final Grade Average of 3.25 from the following disciplines: Archival Studies, Public Administration, Social Administration, Education and Management Studies are eligible to apply.
- c. Higher National Diploma (HND) holders with a minimum of 2nd Class (Lower Division) in the following: Marketing, Information Technology, Secretaryship & Management Studies and related disciplines are eligible to apply.
- d. Degree holders with a minimum of 2nd Class (Lower division) in the

following: Information Studies, Information Technology, Sociology, Philosophy, Psychology, Political Science, Social Science, Theatre Studies, Marketing, Secretaryship, English and French are eligible to apply.

NOTE: All applicants for the Top-Up programmes are required to pass an interview before being considered for admission.

1.2.4 INTERNATIONAL STUDENTS

International students who hold equivalent qualifications are eligible to apply for any of the programmes. Applicants from non-English speaking countries must also meet a minimum level of English Language proficiency. Applicants must note that their certificates/qualifications would be forwarded to the National Accreditation Board for verification.

1.2.5 JOINT ADMISSIONS BOARD

The Joint Admissions Board shall be presented with a list of all candidates who satisfy the conditions for admission for the Board to decide which candidates may be admitted.

1.2.6 Candidates who do not satisfy the conditions for admission shall not be considered by the Joint Admissions Board. The Institute reserves the right to withdraw a candidate who accepts an offer of admission while not satisfying the admissions requirements, notwithstanding progress made on the course.

1.2.7 Candidates who present fake (supporting) documents or who misrepresent themselves in any way shall be withdrawn, notwithstanding progress made on the course.

1.3 STUDENTS REPRESENTATIVE COUNCIL

1.3.1 Membership of Students Representative Council (SRC) shall be compulsory for all students. Students are also encouraged to join officially sanctioned clubs/associations.

1.4 REGISTRATION AND FEES

1.4.1 All admitted students are required to register during the official registration period at the beginning of each semester. A fine shall be imposed on any student who fails to register during the normal time stipulated for registration. A student who fails to register during the registration period may forfeit his/her right to register for the semester or the entire academic year. No student shall be permitted to register by proxy. In such a situation the impersonator's registration shall be cancelled, which implies that the impersonator cannot pursue studies for that academic year.

1.4.2. A student who fails to pay the appropriate fees at the beginning of each semester or whose accounts are in arrears and unpaid at the beginning of a semester shall not, normally, be allowed to register and attend lectures and shall not be assessed for any of the Institute's examinations. The affected student shall have his/her name expunged from the records on eligibility grounds.

1.4.3 Dates of semesters are announced on the Institute's notice boards and through other appropriate communication channels such as the Institute's website.

1.4.5. Admission of students to the Institute shall be subject to passing a medical examination.

1.5 NAMES OF STUDENTS

1.5.1 Students shall be officially known only by the names which they have provided on the Application Forms/Register of Matriculation and are known by those names only in the sequence in which they were presented. (i.e. Surname, First Name and Other Names).

1.5.2 Change of Name

1.5.3 Students are not allowed to change their names with the exception of female students who in the course of their studies, legally get married.

1.5.4 In case a female student got married, she may apply to have her name altered to include the surname acquired by marriage, followed in parenthesis by the word "nee" and her former surname. In such cases, proof of marriage will be required before the official change is effected.

1.5.5 The Institute does not accept to change or amend biological records.

1.6 ATTENDANCE AT LECTURES AND EXAMINATIONS

1.6.1 Students are required to attend lectures and practical classes specified for their course of study, take all examinations of the Institute or Departments, and to undertake all written and practical work prescribed.

1.6.2 Students who absent themselves from lectures and practicals for 21 days in a semester will be deemed not to have satisfied the attendance requirements for the semester. Such students shall not be allowed to write the end of semester examinations.

1.7 USE OF ACADEMIC DRESS

1.7.1 All students are required to wear the Academic dress appropriate to their status on the following ceremonial occasions:

- i. Matriculation
- ii. Congregation
- iii. Other occasions as required

1.8 FORMATION OF SOCIETIES AND CLUBS

1.8.1 Students' societies and clubs in the Institute shall be formed at the request of at least ten interested students. In addition, there must be a Senior Member who will be the patron.

1.8.2 The request should be submitted for approval to the Academic Board through the Students' Representative Council to the Dean of Students for onward submission to the Registrar. The Constitution/Bye-laws of the proposed society or club should be added to the application.

1.8.3 The proposed society or club shall be formally promulgated in the Institute after the Academic Board has given its approval.

1.8.4 Within three months from the date of the promulgation of the society or club, the Secretary shall deposit the names of persons holding principal offices of the society or club with the Registrar and the Dean of Students.

Thereafter, the Registrar and the Dean of Students shall be furnished with the names of their executive, all of which shall be updated as and when changes occur.

1.9 FUNCTIONS WITHIN THE INSTITUTE

1.9.1 Students who wish to organize any function within the Institute shall obtain prior permission from the Dean of Students. The Dean of Students shall in turn inform the Registrar and the Rector for approval.

1.9.2 An application for permission to organize a function should provide the following information:

- i. Date and time of the function;
- ii. Place where the function is to take place;
- iii. Names and description of lecturers, speakers or performers at the function.
- iv. Activities to take place at the function.

1.9.3 This information, together with evidence of fulfilment by the organizers of any requirements imposed by law in relation to the holding of such a function, should normally reach the Dean of Students at least one week before the function takes place. The Dean of Students may impose such other requirements and conditions as may appear to him/her to be necessary or desirable.

1.10 PROCESSIONS, BOYCOTTS, DEMONSTRATIONS, AND MASS PROTESTS

1.10.1 Students wishing to organize processions, boycotts, demonstrations, and any mass protests in the Institute shall notify the Dean of Students in writing with a copy to the Registrar at least one week before the mass action/activity is due to begin.

1.10.2 The notification shall state the purpose of the mass action and the name(s) of the organizer(s).

1.10.3 The Dean of Students may prescribe special conditions, limitations or restrictions as may be considered appropriate in the circumstances.

1.10.4 No mass action shall be held between the hours of 6:00pm and 6:00am.

1.10.5 During the mass action, nothing will be done or said that may occasion violence or cause a breach of the peace.

1.10.6 If, in the opinion of the Dean of Students, the mass action will be likely to lead to a breach of the peace or cause serious interference with the work of the Institute, he may so advise the Rector who may take appropriate action.

1.10.7 If any acts of violence and/or breach of the peace, or infractions on any other regulations occur during a mass action, the perpetrators as well as the organizer(s) shall be held jointly and severally responsible and subjected to the appropriate legal/administrative actions.

1.10.8 The fact that a mass action is not prohibited does not imply that the Institute has either approved of or is in sympathy with its objectives.

1.9.9 For a mass action outside the Institute, the organizer(s) should, in addition, seek prior permission from the Police.

1.11 PUBLICATIONS

1.11.1 The Chairman of the Research and Publications Committee as stated in the Statutes of the Institute shall be informed in writing of any intention to produce a student publication within the Institute and his/her approval in writing shall be obtained for such a publication after it has been discussed and approved by the Committee.

1.11.2 A copy of each issue will be lodged with the Rector and the Dean of Students as appropriate and the Institute's Librarian on the day of publication.

1.11.3 Each issue shall state the name of the Editor, the

Membership of the Editorial Board and the Publisher.

1.11.4 The members of the Editorial Board will be held jointly responsible for the full contents of each issue of the publication. (See Appendix A)

1.12. OTHER REGULATIONS

1.12.1 It shall be an offence for a student to:

- i. Cultivate, possess, use or peddle narcotics and other drugs as listed in the Second Schedule, Part II, of the Drugs and Pharmacy Act, 1961 (Act 64). (See Appendix B)
- ii. Willfully cause damage to Institute's property or the good name of the Institute and incite others to cause such damage.
- iii. Publish defamatory materials on the campus.
- iv. Smoke in the library or lecture halls during lectures.
- v. Possess fire arms on campus.
- vi. Make undue noise within the Institute's precincts. In particular, the hours between 6:00am and 9:00pm are to be regarded as quiet, provided that this rule shall not apply where permission to organize a function has been granted by the Dean of Students.

1.13 USE OF VEHICLE

1.13.1 The use of personal vehicles to and from the Institute is a privilege. This privilege could only be granted by Management.

1.13.2 The Institute accepts no responsibility for such vehicles, or for any damage that may occur to them or to their owners, drivers or passengers.

1.14 THE DEAN OF STUDENTS

1.14.1 The Dean of Students is responsible for the welfare and discipline of students. The Dean works in close collaboration with the Students' Representative Council (SRC), Halls and Class Representatives.

1.14.2 For the efficient running of the office, the Dean shall have the support of a committee comprising:

- i. Hall Tutors
- ii. A representative of the Students' Representative Council

1.15 DISCIPLINARY PROCEDURES

1.15.1 If a student violates any regulations of the Institute, a report shall be made to the Dean of Students, who will notify the Rector for appropriate sanctions. For serious offences such as disputes involving a group of students, the Dean of Students shall investigate the matter and apply appropriate disciplinary sanctions or make recommendations to the Rector.

1.16 SANCTIONS

1.16.1 Any student who does not observe the Statutes and Regulations of the Institute, or commits any act subversive of discipline or good order or tending to discredit the Institute, or neglects his/her duties, may be punished by a warning, or reprimand, or fine, or gating not exceeding one academic year or both, or withholding of results of examinations or outright dismissal.

1.16.2 Sanctions, which involve temporary or permanent removal from the Institute, shall be done only with the approval of the Academic Board.

1.17 APPEAL

1.17.1 Any student who is aggrieved by any disciplinary sanctions may appeal to the Rector/Academic Board for a review within seven days of the notification to him/her of the sanctions imposed on him/her.

The Rector/Academic Board on receipt of a report from the appropriate source may request a review of the sanction so imposed. When carrying out a review, the Rector may act on the advice of a Committee on which student interest are represented.

2.0. PROGRAMME REGULATIONS

2.1. ACADEMIC PROGRAMMES

2.1.1 It is the responsibility of each registered student to familiarize himself/herself with the requirements of the diploma/bachelor's programme he/she plans to pursue and the rules, regulations and policies of the Institute.

2.1.2 Students are to ensure that the courses they register for satisfy the requirements of the programme sought.

2.1.3 By the act of registering, it is understood that students have agreed to abide by all rules, regulations, and policies at the Institute.

2.1.4 Each student is expected to be familiar with the information outlined in this handbook as well as the information pertaining to the Faculty, Department, and Halls in which he/she is enrolled. Students shall therefore be held liable for any lapses. When in doubt, students may consult their Heads of Department in writing with a copy to the Academic Board asking that advice be given in writing.

2.1.5 The Institute reserves the right to conduct academic work (especially examinations) on any particular day of the year.

2.1.6 Except with the express approval of the Academic Board and the Rector, no

student is permitted to register for two programmes at the same time either within or outside the Institute. The sanction for such an offence shall be the cancellation of registration or loss of studentship.

2.1.7 The Institute reserves the right to change rules, regulations and policies, as well as programme and course requirements given in this handbook without prior notice.

2.3 COURSE OF STUDY

2.3.1 A candidate who is admitted to a diploma/degree programme shall be required to follow the approved programme of study over the prescribed period. No change of programme is allowed during the course of study. Degree students admitted to either Journalism or Public Relations option are not permitted to change their programme of study once they have registered and the registration period is over.

2.3.2 A student shall not graduate if he/she is found not to have followed the subjects assigned to him/her at the diploma/degree level.

2.4 DEFERMENT OF STUDY PROGRAMME

2.4.1 A student may defer his/her study programme for only two continuous semesters, provided that the maximum period for the completion of the programme is not exceeded. For example, a diploma student can defer for only two semesters. Level 300 Top Up students also fall under this category.

2.4.2 A student who wishes to interrupt his/her study programme shall apply at least four weeks before the commencement of the semester to his/her Dean of Faculty, through the Head of Department, stating reasons why he/she wants to interrupt his/her study programme. The decision of the Dean shall then be communicated to the Registrar, who shall also communicate same to the applicant before he/she leaves the Institute.

2.4.3 At the express permission of the Rector, a four-year degree student may be permitted to interrupt his/her studies by two additional semesters, but not exceeding four semesters overall.

2.4.4 A student who interrupts his/her studies for more than four continuous semesters shall be deemed to have cancelled his/her studentship. Such a student may, however, be allowed to re-apply for admission into the Institute.

2.4.5 Where the ground for interruption of studies is medical, a recognized Medical Officer shall be required to advise the Registrar on the propriety and length of period of interruption. The Registrar shall investigate any medical report reaching

his office from any health delivery facility and advise the Rector/Academic Board accordingly.

2.4.6 Any student who does not go through the approved procedures before interrupting his/her studies shall be deemed to have abandoned his/her studentship. Subsequently, the Registrar shall cause the name of such a student to be removed from the student roll.

2.4.7 A student can only defer a course or programme after successfully completing one semester of an academic year.

2.5 INABILITY TO COMPLETE STUDY PROGRAMME/DEFERMENT

2.5.1 A student who is unable to complete his/her study programme within the maximum period allowed shall lose all credits accumulated and his/her studentship cancelled. Such a student may be allowed to re-apply for fresh admission into the Institute.

2.6 ACADEMIC YEAR

2.6.1 The Institute's Academic year runs from the month of August to June and is divided into two semesters:

- i. First Semester - August to December
- ii. Second Semester - January to June

2.7 ACADEMIC ADVISER

2.7.1 Students shall be assigned Academic Adviser(s) in every Department who shall provide counsel on course offerings.

2.8 STRUCTURE OF SEMESTER

2.8.1 A semester shall be of 16 weeks duration and shall be structured as follows:

- 13 weeks of Teaching
- 1 week of Revision
- 2 weeks of Examination

2.10 DURATION OF STUDY PROGRAMME

2.10.1 The duration for the study programmes shall be as follows:

- i. Diploma Programme - 2 years
- ii. Bachelors Programme - 3/4 years
- iii. Top-Up Degree Programme - 2 years
- iv. MA Programme. - 15months

2.11 PRACTICAL TRAINING

2.11.1 Students will be placed on attachment to media and communication related organizations to gain practical experience for a minimum of two (2) months and a maximum of three (3) months for diploma students who have completed their first year of study. The same will apply to Level 300 students preparing to enter Level 400.

2.12 PROJECT WORK/DISSERTATION

Students shall be expected to undertake project work/dissertation as part of the requirements for graduation and to be awarded either Diploma or Degree. Diploma students are expected to satisfy a word length of 6,000-8,000. Degree students are to produce a dissertation with a word-length of 8,000-12,000. However, students undertaking documentaries/capstone projects are not bound by word-length.

2.12.1 A supervisor is to report any misconduct or lack of progress from the student to the Dean of Faculty of Communication and Social Science. The Dean, upon receipt of the complaint/report shall inform the Vice-Rector for action to be taken on the matter.

2.12.2 A student who feels dissatisfied with the way his/her supervisor is handling his/her work should write formally to the Dean of Communication and Social Science for redress. The Dean shall report the complaint to the Vice-Rector for action.

