

UNIVERSITY FOR DEVELOPMENT STUDIES

ACTION REPORT ON REVIEWERS' ASSESSMENT OF 4-YEAR BACHELOR OF EDUCATION PROGRAMME FOR COLLEGES OF EDUCATION IN GHANA

EARLY GRADE SPECIALISM

RECOMMENDATIONS FOR ACTION

Year 4 Semester 1

1. The credit value should be changed from 9 to 12. It should also be noted in the course description that the minimum teaching placement should be 12 weeks.

Action Taken: The above has been addressed as noted under year 4 semester 1.

RECOMMENDATIONS FOR CONSIDERATION

Year 1 Semester 1

1. The course (Beginning Teaching I) should require 6 weeks, 1 day per week, in school so that the credit weighting compared to time in school is consistent across the programme.

Action Taken: Number of meetings has been increased from 3 times in the semester to 6 times as recommended for this course.

2. The first mathematics course should be an introductory course like in Science. The focus of the mathematics course should be on learning and applying numbers in algebra rather than the teaching aspect. The assessment should reflect this change.

Action Taken: The course title has been changed to read Introduction to Learning and Applying number and Algebra as suggested.

Year 2 Semester 2

1. Teaching Early Grade Reading and Writing is a non-credit bearing course but must be passed before proceeding. Year 2 Semester 2 already required 24 credits plus this course which has an additional assessment load. There is concern for course overload.

Action Taken: The course (Teaching Early Grade Reading and Writing) has been moved to Year 3 Semester 2 and has been assigned 3 credits.

Year 4 Semester 1

1. Add the mentor observation reports to Component 1 Assessment.

Action Taken: Mentor Observation Report has been part of assessment for component 1.

Year 4 Semester 2

1. Both component (portfolio and action research) of the assessment for Supported Teaching in Schools indicate 100% weighting. So the weighting need to be clarified.

Action Taken: Clarification has been made to this effect in a foot note.

- All other recommendations for consideration have been noted.

**ACTION REPORT ON REVIEWERS' ASSESSMENT OF 4-YEAR BACHELOR OF
EDUCATION PROGRAMME FOR COLLEGES OF EDUCATION IN GHANA
UPPER PRIMARY SPECIALISM**

RECOMMENDATIONS FOR ACTION

Year 2 Semester 2

1. To reduce potential overload and bring the course in line with the Course Writing Guide, one language course from year 2 semester 2 should be moved to another semester with less than 24 credits.

Action Taken: The course Literacy (reading and writing in upper primary) was moved from year 2 Semester 2 to year 3 semester 1.

Year 4 Semester 1

1. The credit value should be changed from 9 to 12. It should also be noted in the course description that the minimum teaching placement should be 12 weeks.

Action Taken: The above has been addressed as noted under year 4 semester 1.

Year 4 Semester 2

1. The CWG requires 6 credits of language for this semester. Additional language course is needed to bring it in line with the CWG. Language courses could be moved from other overloaded semesters mentioned above.

Action Taken: The course Written Literature of a Ghanaian Language was moved from year 3 semester 1 to year 4 semester 2.

2. Both component (portfolio and action research) of the assessment for Supported Teaching in Schools indicate 100% weighting. So the weighting need to be clarified.

Action Taken: Clarification has been made to this effect in a foot note.

RECOMMENDATIONS FOR CONSIDERATION

Year 1 Semester 1

1. The course (Beginning Teaching I) should require 6 weeks, 1 day per week, in school so that the credit weighting compared to time in school is consistent across the programme.

Action Taken: Number of meetings has been increased from 3 times in the semester to 6 times as recommended for this course.

2. The first mathematics course should be an introductory course like in Science. The focus of the mathematics course should be on learning and applying numbers in algebra rather than the teaching aspect. The assessment should reflect this change.

Action Taken: The course title has been changed to read Introduction to Learning and Applying number and Algebra as suggested.

Year 2 Semester 2

1. Teaching Early Grade Reading and Writing is a non-credit bearing course but must be passed before proceeding. Year 2 Semester 2 already required 24 credits plus this course which has an additional assessment load. There is concern for course overload.

Action Taken: The course (Teaching Early Grade Reading and Writing) has been moved to Year 3 Semester 2 and has been assigned 3 credits.

Year 4 Semester 1

1. Add the mentor observation reports to Component 1 Assessment.

Action Taken: Mentor Observation Report has been part of assessment for component 1.

All other recommendations for consideration have been noted.

**ACTION REPORT ON REVIEWERS' ASSESSMENT OF 4-YEAR BACHELOR OF
EDUCATION PROGRAMME FOR COLLEGES OF EDUCATION IN GHANA
JUNIOR HIGH SCHOOL SPECIALISM**

RECOMMENDATIONS FOR ACTION

Year 1 Semester 2

1. The title of the course (Psychological basis of learning) should be made to reflect the content.

Action Taken: Course title changed to Social, Cultural and Psychological Basis of Learning.

Year 2 Semester 2

1. According to the CWG the course (Developing Teaching II) has to be 6 credit hours however, it has been weighted 3 in the course structure.

Action Taken: Credit hours changed from 3 to 6 credits.

Year 3 semester 2

1. The course (Embedding Teaching II) should be 9 instead of 3.

Action Taken: Credit hours changed from 3 to 9.

Year 4 Semester 1

1. Add the mentor observation reports to Component 1 Assessment.

Action Taken: Mentor Observation Report has been part of assessment for component 1.

2. The credit value should be changed from 9 to 12. It should also be noted in the course description that the minimum teaching placement should be 12 weeks.

Action Taken: The above has been addressed as noted under year 4 semester 1.

Year 4 Semester 2

1. The CWG requires 6 credits of language for this semester. Additional language course is needed to bring it in line with the CWG. Language courses could be moved from other overloaded semesters mentioned above.

Action Taken: The course Written Literature of a Ghanaian Language was moved from year 3 semester 1 to year 4 semester 2.

2. Both component (portfolio and action research) of the assessment for Supported Teaching in Schools indicate 100% weighting. So the weighting need to be clarified.

Action Taken: Clarification has been made to this effect in a foot note.

3. There is no weighting for action research in component 2 of the assessment.

Action Taken: Weighting has been indicated.

RECOMMENDATIONS FOR CONSIDERATION

Year 1 Semester 1

1. The course (Beginning Teaching I) should require 6 weeks, 1 day per week, in school so that the credit weighting compared to time in school is consistent across the programme.

Action Taken: Number of meetings has been increased from 3 times in the semester to 6 times as recommended for this course.

2. The first mathematics course should be an introductory course like in Science. The focus of the mathematics course should be on learning and applying numbers in algebra rather than the teaching aspect. The assessment should reflect this change.

Action Taken: The course title has been changed to read Introduction to Learning and Applying number and Algebra as suggested.

Year 2 Semester 2

1. Teaching Early Grade Reading and Writing is a non-credit bearing course but must be passed before proceeding. Year 2 Semester 2 already required 24 credits plus this course which has an additional assessment load. There is concern for course overload.

Action Taken: The course (Teaching Early Grade Reading and Writing) has been moved to Year 3 Semester 2 and has been assigned 3 credits.

- All other recommendations for consideration have been noted.