2.12.3 In the event of non-resolution of any impasse between a supervisor and student, the Vice-Rector may, in consultation and the Dean of the Faculty of Communication and Social Science, reassign the student to a different supervisor.

2.12.4 The supervisor who so affected must be duly informed of any decision arising thereof.

2.12.5 A student misconducted, as captured in 2.12.1, may not be reassigned nor allowed to graduate.

2.12.6 Late submission of Project Work/ Dissertation will attract a fine to be determined by the Academic Board.

2.12.7 Students who submit their project work/dissertation two months to congregation will not be allowed to graduate.

2.12.8 Students who fail to submit their project work/dissertation within two academic years shall have their academic records expunged.

2.12.4 PLAGIARISM

i. Plagiarism is defined as the submission for assessment of material (written, visual or oral) originally produced by another person or persons, without acknowledgement in such a way that the work could be assumed to be the student's own. Plagiarism may involve the unattributed use of another person's work, ideas, opinions, theory, facts, statistics, graphs, models, painting, performance, computer code, drawings, actual spoken or written words, either quoted or paraphrased.

ii. The submission of works produced in collusion with (an) other person(s) for an assignment which is based on the assessment of an individual's work.

iii. The inclusion of unauthorized members in student teams conducting group work assignments.

iv. The authorized and unattributed use of work produced by another student.

2.13 GRADING SYSTEM

2.13.1 Students' Performance in a course shall be graded as follows:

Grades	Marks%	Credit Value/GP	Description
A	80-100	4.0	Excellent
B+	75-79	3.5	Very Good
B	70-74	3.0	Good
C+	65-69	2.5	Very Fair
C	60-64	2.0	Fair
D+	55-59	1.5	Satisfactory
D	50-54	1.0	Barely Satisfactory
E	0-49	0	Unsatisfactory
X	-	-	Absent

Grades A to D are Pass Grades

Grade E is Failure Grade

Classification of the awards for the diploma program is as follows:

Distinction	CGPA of	3.5	-	4.0
Credit	CGPA of	2.5	-	3.49
Pass	CGPA of	1.0	-	2.49
Fail	CGPA of less than		-	1.0

Classification of award for the BA programme is as follows:

First Class	CGPA of	3.5 - 4.00
Second Class (Upper Division)	CGPA of	3.0 - 3.49
Second Class (Lower Division)	CGPA of	2.5 - 2.99
Third Class	CGPA of	2.0 - 2.49
Pass	CGPA of	1.1 - 1.99
Fail	CGPA of less than	1.0

2.13.2 REFERRAL

2.13.3 A candidate shall be referred if he/she fails in either one or two examination papers in a semester.

2.13.4 REPEAT

A candidate shall be asked to repeat if he/she fails in three examination papers in a semester

2.13.5 WITHDRAWAL

- i. A candidate who fails in four or more examination papers in a semester shall be withdrawn from the Institute.
- ii. A student who does not pass as prescribed for Level 200, 300 and 400 also does not meet the requirements for probation, as in Levels 200, 300 and 400, shall be asked by the Registrar to withdraw from the Institute. Late publication of examination results will not affect the sanctions applicable to those who fail to meet the requirements.
- iii. The delay in publication of examination results shall not affect the sanctions applicable to those who fail to meet the requirements.

2.13.6 GRADING SYSTEM OF COURSES FOR THE DIPLOMA AND BA PROGRAMMES

2.13.7 GRADE POINT (GP)

Each grade is assigned an equivalent grade point as indicated above. The number of (grade) points earned by a student for each course completed is computed as the product of the number of credits for the course and the grade point equivalent letter of the grade obtained in that course.

2.13.8 CUMULATIVE GRADE POINT AVERAGE (CGPA)

The student's cumulative grade point average is calculated by dividing the total number of grade points obtained, up to any specified time, by the total number for credits of all courses for which the student has registered up to that time.

2.13.9 FINAL GRADE POINT AVERAGE (FGPA)

The FGPA is the CGPA for all courses under consideration calculated up to the end of a student's academic programme.

2.14 For a regular degree student to graduate under Ghana Institute of Journalism regulations, the student must fulfil the following requirements:

- i. University requirements: Language and Study Skills, African Studies (Social Anthropology)
- ii. Faculty requirements: Basic Statistics
- iii. Departmental requirements: Core and Prescribed Electives

Programmes

Diploma in Communication Studies

First Year

Semester One

<i>Code</i>	<i>Course Title</i>	<i>Credit Hours</i>
COD 101	Language and Study Skills	2
COD 103	Introduction to Literature	2
COD 105	Logic and Critical Thinking	2
COD 107	Basic Computing Skills	2
COD 109	Print News Reporting	2
COD 113	Introduction to Mass Communication	2
COD 111	Broadcast News Reporting	2
COD 115	Principles of Marketing	2
FNCH 101	Basic French for Communicators I	0

Semester Two

<i>Code</i>	<i>Course Title</i>	<i>Credit Hours</i>
COD 102	English Language Usage	2
COD 104	Introduction to Political Science	2
COD 106	Information Gathering and Research	2
COD 108	Visual Communication	2
COD 110	Feature Writing	2
COD 112	Introduction to Public Relations	2
COD 114	Introduction to Advertising	2

FNCH 102	Basic French for Communicators II	0
----------	-----------------------------------	---

Second Year

Semester Three

<i>Code</i>	<i>Course Title</i>	<i>Credit Hours</i>
COD 201	Creative Writing	2
COD 203	Basic Statistics	2
COD 205	Approaches to Communication Research	2
COD 207	Introduction to Media & Society	2
COD 209	History of the Media in Ghana	2
COD 211	Investigative & Court Reporting	2
COD 213	Methods of PR Communication	2
COD 215	Advertising Production	2

Semester Four

<i>Code</i>	<i>Course Title</i>	<i>Credit Hours</i>
COD 202	Basic Concepts of Sociology	2
COD 204	Entrepreneurship	2
COD 206	Media Ethics and Law	2
COD 208	New Media	2
COD 212	Intro. To Radio & TV Production	2

B.A. in Communication Studies (Journalism Option)

Level 100

Semester One

<i>Code</i>	<i>Course Title</i>	<i>Credit Hours</i>
COMS 101	Language and Study Skills	3
COMS 103	Logic and Critical Thinking	3
COMS 105	Basic Computing Skills	3
COMS 107	Information Gathering and Research	3
COMS 109	Introduction to Media Systems	3
COMS 111	Elements of Mass Communication	3
FNCH 101	Basic French for Communicators I	0

Semester Two

<i>Code</i>	<i>Course Title</i>	<i>Credit Hours</i>
COMS 100	English Lang. Usage & Creative Writing	3
COMS 104	Creative Writing	3
COMS 106	Basic Concepts in Sociology	3
COMS 108	Introduction to Development Theories	3
COMS 110	History of the Media in Ghana	3

COMS 112	Theories of Communication	3
FNCH 102	Basic French for Communicators II	0

Level 200

Semester Three

<i>Code</i>	<i>Course Title</i>	<i>Credit Hours</i>
COMS 201	Social Anthropology of Africa	3
COMS 203	Entrepreneurship	3
COMS 205	Visual Communication	3
COMS 207	Introduction to Journalism	3
COMS 209	Introduction to Public Relations	3
COMS 211	Principles of Advertising	3

Semester Four

<i>Code</i>	<i>Course Title</i>	<i>Credit Hours</i>
COMS 204	Basic Statistics	3
COMS 206	Introduction to Media and Society	3
COMS 208	Print News Writing	3
COMS 210	Broadcast News Writing	3
COMS 212	Principles of Marketing	3

Level 300

Semester Five

<i>Code</i>	<i>Course Title</i>	<i>Credit Hours</i>
CSJN 301	Introduction to Social Psychology	3
CSJN 303	Communication Research Design	3
CSJN 305	Introduction to Political Communication	3
CSJN 307	Introduction to Community Journalism	3
*CSJN 309	New Media	3
*CSJN 311	Feature Writing	3
**COMS 112	Theories of Communication	3
**COMS 201	Social Anthropology of Africa	3
**FNCH 101	Basic French for Communicators I	0

NOTE: *Course Codes with one asterisk (*) are to be taken by Regular Degree Students only.*

*Course Codes with two asterisks (**) are to be taken by Top-Up Degree Students only.*

Semester Six

<i>Code</i>	<i>Course Title</i>	<i>Credit Hours</i>
CSJN 302	Media Ethics and Law	3
CSJN 304	Communication Research Analysis	3
CSJN 306	In-depth Journalism	3
CSJN 310	Media and Conflict	3
CSJN 312	Introduction to Sports Journalism	3
CSJN	Internship	3
**FNCH 102	Basic French for Communicators I	0

NOTE: Course Codes with two asterisks (**) are to be taken by Top-Up Degree Students only.

Level 400

Semester Seven

<i>Code</i>	<i>Course Title</i>	<i>Credit Hours</i>
CSJN 401	Introduction to Media Management	3
CSJN 403	Development Communication	3
CSJN 405	Radio and TV Production	3
CSJN 407	Politics and Development	3
CSJN 411	Intro to Environment and Health Communication	3

Semester Eight

<i>Code</i>	<i>Course Title</i>	<i>Credit Hours</i>
CSJN 402	History of the Media in Africa	3
CSJN 404	Gender and Development	3
CSJN 406	Radio and TV News Presentation	3
CSJN 408	Globalization and Development	3
CSJN 410	Project Work	6

B.A. In Communication Studies (Public Relations Option)

Level 100

Semester One

<i>Code</i>	<i>Course Title</i>	<i>Credit Hours</i>
COMS 101	Language and Study Skills	3
COMS 103	Logic and Critical Thinking	3
COMS 105	Basic Computing Skills	3
COMS 107	Information Gathering and Research	3
COMS 109	Introduction to Media Systems	3
COMS 111	Elements of Mass Communication	3
FNCH 101	Basic French for Communicators I	0

Semester Two

<i>Code</i>	<i>Course Title</i>	<i>Credit Hours</i>
COMS 100	English Lang. Usage & Creative Writing	3
COMS 104	Creative Writing	3
COMS 106	Basic Concepts in Sociology	3
COMS 108	Introduction to Development Theories	3
COMS 110	History of the Media in Ghana	3
COMS 112	Theories of Communication	3
FNCH 102	Basic French for Communicators II	0

Level 200

Semester Three

<i>Code</i>	<i>Course Title</i>	<i>Credit Hours</i>
COMS 201	Social Anthropology of Africa	3
COMS 203	Entrepreneurship	3
COMS 205	Visual Communication	3
COMS 207	Introduction to Journalism	3
COMS 209	Introduction to Public Relations	3
COMS 211	Principles of Advertising	3

Semester Four

<i>Code</i>	<i>Course Title</i>	<i>Credit Hours</i>
COMS 204	Basic Statistics	3
COMS 206	Introduction to Media and Society	3
COMS 208	Print News Writing	3
COMS 210	Broadcast News Writing	3
COMS 212	Principles of Marketing	3

Level 300

Semester Five

<i>Code</i>	<i>Course Title</i>	<i>Credit Hours</i>
CSPR 301	Introduction to Social Psychology	3
CSPR 303	Communication Research Design	3
CSPR 305	Introduction to Political Communication	3
*CSPR 307	Media Relations in Public Relations	3
*CSPR 309	New Media	3
COMS 311	Business Communication	3
**COMS 112	Theories of Communication	3
**COMS 201	Social Anthropology of Africa	3
**FNCH 101	Basic French for Communicators I	0

NOTE: Course Codes with one asterisk (*) are to be taken by Regular Degree Students only.

Course Codes with two asterisks (**) are to be taken by Top-Up Degree Students only.

Semester Six

Code	Course Title	Credit Hours
CSPR 300	Event Marketing and Promotion	3
CSPR 304	Communication Research Analysis	3
CSPR 306	Introduction to Business Law	3
CSPR 310	Public Relations and Society	3
CSPR 312	Advertising Creative Strategies	3
**FNCH 102	Basic French for Communicators II	0

NOTE: Course Codes with two asterisks (**) are to be taken by Top-Up Degree Students only.

Level 400

Semester Seven

Code	Course Title	Credit Hours
CSPR 441	Strategic Marketing and Planning	3
CSPR 443	Web and Print Material Production	3
CSPR 407	Strategic Public Relations	3
CSPR 409	Counselling for Public Relations	3
CSPR 411	Advertising and Media Planning	3

Semester Eight

Code	Course Title	Credit Hours
CSPR 402	Speech Writing and Public Speaking	3
CSPR 400	Advertising and Society	3
CSPR 406	Conflict Management in Public Relations	3
CSPR 408	Globalization and Development	3
CSPR 410	Project Work	6

Academic Progression

For the award of a Degree, a student needs to pass and fulfil the minimum requirements with regard to a number of credit hours. This is determined by the Department.

Level 100 students must pass all registered courses. Such a student must pass and

make a Grade Point Average of at least 1.5. But if a student fails three (3) or more courses he/she would be asked to withdraw.

2.15 Definition of Grades - Diploma/ Degree Programmes

2.15.1 Pass Grades: Grades A to D constitute Pass grades.

2.15.2 Failure Grades: Grades E, F, X and Z are Failure grades.

2.15.3 Continuing: A grade Y (for Continuing) shall be awarded at the end of a semester to any student who is taking a course which continues into the next semester.

2.15.4 Non-Completion of Course

a. Grade I (for Incomplete) shall be awarded to a student who is unable to complete a course for reason adjudged by the Academic Board as satisfactory. Such as student shall be expected to complete the course the very next time the course is available.

b. Grade X shall be awarded to a student who is unable to complete a course for reasons adjudged by the Academic Board as unsatisfactory.

2.15.5 Disqualification:

- i. Grade Z denotes disqualification from an examination as a result of an examination malpractice or offence, and it shall be awarded whenever it is established that a candidate had attempted to gain an unfair advantage in an examination, be it in a principal subject or an ancillary or any other paper.
- ii. A candidate awarded a grade Z may be barred from taking the Institute's Examinations for a stated period, or indefinitely, or may be expelled from the Institute altogether.
- iii. A grade Z may be awarded only by the Academic Board.

2.16 Eligibility for Examinations

2.16.1 A student shall be expected to attend all lectures, practicals and other activities prescribed for the courses for which he/she has registered, and to execute all assignments given.

2.16.2 A student who does not fulfil the requirements for any course shall not be allowed to take the examination for that course.

2.16.3 In any case, a student who is absent for a period of 21 days from all lectures, practicals and other activities prescribed for any course in any semester shall be deemed to have withdrawn from the course. Such a student shall not be permitted to sit for the semester examination.

2.17 Registration for Semester Examinations

2.17.1 A candidate shall not write the end-of-semester examination if he/she is

not deemed to have followed satisfactorily, the approved course(s) of study.

2.17.2 Students who are duly registered for a course but fail to take the end-of-semester examination for the course shall be deemed to have absented themselves from the examination, for which a grade X shall be awarded.

2.18 Semester Examinations

2.18.1 Each course, with the exception of a project, shall normally be completed in one semester.

2.18.2 An examination schedule showing time and place of examination for each course shall be published each year.

2.17.3 Time allotted to examination papers shall be as follows:

2 Credit Course - 2 hours

3 Credit Course - 2-3 hours

2.18.4 The Institute's Interim Assessment shall carry 40% of the end-of-semester examination. It is mandatory for all level 200 students to participate in the radio practicum exercises. This forms part of their interim assessment and 60% for the end of semester.

2.19 Student in Good Standing

2.19.1 A degree student in good standing shall be one whose cumulative Grade Point Average (CGPA) is at least 1.1 (Grade D).

2.18.2 A Level 100 candidate shall be deemed to have satisfied the requirements for progression to Level 200, if he/she has obtained a CGPA of 1.1 or better overall in all Level 100 examinations.

2.19.3 In addition to the above, the candidate must have satisfied faculty or departmental requirements for entry to Level 200.

2.19.4 A candidate who does not qualify to progress to Level 200 on the basis of the above shall be asked by the Academic Board to withdraw from the Institute.

2.19.5 Pass: A student is deemed to have passed if he/ she has a CGPA of 1.1 or better and has accumulated a minimum of 18 credits of required courses at the end of Level 200.

2.19.6 Pass: A student is deemed to have passed if he/she has a CGPA of 1.1 or better and has passed a minimum of 36 credits of required courses at the end of Level 300.

2.19.7 Probation: Means repeating failed courses and where possible, making up the workload with the appropriate courses for the next level. Accordingly, a student shall be put on probation if he/she has:

- i. A CGPA of 1.1 or better and has passed between 18 and 24 credits at Level 200 or
- ii. A CGPA of less than 1.1 and has passed 24 credits or more.
- iii. A CGPA of 1.1 or better and has passed between 48 and 60 credits at the end of level 300 or
- iv. A CGPA of less than 1.1 and has passed 60 credits or more.

2.19.7 A student who is put on probation would have to re-sit his/her failed courses.

2.19.10 First Year - Diploma

- i. A First Year Diploma candidate shall be deemed to have satisfied the requirements for progression to the Second Year if he/she has a CGPA of 1.0 in the courses he/she has registered for.
- ii. A candidate who is referred in one or two courses shall register and re-sit those courses at the next available sitting.
- iii. A candidate who fails three courses in a semester shall be asked to repeat that semester.
- iv. A candidate who fails in more than three courses shall be asked by the Academic Board to withdraw from the course.

2.19.11 Second Year - Diploma

- i. A Second Year Diploma candidate shall be deemed to have passed if he/she has a CGPA of 1.0 in all the courses he/she has registered for.
- ii. A candidate who is referred in one or two courses shall register and re-sit those courses.
- iii. A candidate who fails three courses in a semester shall be asked to repeat that semester.
- iv. A candidate who fails more than three courses shall be asked by the Academic Board to withdraw from the course.
- v. A candidate shall qualify to graduate if he/she satisfies all the requirements above and submits a project work before the deadline set by the Academic Board.

2. 20 DEFERMENT OF EXAMINATION

2.20.1 A student who has satisfied all the requirements as prescribed but is unable to take the main (end-of-semester) examinations on grounds of ill health, shall, on application to the Registrar, and on provision of a Medical Certificate issued by a Medical Officer of a Public Hospital, be allowed to take the examination at the next offering. Subsequent application for deferment, on grounds of ill health, shall

be subject to a Medical Certificate issued by a properly Constituted Medical Board.

2.19.2 In case of deferment on grounds other than ill-health, the Dean of Students shall invite the applicant for an interview and advise the Institute accordingly. It shall be the student's responsibility to satisfy the Institute beyond reasonable doubt why he/she wishes to defer the examinations.

2.20.3 In cases of deferment of examinations, an application should be made in writing to the Registrar after which the applicant(s) shall obtain written response(s) from the Registrar before leaving the Institute.

2.21 DECLARATION OF RESULTS (PROVISIONAL)

2.21.1 Results of examinations shall be posted on the Notice Board of the Institute and online using the Institute's students email accounts. It shall be the responsibility of the candidate to consult the Notice Board or the website of the Institute for results of any examinations taken. A transcript indicating the student's performance in the examination shall be made available to the student by the Registrar upon application and the payment of the appropriate fee.

2.22 CLASSIFICATION OF DEGREE

2.22.1 All end-of-semester examination results from Level 100 shall be taken into account in the computation of the Final Grade Point Average (FGPA) for the classification of the bachelor's degree.

2.22.2 The GPAs at Level 100, 200, 300 and 400 shall be weighted in the proportions 1:1:2:2. However, those admitted to Level 200 shall have their GPAs calculated from that level and weighted in the proportions 1:2:2. For candidates admitted to the Top-Up programme at Level 300, they shall be weighted in the proportions 2:2 and are expected to satisfy the University requirements.

2.22.3 In the determination of the FGPA, a weighted average of all repeat courses shall be used, for instance, a 3-credit course with an 'E' at first attempt and an 'A' at the second attempt shall attract a total of 6 credits in the computation of the Grade Point Average of that particular course.

2.22.4 The full scheme of classification shall read as follows:

First Class	-	FGPA of 3.5 - 4.0
Second Class (Upper)	-	FGPA of 3.0 - 3.49
Second Class (Lower)	-	FGPA of 2.5 - 2.99
Third Class	-	FGPA of 2.0 - 2.49
Pass	-	FGPA of 1.1 - 1.99
Fail	-	FGPA of below 1.0

2.23 REQUIREMENTS FOR GRADUATION

a. Course Requirements

University requirements: Language and Study Skills, African Studies
Faculty requirements: Basic Statistics, Logic and Critical Thinking
Departmental Requirements: Core and prescribed electives.

b. Credits Requirements:

The total number of credits required for a student to graduate/be awarded a degree is 135 credit hours.

c. Additional requirements:

- i. A student must submit a dissertation/project work in order to qualify for the award of a degree.
- ii. A student must undertake a mandatory four-month internship/practical attachment in order to qualify to graduate.

2.24 CONFIRMATION OF AWARD

2.24.1 A list of candidates who are deemed eligible for award of diplomas and degrees shall be laid before the Academic Board for approval. No award shall be conferred unless the Board is satisfied that the candidate has satisfied all the conditions for the award of a diploma/degree.

2.25 PRESENTATION OF AWARD

2.25.1 Following approval, a candidate shall be entitled to be awarded a Diploma or a Bachelor's Degree under the seal of the Institute.

2.26 CANCELLATION OF AWARD

2.26.1 Notwithstanding previous confirmation of an award of a degree/diploma, the Academic Board may at any time cancel or withdraw an award, even with retrospective effect, if it becomes known that:

- i. A candidate had entered the Institute with false qualifications, or
- ii. A candidate had impersonated someone else, or
- iii. A candidate had been guilty of an examination malpractice for which a grade Z would have been awarded, or
- iv. There are other reasons that would have led to the withholding of confirmation of the award in the first place.

2.26.2 In any such event, the decision of the Academic Board shall be published on the Institute's Notice Board and the candidate notified. Such cancellation and the reason for it shall be entered on the candidate's transcript.

2.27 DATING OF BACHELOR'S DEGREE

2.27.1 The Bachelor's Degree of the Institute shall be dated with reference to the last day of the Semester when the final examination is taken.

2.28 TRANSCRIPT OF ACADEMIC RECORD

2.28.1 After a student has completed his or her programme of study, the Institute shall, on the payment of an appropriate fee, issue to the student a complete transcript of his/her academic record.

2.29 REPEAT EXAMINATION

2.29.1 A student may decide to re-register for and repeat a failed course on a future date. If he/ she repeats the course and passes its examination, he/she shall be awarded the full grade earned on that occasion. The student's transcript will show the number of occasions the candidate took the examination for that particular course and the grades earned on all such occasions. However, in determining the final GPA, a weighted average of all repeat courses shall be used, as for instance, a 3-credit course with an 'E' at first attempt and an 'A' at the second attempt shall attract a total of 6 credits in the computation of the Grade Point Average of that particular course.

2.30 REVIEW

2.30.1 A candidate who is not satisfied with the results of examination affecting him/her may request a review by submitting an application to the Chairman of the Academic Board (i.e. the Rector) and pay the appropriate fee. The review application shall be referred to the Dean of the appropriate Faculty for the necessary action.

2.30.2 An application for a review shall be submitted to the Chairman of the Academic Board (i.e. Rector) not later than 21 days after the date of release of the said results as approved by the Academic Board and shall state the grounds for review.

2.30.3 An application entered on a candidate's behalf by a person other than the aggrieved candidate himself/herself shall not be accepted.

2.30.4 No action shall be taken on an application, which is submitted outside the time stipulated. A review shall not proceed unless the review fee is also fully paid.

2.30.5 The Academic Board may authorize the Registrar to amend the results as released in the light of the review.

2.30.6 If it happens that a complaint for review is frivolous or ill-motivated, the Academic Board may prescribe further sanctions which may include barring the complainant from the Institute's examinations for a stated period or an indefinite

period.

3.0 EXAMINATION REGULATIONS

3.1 Introduction

3.1.1 A candidate writing the Institute's Examinations must have pursued an approved course as a regular student over the required period.

3.1.2 Entry to the Examinations shall be by registration for which the papers to be written shall be indicated by the title.

3.1.3 A candidate shall not be allowed to sit for the Examinations if:

- i. He/she has not followed the course as a regular student.
- ii. He/she owes fees to the Institute.
- iii. He/she is under suspension or has been dismissed from the Institute
- iv. He/she has been asked to withdraw for poor academic performance.

3.1.4 It shall be the duty of the candidate to consult the daily time table (to be made available at least 24 hours ahead of time) to ascertain the papers to be written each day and to make himself available at the appointed place at least one-half hour before the examination.

3.1.5 A candidate may not be allowed to write the Institute's Examination if he/she reports to the Examination more than half an hour after commencement.

3.1.6 It shall be the candidate's responsibility to provide for a pen, pencil and an eraser as needed. It is also his/her responsibility to ensure that he/she is given the right question paper and other material needed for the examination.

3.1.7 An examination candidate shall not bring to the Examination Centre or to the wash-room of the Examination Centre or in the immediate vicinity of the Examination Centre any book, paper or written information or Cellular/Mobile phones or other unauthorized material.

Any such material shall not be deposited at the entrance to the Examination Room or the washroom or in the immediate vicinity of the Examination Centre. No student shall enter the Examination Room until invited to enter the Examination Room.

- i. Any candidate who is seen with lecture notes or a book or cellular/mobile phone or any unauthorized material in the Examination Centre or in the immediate vicinity of the Examination Centre before the commencement and during the examination shall be deemed to have committed an offence, and shall be banned from the examination and awarded a grade X.
- ii. A candidate shall uphold the highest standard of civility and courtesy in an

Examination Centre. A candidate who flouts the instruction(s) of a Chief Invigilator or Invigilator or misconducts himself/herself in any manner to an examination official at an examination centre commits an offence.

- iii. An investigation shall be launched into the conduct of the candidate and appropriate sanctions taken by the Academic Board upon receipt of the report from a committee to be set-up by the Vice-Rector.
- iv. An examination candidate shall, for the purpose of identification by the Chief Invigilator/Invigilator, carry on him/her his/her student identity card and place it on the examination table to enable the invigilator ascertain the identity of the person writing the examination.
- v. The Chief Invigilator shall reserve the right to refuse any candidate without an identity card entry to the Examination.
- vi. Candidates with special needs, physically challenged, left handed, pregnancy - shall inform the authorities about their deformity in order to be catered for.

3.1.8 No communication between candidates is permitted in the examination hall.

- i. Candidate shall not pass or attempt to pass any information or instrument from one to another during an examination.
- ii. A candidate shall not copy or attempt to copy from another candidate or engage in any similar activity.
- iii. A candidate shall not disturb or distract any other candidate during an examination.
- iv. A candidate may attract the attention of the Invigilator by raising his/her hands.
- v. Any candidate caught engaging in an examination malpractice shall be made to write a written statement duly signed by him/her. The candidate shall be allowed to continue the examination thereafter.
- vi. The invigilator, at the end of the examination shall make a formal written report to the officer-in-charge of the examination.

3.1.9 Smoking or drinking of alcoholic beverages is not allowed in the Examination Room.

3.1.10 Candidates may leave the examination room temporarily, and only with the express permission of the Invigilator. In such cases, the Invigilator will be required to satisfy himself that a candidate does not carry on his/her person any unauthorized material.

A candidate who is allowed to leave the Examination Room temporarily will be accompanied while outside the examination room by an Attendant designated by the Invigilator.

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

3.1.12 At the end of each examination, candidates should ensure that they do not take away any answer books, whether used or unused, from the Hall.

3.1.13 Candidates should not in any way interfere with the stapling of the answer books. Any complaints about the answer books should be brought to the attention of the Invigilator.

3.1.14 A candidate who fails to be present at an examination without any satisfactory reason shall be awarded a grade X. The award of grade X in a required paper means failure in that paper. The following shall not be accepted as reasons for being absent from any paper at the Institute's Examinations:

- i. Misreading the time-table;
- ii. Forgetting the date or time of examination;
- iii. Inability to locate the examination hall;
- iv. Inability to rouse oneself from sleep in time for the examination;
- v. Failure to find transport;
- vi. Pregnancy;
- vii. Ill health;
- viii. Death of a Relation.

3.2 EXAMINATION MALPRACTICES OR OFFENCES

3.2.1 Examination offences shall be understood to include any attempt on the part of a candidate to gain an unfair advantage, and breach of the examination regulations and instructions to candidates, including refusal on the part of a candidate to occupy an assigned place in an Examination Room, any form of communication with another candidate, possession of a book, paper or written information of any kind except as required by the rules of a particular examination, smoking, leaving an Examination Room without the permission of the Invigilator, or refusal to follow instructions.

3.2.2 Students should note that while group work and discussions before examinations are encouraged, the final product of a student in an examination should be solely the student's. Any student who willingly or unwillingly makes it possible for other students to copy from their work and thereby enables a third party to note the similarities would have his/her paper cancelled alongside the one copying.

3.2.3 It shall be an offence for a candidate to sit for a paper for an Institute's examination when he/she is asked to withdraw for poor academic performance. Such a candidate will have his/her examination paper(s) cancelled.

3.2.4 The Invigilator at the end of the exams shall make a formal written report to the officer in charge of the examinations.

3.2.5 The Chief Invigilator or any Examiner shall report to the Registrar as soon as practicable any instance of a breach of examination regulations.

On the advice of the Registrar, the Vice Rector shall constitute a committee to investigate all examination offences that have come to the Institute's attention.

In respect of offences occurring outside the precincts of an examination room, the Registrar shall investigate and submit his preliminary findings to the Vice-Rector, who shall set-up a committee to enquire into the matter and inform the Academic Board of the committee and its findings.

3.2.6 The Academic Board shall review all reports received in connection with an examination malpractice or an offence. On the basis of its review, the Academic Board may impose a sanction accordingly. Grade Z shall be awarded wherever it is established that a candidate had attempted to gain an unfair advantage in an examination or any other paper or has misconducted himself/herself in an examination.

A candidate may be made to repeat a particular paper in a semester to be determined by the Academic Board. Such a candidate may be debarred from taking the Institute's Examination for a stated period or indefinitely or expelled from the Institute.

3.2.7 In all instances of examination malpractices or offences, a formal report shall be submitted to the Chairman of the Academic Board as soon as practicable upon receipt of the report by the Vice-Rector from the Committee so established to look into the matter. The Academic Board may review all such reported cases and may vary the sanctions as it thinks fit.

3.3 SANCTIONS

3.3.1 A breach of any of the foregoing regulations made for the conduct of examinations may attract one or more of the following sanctions:

- i. A reprimand;
- ii. Loss of marks;
- iii. Cancellation of a paper (in which case zero shall be substituted for the mark earned);
- iv. Withholding of results for a period;
- v. Award of grade X.

3.3.2 Where it has been established that a candidate had attempted to gain an unfair advantage in an examination, further sanctions may include the following:

- i. Being barred from the Institute's examinations for a stated period;
- ii. Being barred from the Institute's Examinations indefinitely;
- iii. Suspension from the Institute;
- iv. Expulsion from the Institute;
- v. A reprimand.

4.0. LIBRARY REGULATIONS

4.1 Membership

4.1.1 The primary users of the Library include the following:

- i. Students of the Institute
- ii. Faculty of the Institute
- iii. Administrators of the Institute

4.1.2 The users may be grouped into three main categories namely:

a. Those who have the right to read and borrow from the collection.
This category includes:

- i. Students
- ii. All Senior Members
- iii. Teaching Assistants.

b. Those who can use the Library for Reference only:

- i. National Service Personnel
- ii. Alumni of the Institute

c. Permission to read and or borrow may be granted to other persons and categories of users at the discretion of the Library Committee or the Institute Librarian, acting on behalf of the Library Committee.

4.2 OPENING HOURS

4.2.1 The Library opens on Mondays to Fridays from 8:30am to 7:30pm, and on Saturdays and Sundays from 10:00am to 4:00pm.

4.3 **REGISTRATION**

4.3.1 All categories of users are required to register with the Library. The student ID cards will serve as Borrower's ID for students. This must be shown whenever a book is to be borrowed from the Library. It should also be surrendered when signing for reference materials and past examination questions. It should be produced whenever requested by a member of the Library Staff. No borrowing is allowed without the ID Card.

4.4 **LOANS AND CARE OF BOOKS**

4.4.1 **Regular Books**

Students may borrow up to 3 books for 2 weeks, renewable once only if not requested by another reader. Books borrowed may be recalled before 14 days.

- a. Lending and returning of books cease 30 minutes before closing time.

4.4.2 **Reference Books**

- a. Reference textbooks are meant to be read in the Library only.
- b. Periodicals, newspapers, journals, past questions, and research works may not be borrowed.

4.4.3 **Charging and Discharging of Books (Borrowing and Returning of Books)**

Readers need to complete the Borrower's form provided and clearly write the following particulars, when borrowing manually:

1. Date of Borrowing
2. Your name written very clearly in BLOCK LETTERS
3. Your signature
4. Course and level
5. Author
6. Title
7. Accession Number of book
8. Student ID Number

Books are returned to the Circulation Desk and Borrowers should

ensure that they are properly signed off for each item returned. It should be noted that the Borrower remains responsible for the book he or she has borrowed as long as the Borrower is not signed off.

4.4.4 **Reservation of Books**

A book which is out on loan and which is required by another, may be reserved on application at the Circulation Desk in the Library. The reader will be notified when the book is available. Such a book will be kept for only 2 days. If it is not collected after this period, the book will be returned to the shelves.

4.4.5 **Care of Books**

- a. No book is to be written in, cut, or damaged in any way. Any effect in or damage to a book should be reported to the Library staff.
- b. Readers must not trace any picture or figure from any book/material.
- c. Readers and borrowers will be held responsible for any damage to a book in their charge, and will be required to pay the appropriate cost of such damaged books.
- d. Borrowers should report at once the loss of any book, and if it is not found, the borrower shall pay for the assessed cost of the lost book.

4.5 **GENERAL RULES**

- 4.5.1 Silence is to be observed at all times within the precincts of the Library.
- 4.5.2 Smoking is forbidden in all parts of the Library.
- 4.5.3 No food or drink is allowed in any part of the Library. Toffees, fruits, etc., are not exempted.
- 4.5.4 Users should take out all valuables (laptops, money, purse, etc.) and deposit their bags with the Security guard at the Library entrance. Gowns, raincoats, umbrellas, scanners, tape recorders, etc., must also be deposited at the entrance.

- 4.5.5 However, such items are deposited at the owner's own risk and the Library disclaims responsibility for any loss of or damage to any items so deposited.
- 4.5.6 Firearms and other offensive weapons are not allowed into the Library.
- 4.5.7 Pets are not allowed in any part of the Library.
- 4.5.8 The use of mobile phones, for phone calls, in the Library is banned. All calls must be answered outside the Library.
- 4.5.9 No seat shall be reserved by or for any reader. Any seat reserved shall be cleared by Library staff for use by others.
- 1.5.10 Any book recalled shall be returned within 72 hours, else fines will be imposed after three days.
- 4.5.11 Library Staff/Security will inspect any item being taken out of the Library.
- 4.5.12 Readers may not enter staff offices except by invitation by a Staff Member.
- 4.5.13 All borrowed books should be returned by the last day of each semester.
- 4.5.14 Failure to return all Library books by the stipulated time or in exceptional cases by the end of the academic year may result in examination results and/or certificates being withheld till books are returned.
- 4.5.15 Orderly conduct must be maintained at all times in all parts of the Library.
- 4.5.16 All caps, hoods, helmets and masks must be taken off before entering and while in the Library.
- 4.5.17 Group discussions are not permitted in the Library.
- 4.5.18 All visitors must report and introduce themselves to Library Staff at the Circulation Desk.

4.5.19 Any book taken from the shelves must be left on tables after use.

4.6 Offences and Sanctions

4.6.1 The following shall constitute Library offences:

- a. Failure to return borrowed books and related materials on date due:
Sanction: Offender shall be liable to the payment of a fine of GH¢0.50 per day till books are returned.
- b. Loss or misplacement of books and related materials:
Sanction: Offender will pay twice the current price of the book plus a processing charge of GH¢100.00.
- c. Unlawful acquisition of library materials/stealing sanctions:
 - i. Ordinary books
Rustication for 21 days. In addition, the member shall lose borrowing rights for one semester.
 - ii. Reference books – As in (i) above plus possible dismissal.
 - iii. Rare books – Dismissal.
- d. Mutilation of books and related materials:
Sanction: A user who commits this offence shall be dismissed from the Institute.
- e. Failure to return books and other materials on demand. (i.e. when a book is recalled).
Sanction: Suspension from the Institute plus any overdue fines.
- f. With regard to the General Rules of the Library Regulations, the flouting of any of them could result in the Library imposing appropriate sanctions on the offender(s) including the suspension from the use of the Library.

4.7 COMPUTER USAGE AND E-RESOURCE POLICY

The use of E-resources and the Internet are guided by policies which users must comply with, to ensure effective and efficient use of the resources.

4.8 OPENING HOURS

Monday – Friday: 9:00a.m. - 4:30p.m.

4.9 GENERAL RULES

To ensure the efficient use of the E-Resources Centre the following rules shall apply:

4.9.1 Terms of usage of computers

Internet use will be managed in a manner consistent with the Library's policy on acceptable use. The Internet workstations must be used responsibly, while respecting the rights of other users.

4.9.2 The computers will be used for accessing the electronic databases and information literacy sessions.

4.9.3 Use of the computers is free for all students with a valid Student's Identification Card.

4.9.4 Computers are available on a first come, first served basis, and may not be reserved, unless you have made an appointment for a class with a staff member. If all computers are in use, ask a staff member to be added to the waiting list.

4.9.5 Patrons are limited to a maximum of 90 minutes per day on the computers.

4.9.6 Computer sessions will time out after 10 minutes of non-use. Library staff may end a computer session at any time if the logged in user leaves the premises.

4.9.7 Time extensions are granted at the sole discretion of the Library staff, based on demand for the computers.

4.9.8 Users are advised not to use their laptops in the E-Resources Centre.

4.9.9 To listen to audio on a computer, users must provide their own headphones. Using the built-in computer speakers is not permitted, as it distracts other users.

4.9.10 Users should not load programs onto the Library computer's hard drives or run unapproved software from CD-ROMs, flash drives, or any other device.

4.9.11 Users are advised not to unplug cables, or any other peripherals connected in the lab.

4.9.12 The computers only allow the temporary saving of files during your active session. Users are responsible for deleting any saved files when finished with them.

4.9.13 Conversations are not permitted in the E-Resources Centre.

4.9.14 The use of a single workstation by a small group is not permitted.

4.9.15 Bottled drinks and toffees are not allowed in the E-Resources Centre. Keep the Centre clean at all times.

4.10 SECURITY

Users should be aware that the Internet is not a secure medium and that third parties may be able to obtain information regarding users' activities.

4.10.1 The Library is not responsible for damage to disks, any loss of data, or damage or liability that may occur from the use of the computers.

4.10.2 For liability reasons, library staff cannot answer questions of a financial, legal, or medical nature, and for privacy reasons, staff cannot fill out online forms for users.

4.10.3 Users should not make any attempt to damage computer equipment or software.

4.10.4 Computer and Internet settings should not be changed. Users should not use the network to make unauthorized entry into other computational, informational, or communication services or resources.

4.10.5 Users should not invade the privacy of others or engage in any activity that is harassing or defamatory.

4.10.6 For privacy and security, it is highly recommended that users save files to their cloud storage media or external drives.

4.11 CARE OF COMPUTERS

Users should take good care of the computers to prolong their longevity.

4.12 COPYRIGHT

4.11.1 Materials on the Internet are copyrighted. Always acknowledge your sources of information.

4.11.2 Information cited from the internet without acknowledgement results in plagiarism.

4.13 SANCTIONS

4.13.1 Any unauthorised attempt to remove or disconnect any peripheral in the E-Resources Centre shall be considered as stealing.

4.13.2 Misuse of the computer will result in the loss of computer usage privileges and possible prosecution.

4.13.3 GIJ Library reserves the right to restrict, suspend or revoke any user's access to electronic resources should he/she be found guilty of non-compliance to this policy.

5.0 HARASSMENT

5.1.1 Harassment of student(s) by other students or any member of staff is contrary to the Academic Board's commitment to providing a physically and psychologically safe environment for learning and may be a violation of national laws.

5.1.2 Harassment shall include any speech or action by a student or staff against another student that creates a hostile, intimidating, or offensive learning environment.

5.1.3 The Academic Board is to ensure that the Student Code of Conduct prohibits any form of sexual harassment and any use of verbal or physical harassment. It should also provide a means for a student to report any incidence of harassing behaviour from a fellow student, staff member or a school visitor, in a way that avoids embarrassment and protects the confidentiality of the student.

5.1.4 All such reports are to be investigated by the Rector promptly. Anyone found to have violated this policy and/or the Code of Conduct shall be subjected to disciplinary action including suspension or expulsion from the Institute.

5.2 Gender / Religious/ Disability/ Height/ Weight Harassment

5.2.1 Verbal Harassment

- i. This involves written or verbal innuendos, comments, jokes, insults, threats or disparaging remarks concerning a person's gender, ethnic origin, religious persuasion, disability, height or weight and so on.
- ii. Conducting a campaign of silence towards a fellow student, staff member, or other person associated with the Institute by refusing to have any form of social interaction with the person.

5.2.2 Non-Verbal Harassment

- i. It involves placing objects, pictures, or graphic commentaries in the School environment or making insulting or threatening gestures in such a way that a person's privacy, integrity or reputation is breached or undermined.

5.3 SEXUAL HARASSMENT REGULATIONS AND PROCEDURES

5.3.1 Sexual Harassment

5.3.2 These regulations and procedures shall apply in all cases where any member of staff/student of the Institute believes that he/she is being or has been sexually harassed.

5.3.3 Sexual harassment refers to any unwanted, unsolicited and/or repeated verbal or sexual advances, sexually derogatory statements or sexually discriminatory remarks made by a member of the Institute in respect of another member of the community, whether in or outside the Institute, which are offensive or objectionable to the recipient, or which cause the recipient discomfort or humiliation or which the recipient believes interferes with the performance of his/her duties or create a threatening or intimidating atmosphere for work or study.

5.3.4 Sexual harassment shall include, but not limited to, unnecessary touching; unwanted physical contact; sexually suggestive approaches; persistently staring at a person's body; compromising invitations or presents; requests or demands for sexual favours; displays of sexually suggestive or degrading pictures or objects in the workplace or place of study; and any comments which imply that gender impairs the ability of a person to perform a job or undertake a course of study.

5.3.5 The Institute is committed to a working and learning environment that is free from discrimination and/or intimidation.

All employees and students concerned have a positive duty to maintain a work place and learning environment free from sexual harassment. Accordingly, sexual

harassment of any kind will not be tolerated.

5.3.6 Management shall take prompt and corrective action when it is established that incidents involving sexual harassment have occurred.

5.3.7 Sexual harassment shall constitute grounds for disciplinary action, which may include, but not limited to, dismissal from employment or expulsion from the Institute, or such other action or combination of actions short of dismissal, as may be considered appropriate by the Sexual Harassment Committee in accordance with the Institute's disciplinary measures and regulations applying to staff and students of the Institute.

5.3.8 Any difficulty in defining what constitutes sexual harassment shall not deter anyone from complaining of behaviour which causes his or her distress nor shall anyone be deterred from making a complaint because of embarrassment or fear of intimidation and publicity. The Institute shall respect the sensitivity of sexual harassment complaints and their consequences.

5.3.9 No person shall be barred from complaining of sexual harassment that has already occurred by the time a complaint is made. However, where more than 6 months has elapsed from the last date of occurrence of such sexual harassment to the lodgement of a relevant complaint for determination on a formal basis, it shall be the discretion of the Sexual Harassment Committee to determine whether to accept or reject the lodgement of the complaint, taking all the circumstances of such complaint into action.

5.3 10. Sexual Harassment Committee

There shall be a Sexual Harassment Committee established under the Act.

5.3.11. The Committee shall mean the three-person committee appointed from time to time by the Academic Board to carry out the functions and duties set out in this document. The Committee shall contain at least one man and woman and a Chairperson. Members of the Committee shall be appointed to and hold office on rotational basis for a term of 3 years, after which another person shall be appointed to hold such office in replacement of the person whose term has come to an end.

Except as otherwise specified in this document, the Sexual Harassment Committee shall, in consultation with and subject to the approval of the Rector, regulate its own procedures. Investigations and/or recommendations carried out or made in terms of the Sexual Harassment Regulations and Procedures shall be kept at the office of the Rector.

5.3.12 Designated officers shall be appointed by the Rector from each Department/ Unit from time to time and shall include the Women's Commissioner and the most senior official of the SRC. Each Designated Officer shall undergo training in the implementation of the issues relating to Sexual Harassment Regulations and Procedures and shall be made known to all employees and students of the Institute.

Further, each Designated Officer who is not a Women's Commissioner or the most senior SRC official shall serve for 3 years. But the Rector may re-appoint a person to serve for an additional term for 3 years, after which another person shall be appointed to hold such office in replacement of the person whose term has expired.

5.3.13 Management Representative shall mean the office of the Rector and/or other Senior Management of the Institute as the Rector deems appropriate for the purpose of the Sexual Harassment Regulations and Procedures.

5.3.14. The decision of the Committee shall be final and binding in all matters of sexual harassment.

5.4 Procedures for Redress

5.4.1 Informal Approach: Where a member of the Institute believes that he/she is being or has been sexually harassed, such a member is encouraged, but not obliged, prior to adopting the formal procedure outlined below, to advise the alleged offender that such behaviour is unwelcome, must be stopped or must not occur again and is interpreted as sexual harassment in terms of this document. This approach may also be made by a representative of the complainant on his or her behalf.

The following guidelines shall apply:

- i. The Complainant and/or his/her representative (if any) may discuss the matter informally with the designated officer, the Women's Commissioner or the most senior executive of the Students Representative Council (SRC).
- ii. The complainant, his or her representative (if any) and/or the designated officer with whom the matter is discussed may at this stage approach informally the relevant Management Representative.
- iii. The Management Representative approached will, in consultation with the relevant Head of Department/Unit, attempt to resolve the matter by discussing it informally with the alleged offender. Before doing so, the Management Representative shall seek the advice of the designated Officer.
- iv. The Management Representative shall without delay, advise the complainant and/or his or her representative of the outcome of the informal

discussion with the alleged offender.

5.4.2 Formal Approach: If the complainant is dissatisfied with the results of the informal approach, or the sexual harassment does not cease, or it has not been possible to approach the alleged offender without the formal grievance, procedure set out in this paragraph being invoked, then the complainant and his or her representative shall take up the matter further in writing with the Sexual Harassment Committee.

The following guidelines shall apply:

- i. The Sexual Harassment Committee shall be responsible for notifying the alleged offender that the matter is being taken further, that it may result in disciplinary action and that the alleged offender has a right to seek representation.
- ii. The Sexual Harassment Committee shall as soon as possible, but not later than 14 working days from receiving a complaint, cause separate investigatory meetings with the complainant and the alleged offender, together with their representative (if any), to attempt to resolve the matter, unless both the complainant and the alleged offender agree to a joint meeting being convened.
- iii. The Sexual Harassment Committee shall, without undue delay, advise the complainant and the alleged offender and/or their representative (if any) in writing of the outcome of the investigations and, in particular, but without limitation, of any action to be taken by or against the alleged offender for the purposes of the protection of the complainant. In the event that the complainant or the alleged offender aggrieved with the outcome of the investigations and/or the action to be taken, he/she has a right of appeal to be exercised within seven (7) days.
- iv. The Rector shall, as soon as possible but not later than twenty-one (21) working days, review the case and render a decision. In reviewing the case, the Rector shall call for such information as he/she shall deem necessary to enable him/her made a decision.
- v. In the event that the complainant or the alleged offender is aggrieved with the Rector's decision, he/she shall have the right of appeal to the Council to be exercised within fourteen (14) days from the date of the Rector's decision. The decision of the Council shall, in terms of the Sexual Harassment Policy Procedures, be final and so far as applicable, binding on both the complainant and the alleged offender.
- vi. In the event of the manifest error in the investigations and/or outcome thereof, the Council may, at its discretion, review the proceedings and take such action as it deems appropriate and its decision shall, in respect be final and binding.

- vii. If the Sexual Harassment Committee proposes any disciplinary action against the alleged offender, then the procedure appropriate to the member of the Institute concerned shall be adopted. Any such action to be taken may be appealed against by the offender in terms of such disciplinary procedure, provided that the provisions, relative to the outcome of such appeal shall operate so as to prejudice any action recommended by the Sexual Harassment Committee for the protection of the complainant.

5.5 CONTACTING THE POLICE

5.5.1 No aspect of the Sexual Harassment Policy and Procedures shall operate to prejudice or prevent the right of the complainant at any time to contact the police in order to obtain protection for himself or herself.

6.0 CODE OF CONDUCT

6.1.1 This Code of Conduct represents policies, rules or guidelines that define the specific actions or procedures of all members of staff and students of the Institute. The Institute has adopted the following as its ethical principles:

6.2 UNLAWFUL BEHAVIOUR

6.2.1 Any student or a staff member whose conduct amounts to a criminal offence may be dealt with as if that conduct amounts to a violation of this Code, notwithstanding that the Republic may institute criminal proceedings against him.

6.2.2 Any student whose behaviour or activities may breach Ghana's Civil Law or undermine confidence in his integrity shall be deemed to have violated this Code and be dealt with accordingly.

6.3 USE OF FACILITIES AND EQUIPMENT

6.3.1 Any member of staff or student who wishes to use the Institute's facilities for private purposes must first seek permission from the Registrar of the Institute.

6.3.2 Under no circumstances should a member of staff or student(s) use the Institute's facilities/equipment without the approval of the Registrar or his Deputy.

6.4.3 Any member of staff or student(s) whose request is granted is expected to use the Institute's facilities/equipment efficiently, carefully and economically. The use of the facilities should be secured against theft or misuse and waste is to be avoided.

6.4 EQUITY AND JUSTICE

6.4.1 The Institute is committed to the principle of equal opportunity and encourages staff to pursue equity in all aspects of their activities.

6.4.2 It shall be the responsibility of Management to maintain an environment that is free from harassment. Harassment such as sexual, racism or bullying is unlawful and any member of staff or student who is guilty of this offence shall be punished accordingly.

7.4.3 Members of staff must not discriminate against or harass colleagues, students or member of the public on any grounds including sex, marital status, pregnancy, age, race, ethnicity or national origin, physical or intellectual impairment and HIV/AIDS status. In addition, employees/students must not be harassed or discriminated against on the grounds of political or religious conviction.

6.4.4 Staff and students of this Institute shall be entitled to fair and equitable grievance procedures.

6.4.5 Management has a responsibility to ensure the health and safety of all on campus and a duty to provide and maintain a working environment that is safe and without risks to health.

6.5 RESPECTS FOR INDIVIDUAL

6.5.1 Members of Staff must respect the confidentiality and privacy of students and only provide information when authorized by the Registrar's Office or for legitimate academic purposes.

6.5.2 Within the Institute, no staff member shall have access to information about any individual, without the individual's consent unless a responsible officer of the Institute is satisfied that the staff member is acting in the course of his or her duties and that the information is relevant for the purpose for which it is being sought.

6.5.3 No computerized data about any individual should be accessed for other than institutional purposes without the full, written authority of that person. Access of personal, student or staff records without a specific, job-related purpose constitutes a breach of this code.

6.5.4 No personal information about staff or students shall be released to a third party, unless the subject is informed of the reason for its collection and provides

a full written approval; other than in special circumstances where the disclosure may prevent a serious and imminent threat to the life or health of the individual concerned or of another person. However, the Institute is legally obliged to respond to any request for information in the form of a police warrant, subpoena, summons or other court order.

6.6 PERSONAL AND PROFESSIONAL RESPONSIBILITY

6.6.1 All members of staff must maintain and develop knowledge and understanding of their area of expertise or professional field. They should continuously seek to improve their work performance with an emphasis on quality skills.

6.6.2 All staff and students should actively seek out ways to bring about quality improvements in the Institute.

6.6.3 Members of staff, with the exception of those in the Public Affairs (PR) Department, have a right to publicly comment on issues both within and not within their professional expertise. But in so doing, they must ensure that such a comment is made in a private capacity and not necessarily that of the Institute.

6.6.4 The highest ethical and professional standards are expected of members of staff particularly when representing the Institute at all levels.

6.6.5 Views which are attributed to the Institute as a corporate body can only be made public by officers duly designated by the Institute to represent its position on specific issues.

6.6.6 The Institute expects all Faculty members engaged in research to observe high ethical standards in the conduct of their research.

6.7 GENERAL COMPORIMENT

6.7.1 Students shall dress respectably for classes/lectures

6.7.2 Students shall, at all times, conduct themselves in an orderly manner, with dignity and self-respect.

6.7.3 Students are required to have their meals and snacks, at the officially appointed place and not within lecture halls or other offices.

6.7.4 Students shall show particular respect for authority and uphold law and order. Accordingly, it shall be a violation of this code for any student:

- i. To conduct himself/herself in such a manner as would amount to rudeness, or disrespect, or insulting behavior, towards any officer of the Institute.

- ii. To intentionally or wilfully disobey or disregard any regulations and orders as may be made for the orderly running of the Institute.

6.8 REPORTING CONDUCT AND COMPLAINTS

6.8.1 All members of staff and students are encouraged to report suspicion of a corrupt conduct and serious and substantial waste of Institute's resources to the Rector through the Registrar.

6.8.2 All allegations or suspicions of corrupt conduct shall be treated with strict confidence and investigated appropriately.

6.8.3 The Institute shall apply the principles of natural justice in investigating complaints.

6.8.4 Staff and students should make every effort to direct their complaints through the appropriate channels and should refrain from making frivolous, malicious and vexatious complaints.

6.9 STUDENTS REPRESENTATIVE COUNCIL AND OTHER BODIES

6.9.1 Introduction

The Constitution of the Student Representative Council (SRC) shall be binding on all students in the Ghana Institute of Journalism.

6.9.2 The Student Representative Council (SRC) and its sub-councils or committees shall constitute the official channels of relations between the student body and the Authorities of the Institute.

6.9.3 All complaints of students concerning any matters of welfare, general administration etc. and/or suggestions or recommendations regarding any such matters shall be directed in the first instance, to the Dean of Students through the S.R.C.

6.9.4 Any communication between the S.R.C and any statutory body in or outside Ghana, the Government of Ghana, or the Government of any other country, shall pass through the Dean of Students to the Rector.

6.9.5 Any other student body shall function in the Institute only upon official recognition.

6.9.6 A request for recognition shall be sent through the S.R.C. to the Dean of Students. The request shall be accompanied by a recommendation of the S.R.C., the Constitution or by-laws of the proposed body and the names of at least five leading prospective members of the proposed body.

6.9.7 The names of the principal office holders of that body shall be deposited with the Dean of Students within two weeks after recognition.

6.9.8 Following any changes in leadership, the names of the principal office holders of both the S.R.C. and any other duly recognized student bodies shall be made available to the Dean of Students.

6.9.9 All student activities, especially those that may affect in any way the normal running of the Institute, shall be approved by the Dean of Students after consultation with Management at least three days beforehand.

6.9.10 No officially recognized student body shall be affiliated to any other body outside the Institute without the permission of the Academic Board.

7.0 DISPUTES

- i. Any dispute among students should be peacefully settled and where necessary, with the assistance of student leaders or fellow students. In extreme cases any senior member may be contacted to help with settlement.
- ii. Any disputes between students on the one hand, and their leaders (i.e., the S.R.C) on the other, shall be settled within the framework of the Constitution of the S.R.C. In cases where it has been impossible to resolve any such dispute and the dispute threatens to affect normal academic work, the S.R.C Secretary shall notify the Dean of Students in writing, clearly specifying the issues in dispute and seeking his assistance in resolving the dispute. The Dean of Students shall deal with the matter as he deems fit.
- iii. Any dispute between any officer of the Institute (other than the Rector) and any student or group of students that may affect the smooth running of the Institute must be reported to the Dean of Students or any of the parties, clearly specifying the issues in dispute.

7.1 DISCIPLINARY PROCEDURES

- i. If a student violates any regulations of the Institute, this shall be reported to the Dean of Students, who will notify the Rector for appropriate

sanctions. For serious offences such as disputes involving a group of students, the Dean of Students shall investigate the matter and apply appropriate disciplinary sanctions or make recommendations to the Rector/ Academic Board.

7.2 SANCTIONS

- i. Depending on the nature of the violation a student may be punished by a warning, or reprimand, or fine, or gating, or rustication for a period of time, or withholding of results of examination or outright dismissal.
- ii. Sanctions which involve temporary or permanent removal from the Institute shall be affected only with the endorsement of the Rector.

7.3 APPEAL

7.3.1 Any student who is aggrieved by any disciplinary sanctions may appeal to the Rector/ Academic Board for a review within seven days of the notification to him/her of the sanctions imposed on him/her.

The Rector/Academic Board on receipt of a report from the appropriate source may request a review of the sanctions so imposed. When carrying out a review, the Rector may act on the advice of a committee on which student interest are represented.

8.0 ETHICAL GUIDELINES AND ETHICS OF RESEARCH

8.1 Ethical Guidelines

These guidelines describe a set of expectations for ethical behaviour in the teacher-student learning environment at the Ghana Institute of Journalism. The guidelines are described under three general principles and are illustrated by specific examples of ethical behaviour. The three general principles and the classifications of expectations within these general principles are as follows:

- a. Principle I: Learning and Growth; Student Development; Subject Matter
b. Competence; and Pedagogical Competence
- ii. Principle II: Honesty and Integrity; Academic Honesty (Plagiarism); Fair and Valid Assessment; Evaluation Strategy; and Managing Interactions and Relationships
- iii. Principle III: Respect for the Dignity of Others; Confidentiality; Dealing with Sensitive Topics; Respect for Others and Respect for the Institution

8.1.1 Each section identifies the relevant roles and responsibilities of each of the three partners actively engaged in the learning environment; namely, students, faculty, and the institution as represented by the organizational units within it.

8.1.2 These guidelines are primarily meant to be an educational tool, intended to motivate the members of the university community to engage in thoughtful, ethical behaviour in all of their interactions in the learning environment. This document is intended to serve as a guide and inspiration to those who will craft future versions of the relevant rules, regulations and agreements that formally define everyone's roles and responsibilities at the University.

8.1.3 Ethical behaviour is defined by the ideals and values shared by a community. The ethical principles and expectations in this document advance the key objective of the Ghana Institute of Journalism's Mission, which is "to remain a highly academic institution serving the needs of students, the industry and society and to maintain the highest ethical standards."

8.1.4 These guidelines should aid in the aspiration of the Ghana Institute of journalism to become "...a model of scholarly inquiry, a place where all who contribute to its achievements —students, faculty, and staff —can take pride in their commitment to this centre of communication excellence.

8.1.5 This guide is applicable to other, more general university units that service and support the learning environment.

8.1.6 This document recognizes and promotes the right to academic freedom within the framework of the Institute's and its members' duties and responsibilities.

8.2 PRINCIPLE ONE: LEARNING AND GROWTH

The Ghana Institute of Journalism's Mission and Vision is to be "... the preferred communication training institution in Africa upholding high academic standards and producing world class professionals for the transformation of society". In keeping with this mission statement, the first organizing principle recognizes that the learning environment should contribute to the learning and intellectual growth of students, and that this requires teachers to continue their own growth and development throughout their careers, aided by the institution.

8.2.1 Student Development

One overriding responsibility of teachers is to contribute to the intellectual development of students. Teachers have a duty to design instruction that facilitates

learning and encourages independent thinking, to treat students with respect and dignity, and to avoid actions that inhibit student development. Students are responsible for actively participating in the learning opportunities that the institution creates for them.

8.2.2 Student Development: The Teacher's Role

The teacher is responsible for contributing to student development, both individually and through working co-operatively with members of the academic community and the community at large. A teacher is expected to encourage and promote the free pursuit of learning. A teacher can encourage student development by:

- i. designing instruction that facilitates learning
- ii. encouraging class participation
- iii. promoting critical thinking rather than mere fact memorization
- iv. stimulating autonomy and independent thinking in students
- v. serving as an intellectual guide and counsellor
- vi. properly supervising student projects, research and dissertations
- vii. being available to students outside of class
- viii. Providing proper guidance and supervision to a student who performs any of the roles of a teacher (for example, as a teaching assistant).

8.3 COLLECTIVE RESPONSIBILITIES FOR STUDENT DEVELOPMENT

Organizational units are responsible for developing and implementing policies that promote student development. These policies should cover;

- i. student access to regular educational programmes
- ii. provision of counselling concerning program planning, class selection and program decision-making
- iii. provision of internal scholarly forums for students such as lecture series, academic or professional conferences, and expositions
- iv. creation of practical and applied learning opportunities (for example, internships, professional opportunities, etc.)
- v. provision, where feasible, of opportunities for students to attend external events such as conferences, exchange programmes, etc.

8.4 STUDENT DEVELOPMENT: THE STUDENT'S ROLE

Students should take advantage of the development opportunities offered to them and work co-operatively to foster their development. A student should:

- i. actively participate in the learning process; promote the free pursuit of learning; promote the free exchange of ideas; express their personal views and values; consider and discuss other views and values

- ii. develop independent thinking; develop critical thinking skills; respect the learning activities of others
- iii. meet attendance expectations and requirements; be prepared for each class

8.5 SUBJECT MATTER COMPETENCE

Students are entitled to be taught by teachers who are competent in the subject, and whose course content is current, accurate and relevant to course goals and objectives.

8.6.1 Maintaining Subject Matter Competence: The teacher's Role

Achieving competence requires a teacher to take active steps to maintain an up-to-date knowledge base sufficient to teach any course that may reasonably be assigned as a normal duty. To accomplish this, a teacher should keep abreast of any scholarly developments that may affect course content as follows:

- i. conform to the calendar description of the course
- ii. be current and accurate
- iii. be appropriate to the course level and adequately represent important topics within the subject area

8.5.1 For a course that is part of a structured, sequenced series of courses for students following a particular educational stream, a teacher should know the content of prerequisite courses and of courses for which the teacher's course may be a prerequisite.

8.5.2 In this context, the teacher must teach those materials that are designed to be covered in the particular course, e.g. to avoid needless duplication of material taught in a prior course, and to cover course material that prepares students for subsequent courses in the stream.

8.5.3 For courses which faculty have decided should be theoretically identical (most typically separate sections of the same course taught in any one year), an individual teacher has the responsibility to teach material that does not substantially deviate from the faculty defined objectives and content of the course.

While it is to be expected that a teacher should, if appropriate, incorporate their own scholarly efforts into the instructional content of a course, care must be taken to ensure that these materials are presented at a level that matches the competence of the students, and that there is a balanced presentation of other non-personal research in the topic area.

8.6 COLLECTIVE RESPONSIBILITIES REGARDING SUBJECT MATTER COMPETENCE

Each faculty/departmental unit has a duty to ensure that every teacher in the unit is appropriately qualified, and that the unit has the breadth of expertise required to deliver scheduled courses and to meet its commitments to student research supervision. Organizational units should review and update programmes, courses and calendar course descriptions on a regular basis, and ensure that significant content changes are vetted and discussed with other affected academic units.

8.7 SUBJECT MATTER COMPETENCE: THE STUDENT'S ROLE

Students should read and understand the calendar description of any course they are enrolled in to be aware of the content of that course as described in the course outline. A student should know of and meet prerequisite course requirements for any course in which they enroll.

8.7.1 Pedagogical Competence

Students, teachers and the institution share a responsibility to create an environment that is conducive to learning. Teachers must not only know their subject matter, but also must practise effective instruction and stimulate learning.

8.8. PEDAGOGICAL COMPETENCE: THE TEACHER'S ROLE

Maintaining general pedagogical competence requires a teacher to be conversant with the current range of alternative teaching strategies that could be used to teach any course that may reasonably be assigned as a normal duty. To accomplish this, a teacher is expected to:

- i. keep abreast of pedagogical research developments, and to actively seek effective methods to integrate research and scholarship into teaching
- ii. be prepared to participate in instructional development initiatives
- iii. actively seek and constructively respond to feedback on instructional performance from students and peers

8.8.1 A teacher should plan the general pedagogy and the particular instructional delivery of a course in advance and communicate these plans to the students at the start of the course via a course outline. A course outline serves as the primary contract between a teacher and the students and at a minimum will contain descriptions of the following:

- i. course objectives derived from the course calendar description
- ii. instructional methods that will be used in the course

- iii. planned general content of the course, and the sequencing of topic coverage in the delivery of this course content
- iv. any activities (e.g. reading, lab work, and practical experience) required of students during the course
- v. any additional requirements of students which may be assessed, for example attendance regulations or class participation
- vi. various component measures of assessment, including any minimum performance requirements, the contribution of these component measures to the final grade, and their timing and sequence in the course
- vii. specific dates of activities which are critical for student learning or evaluation

8.8.2 A teacher should select course content and materials related to course objectives in advance, and then deliver this content and materials in accord with the instructional plans described in the course outline.

8.8.4 The instructional method and the assessment method must be congruent with the stated course objectives (e.g. a fact-memorization exam is not appropriate for a course designed to teach problem-solving skills). A teacher should be fully prepared for class, keep office hours, and attend every class for the full class period where appropriate.

8.8.5 For planned absences (e.g. when a teacher travels on a conference) alternative arrangements such as replacement must be made and the Department Head or Dean informed in advance. For sudden absences (e.g. illness) every reasonable effort should be made to inform students. Some examples of unacceptable pedagogical practices are:

- i. arbitrary denial of access to instruction
- ii. significant intrusion of material unrelated to the course
- iii. holding examinations outside of scheduled times without the agreement of all students and the consent of the department Head or Dean
- iv. teaching while under the influence of alcohol or recreational drugs
- v. teaching when incapacitated or personal circumstances render the teacher unfit or unable to teach.

8.9 A teacher should have the pedagogical flexibility to be able to:

- i. manage and balance the time devoted to components of course content
- ii. adopt reasonable means to maintain a productive and orderly learning environment
- iii. openly acknowledge any personal bias related to a course content

- iv. collaborate where appropriate with colleagues teaching other section of the same course, pre-requisite courses, or courses for which the current course is a pre-requisite
- v. collaborate where appropriate with colleagues involved in team teaching.

8.9.1 Organizational units are responsible for stimulating effective instruction by:

- i. encouraging teachers to learn about instructional methods
- ii. encouraging mentorship and other forms of mutual support among teachers
- iii. providing in-service and other training opportunities to teachers, and access to instructional development programmes including those concerning new technology.

8.9.2 Organizational units should:

- i. Design the unit's class schedules and assign teaching duties as early as possible
- ii. Establish a process for collecting reliable data on student and peer evaluation of teaching
- iii. Evaluate a teacher's pedagogical competence
- iv. Inform teachers of the results of their teaching evaluations
- v. recognize and reward teachers who exhibit superior pedagogical performance
- vi. offer assistance to those teachers whose pedagogical performance has been identified as a problem through formal evaluation (e.g. assistance via mentorship)

8.9.3 Organizational units should maintain and foster the social, physical and technological climate in which the instructional duties of faculty may be effectively carried out, including the provision of clinics, laboratories, studios and other physical facilities, information technologies and library resources.

8.9.4 To assist students in making informed choices about their selection of courses in any one year, organizational units should provide students with timely details of the names of those teachers who have already been assigned to teach particular courses or sections.

8.9.5 Student Learning Responsibilities

A student will consider the course outline as a contract that describes course objectives, and which details the student's responsibilities during the delivery of a particular course. A student is expected to show substantial effort regarding:

- i. being punctual and meeting attendance requirements for lectures, tutorials, seminars and laboratories

- ii. being free from the influence of alcohol or recreational drugs when attending scheduled learning activities
- iii. being prepared for classes, tutorials, seminars and laboratories
- iv. participating in class discussions
- v. completing papers and projects as assigned
- vi. collaborating fairly with colleagues in group projects
- vii. acknowledging the contributions of others in group work

8.9.6 A student is responsible for having the learning skills appropriate for the course being taken, for example having adequate study and writing skills.

8.10 PRINCIPLE TWO: HONESTY AND INTEGRITY

All members of the academic community are expected to engage in scholarly activities with honesty and integrity, and to avoid bias or conflict of interest. Trust depends on academic honesty, and honesty is fundamental to the integrity of the learning environment at the University.

8.10.1 Academic Honesty (Plagiarism and Others)

Teachers must encourage an environment of academic honesty and be models of academic integrity. Students are expected to be assessed on the basis of their independent work, and should acknowledge the contributions of others when submitting work that is not fully their own.

8.10.2 Academic Honesty and Integrity: The Teacher's Role

A teacher should foster honest academic conduct and discourage all forms of academic dishonesty. In the learning environment a teacher must acknowledge academic debts to colleagues and students if teaching materials that originate from these sources are used. Plagiarism of teaching materials is unacceptable. A teacher must be aware of and observe copyright laws regarding teaching materials. A teacher must acknowledge student contributions to other scholarly activities, for example in the creation of artistic works, or in the publication of research papers.

8.10.3 When pertinent, a teacher should remind students of the need for independent work on assignments, of the need to acknowledge the work of others, and of the definition of plagiarism and its implications. Assisting in or covering up any academic dishonesty is itself misconduct. Faculty should report academic misconduct to the appropriate authority.

8.10.4 Collective Responsibilities: Academic Honesty and Integrity

Organizational units must foster honest academic conduct, and are responsible for the management of policies that protect and ensure academic honesty. Units must

inform students about policies regarding academic dishonesty, and in particular ensure that students know how the university defines plagiarism and its consequences.

8.10.5 Organizational units that require medical excuse notes to reschedule lab and assignment dates may wish to consider the use of signed student affidavits as a general policy for handling students' claim of incapacitation by temporary ailments that have since ceased and which no longer evident to medical personnel.

8.10.6 Academic Honesty and Integrity: The Student's Role

Honesty and integrity are expected of every student in class participation, examinations, assignments, patient care and other academic works. Every student must perform his or her own work unless specifically instructed otherwise. The same standard of student honesty should apply to interactions with personnel such as lab instructor, teaching assistants, sessional instructors and administrative staff, as applies to interactions with full-time faculty.

8.10.7 Student misconduct includes cheating; plagiarism; forgery; fabrication; theft of instructional material or tests; unauthorized access to or manipulation of laboratory or clinical equipment or computer programs; alteration of grade books, clinical records, files or computer grades; misuse of research data in reporting results; use of personal relationships to gain grades or favours or other attempts to obtain grades or credit through fraudulent means; unprofessional conduct related to patient care; threats to university personnel; and other conduct inconsistent with academic integrity.

8.10.8 Cheating includes giving or receiving unauthorized aid in academic work such as the improper use of books, notes, or other students' tests, papers or lab reports; the buying or supplying of term papers, lab reports, essays or analyses; passing off the artistic work of others as one's own; taking a dishonest competitive advantage (for instance, preventing others from fair and equal access to library resources); or using work done for one course in fulfilment of the requirements of another, without approval of the teachers involved.

8.10.9 Plagiarism is the use of the intellectual creation of another person without proper attribution. It is the use of someone else's words or ideas or data without proper documentation or acknowledgment. This amounts to theft. To avoid this, quotations must be clearly marked, and sources of information, ideas, or opinions of others must be clearly indicated in all written work. This applies to paraphrased ideas as well as to direct quotations. A student must acknowledge and fairly recognize any contributions made to their personal research and scholarly work by others, including other students.

8.10.10 Fabrication includes furnishing to a university office or official or faculty member a written or oral statement known by the student to be false or misleadingly incomplete. This includes, but is not limited to, medical information and student data for financial aid and admission. Unauthorized access includes clandestine entry into any university facility or property, unapproved use or manipulation of university documents, records, or files, including computer data and programs.

8.10.11 Unacceptable use of computing services and violation of copyright laws are also considered to be academic misconduct.

8.10.12 Students who fail to identify themselves at examinations or who participate in any misrepresentation of the identity of a student at an examination will be considered to be engaged in academic misconduct.

8.10.13 Assisting in or covering up any academic dishonesty is itself misconduct. A student should report academic misconduct to the appropriate authority.

8. 11 FAIR AND VALID ASSESSMENT

Assessment in the learning environment should adhere to the principles of honesty and integrity; i.e. it should be valid, open, fair, and consistent with the objectives of the course.

8.11.1 Fair and Valid Assessment: The Teacher's Role

A teacher is responsible for selecting a method of assessment of students' academic performance in relation to course objectives and content, is valid and reflects true merit, is fair and impartial, and provides a consistent and balanced evaluation.

8.11.2 A teacher should inform students at the onset of the marking system to be used. Where feasible and appropriate, the same marking system should be used for all duplicate sections of a particular course. A teacher should evaluate students' work by use of the university's grading system and criteria, such as the current set of literal descriptors, and should evaluate student performance only with criteria directly reflecting course objectives. Examples of inappropriate criteria include the awarding of unwarranted high marks to garner positive student evaluations (or suppress negative evaluations), and the imposition of artificially low marks to shock students with the threat of failure, and hence stimulate increased study effort.

8.11.3 A teacher should have appropriate expectations regarding the workload of students in any one course, recognizing that they will have commitments in all of

the other courses in which they are enrolled. Teachers should avoid the excessive proliferation of assignments whose individual contributions to a final grade are small.

8.11.4 Student assignments and examinations should be graded diligently and promptly, and anonymously if feasible. Students should receive advice about their work regularly throughout a course, including counsel on how to improve performance when possible. Teachers must keep a record of the means used to allocate marks to individual students so that in the event of any appeal an audit of the mark assignment can take place. When the relevant organizational unit formally requests a teacher to accommodate a reasonable special assessment need of a student with an impairment, the teacher should comply.

8.11.5 Teachers who do not wish their exam materials to enter the public domain are expected to make an announcement in the examination room prohibiting their removal and/or publish in the exam paper a clear prohibition against removal, copying and distribution.

8.12 COLLECTIVE RESPONSIBILITIES: FAIR AND VALID ASSESSMENT

8.12.1 Organizational units should participate in the development and operation of evaluation and examination regulations and appeal procedures. Policies for the management of student assessment should include:

- I. early setting of dates for final examinations
- ii. accommodating the special needs of individuals with impairments
- iii. choosing particular methods of assessment
- iv. the design and operation of anonymous evaluation and examination systems, where feasible
- v. treating students equitably
- vi. equity of workload expectations and standards across courses
- vii. monitoring student academic workloads (in individual courses, and overall for any one semester) where feasible, and reviewing assignments/mid-semester exam dates to avoid overload
- viii. assessing the consistency and fairness of evaluation across sections, including consideration of grade patterns for identical assignments and of attendance regulations (if any) across separate sections of the same course
- ix. ensuring that grades assigned to students are based on academic performance related to the course objectives, and are not distorted by non-academic issues
- x. providing guidance to teachers in the distribution of marks, for example, by providing literal descriptors of benchmark levels of academic performance
- xi. appeal of grades assigned to students

8.12.2 Organizational units must ensure that data collected from students and faculty peers on the performance of teachers is legitimate and representative.

8.12.3 Fair and Valid Assessment: The Student's Role

8.12.4 A student must be aware of the examination regulations of the unit in which they are taking a course, and of the particular assessment structure described in the course outline.

8.12.5 A student who chooses to disclose to the teacher and the relevant organizational unit that they have special needs should do so as soon as possible in a course. It is the duty of the student to make any formal request regarding special needs well in advance of any assessed activity.

8.12.6 A student should observe examination regulations, and not commit, aid or abet academic misconduct such as plagiarism, cheating, or misrepresentation.

8.12.7 Examination materials are not to be removed from an exam room if a teacher prohibits the removal and/or the exam materials are clearly marked with a clear prohibition against removal, copying and distribution.

8.12.8 An individual student or an organized student group or body must not collect, file or distribute past examination materials that a teacher has expressly forbidden to be removed from an examination room, or exam materials that have been compiled from memory.

8.12.9 It is unacceptable for an individual student or student bodies to offer financial payments or other incentives to encourage students to collect exam materials from teachers who do not wish these materials to be released into the public domain. Given that student evaluations can play a critical role in the formal decision processes of promotion, it is expected that every student will provide an honest assessment of a teacher's performance when volunteering to do so.

8.13 EVALUATION STRATEGY

As part of valid and fair assessment, students' satisfaction survey is paramount in determining the direction and quality of courses and programmes being run. The Institute's own institutional survey; students exit survey; staff satisfaction survey; and graduate experience survey are some of the key strategies to gain further insight into quality assurance and adherence to ethical principles.

8.14 MANAGING INTERACTIONS AND RELATIONSHIPS

Establishing a good rapport with students can be pedagogically productive, but in rare circumstances the development of a close personal contact can lead to the misuse of the power differential between teachers and students. At the extreme there are serious risks of exploitation, compromise of academic standards, harm to student development, and damage to reputations. While a teacher bears most of the responsibility for managing student-teacher interactions, and for avoiding any actual or perceived conflicts of interest that relationships can produce, students are also expected to behave in such a manner as to maintain an appropriate relationship. It is acknowledged that non-exploitative dual relationships can evolve, however, and thus there is need to specify guidelines for the practical management of such relationships to avoid even the perception of a conflict of interest.

8.14.1 Managing Interactions and Relationships: The Teacher's Role

A teacher should respect students, treat them with dignity, and recognize the power differential between students and teachers. A teacher should always avoid the perception of favouritism or nepotism regarding matters such as grading or employing research assistants. Teachers must not exploit students, discriminate unfairly between students, or allow conflicts of interest with students to arise.

8.14.2 The teacher is responsible for keeping relationships with students focused on academic matters, and for creating an appropriate social environment that fosters the educational objectives of the program or course. The teacher must ensure that faculty-student personal relationships do not detract from student development.

8.14.3 A teacher may encounter several types of dual relationships. Accepting an instructional role (e.g. grading) over a member of one's immediate family, or over a close friend, client, patient or business partner will place the teacher in a conflict of interest situation. A teacher who cannot avoid such relationships should disclose them to a supervisor and arrange to adopt a method of assessment (e.g. anonymous grading, use of an independent assessor) that precludes actual or perceived nepotism.

8.14.4 Teachers must recognize that any form of sexual or close personal relationship with a current student will not only produce a conflict of interest but may also expose the teacher or the student to accusations of sexual harassment, exploitation and manipulation if the relationship deteriorates. If a close personal relationship does develop, then for the protection of all parties the teacher is advised to report the relationship to a supervisor as soon as possible. The supervisor should then make alternative arrangements for the supervision or evaluation of the

student.

8.14.5 There are a variety of interactions with students that risk producing accusations of favouritism or exploitation. These include excessive socializing with students outside class, either individually, or as a group; lending money to or borrowing from students; giving or receiving non-trivial gifts (i.e. money); or requiring students to participate in a political or social movement advocated by the teacher. Such behaviour is best avoided. A simple sign that a particular form of relationship is unacceptable is any effort by the teacher to conceal it.

8.15 COLLECTIVE RESPONSIBILITIES FOR MANAGING INTERACTIONS AND RELATIONSHIPS

Organizational units are responsible for ensuring a fair and equitable environment for students and faculty, and for managing matters such as hiring practices, equity, harassment, grading and dual-relationships. Units should have policies that thwart the abuse of the power differential between teachers and students.

8.15.1 Units should create an environment in which concerns may be raised without fear of retribution, in which the power differential between teachers and students is recognized, and in which complaints are dealt with promptly and with due process.

8.16 MANAGING INTERACTIONS AND RELATIONSHIPS: THE STUDENT'S ROLE

A student should keep relationships with teachers focused on academic matters and adopt social behaviours that are appropriate to academic relationships.

8.16.1 If a student becomes personally involved with a teacher, the student is advised to seek independent advice. Because of the power differential the student is advised to disclose the existence of the relationship to a student counsellor, so as to ensure the student can be advised on the best means of managing the various consequences of the relationship, including the possibility of actual or perceived favouritism or malice by the teacher.

8.16.2 When a student assumes any or all of the duties of a teacher (either as an employee or as a volunteer) he or she has a duty to adhere to the same ethical standards concerning relationships with other students as identified for teachers in the section above.

8.17 PRINCIPLE THREE: RESPECT FOR DIGNITY OF OTHERS

All members of the University community are expected to contribute to the development of a learning environment where ideas, values and beliefs can be discussed and received with respect and dignity.

8.17.1 Confidentiality

8.17.1.1 It is expected that students, teachers and other members of the institution will value and practice a level of confidentiality that is appropriate for professionals involved in mentoring a relationship. Upholding this standard serves to maintain and nurture academic trust and motivation in the teacher-student relationship.

8.18 MAINTAINING CONFIDENTIALITY: THE TEACHER'S ROLE

8.18.1 Details about the professional relationship between an individual student and the teacher shall remain confidential except in cases of formal discipline procedures or of overriding concern for individual or collective welfare or where it is appropriate to monitor and discuss student academic progress within an organizational unit.

8.18.2 Examples of information about students that would normally be confidential include:

- i. Non-academic personal information such as age, address, and marital Status;
- ii. Student number;
- iii. Academic, classroom and lab performance, attendance, general behaviour, level of contribution, quality and quantity of assignments;
- iv. Personal opinions and political viewpoints expressed by students in a formal educational setting
- v. Any materials submitted or produced by a student in an educational setting

8.18.3 Examples of behaviour that would normally violate the norm of confidentiality include:

- i. Providing student records to any third party without student consent.
- ii. Discussing without consent a student's grades or academic problems outside of the normal institutional mentoring context, e.g. with student peers, or with a relative or colleague of the student.

- iii. Using confidential information about an individual student to prejudice a other teacher's expectation of that student's performance.
- iv. Using privately communicated materials as teaching or research materials without consent.
- v. Posting of grades or distributing student papers or exams without attempting to minimize the public identification of the performance of individual students.

8.18.4 Any faculty member who receives confidential information about another individual in the university environment (for example other faculty, administrators, staff or researchers) has a responsibility to respect that person's right to confidentiality. When the teacher reasonably suspects major misconduct, the disclosure of otherwise confidential information to the appropriate authority is warranted, and the teacher has a duty to take appropriate action.

8.19 Collective Responsibilities Regarding Confidentiality

8.19.1 Organizational units have a duty to participate in the development, implementation and monitoring of policies and procedures that protect confidentiality. Within an organizational unit it is preferable that there be uniform policies to:

- i. Restrict disclosure of confidential personal and academic information
- ii. Ensure and protect the anonymity of grading whenever possible
- iii. Inform students of all rules and protocols regarding confidentiality and their importance in the academic setting

8.20 Maintaining Confidentiality: The Student's Role

8.20.1 All students have a responsibility to be aware of and follow all the rules and policies regarding confidentiality in the organizational units in which they are studying. Each student has a duty to protect the confidential relationship between the student and the teacher in a way that mirrors the duties of the teacher towards the student as described above, with the exception that from the student perspective the classroom is considered to be a public arena unless deemed otherwise by all participants in a particular course.

8.20.2 Each student has a responsibility to protect the confidentiality of other students, and not to disclose without consent facts about others such as personal information, academic information and progress. Such disclosure is warranted for the assessment of the contributions of others to group work, for discipline proceedings, or when there is an overriding concern for individual or collective

welfare. When the student reasonably suspects major misconduct, the disclosure of otherwise confidential information to the appropriate authority is warranted, and the student has a duty to take appropriate action.

8.20.3 All students must demonstrate that they have obtained consent before acting on another student's behalf, for example in acquiring another student's grades, papers or feedback from a teacher, or in discussing another student's progress with a teacher. A student must not use privately disclosed information in assignments or papers without consent.

8.20.4 All students have a duty to protect the confidentiality of any formal university procedures in which they are invited to participate, for example discipline inquiries, or selection committees for senior academic appointments.

8.21 DEALING WITH SENSITIVE TOPICS

8.21.1 Members of the academic community must work together to create an atmosphere where sensitive issues are addressed in a fair and dignified manner. The critical inquiry that is essential to the life of the university will often necessitate the discussion of sensitive issues. The sensitivity or unpopularity of an issue is no reason for its discussion to be suppressed.

8.21.2 Dealing with Sensitive Topics: The Teacher's Role

8.21.3 A teacher should realize that some necessary elements of course content may evoke discomfort among some students. If this reaction can be anticipated, a teacher should take particular care in introducing that topic. If it is thought necessary not to have a dispassionate, neutral position on the issue, the teacher may identify his or her view on the topic but should compare this to an alternative approach or interpretation, thereby providing students with an understanding of the complexity of the issue, and the difficulty of achieving a single "objective" conclusion.

8.21.4 A teacher who expresses a firm view on a sensitive issue should be alert to the distinction between indoctrination and education. It is considered an abuse of power for a teacher to force his or her own views on students. Whether personal views are expressed or not, it is unacceptable for a teacher to assign marks based solely on student conformity to the teacher's viewpoint.

8.21.5 A teacher should respect differing views and have the pedagogical flexibility to be able to allow for the expression of alternative views in the classroom. It is unacceptable for a teacher to slander, belittle or ridicule a student or to act in any way as to cause a student embarrassment about personal beliefs or attitudes.

8.22 Collective Responsibilities for Dealing with Sensitive Topics

8.22.1 Organizational units are expected to enable the teaching of sensitive topics, and to support teachers whose classes contain sensitive content.

8.23 DEALING WITH SENSITIVE TOPICS: THE STUDENT'S ROLE

8.23.1 Students should identify their own perspectives on sensitive issues, respect alternate views, and refrain from imposing their own values on others. Every student should respect the rights of others by treating all participants equitably, by tolerating and respecting their views, and by avoiding stereotyping. Any one student or group of students with a specific agenda should not dominate classroom discussion.

A student should help maintain a safe environment for discussion that facilitates open debate, recognizing that any view can be legitimately examined critically in an objective and disinterested fashion.

8.24 RESPECT FOR OTHERS

8.24.1 Members of the academic community are expected to respect the dignity of colleagues, and to work cooperatively in the interest of fostering a learning environment conducive to the development and growth of all members.

8.25 RESPECT FOR OTHERS: THE TEACHER'S ROLE

8.25.1 A teacher must be aware of the ethical responsibilities attached to the role of university teacher, and show tolerance and respect for students and colleagues. A teacher who participates in any professional practice as a student or practitioner must adhere to the relevant ethical code of that professional discipline.

8.25.2 A teacher has a responsibility to interact with students, colleagues and the institution in a professionally dignified manner. Many students' complaints stem from a lack of respect from faculty. Examples of disrespect for students by a teacher include writing demeaning comments on papers and assignments; dismissing student questions or answers as silly or stupid; singling out individuals in class to make a general point; telling students that a teacher is too busy to see them and not offering an appointment for a later date; and making threats of failure instead of offering words of encouragement for students in difficulty.

8.25.3 The teacher is responsible for creating a learning environment that fosters respect for all student views and the human rights of all students, avoids stereotyping of individuals or groups of students and encourages the development of student self-esteem and confidence.

8.25.4 A teacher must be fair and objective when presenting a professional judgment of a colleague, and not allow personal feelings or bias to influence such a judgment. A teacher should defend the rights of their colleagues to exercise academic freedom, and prevent unjust discrimination and exploitation of other employees. A teacher has a duty to respect the confidentiality of information about a colleague gained during committee work dealing with personnel matters (e.g. tenure, promotion and discipline).

8.25.5 It is unethical for a teacher to observe misconduct and fail to respond appropriately. An appropriate response will depend on the situation and could range from talking directly to the individual about the situation to a formal complaint.

8.25.6 In the case of serious misconduct by a colleague or student, then the teacher must initiate a formal and confidential complaint as the first step in handling the matter. For cases of minor unethical conduct by a colleague or student, a teacher may first attempt to resolve the issue informally before considering a formal process. The inappropriate use of formal means of complaint applied to minor misconduct could risk irreparable damage to professional reputations.

8.25.7 In any ongoing dispute or disagreement, the participants should behave in a professional way. Parties to a dispute have a duty of confidentiality and respect towards an adversarial party. It is unprofessional for a teacher to make derogatory personal remarks about another individual or fail to acknowledge academic debts to colleagues or students based on personal grounds. It is inappropriate to provide academic advice based on personal bias about an individual teacher.

8.26 Collective Responsibilities Regarding Respect for Others

8.26.1 Organizational units must have formal policies and procedure for the investigation of alleged inappropriate behaviour that allow for due process and protect the reputation of teacher, students and the institution until the investigation is complete.

8.26.2 Organizational units should accommodate informal mechanisms for the resolution of allegations of minor misconduct, with the aim of forestalling any unnecessary escalation to the level of formal investigation.

8.26.3 Organizations within the university must not allow their self-interest or bias to influence decisions regarding course approval or program planning.

8.27 RESPECT FOR OTHERS: THE STUDENT'S ROLE

8.27.1 A student should adhere to the expectations of student ethical conduct, and show tolerance and respect for colleagues and teacher. A student acting as a practitioner in professional practice must conform to that profession's code of conduct or ethics. When students assume any or all of the duties of teachers (either as employees or as volunteers) they have a duty to adhere to the same ethical standards concerning relationships with other students as identified for teachers in any of the sections of this document.

Students should play a role in the development of peers, for example, by assisting in any ethical way any other students whom they may see to be in difficulty.

8.27.2 A student who observes and suspects serious misconduct by a member of the university community should initiate a formal complaint. In cases where the suspected misconduct is thought to be less serious, then the student is encouraged to approach the individual concerned or the appropriate authorities to seek a resolution of the matter.

8.27.3 Students must be fair and objective when presenting an opinion on students or teachers, and particularly should not allow personal feelings or bias to influence their assessment of the professional competence of teachers.

8.27.4 A student should:

- i. not discriminate unjustly or exploit other students
- ii. not disrupt the classroom or general learning environment, for example by talking or signalling in class, or by leaving and entering the class at inopportune times
- iii. not harass, intimidate or threaten other students, staff or teachers
- iv. not hide, hoard or destroy communal learning resources such as library materials, laboratory equipment and computers

8.27.5 The reputation and welfare of the Ghana Institute of Journalism are of concern to many individuals and organizations apart from the current members of the University community. The importance of the institution's reputation must be considered by those whose conduct may affect the institution.

8.28 RESPECTING THE INSTITUTION: THE TEACHER'S ROLE

8.28.1 A teacher has a responsibility to work for the good of the university as a whole and to abide by university policies, regulations and ethical standards pertaining to the education of students.

8.28.2 A teacher should cherish and protect the right to free expression, and uphold the educational goals and standards of the university. The dialogue involved in striving for the best goals and standards for the university may require criticism of current or planned organizational policies; criticism and dissent are essential and inevitable elements of university life. Faculty should ensure that criticism is based on accurate information, and addresses the issue and not the individual involved.

8.28.3 A teacher should represent the university appropriately when off campus, for example during conferences, internships, exchanges, or work/study programs. A teacher has a duty to avoid behaviour that damages the reputation of the institution and to avoid misconduct against the institution; for example:

- i. misrepresenting oneself as speaking for the institution when this is not the case
- ii. misrepresenting the institution's view point
- iii. subverting, or aiding and abetting the subversion of properly constituted discipline procedures of the institution, or the outcome of any particular discipline process
- iv. significant use of university property for non-academic purposes or personal gain, including the misuse of university stationery, letterhead, phones, fax machines or computers
- v. defacing, damaging or vandalizing university property

8.29 COLLECTIVE RESPONSIBILITIES: RESPECT FOR INSTITUTION

8.29.1 Organizational units have a duty to participate in the development and operation of appropriate policies, procedures, rules and regulations that guide the activities and conduct of faculty and students. Units are responsible for educating and informing the academic community about relevant policies and procedures, and for ensuring that these policies and procedures are followed. Organizational units have a duty to protect free speech and academic freedom, and to maintain the institution's integrity.

8.30 RESPECTING THE INSTITUTION: THE STUDENT'S ROLE

8.30.1 The student's responsibilities toward the institution are similar to those described above for the teacher. A student should be aware of, respect and follow the university's educational goals, policies and standards. A student has a duty to avoid any behaviour that significantly interferes with the rights of others to pursue their studies.

8.30.2 Every student should cherish and protect the right to free expression, and uphold the educational goals and standards of the university. The dialogue

involved in striving for the best goals and standards for the university may require criticism of current or planned organizational policies; criticism and dissent is an essential and inevitable element of university life. A student should ensure that criticism is based accurate information, and addresses the issue and not the individual involved.

8.30.3 A student has a duty to avoid behaviour that damages the reputation of the institution and to avoid misconduct against the institution; for example:

- i. Misrepresenting oneself as speaking for the institution when this is not the case
- ii. Misrepresenting the institution's viewpoint
- iii. Subverting, or aiding and abetting the subversion of properly constituted discipline procedures of the institution, or the outcome of any particular discipline process
- iv. Significant use of university property for non-academic purposes or personal gain, including the misuse of university stationery, letterhead, phones, fax machines or computers
- v. Defacing, damaging or vandalizing university property
- vi. Disrupting or interfering with the learning environment in the classroom

8.30.4 Students should represent the university appropriately when off campus, for example during conferences, internships, exchanges, athletic competitions or work/study programs.

9.0 ETHICS OF RESEARCH

9.1. Section One: Scope and Approach

9.1.1 The purpose of this Policy, is to establish principles to guide the design, ethical conduct and ethics review process of research involving humans. This section outlines the scope of application of the Policy and the approach to research ethics review that flows from the core principles —Respect for Persons, Concern for Welfare, and Justice. The preferred approach to research ethics review is a proportionate approach. The Research Ethics Committee (REC) must consider the risk presented by a research, and assesses the ethical acceptability of the research through consideration of the foreseeable risks, the potential benefits and the ethical implications of the research, both at the stage of the initial REC review and throughout the life of the project

9.1.2 The Consent Process

This section sets out the ethical requirements for consent in research involving

humans. Throughout this Policy, the term "consent" means "free, informed and ongoing consent." For the purpose of this Policy, "free" and "voluntary" are used interchangeably. Respect for Persons implies that individuals who participate in research should do so voluntarily, understanding the purpose of the research, and its risks and potential benefits, as fully as reasonably possible. Where a person has the capacity to understand this information, and the ability to act on it voluntarily, the decision to participate is generally seen as an expression of autonomy.

The Policy refers to the process of seeking consent from prospective participants, which may result in either agreement or refusal to participate. This process is meant to emphasize Respect for Persons. Under no circumstances may student researchers proceed to conduct research with anyone who has refused to participate. Subject to exceptions set out in this Policy, consent must be obtained from participants prior to the conduct of research.

Equally, Respect for Persons implies that those who lack the capacity to decide for themselves should nevertheless have the opportunity to participate in research that may be of benefit to themselves or others. Authorized third parties acting on behalf of these individuals decide whether participation would be appropriate. For the purposes of this Policy, the term "authorized third party" (also known as "authorized third party decision makers") refers to any person with the necessary legal authority to make decisions on behalf of an individual who lacks the capacity to consent to participate or to continue to participate in a particular research project. These decisions involve considerations of concern for Welfare and Justice.

9.1.3 The information generally required for informed consent includes:

- (a) information that the individual is being invited to participate in a research project;
- (b) a statement of the research purpose in plain language, the identity of the researcher, the identity of the funder or sponsor, the expected duration and nature of participation, a description of research procedures, and an explanation of the responsibilities of the participant;
- (c) a plain language description of all reasonably foreseeable risks and potential benefits, both to the participants and in general, that may arise from research participation;
- (d) an assurance that prospective participants:
 - i. Are under no obligation to participate; are free to withdraw at any time without prejudice to pre-existing entitlements;
 - iii. Will be given, in a timely manner throughout the course of the research project, information that is relevant to their decision to continue or withdraw from participation; and
 - iv. Will be given information on the participant's right to request the withdrawal of data or human biological materials, including any limitations on the feasibility of that withdrawal;

- (e) information concerning the possibility of commercialization of research findings, and the presence of any real, potential or perceived conflicts of interest on the part of the researchers, their institutions or the research sponsors;
- (f) the measures to be undertaken for dissemination of research results and whether participants will be identified directly or indirectly;
- (g) the identity and contact information of a qualified designated representative who can explain scientific or scholarly aspects of the research to participants;
- (h) the identity and contact information of the appropriate individual(s) outside the research team whom participants may contact regarding possible ethical issues in the research;
- (i) an indication of what information will be collected about participants and for what purposes; an indication of who will have access to information collected about the identity of participants, a description of how confidentiality will be protected, a description of the anticipated uses of data; and information indicating who may have a duty to disclose information collected, and to whom such disclosures could be made;
- (j) information about any payments, including incentives for participants, reimbursement for participation-related expenses and compensation for injury;
- (k) a statement that, by consenting, participants have not waived any rights to legal recourse in the event of research-related harm; and
- (l) in clinical trials, information on stopping rules and when student researchers may remove participants from trial.

For consent to be informed, prospective participants shall be given adequate time and opportunity to assimilate the information provided, pose any questions they may have, and discuss and consider whether they will participate. The time required for this initial phase of the consent process will depend on such factors as the magnitude and probability of harms, the complexity of the information conveyed, and the setting where the information is given. The key to informed consent is that prospective participants understand the information being conveyed to them by researchers. Researchers and RECs should consider how best to convey that information to facilitate understanding. For example, written documentation may be supplemented with audio and/or visual aids or accompanied by video presentations.

When language barriers necessitate the assistance of an intermediary for communication between the research team and participants, the student researcher should select an intermediary who has the necessary language skills to ensure effective communication. The involvement of such intermediaries may raise confidentiality issues.

9.2 SECTION TWO: PRIVACY AND CONFIDENTIALITY

There is widespread agreement about the interests of participants in protection of privacy, and the corresponding duties of student researchers to treat personal information in a confidential manner. Indeed, the respect for privacy in research is an internationally recognized norm and ethical standard. Fundamental human rights and freedoms in the Ghana Constitution have been explicitly stated. The Ghana Institute of Journalism Statutes have broadly provisions on codes of conduct.

Privacy risks in research relate to the identifiability of participants, and the potential harms the groups to which they belong, may experience from the collection, use and disclosure of personal information. Privacy risks arise at all stages of the research life cycle, including initial collection of information, use and analysis to address research questions, dissemination of findings, storage and retention of information, and disposal of records or devices on which information is stored. This Policy is based on a proportionate approach to the assessment of the ethical acceptability of research. Student researchers and Research Ethics Committees (RECs) are expected to identify and minimize privacy risks, keeping in mind that a matter that is not sensitive or embarrassing for the researcher may be so for the participant.

In addition to following the guidance provided in this Policy, student researchers are responsible for compliance with all applicable legal and regulatory requirements with respect to protection of privacy, and consent for the collection, use or disclosure of information about participants. These requirements may vary by jurisdiction and, depending on who is funding or conducting the research, may include obligations under the Ghana Constitution.

9.2.1 Key Concepts

9.2.2 Privacy

Privacy refers to an individual's right to be free from intrusion or interference by others. It is a fundamental right in a free and democratic society. Individuals have privacy interests in relation to their bodies, personal information, expressed thoughts and opinions, personal communications with others, and spaces they occupy. Research affects these various domains of privacy in different ways, depending on its objectives and methods. An important aspect of privacy is the right to control information about oneself. The concept of consent is related to the right to privacy. Privacy is respected if an individual has an opportunity to exercise control over personal information by consenting to, or withholding consent for, the collection, use and/or disclosure of information (see Chapter 3 for further discussion of consent).

9.2.3 Confidentiality

The ethical duty of confidentiality refers to the obligation of an individual or organization to safeguard entrusted information. The ethical duty of confidentiality includes obligations to protect information from unauthorized access, use, disclosure, modification, loss or theft. Fulfilling the ethical duty of confidentiality is essential to the trust relationship between researcher and participant, and to the integrity of the research project.

9.2.4 Security

Security refers to measures used to protect information. It includes physical, administrative and technical safeguards. An individual or organization fulfils its confidentiality duties, in part, by adopting and enforcing appropriate security measures. Physical safeguards include the use of locked filing cabinets, and the location of computers containing research data away from public areas. Administrative safeguards include the development and enforcement of organizational rules about who has access to personal information about participants. Technical safeguards include use of computer passwords, firewalls, anti-virus software, encryption and other measures that protect data from unauthorized access, loss or modification.

9.2.5 Identifiable Information

Information that may reasonably be expected to identify an individual, alone or in combination with other available information, is considered identifiable information (or information that is identifiable) for the purposes of this Policy. Where the term “personal information” appears in this Policy, it refers to identifiable information.

9.2.6 Types of Information

Student researchers may seek to collect, use, share and access different types of information about participants. Such information may include personal characteristics or other information about which an individual has a reasonable expectation of privacy (e.g., age, ethnicity, educational background, employment history, health history, life experience, religion, social status). For the purposes of this Policy, student researchers and RECs shall consider whether information proposed for use in research is identifiable. The following categories provide guidance for assessing the extent to which information could be used to identify an individual:

- i. Directly identifying information —the information identifies a specific individual through direct identifiers (e.g., name, social insurance number,

personal health number).

- ii. Indirectly identifying information —the information can reasonably be expected to identify an individual through a combination of indirect identifiers (e.g., date of birth, place of residence or unique personal characteristic).
- iii. Coded information —direct identifiers are removed from the information and replaced with a code. Depending on access to the code, it may be possible to re-identify specific participants (e.g., the principal investigator retains a list that links the participants' code names with their actual name so data can be re-linked if necessary).
- iv. Anonymized information —the information is irrevocably stripped of direct identifiers, a code is not kept to allow future re-linkage, and risk of re-identification of individuals from remaining indirect identifiers is low or very low.
- v. Anonymous information —the information never had identifiers associated with it (e.g., anonymous surveys) and risk of identification of individuals is low or very low.

9.2.7 Ethical concerns regarding privacy decrease as it becomes more difficult (or impossible) to associate information with a particular individual. These concerns also vary with the sensitivity of the information and the extent to which access, use or disclosure may harm an individual or group.

9.3.0. ETHICAL DUTY OF CONFIDENTIALITY

Student researchers shall safeguard information entrusted to them and not misuse or wrongfully disclose it. The Institute shall support student researchers in maintaining promises of confidentiality. When student researchers obtain information with a promise of confidentiality, they assume an ethical duty that is central to respect for participants and the integrity of the research project. Breaches of confidentiality may harm the participant, the trust relationship between the researcher and the participant, other individuals or groups, and/or the reputation of the research community. Research that probes sensitive topics (e.g., illegal activities) generally depends on strong promises of confidentiality to establish trust with participants.

The ethical duty of confidentiality applies to information obtained directly from participants, or from other researchers or organizations that have legal, professional or other obligations to maintain confidentiality. The ethical duty of confidentiality must, at times, be balanced against competing ethical considerations

or legal or professional requirements that call for disclosure of information obtained or created in a research context. For example, in exceptional and compelling circumstances, student researchers may be subject to obligations to report information to authorities to protect the health, life or safety of a participant or a third party.

Student researchers are expected to be aware of ethical codes (such as professional codes of conduct) or laws (e.g., those requiring the reporting of children in need of protection) that may require disclosure of information they obtain in a research context. In other situations, a third party may seek access to information obtained and/or created in confidence in a research context. An access request may seek voluntary disclosure of information, or may seek to compel disclosure through force of law (e.g., by subpoena).

10.0. FIRE SAFETY AND SECURITY

- i. The Ghana Institute of Journalism gives fire safety and prevention the utmost attention it deserves. In the light of this, the Institute requires that the under listed instructions and directives be adhered to by all stakeholders who in any way have to use any property of the GIJ.
- ii. Do not overload electrical outlets or extension cords. Never use 'naked' fire.
- iii. Never go back into a burning building.
- iv. Be familiar with planned escape routes, noting that, during a fire outbreak you may not be able to rely on light and the main exit may be unusable.
- v. Know the location of fire extinguishers.
- vi. If you suspect fire on the other side of a door, feel the door near the top. If it is hot, do not open it. If you think it is safe, brace your shoulder against the door and open it cautiously. Be prepared to slam it if smoke or heat rushes in.
- vii. Because toxic fumes and high temperatures usually fill the higher levels of air, it is best to crawl out of a burning building. Cover your face with a cloth, preferably damp.
- viii. If the fire alarm goes off, you are to leave the building immediately without panic, for an assembly point.

10.1 MISCELLANEOUS

- i. It shall be the obligation of management of the Institute to make available to each student/staff a copy of the code.
- ii. The rules of this code may be revised from time to time as may become

- necessary.
- iii. The recommendations/ proposals etc. of the student body through the S.R.C may be taken into account for any revision or amendments of the code.